



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





900 S.W. Jackson Street, Suite 600
 Topeka, Kansas 66612-1212
 (785) 296-3203
 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, OCTOBER 10, 2023 MEETING AGENDA

- | | |
|------------|---|
| 10:00 a.m. | 1. Call to Order – Chair Melanie Haas |
| | 2. Roll Call |
| | 3. Mission Statement, Moment of Silence and Pledge of Allegiance |
| | (AI) 4. Approval of Agenda (October 10-11) |
| | (AI) 5. Approval of Minutes (September 12-13) |
| 10:05 a.m. | 6. Citizens’ Open Forum |
| 10:20 a.m. | (AI) 7. Act on ESSER III Change Requests for Use of Federal COVID-19 Relief Funds |
| 10:30 a.m. | (RI) 8. Receive Evaluation Review Committee (ERC) Recommendations |
| 10:45 a.m. | (IO) 9. Commissioners Annual Report |
| Noon | Lunch |
| 1:30 p.m. | (IO) 10. Firearms Safety Curriculum Survey Report |
| 1:45 p.m. | (AI) 11. Act on Accreditation Review Council’s August Recommendations for KESA |
| 1:50 p.m. | (RI) 12. Receive Accreditation Review Council’s Recommendations for KESA |

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 Makayla Aldridge 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
 Next Meeting: November 14 and 15, 2023

Kansas leads the world in the success of each student.

2:00 p.m. (IO) 13. Accreditation Framework

3:15 p.m. **BREAK**

3:30 p.m. (IO) 14. Presentation on LETRS Training

3:50 p.m. (AI) 15. Act on Recommendations of the Professional Practices Commission

4:05 p.m. (IO) 16. Fall Vacancy Report Update

4:20 p.m. (DI/AI) 17. Content Exam Appeal Process Update

4:40 p.m. (IO) 18. Update on Legislative Interim Committees

5:15 p.m. **RECESS**



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WEDNESDAY, OCTOBER 11, 2023 MEETING AGENDA

- | | | |
|------------|------|--|
| 9:00 a.m. | | 1. Call to Order – Chair Melanie Haas |
| | | 2. Roll Call |
| 9:05 a.m. | (IO) | 3. Presentation from the 2023 Kansas Teacher of the Year |
| 10:05 a.m. | | BREAK |
| 10:15 a.m. | (IO) | 4. Kansas Board of Regents Leadership |
| 10:30 a.m. | (IO) | 5. Update from Kansas School for the Deaf |
| 10:55 a.m. | (IO) | 6. Update from Kansas State School for the Blind |
| 11:20 a.m. | (IO) | 7. Annual Report from Kansas State High School Activities Association |
| 12:00 p.m. | (AI) | 8. Consent Agenda <ul style="list-style-type: none">a. Receive Monthly Personnel Reportb. Receive Report of Personnel Filling Unclassified Positionsc. Act to initiate contract bid process for investigation of special education formal complaintsd. Act on Recommendations for Licensure Waiverse. PACK Act Grants 2023-2024f. Act on Education Flexibility Partnership Waiverg. Act on request with vendor for KSDE Data Center co-locationh. Act on request to increase eScholar, LLC original payment by \$1,511,44 |
| 12:15 p.m. | (AI) | 9. Chair Report <ul style="list-style-type: none">A. Remarks from the ChairB. Act on Board TravelC. Committee ReportsD. Board Attorney ReportE. Requests for Future Agenda Items |

Kansas leads the world in the success of each student.

1:00 p.m.

ADJOURN

MINUTES



Kansas State Board of Education
September 12, 2023

CALL TO ORDER

Chair Melanie Haas called the monthly meeting of the Kansas State Board of Education to order at 10:00 a.m. on Tuesday, September 12, 2023 in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:10:06)

ROLL CALL

The following Board members were present:

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

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

Chair Haas read both the Board’s Mission Statement and Kansans Can Vision Statement. She then asked for a moment of silence after which the Pledge of Allegiance was recited.

(00:10:27)

APPROVAL OF AGENDA

Chair Haas asked to approve the meeting agenda for both Tuesday and Wednesday. Chair Haas also asked to add Makayla Auldrige as Interim Board Secretary (as item 5a) on Tuesday’s agenda. Chair Haas also asked that item 12 on Wednesday’s agenda (the Chair Report) be pushed back to item 13 and place the review of the EANS and GEER money memo in its place. Dr. Horst moved to approve Tuesday and Wednesday’s agenda as amended. Mrs. Mah seconded. Then, Mrs. Hopkins asked to pull item d from the consent agenda for further discussion. Mrs. Dombrosky asked to pull consent agenda items e and p. Chair Haas asked Dr. Horst if she would accept the revisions to the agenda for her motion (to pull items d, e, and p for further discussion). Dr. Horst agreed to revise her motion. Mrs. Mah seconded. Motion carried 10-0.

(00:11:51)

MOTION
(00:11:50)

APPROVAL OF THE SEPTEMBER MEETING MINUTES

Mrs. Hopkins moved to approve the minutes of the August 8 and 9, 2023 regular Board meeting. Dr. Horst seconded. Motion carried 10-0.

MOTION
(00:15:11)

APPOINTMENT OF INTERIM BOARD SECRETARY

Mr. Hershberger made a motion to appoint Makayla Auldrige as the Interim Board Secretary. Mr. McNiece seconded. Motion carried 10-0.

MOTION
(00:16:00)

COMMISSIONER’S REPORT

Dr. Randy Watson started his monthly Commissioner’s Report by informing the State Board that they will receive 2022-23 accountability reports for each district in their region during the October State Board meeting. Next, Dr. Watson walked board members through the process of how to read information on the accountability report; which the Accreditation Review Council (ARC) reviews before

(00:15:29)

they accredit a system.

CITIZENS' OPEN FORUM

Chair Haas declared the Citizens' Forum open at 10:54 a.m. There were no speakers this month. The forum was closed at 10:55 a.m.

(01:02:45)

ACT ON LICENSING TEST CHANGE RECOMMENDATIONS

Shane Carter, Director of Teacher Licensure, shared with the State Board in August that the teacher licensure team met with education stakeholders during the summer of 2022. As part of those meetings, it was determined the teacher licensure team should create a working group to examine test issues and make recommendations to adjust test requirements as needed. Beginning in September of 2022, the teacher licensure team, a group of school district administrators, educator preparation providers, and additional stakeholders, reviewed test data completed over the last five years and reported test issues.

(01:03:28)

The Professional Standards Board recommended the following changes to the licensing test:

1. Remove the Principles of Learning and Teaching pedagogy exam as a requirement for licensure.
2. Establish a process through the Licensure Review Committee to address educators who completed Kansas approved teacher preparation programs but have not passed the required content exam after two attempts to qualify for a standard Kansas teaching license.

Mr. Porter moved to accept the recommended test changes from the Professional Standards Board as presented. Dr. Horst seconded. Motion carried 10-0.

MOTION
(01:17:40)

2023 SUNFLOWER SUMMER RECAP

Michael Koonce, Director of Administrative Services, Greenbush Education Service Center provided an overview to the State Board of the 2023 Sunflower Summer program. Sunflower Summer was created in 2021 at the request of Kansas educators to provide opportunities for student learning during the summer months and to encourage family engagement in the process. From 2021 to 2023, the Sunflower Summer program served 597,006 people throughout Kansas.

(01:29:17)

Beginning with the 2024 program year, the administration of the Sunflower Summer program will transfer to the Kansas Department of Commerce Tourism division.

EARLY CHILDHOOD TRANSITION TASK FORCE UPDATE

In January 2023 Governor Laura Kelly signed Executive Order 23-01 establishing the Early Childhood Transition Task Force. The Task Force has been charged with reviewing Kansas' early childhood programs and developing a roadmap for the creation of a new state, cabinet-level agency focused solely on supporting the success of our youngest Kansans. KSDE Director of Early Childhood Amanda Petersen serves as a member on the Task Force and provided an update to the State Board.

(01:47:38)

RECEIVE KANSAS STANDARDS FOR LIBRARY AND INFORMATION LITERACY REVIEW

Nathan McAlister, Humanities Program Manager and Co-Chairs of the Library Review Committee, Rachel Yoder and Mirah Dow presented information on the Library Review Committee such as their structure, and the timeline for their reviews. The committee is made up of volunteer library educators that represent all grade levels. The presentation also covered information regarding the structure of the standards and example revisions that happened through the review process. These

(03:38:40)

revisions and changes include the title of the standards, a new coding system, the addition of anchor standards, and grade band standards revisions.

SCHOOL IMPROVEMENT/KESA UPDATE

Deputy Commissioner of the Division of Learning Services, Dr. Ben Proctor provided an update to the State Board on the School Improvement Working Group as a follow up from the June 2023 State Board of Education meeting. Dr. Proctor provided an overview of the current work related to school improvement in Kansas, along with a connection to the accreditation model KESA. Components of the presentation, included elements such as fundamentals, structures and lead Indicators to propose the school improvement framework.

(03:58:14)

STUDENT SHOWCASE: NOOR HAIDERI

The Kansas State Board of Education heard from Miss Noor Haideri, an Overland Park Senior at Blue Valley High School, USD 229. In February this year, Miss Haideri, a junior at the time, was named the 2022 winner of the Breakthrough Junior Challenge, a global, science video competition for high school students. The competition challenges students to explain a complex scientific idea in two minutes or less using a video format. In her video, Miss Haideri explained how blue light emitted from technology devices can disrupt sleep patterns. Her winning entry secured her a \$250,000 college scholarship, the installation of a new state-of-the-art science lab for her high school, and a \$50,000 cash award for her science teacher Dianne Dunne. Miss Haideri shared information about her experience participating in the Breakthrough Junior Competition and her future plans.

(05:03:53)

POLICIES AND PROCEDURES FOR INSTRUCTIONAL MATERIALS USE

Deputy Commissioner of the Division of Learning Services, Dr. Ben Proctor and Angie Stallbaumer, Deputy Executive Director and General Counsel from the Kansas Association of School Boards presented information to the State Board on local policies in areas such as selection criteria, collection development, challenges of materials, composition and purview of the review committee, written reports, local board review and action, removing challenged materials and impact of simultaneous requests.

(05:38:31)

CONSIDERATIONS FOR USE OF TECHNOLOGY DEVICES BY CHILDREN AND YOUTH

Dr. Jake Steel, Director of Strategy and Operational Alignment and Trish Backman, School Mental Health Coordinator provided information to the State Board on the use of technology devices in children and youth. The information presented included recommendations for screen time, appropriate engagement methods, district acceptable use policies, and the potential effects of technology on mental health. Throughout the conversation, Dr. Steel and Trish Backman emphasized the benefits that technology offers in terms of education and development, while also addressing the challenges and concerns it poses, including potential negative impacts on well-being.

(06:29:16)

RECESS

The meeting recessed at 5:21 p.m. until 9:00 a.m. Wednesday.

(07:30:12)

Melanie Haas, Chair

Makayla Auldridge, Interim Board Secretary

MINUTES



Kansas State Board of Education
Wednesday, September 13, 2023

CALL TO ORDER

Chair Melanie Haas called the Wednesday meeting of the Kansas State Board of Education to order at 9:00 a.m. Wednesday, September 13, 2023, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:11:49)

ROLL CALL

The following Board Members were present:

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

APPROVAL OF AGENDA

Chair Haas noted that the agenda for the September 13th Board meeting was approved on the previous day.

(00:12:04)

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

(00:12:08)

During the State Board meeting in August, Dr. Jay Scott, Director of Accreditation and Design, presented information on 12 systems (8 public systems and 4 private systems) being recommended by ARC for approval of an accredited and/or conditionally accredited status. The systems that were received by the Board in August for an “Accredited” status were 329 Wabaunsee (Alma), Z0029-5801 Maur Hill – Mount Academy, Z0029-8556 Most Pure Heart of Mary Elementary, Z0029-9015 Good Shepherd School; and “Conditionally Accredited” 216 Deerfield, 261 Haysville, 314 Brewster, 334 Southern Cloud, 369 Burrton, 403 Otis-Bison, 500 Kansas City Kansas, and Z0066-9929 Life Preparatory Academy. Dr. Scott brought these 12 systems back to the Board for action.

Dr. Horst then moved to accept the recommendations of the Accreditation Review Council and award the status as presented. Mr. Porter seconded. Motion carried 9-1 with Mrs. Hopkins in opposition.

MOTION
(00:32:14)

RECEIVE ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEM ACCREDITATION (KESA)

The Accreditation Review Council (ARC) provided recommendations to the board for five systems (2 public systems and 3 private systems). Executive summaries, accountability reports and other narratives were provided to Board members for the 5 systems. The ARC considers compliance and foundational structures to support a five-year process of continuous improvement. Board members will act on the ARC recommendations in October 2023. The systems that were received for the status of “Accredited” were 499 Galena and Z0026-3676 St. John’s Lutheran Elementary. The systems that were received for the status of “Conditionally Accredited” are 462 Central (Burden) and Z0029-

(00:32:50)

8430 Christ the King (Kansas City) and lastly, the system that was received for the status of “Non-Accredited” is X0445-0273 Urban Preparatory Academy.

RECOGNITION OF THE ACCREDITATION REVIEW COUNCIL

Dr. Jay Scott, the Director of the Accreditation and Design team recognized past and present members of the Accreditation Review Council (ARC) in front of the State Board. Beginning in 2017-2018 and ending this past school year, the ARC has reviewed and made an accreditation status recommendation for every one of the 361 systems seeking accreditation through the State Board, including 179 systems in 2022-2023. State Board of Education members thanked the ARC members for the service.

(00:35:00)

LEARNING SERIES: KANSAS VOLUNTEER COMMISSION

For this learning series, Dr. Jessica Dorsey, Assistant Director - Career, Standards and Assessment Services, provided an overview of the Kansas Volunteer Commission to the Kansas State Board of Education. This presentation included information such as the history of the commission, team organization, funding and volunteer opportunities.

(00:48:50)

PREVIEW OF LEGISLATIVE INTERIM COMMITTEES

Deputy Commissioner of Fiscal Services and Operations, Dr. Craig Neuenswander and Deputy Commissioner of the Division of Learning Services, Dr. Ben Proctor shared information about the Special Legislative Committee on Education meetings that are scheduled for early October.

(01:42:21)

ACT TO APPROVE REQUEST TO CONTRACT WITH KANSAS EDUCATIONAL LEADERSHIP INSTITUTE (KELI) FOR MENTORING SERVICES

Shane Carter, Director of Teacher Licensure explained to the State Board how the KELI organization has positively impacted district administrators throughout Kansas in past years. The State Board had an in-depth discussion. Mrs. Mah moved to authorize the Commissioner of Education to enter into a contract with the KELI organization to continue to provide mentor services for district administrators for the period of July 1, 2024, to June 30, 2029, in an amount not to exceed \$60,000 annually. Mrs. Arnold seconded. Motion carried 10-0.

(02:24:20)

MOTION
(02:30:42)

ACT TO APPROVE AP SEMINAR: ENGLISH 10 ASSESSMENT FUNDING

Joann McRell, Education Program Consultant for English Language Arts brought forth this action item to request reimbursement for students taking the assessment aligned with the AP Seminar: English 10 coursework. Joann McRell explained to board members that students face inequities due to what their school may offer. The board had an in-depth discussion before their vote.

(02:35:17)

Mrs. Arnold made a motion for the Kansas State Board of Education to approve the action item to reimburse students for taking the assessment aligned with the AP Seminar: English 10 coursework. Mr. McNiece seconded. Motion carried 9-1 with Mrs. Dombrosky in opposition.

MOTION
(02:51:46)

ACTION ON CONSENT AGENDA

Before introducing this item, Chair Haas noted that the consent agenda was approved as amended the day prior, but the items pulled for further review will be voted on today (items d, e and p).

(02:52:22)

Mrs. Mah made a motion to approve the consent agenda minus d, e and p. Mr. Porter seconded. Motion carried 10-0. In this action, the State Board:

MOTION
(02:53:00)

- Received the Monthly Personnel Report
- Received the Report of Personnel Filling Unclassified Positions
- Approved the Visiting Scholar Licenses

- Approved the Request from USD 219 Minneola, for Capital Improvement (Bond and Interest) State Aid
- Approved the Request from USD 219 Minneola, to Hold a Bond Election
- Approved the Request from USD 372 Silver Lake, for Capital Improvement (Bond and Interest) State Aid
- Approved the Request from USD 372 Silver Lake, to Hold a Bond Election
- Approved the Request from USD 395 La Crosse, for Capital Improvement (Bond and Interest) State Aid
- Approved the Request from USD 395 La Crosse, to Hold a Bond Election
- Approved the Request from USD 418 McPherson, for Capital Improvement (Bond and Interest) State Aid
- Approved the Request from USD 418 McPherson, to Hold a Bond Election
- Approved the Request from USD 479 Crest, for Capital Improvement (Bond and Interest) State Aid
- Approved the Request from USD 479 Crest, to Hold a Bond Election
- Approved the Request from USD 235 Uniontown, for Capital Improvement (Bond and Interest) State Aid
- Approved the Request from USD 235 Uniontown, to Hold a bond election

Chair Haas then requested that representatives from KSDE give a brief overview of the items to be voted on separately. Shane Carter, the Director of Teacher Licensure addressed item 11d. Mr. Porter moved to approve consent agenda item d. Mrs. Arnold seconded. Motion carried 10-0. In this action, the State Board:

MOTION
(02:59:30)

- Approved the recommendations for licensure waivers.

Dr. Horst moved to approve consent agenda item e. Mrs. Arnold seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining. In this action, the State Board:

MOTION
(03:06:10)

- Approved Amending the State Assessment Contract with the Achievement and Assessment Institute

Mr. Porter moved to approve consent agenda item p. Mr. McNiece seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining. In this action, the State Board:

MOTION
(03:12:01)

- Approved the ESSER III Change Request for Use of Federal COVID-19 Relief Funds

CHAIR REPORT

Remarks from the Chair –

(03:12:20)

Chair Haas reminded Board members that the KSDE Great Ideas in Education Conference is quickly approaching (October 25-27, 2023) and encouraged Board members to attend.

Action on the National Association of State Boards of Education Dues for 2024 —

Dr. Horst moved to approve the National Association of State Boards of Education Dues for 2024. Mrs. Arnold seconded. Motion carried 10-0.

MOTION
(03:25:44)

Action on Board Travel —

Mr. McNiece moved to approve Board travel requests as presented. Mr. Porter seconded. Motion carried 10-0.

(03:27:15)

Committee Reports —

Mrs. Mah provided an update for the Kansas Advisory Council on Indigenous Education, which included upcoming events.

(03:27:57)

Board Attorney's Report —

Board Attorney Mark Ferguson provided a recap of his work for the board within the past month, which included work for the Kansas School for the Deaf and Blind. Mark Ferguson was able to assist in the hiring process for both schools to have School Resource Officers (SROs).

(03:30:41)

Requests for Future Agenda Items —

- Mr. Hershberger would like for the board to receive an annual report on mental health.
- Mrs. Mah would like to see more information on the mental health pilot.
- Mrs. Mah would like to see information on the recently completed firearm safety survey.
- Mrs. Mah and Mrs. Arnold would like to see a presentation on McKinney-Vento and federal funds.
- Mrs. Dombrosky would like to discuss public and private partnerships and parental rights.
- Mrs. Dombrosky would like to discuss testing and assessments.

(04:02:13)

ADJOURNMENT

Chair Haas adjourned the meeting at 1:00 p.m. The next regular meeting for the State Board of Education is October 10 and 11, 2023.

(04:12:30)

Melanie Haas, Chair

Makayla Auldridge, Interim Board Secretary

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number:** 7**Staff Initiating:****Director:****Commissioner:****Meeting Date:** 10/10/2023

Tate Toedman

Bert Moore

Randy Watson

Item Title:

Act on ESSER III Change Requests 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 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.



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Item Title: Receive Evaluation Review Committee (ERC) Recommendations

From: Catherine Chmidling

The Evaluation Review Committee is submitting the following recommendations to the State Board regarding educator preparation program approvals for Central Christian College, Emporia State University, Fort Hays State University, Friends University, Pittsburg State University, and Wichita State University.

The educator preparation program review processes are guided by Kansas regulations 91-1-235, and 91-1-236, authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution. The current regulations were first adopted in 1997 and 2004, have been revised and updated regularly as needed. The review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider's specific license/endorsement preparation program for alignment to the license/endorsement preparation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; assessment instruments; collected data, analyses, and interpretations.

Following the institutional application and receipt of a complete program report, a review team of trained evaluators was appointed to review the educator preparation programs for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board.

Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The Evaluation Review Committee consists of P12 educators, P12 administrators, and higher ed administrators, and forms a second peer review oversight committee, which reviews each educator preparation provider or individual license/endorsement preparation program's alignment to the appropriate preparation standards.

The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each education preparation program. The initial recommendation was submitted to the teacher education institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. For each of the providers, the ERC offered the opportunity for a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the educator preparation provider or program. These final recommendations have been submitted to appropriate representatives of the educator preparation institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for program status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions. These recommendations will be submitted to the November State Board agenda as an Action item.

Action item: ERC recommendation for higher education program approval

Item Title:

Receive recommendations of the Evaluation Review Committee for higher education program approvals

Board Goals:

Provide an effective educator in every classroom

Explanation:

The Evaluation Review Committee is submitting the following recommendations to the State Board regarding educator preparation program approvals for Central Christian College, Emporia State University, Fort Hays State University, Friends University, Pittsburg State University, and Wichita State University.

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A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions. These recommendations will be submitted to the November State Board agenda as an Action item.



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September 18, 2023

To: Dr. Randy Watson, Commissioner
From: Evaluation Review Committee
Subject: Final Recommendations for program approvals for Central Christian College of Kansas

Introductory Statement:

On September 5, 2023, the Evaluation Review Committee reviewed an application for program approval Central Christian College of Kansas.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Central Christian College program through June 30, 2029:

Physical Education, I, PreK-12

Areas for Improvement:

Standards 1-6

None

Standard 7 (Met)

Post rejoinder AFI 7.1: Advocacy has not been clearly addressed.

Rationale: The rejoinder does not make clear how the advocacy component of the standard is addressed by one or more assessments.



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September 13, 2023

To: Dr. Randy Watson, Commissioner
From: Evaluation Review Committee
Subject: Final Recommendations for program approvals for Emporia State University

Introductory Statement:

On September 5, 2023, the Evaluation Review Committee reviewed applications for new program approvals for Emporia State University.

Documents that were received and considered include the Institutional Program Reports, Program Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "New Program Approved with Stipulation" status for Emporia State University new programs through December 31, 2025.:

Elementary Unified, I, K-6 (new)

Areas for Improvement:

Standards 1-11, Sci Reading

None

Innovative Elementary, Limited Elementary Residency Program (LERP), I, PreK-6 (new)

Areas for Improvement:

Standards 1-7, Sci Reading

None

Proposed new programs can be given the status of 'new program approved with stipulation' or 'not approved.'

New programs may be approved-with-stipulation for 2 years during which they are operationalized (extendable to a third year if not yet operationalized). A progress report is due after the second semester of operation to address the new program stipulation.



900 S.W. Jackson Street, Suite 102
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September 13, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Fort Hays State University

Introductory Statement:

On September 05, 2023, the Evaluation Review Committee reviewed applications for program approvals for Fort Hays State University.

Documents that were received and considered include the Institutional Program Reports, Program Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "New Program Approved with Stipulation" status for Fort Hays State University new programs through December 31, 2025.:

Innovative Low Incidence limited residency license (LRL), A, PreK-12 (new)

Areas for Improvement:

Standards 1-7

None

Low Incidence A, PreK-12 (new)

Areas for Improvement:

Standards 1-7

None

Proposed new programs can be given the status of 'new program approved with stipulation' or 'not approved.'

New programs may be approved-with-stipulation for 2 years during which they are operationalized (extendable to a third year if not yet operationalized). A progress report is due after the second semester of operation to address the new program stipulation.

Recommend "Approved" status for the following Fort Hays State University continuing programs through December 31, 2029.

Art I, PreK-12, continuing

Areas for Improvement

Standards 1-7

None

Building Leadership, A, PreK-12, continuing

Areas for Improvement

Standards 1-7

None

Chemistry, I, 6-12, continuing

Areas for Improvement

Standards 1-8

None

District Leadership, A, PreK-12, continuing

Areas for Improvement

Standards 1-7

None

Driver Education, A, 9-12, continuing

Areas for Improvement

Standards 1-3

None

Earth and Space Sciences, I, 6-12, continuing

Areas for Improvement

Standards 1-9

None

English for Speakers of Other Languages, A, PreK-12, continuing

Areas for Improvement

Standards 1-7

None

Gifted, A, PreK-12, continuing

Areas for Improvement

Standards 1-6

None

Library Media Specialist, A, PreK-12, continuing

Areas for Improvement

Standards 1-6

None



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September 13, 2023

To: Dr. Randy Watson, Commissioner
From: Evaluation Review Committee
Subject: Final Recommendation for program approval for Friends University

Introductory Statement:

On September 5, 2023, the Evaluation Review Committee reviewed applications for program approval for Friends University.

Documents that were received and considered include the Institutional Program Reports, Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Friends University continuing programs through June 30, 2029:

Art I, PreK-12, continuing

Areas for Improvement

Standards 1-7

None

High Incidence Limited Apprentice I, PreK-12, continuing

Areas for Improvement

Standards 1-8, Sci Reading

None

History, Government, Social Studies I, 6-12, continuing

Areas for Improvement

Standards 1-10

None

Music I, PreK-12, continuing

Areas for Improvement

Standards 1-7

None

Physical Education I, PreK-12, continuing

Areas for Improvement

Standards 1-7

None



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September 19, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Pittsburg State University

Introductory Statement:

On September 05, 2023, the Evaluation Review Committee reviewed applications for program approvals for Pittsburg State University.

Documents that were received and considered include the Institutional Program Reports, Program Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for the following Pittsburg State University program through December 31, 2025.

Reading Specialist, A, PreK-12, continuing

Areas for Improvement:

Standards 1, Sci Reading

None

Standard 2 (MET)

AFI 2.1: Assessment 2 rubric terms aren't defined.

Rationale: Terms such as "some" and "most" aren't measurable.

Standard 3 (MET)

AFI 3.1: Assessment 3 rubric terms aren't defined.

Rationale: Terms such as "appropriate," "very few," and "most" aren't measurable.

AFI 3.2: Assessment 4 rubric terms aren't defined.

Rationale: Terms such as "appropriate," "very few," "some," and "most" aren't measurable.

Standard 4 (MET)

AFI 4.1: Assessment 4 rubric terms aren't defined.

Rationale: Terms such as "some," "frequently," "limited," and "most" aren't measurable.

Standard 5 (MET)

AFI 5.1: Assessment 2 rubric terms aren't defined.

Rationale: Terms such as "some," "somewhat," "appropriate," and "most" aren't measurable.

AFI 5.2: Assessment 4 rubric terms aren't defined.

Rationale: Terms such as "some," "somewhat," and "appropriate" aren't measurable.

Standard 6 (MET)

AFI 6.1: Assessment 3 rubric terms aren't defined.

Rationale: Terms such as "minimal" and "frequently" aren't measurable.

Standard 7 (MET)

AFI 7.1: Assessment 2 rubric terms aren't defined.

Rationale: Terms such as "some" and "most" aren't measurable.

AFI 7.2: Assessment 3 rubric terms aren't defined.

Rationale: Terms such as "some" aren't measurable.

The EPP has stated they plan to submit a revised new program proposal for review in 2024.

Recommend "Approved" status for the following Pittsburg State University continuing programs through December 31, 2030.

Building Leadership A, PreK-12, continuing

Areas for Improvement

Standards 1-7

None

District Leadership, A, PreK-12, continuing

Areas for Improvement

Standards 1-7

None

Early Childhood Unified I, B-K, continuing

Areas for Improvement

Standards 1-8

None

English Language Arts, I, 5-8, continuing

Areas for Improvement

Standards 1-7

None

English Language Arts, I, 6-12, continuing

Areas for Improvement

Standards 1-7, Sci Reading

None

Low Incidence, A, K-6, 6-12, continuing

Areas for Improvement

Standards 1-7

None

Music, I, PreK-12, continuing

Areas for Improvement

Standards 1-7

None

Physical Education, I, PreK-12, continuing

Areas for Improvement

Standards 1-7

None



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September 14, 2023

To: Dr. Randy Watson, Commissioner
From: Evaluation Review Committee
Subject: Final Recommendations for program approvals for Wichita State University

Introductory Statement:

On September 5, 2023, the Evaluation Review Committee reviewed applications for program approvals for Wichita State University.

Documents that were received and considered include the Institutional Program Reports, Program Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "New Program Approved With Stipulation" status for the following Wichita State University new program through **December 31, 2025.**

Elementary Education Unified (Elem UG), I, K-6 new

Areas for Improvement:

Standards 1-11, Sci Reading

None

Proposed new programs can be given the status of 'new program approved with stipulation' or 'not approved.'

New programs may be approved-with-stipulation for 2 years during which they are operationalized (extendable to a third year if not yet operationalized). A progress report is due after the second semester of operation to address the new program stipulation.

Recommend "Approved" status for the following Wichita State University continuing programs through **December 31, 2029.**

Art I, PreK-12, continuing

Areas for Improvement

Standards 1-7

None

Building Leadership, A, PreK-12, continuing

Areas for Improvement

Standards 1-7

None

Chemistry, I, 6-12, continuing

Areas for Improvement

Standards 1-8

None

Early Childhood Unified (UG), I, Birth to Grade 3, continuing

Areas for Improvement

Standards 1-8, Sci Reading

None

Earth & Space Science, I, 6-12, continuing

Areas for Improvement

Standards 1-9

None

English for Speakers of Other Languages, A, PreK-12, continuing

Areas for Improvement

Standards 1-7

None

Reading Specialist, A, PreK12, continuing

Areas for Improvement

Standards 1-6, Sci Reading

None

PROGRAM REVIEW PROCESS

KSDE's Evaluation Review Committee (ERC) renders program approval recommendations for the initial teacher preparation and advanced program levels of an educator preparation provider (EPP).

PROGRAM DECISIONS

New program approval decisions are:

- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:

- Approved
- Approved with Stipulation
- Not Approved.

The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-235 and 91-1-236.

91-1-235. Procedures for initial approval of teacher education programs.

(a) Application.

(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.

(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following successfully:

- (A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major;
- (B) at least 12 weeks of student teaching; and
- (C) a validated preservice candidate work sample.

(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. Any institution may challenge the appointment of a review team member. The institution's challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be

forwarded by the commissioner to an appropriate representative designated by the teacher education institution.

(2) Any institution may prepare a response to the review team's report. This response shall be prepared and submitted to the commissioner no later than 45 days of receipt of the review team's report. Receipt of the review team's report shall be presumed to occur three days after mailing. The review team's report, any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review committee for a hearing before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(3) If a request for a hearing is not submitted by certified mail within the time allowed under paragraph (e) (1), the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status. Each new program shall be approved with stipulation or not approved.

(g) Annual report.

(1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program and thereafter in each of the institution's annual reports that are due on or before July 30.

(2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.

(h) Change of approval status.

(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.

(2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.

(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011; amended July 7, 2017.)

91-1-236. Procedures for renewing approval of teacher education program.

(a) Application for program renewal.

(1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.

(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and

(B) at least 12 weeks of student teaching.

(b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.

(2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).

(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status.

(1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.

(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time, may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.

(3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.

(B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.

(C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).

(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.

(4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)

Agenda Number: 9

Meeting Date: 10/10/2023



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Item Title: Commissioners Annual Report

From: Randy Watson

In his annual report to the Kansas State Board of Education, Commissioner of Education Dr. Randy Watson will summarize the past year by addressing areas to celebrate as well as challenges faced. Dr. Watson will also preview KSDE's annual report publication, which focuses on the statewide outcomes of the Kansas Can vision to lead the world in the success of each student.

Social-emotional growth measured locally.
Kindergarten readiness.
Individual Plan of Study (IPS) based on career interest.
High school graduation.
Postsecondary success.

Kansas leads the world in the success of each student.

Agenda Number: 10

Meeting Date: 10/10/2023



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Item Title: Firearms Safety Curriculum Survey Report

From: John Calvert

Results of the Firearms Safety Training Curriculum survey collected from 286 USDs in July 2023.

Kansas leads the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11

Staff Initiating:

Jay Scott

Director:

Jay Scott

Commissioner:

Randy Watson

Meeting Date: 10/10/2023

Item Title:

Act on Accreditation Review Council's August 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 as recommended by the ARC as presented.

Accredited: 499 Galena, Z0026-3676 St. John's Lutheran Elementary, and

Conditionally Accredited: 462 Central (Burden), Z0029-8430 Christ the King (Kansas City), and

Not Accredited: X0445-0273 Urban Preparatory Academy

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, 5 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:

Accredited:

499 Galena
Z0026-3676 St. John's Lutheran Elementary

Conditionally Accredited:

462 Central (Burden)
Z0029-8430 Christ the King (Kansas City)

Not Accredited:

X0445-0273 Urban Preparatory Academy

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 in November 2022 and through October 2023, 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 September, the ARC met and took its action on the accreditation recommendation for two (2) systems (2 public). In addition to closing out the 2022/2023 systems for review, the ARC also reviewed the systems from 2021/2022 who were conditionally accredited to determine if they had met the Areas for Improvement laid out in the accreditation summary. Today, taking into account systems that were acted on during the September ARC meeting for a status and/or redetermination of status, we are bringing the following 4 systems:

Conditionally Accredited:

282 West Elk
465 Winfield

Redetermination - Accredited:

468 Healy
Z0032-4727 Lakemary Center

Accreditation Summary

Date: 07/19/2023

System: D0282 West Elk (0000)

City: Howard

Superintendent: Martin Burke

OVT Chair: Jackie Burdette

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 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

The system has an intervention process in place, though little information about identification and remediation was provided. An elementary process exists, and a Tier 2 instructor was added at the junior high level. Extensive mentoring and tutoring processes are in place. Following COVID, the system noted an increase in the number of students flagging for Urgent Intervention. A secondary reading initiative was implemented in 2021-2022 to address the concern; they continue to track data to determine the effect of their efforts. Supplemental programs have been added to the math curricula to address math concerns and begin a secondary MTSS process. It is advisable that the system research the Response to Intervention process and evaluate current practices with proven research strategies.

Family, Business, and Community Partnerships

The district has a 10-year history of collaborating with widespread stakeholders. To address facility concerns, the district has used a growing committee approach to partner with business leaders, community organizations, and start-up groups to support student learning opportunities, bolster community support, and collaborate on overcoming district obstacles. These monthly meets include community groups and staff members to ensure all parties are working toward common goals.

Diversity, Equity, and Access

USD 282 has focused on diversity, equity, and inclusion through a targeted professional learning schedule to include differentiated instruction, trauma-informed practices, understanding of poverty, and migrant services. The district provides WIFI hotspots to families in need along with summer and weekend meals. Seeing a population of students on IEPs receiving specialized services, the district added a functional classroom and certified staff member as well as a full-time PE teacher who provides adapted physical education to students who need these services.

Communication and Basic Skills

Communication and basic skills are addressed through the ELA curricula as set forth in the state standards. Additional opportunities were created for practicing communication skills through Genius

Hour during which students research a passion area and then prepare a culminating presentation. Cocurricular programs, such as FFA, extend further opportunities for developing communication and basic skills along with career-skill development opportunities due to collaboration with local businesses.

Civic and Social Engagement

Through social science curricula, students can engage in the civic process by attending school board meetings, city council meetings, and court proceedings. Numerous community service opportunities exist for students K-12 to engage with the community civically and socially while developing initiatives for addressing and correcting concerns they see in the world around them.

Physical and Mental Health

Physical Education standards are addressed through systematic courses PreK-12. Health standards are incorporated at the secondary level through collaboration with community entities. These partnerships also assist with the district's offerings of vision and dental screenings. During the cycle, USD 282 expanded mental health support to include a K-12 social-emotional curriculum. In addition to the campus counselor, psychologist, and social worker, the district employs a school liaison through the Mental Health Initiative Grant to connect families with needed mental health support beyond the scope of the school staff.

Arts and Cultural Appreciation

Visual arts and vocal/instrumental courses are incorporated into the course schedule. The district has expanded its offerings to include STEAM courses. Students are afforded the opportunity to participate in extracurricular programs that support the arts such as speech and forensics. It is advised that the district share the ways in which arts and culture are embedded within the core curricula in future reporting.

Postsecondary and Career Preparation

USD 282 has improved their post-secondary effectiveness average from 40.6% to 54.5% due to the focus placed on expanding their IPS, providing greater career exploration and practice, and intentionally embedding employability skill practice within their graduation framework. In 2021, a Life Skills 101 course was added for seniors to prepare them for the transition they'd experience after high school. 90% of high school students are enrolled in funded CTE courses and partnerships have been formed with community colleges to offer reduced-rate college courses prior to high school graduation. Due to the focus on ACT preparation at Grade 8-10, the district has seen an average composite increase from 20.2 to 20.7 in the last four years.

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

ARC Comment

Goal 1 - RELATIONSHIPS: The bond campaign for 18 new elementary classrooms, a library, and a multi-purpose room was launched in the middle of the KESA cycle with a two-year pre-planning stakeholder engagement process. Community stakeholder groups, school leadership, staff, students, and families championed this initiative, resulting in a 75% voter approval rating.

The district faced significant capital building concerns after needing to close two elementary buildings and seeing an unexpected 25% increase in enrollment. This forced many students to be placed in modulars for approximately 10 years. The system never truly set a relationship goal but focused heavily on building relationships with the community to pass a bond for the much-needed improvements. Numerous strategies were employed to fortify relationships, but measurable goals, beyond vote approval, were not established or tracked.

The district hosts four family engagement nights each year for financial literacy, STEAM, literacy, and

health and wellness. Stakeholders were added to internal committees such as Early Childhood, Facilities and Maintenance, Ag Education, KESA, School Finance/Budget, and Economic Development. Parent Nights are also hosted for scholarship information, FAFSA support, and IPS.

Due to the extensive engagement efforts with the community, USD 282 finally passed a bond with a 75% approval rate. However, no other data was used or tracked to determine community, staff, or student perceptions regarding relationships with the district. It is advised that the system implement an intentional KESA process setting a measurable goal, identifying trackable data from the outset, supporting those goals with purposeful professional development, and adjusting efforts based on annual data review.

Areas For Improvement

Comment	Goal Development
Rationale	The current goal lacks intention and a student outcome purpose being exclusively focused on Capital Improvements through efforts, though desperately needed, by improving community relationships; this lacks a student learning focus when data indicates that as a critical need. Furthermore, the goal and {limited} data presented was not indicative of a true continuous improvement plan – goals, strategies, connected professional learning to support the goal, and quantifiable data to demonstrate goal achievement. The recommendation above connects community involvement with student outcomes, which should be tracked through assessment data. Assessment scores are considerably below state averages; therefore, this should be a concerted area of focus going forward.
Tasks	<p>By June 30, 2024, the system needs to develop their cycle two goal. It should be measurable (a SMART goal) with identified and trackable data from the outset. A purposeful professional learning plan should accompany the goal. For example, a purposeful goal based on a through needs assessment could have read, "By January 2023, USD 282 will have 75% satisfactory ranking from parents, staff, and students regarding their perceived relationship with the district based on perception survey data. To verify connection with student outcomes, this data will be triangulated with student universal screener and state assessment results as we seek an improvement of 5% in student proficiency."</p> <p>Example Goal Supports: Strategies, Professional Learning, Data</p> <ul style="list-style-type: none">• Potential strategies may have included family engagement nights, stakeholder involvement in district committees/decisions, and student support efforts with IPS, scholarships, and specific district learning initiative – reading and math.• Professional learning to support the goals could include trauma-informed practices, Color Code Intrapersonal communication, and Xello usage. To ensure student achievement, this could be coupled with teacher training on structured literacy and instructional strategies.• Data will be gathered and analyzed on an annual basis to determine if changes are necessary to achieve the goal. This data may include community, staff, and student perceptions, SEL screening data, and community attendance logs at events or staff-reported communication logs. To ensure a connection between community

engagement and student outcomes, universal screening data and state assessment data will be tracked and analyzed to determine future adjustments.

Timeline

06-30-2024

System Response

Very specifically, our need to pass a bond issue was driven and tied to drive student outcomes in two vital ways. Currently West Elk has 75% of its elementary students in modular (trailer) classrooms. These modular classes, per constructional engineer recommendations, have well surpassed their life expectancy as they were already 10 years old when bought 14 years ago. The ability to keep students safe, trailers to code, and the educational environment conducive to an even reasonable level is no longer possible. West Elk was approaching consolidation of elementary classes, due to financial incapacities to build or buy new classrooms. With no options, the elementary classes would have had to exceed 35 students in each classroom.

Even before the trailers were to be forced into closing, and still currently, West Elk secondary core classes are forced to have single unit periods due to space. West Elk ELA, Government, and Science classes have the entirety of the grade level (30+) in one period due to space constraints. West Elk's campus was designed to accommodate 7-12 grade students and is housing PK-12 with enrollment higher than it has been since the 90s. Tiered interventions (MTSS) take place in hallways, common spaces, and literally rooms that were designed for storage closeting. General education teachers rotate rooms to instruct based on class size and room availability. Classes such as Spanish and credit recovery are hosted off campus where the students have to walk to have access as we have had to lease space from a local church down the street. We would not be able to offer a foreign language if we did not have access to the space the church provides.

Passing a bond issue to construct classroom space was the reasoning for choosing "relationships" as our goal area. Bolstering relationships with the community would help us reach this goal, a goal that has been attempted three times in the past decade. The reason student outcomes have not been able to be tied for this goal is due to the initial process of KESA being a five year plan and West Elk passing our bond in year four. We are currently under construction and are excited to move elementary students into the addition in January. Student outcomes cannot be observed until we are able to utilize the new space, reduce class size, and educate our students in this space for at least one school year.

If there is a question as to "if " this goal is driven by student outcome, please contact any of our local farmers. Stereotypically, farmers and ranchers are anti tax increase. We faced this heavily when proposing a bond issue; however, we allowed our agriculture business and major property owners to tour our campus any time they chose, unannounced to see how we have been having to educate our students. Any one you would contact, even the most hardened, would tell you West Elk needed this for students.

Through KESA, our focus has been a continuous improvement, and

not one that has been bound by five year benchmarks. We believe, based on evidence based studies that class size metrics, West Elk will reap positive results from reducing student to teacher ratio once the building project is complete.

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: Fortify an educational system that is relevant and meaningful to all students, through active ownership in individual educational plans, and foster civic engagement in the development of programming, technology, activities, and policies of the district and individual buildings.

The relevance goal focused primarily on technology. The district lacked the resources to be one-to-one with devices prior to the pandemic, putting them at a great disadvantage during the closure. With ESSER funding, they have fully implemented one-to-one devices K-12 and have created a technology rotation schedule for updating teacher devices with local dollars. With this technology available, they have launched a Virtual Academy and established an alternative learning environment.

Beyond technology, USD 282 has enhanced the IPS process by switching to Xello to provide great opportunities for career exploration and portfolio creation. To further develop student career preparation, the district developed a partnership with a local community college to allow students to attain college credit and Industry Recognized Certificates prior to graduation.

Overall, the district has achieved the goal of improving the IPS framework and enhancing programming opportunities and technology integration. Based upon the reported information, it was unclear whether much of this goal was by intent or happenstance due to the onset of the pandemic. Again, it is advisable that the system implement an intentional KESA process setting a measurable goal, identifying trackable data from the outset, supporting those goals with purposeful professional development, and adjusting efforts based on annual data review.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

ARC Comment

The board was very involved in and supportive of the improvement process, particularly with the capital bond improvements. Extensive community involvement occurred through this cycle, and the system indicates these plan to continue due to the generosity of the community and their piqued interest in further continuous improvement efforts. The district is working on a long-range facility and technology plan to ensure the efforts of this cycle continue in the future.

6. The evidence submitted to the Accreditation Review Council indicates the system does **generally** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

Data for some State Board outcomes are at or above expectations or showing a positive incline while some are below expectations or declining. 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.

Board Outcomes

Social-Emotional Growth

USD 282 implemented a K-12 aligned SEL curriculum and employed a district social worker. Through the acquisition of the MHIT grant, a liaison was added to connect students with mental health providers and services when their needs were beyond the scope of the K-12 setting. The mental health support team increased from 1.0 FTE to 2.5 FTE. Family feedback indicates that the efforts are appreciated, but this is the State Board Outcome upon which they would like the district to place the greatest emphasis.

Kindergarten Readiness

The district sees an average ASQ completion rate of 90%. The district offers a 3- and 4-year-old preschool program, which has expanded over the cycle. In the past year, USD 282 added a district-sponsored daycare to address the childcare need within the community, and will soon be expanded to a 60-student capacity. Data indicates that skill mastery is very high for incoming kindergarten students who have attended the district PreK program. The district plans to shift focus to increased parent outreach for students unable to attend the district program to spread their reach even further.

Individual Plans of Study

A secondary IPS process has been implemented with the support of Xello. As part of the process, student-led conferences are now held for students to share their findings and goals with their families. A secondary counselor was added who can focus on postsecondary learning and opportunities, including facilitating opportunities for students to learn from technical college, university, community college, and military representatives. The district has begun hosting career days for elementary students to extend the IPS to lower grades.

High School Graduation Rate

The district has a five-year graduation average of 92.2%. However, the 2021 and 2022 graduation rate fell to 88.5% and 74.5% respectively. The addition of the Virtual Academy and alternative learning environments should contribute to improved graduation rates.

Postsecondary Success

USD 282 is within the predicted effectiveness rate. In 2020, the rate moved to its highest rate of 54%. The district attributes this growth to the addition of a postsecondary counselor, and enhanced postsecondary opportunities such as career fairs, mock interviews, and work-based experience. To overcome proximity challenges to postsecondary institutions, the district has created partnerships with community and technical colleges to offer concurrent coursework options.

Regarding academic preparation that impacts postsecondary preparation, the district has seen regressions. Assessment scores of students performing in levels 3 and 4 in have decreased in all subject areas while being 5-10% below the state averages. Regression has occurred from 2018 to 2022 with 40-50% of students now performing in level 1.

Areas For Improvement

Comment	Assessment Performance
Rationale	Assessment scores continue to decline, which can have significant impacts on graduation rate and post-secondary effectiveness and should be tracked through assessment data. Assessment scores are considerably below state averages; therefore, this should be a concerted area of focus going forward.
Tasks	Complete a root cause analysis, including a review of curricular resources for depth of knowledge/rigor, vertical and horizontal alignment, and continuity between Tier 1 and Tier 2/3 instruction. Consider professional learning for staff including the science of reading, number sense, and early numeracy/literacy in early learning. In the next cycle, consider a goal focused on student outcomes and improving assessment scores.
Timeline	06-30-2024
System Response	<p>West Elk would like to provide some insight to the ARC as the rationale in this section's focus is "assessment scores". West Elk has had a proud history of success in many academic achievements, including state assessment scores. This is even more evident when considering the demographics of our rural community consistently measuring 60% F&E status and of this total 46% qualified for free status in 2023. West Elk began the KESA cycle with a sole PK-12 building in the district with an enrollment of approximately 380 students. Since the onset of KESA West Elk has lost to retirement 25/35 licensed teachers in the district. This accumulates to over 700 years of teaching experience lost. The average tenure for teachers in the district in 2017 was 27 years. To date only four of the original cohort, PK-12 licensed teachers remain, only two of which are core content teachers (1st grade and secondary math). Although we have been fortunate to fill these vacancies with quality educators, the impact of losing such a great volume of master teachers is evident. This being said, the "system" itself has not waived. West Elk tradition, culture, rigor, and approach have remained. The system is strong and will continue to grow as our new educators gain experience and develop in the profession. West Elk's assessment for the slight decline in the building's assessment scores since 2018 are not due to system "process" but rather teaching experience.</p> <p>Even though we have seen a slight decline in our Kansas Assessment scores, our students' ACT mean composite scores have stayed consistent over the course of the cycle and are well within the College and Career Readiness Benchmark with an average mean composite score of 20.6. This remains true even when we began testing more students through KSDE's district ACT testing initiative.</p> <p>Additionally, West Elk would like to note that in our brick and mortar building, we have had an average of 21% of our student population new to the district each year since 2019. Most of this student population has come to our building with at-risk indicators prior to enrollment.</p> <p>Lastly, and what we feel is the most impactful variable in the decline in</p>

the "district" assessment scores since 2018, is the addition of West Elk Virtual School building. This endeavor began for West Elk to seek more educational opportunities for our district students. West Elk is geographically isolated, located over an hour from the nearest junior college, university, and even Wal-Mart. Opportunities for impactful in-person IPS initiatives are almost nonexistent. Additionally, being a 2A school limits the ability for West Elk to offer the spectrum of courses that other districts are able due to staff size, minimal scheduling flexibility, and licensure. Providing the virtual learning opportunity for our students, where they can access real instructors has been beneficial for West Elk students educational opportunities. With providing these opportunities for our district students, enrollment increased to our district with students from across the state of Kansas enrolling in West Elk Virtual. West Elk Virtual has completed just its second year with an enrollment of approximately 150-200 students each year. Of these new students there is a high proportion that have entered the system behind academically among other challenges. As the ARC has noted, the percentage of Level 1 and 2 students in each assessment category for the district has increased; however, this was due to the influx of a student base (for the majority) that was already at-risk. Through the upcoming KESA cycle, the virtual students in our district will be a prime focus that the district and its leadership teams are confident to progress through evidence based practices, MTSS, and other interventions.

With the increased enrollment of more than 40% by the addition of West Elk Virtual, we ask that you consider this appeal. As to not accredit based on an influx in enrollment of students with at-risk demographics but to accredit based on the school system itself, one that has evidence of strong state tests scores prior. With such a large amount of new state assessment data in our system, we feel the appropriate amount of time to determine if West Elk is progressing the virtual students toward college readiness standards has not been allowed. Thank you for your consideration in our justifications toward your recommendation appeal.

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

ARC Comment

Stakeholder feedback is gathered and progress is shared consistently. All stakeholder groups are represented, involved, and provide input regarding the system's improvement process. The Site Council and DLT were instrumental in facilitating community meetings, providing continuous improvement information, and gathering information. Collaboration occurred with the Chamber of Commerce, Rotary, Elk County Economic Development, libraries, county commission, Booster Club, and more.

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

ARC Comment

The OVT expressed the system was receptive to feedback and quickly implemented recommendations.

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

ARC Comment

Evidence of system reporting to their local board, reports completed in a timely manner, a system plan with action steps and goals that drives academic improvement priorities is evident, system plan is aligned with local board strategic plan, all buildings have an aligned action plan to the system goals; OVT visits conducted, improvement priorities and process is evaluated through the use of data, a feedback loop exists.

ARC Recommendation

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

Justification

RESULTS: The system showed consistently high results in the Graduation Rate with an average of 92.2%. The Effective Average of 46.9% is within the predicted range of 44.9-49.7%. The Chronic Absenteeism rate of 13.3% is well below the state's 25.4%. Assessment scores of students performing in levels 3 and 4 in have decreased in all subject areas while being 5-10% below the state averages. Regression has occurred from 2018 to 2022 with 40-50% of students now performing in level 1.

PROCESS: The district implemented most foundational structures and state board outcomes with the expected level of fidelity. The district may want to review and enhance the MTSS process with guidance from TASN. Furthermore, the two goals were generally achieved, though each lacked specificity and supporting data.

Strengths

The district has worked diligently to improve communication with stakeholders by collaborating on areas such as facility and budgetary needs. With feedback from the community, plans were devised for capital improvements including a successful bond election. Setting a focus on the ACT improvement and supporting student focus on assessment preparation, the district has experienced a consistent composite average improvement over the past four years. Particular focus and improvement in the area of SEL has also been achieved.

Challenges

To maximize the continuous improvement process, the district should focus on the alignment of the KESA process with evidence-based student-centered goals and action plans supported by data measures. The system should also review curriculum alignment and instructional practice to ensure student outcomes are reflected in state assessment results.

System Appeal

The system chose to appeal the initial ARC Recommendation based on the following summary.

Appeal Summary

West Elk would like to provide some insight to the ARC as the rationale in this section's focus is "assessment scores". West Elk has had a proud history of success in many academic achievements, including state assessment scores. This is even more evident when considering the demographics of our rural community consistently measuring 60% F&E status and of this total 46% qualified for free status in 2023. West Elk began the KESA cycle with a sole PK-12 building in the district with an enrollment of approximately 380 students. Since the onset of KESA West Elk has lost to retirement 25/35 licensed teachers in the district. This accumulates to over 700 years of teaching experience lost. The average tenure for teachers in the district in 2017 was 27 years. To date only four of the original cohort, PK-12

licensed teachers remain, only two of which are core content teachers (1st grade and secondary math). Although we have been fortunate to fill these vacancies with quality educators, the impact of losing such a great volume of master teachers is evident. This being said, the "system" itself has not waived. West Elk tradition, culture, rigor, and approach have remained. The system is strong and will continue to grow as our new educators gain experience and develop in the profession. West Elk's assessment for the slight decline in the building's assessment scores since 2018 are not due to system "process" but rather teaching experience.

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Additionally, West Elk would like to note that in our brick and mortar building, we have had an average of 21% of our student population new to the district each year since 2019. Most of this student population has come to our building with at-risk indicators prior to enrollment.

Lastly, and what we feel is the most impactful variable in the decline in the "district" assessment scores since 2018, is the addition of West Elk Virtual School building. This endeavor began for West Elk to seek more educational opportunities for our district students. West Elk is geographically isolated, located over an hour from the nearest junior college, university, and even Wal-Mart. Opportunities for impactful in-person IPS initiatives are almost nonexistent. Additionally, being a 2A school limits the ability for West Elk to offer the spectrum of courses that other districts are able due to staff size, minimal scheduling flexibility, and licensure. Providing the virtual learning opportunity for our students, where they can access real instructors has been beneficial for West Elk students educational opportunities. With providing these opportunities for our district students, enrollment increased to our district with students from across the state of Kansas enrolling in West Elk Virtual. West Elk Virtual has completed just its second year with an enrollment of approximately 150-200 students each year. Of these new students there is a high proportion that have entered the system behind academically among other challenges. As the ARC has noted, the percentage of Level 1 and 2 students in each assessment category for the district has increased; however, this was due to the influx of a student base (for the majority) that was already at-risk. Through the upcoming KESA cycle, the virtual students in our district will be a prime focus that the district and its leadership teams are confident to progress through evidence based practices, MTSS, and other interventions.

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Very specifically, our need to pass a bond issue was driven and tied to drive student outcomes in two vital ways. Currently West Elk has 75% of its elementary students in modular (trailer) classrooms. These modular classes, per constructional engineer recommendations, have well surpassed their life expectancy as they were already 10 years old when bought 14 years ago. The ability to keep students safe, trailers to code, and the educational environment

conducive to an even reasonable level is no longer possible. West Elk was approaching consolidation of elementary classes, due to financial incapacities to build or buy new classrooms. With no options, the elementary classes would have had to exceed 35 students in each classroom.

Even before the trailers were to be forced into closing, and still currently, West Elk secondary core classes are forced to have single unit periods due to space. West Elk ELA, Government, and Science classes have the entirety of the grade level (30+) in one period due to space constraints. West Elk's campus was designed to accommodate 7-12 grade students and is housing PK-12 with enrollment higher than it has been since the 90s. Tiered interventions (MTSS) take place in hallways, common spaces, and literally rooms that were designed for storage closeting. General education teachers rotate rooms to instruct based on class size and room availability. Classes such as Spanish and credit recovery are hosted off campus where the students have to walk to have access as we have had to lease space from a local church down the street. We would not be able to offer a foreign language if we did not have access to the space the church provides.

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Final Recommendation

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

Justification

The system provided further context for the originally proposed report. However, it still is not evident that a sequenced and systematic process was in place to address concerns of academic preparation evidenced by declining assessment results. An accredited status requires both process and results. Though apparent that factors did, and continue to, impact academic preparation, an intentional process should have existed for analyzing student data and setting a systemic plan for overcoming those academic and instructional obstacles while simultaneously addressing the relational barriers that inhibited the needed facility improvements.

State Board Outcomes

TASK: Complete a root cause analysis, including a review of curricular resources for depth of knowledge/rigor, vertical and horizontal alignment, and continuity between Tier 1 and Tier 2/3 instruction. Consider professional learning for staff including the science of reading, number sense, and early numeracy/literacy in early learning. In the next cycle, consider a goal focused on student outcomes and improving assessment scores.

The system provided context regarding the believed influence upon the outcome of their assessment data, but no additional data or information regarding processes was provided. The items included 60% of students on Free and Reduced with 46% being Free, thus indicating a high poverty rate within the district. Additionally, within the last six years, 25 of 35 teachers within the district have retired. Furthermore, the district innovatively began a virtual academy to address their declining enrollment leading program enrollment to range from 150-200 students for each of the last 3 years. The system indicated this will be an area of focus for the future adding MTSS into virtual academy programming. While these factors have undoubtedly played a factor in the declining outcomes post-COVID, it doesn't indicate that processes currently exist to address the district being 5-10% below the state averages in each content area.

Goal 1 Relationship

TASK: By June 30, 2024, the system needs to develop their cycle two goal. It should be measurable (a SMART goal) with identified and trackable data from the outset. A purposeful professional learning plan should accompany the goal. For example, a purposeful goal based on a thorough needs assessment could have read, "By January 2023, USD 282 will have a 75% satisfactory ranking from parents, staff, and students regarding their perceived relationship with the district based on perception survey data. To verify the connection with student outcomes, this data will be triangulated with student universal screener and state assessment results as we seek an improvement of 5% in student proficiency."

The system reiterated the need for their intensive focus on relationships and evidence of the success through the passed bond election. Information was shared concerning the state of the existing building which created considerable challenges academically. For instance, small group interventions had to take place in classrooms and most classes met in mobile buildings. While this assuredly impacted student performance, it again, doesn't show that an instructionally based process exists for addressing and overcoming the underperformance of the district relative to the state averages by 5-10% in each content area. At this time, the system should continue to focus on the previously recommended actions to address the declining academic performance.

Based on the information provided, it is recommended that the original determination of Conditionally Accredited remain.

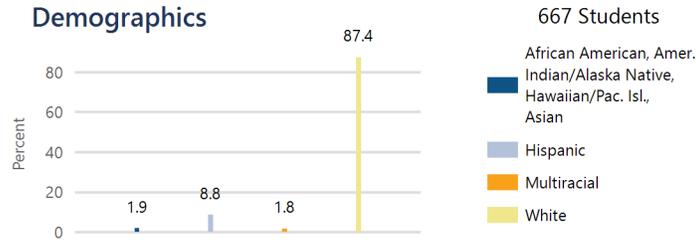
While the narrative shared clearly expressed how the focus area on positive relationships was needed to pass a bond, and thus improve the learning environment for education to occur within, the current data does not demonstrate a change in determination. Therefore, a continuation of Conditionally Accredited is recommended to the State Board of Education.



West Elk USD 282

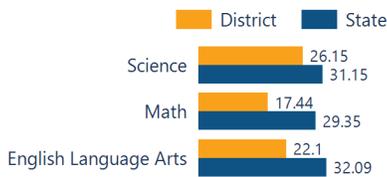
1201 State Highway 99, Howard, KS 67349-0607
 (620) 374-2113
 westelk.us

System Accreditation Status: **Accredited**
 ESSA Annual Meaningful Differentiation: **Approaching**
 Grades: **PK-12,NG**
 Superintendent: **Martin Burke**



Academically Prepared for Postsecondary Success

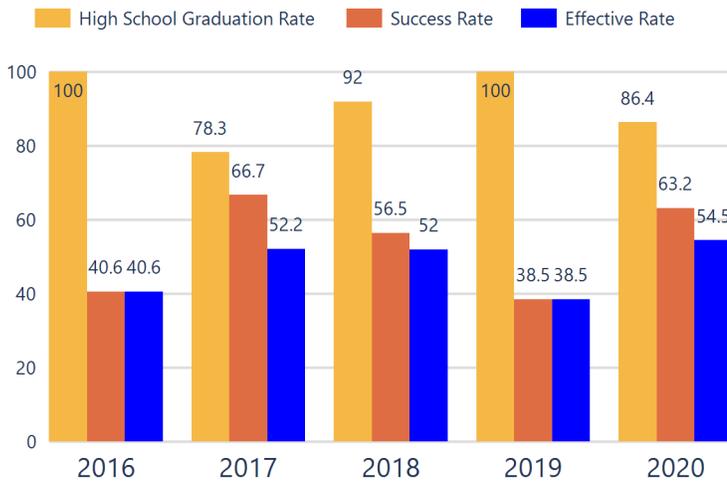
The percentage of students who scored at Levels 3 and 4 on the state assessment.



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
92.2%

Five-Year Success Avg
50.8%

Five-Year Effective Avg
46.9%

95% Confidence Interval for the Predicted Effectiveness Rate
44.9 - 49.7%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) 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.
 - Student earned an Industry Recognized Certification while in High School.
 - Student earned a Postsecondary Certificate.
 - Student earned a Postsecondary Degree.
 - 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.

74.5% State: 89.3

District ESSA Operating 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.

\$12,508

ATTENDANCE RATE

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

95.7% State: 92.1

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

CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

13.3% State: 25.4

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.

12.0% State: 1.4



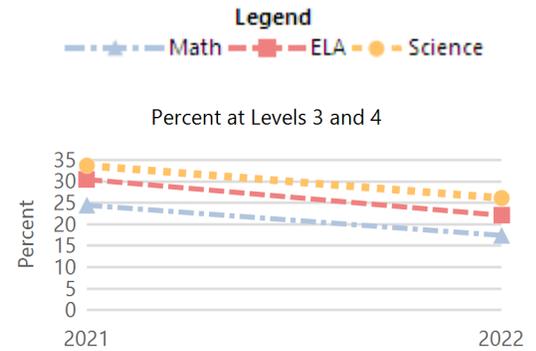
District Academic Success

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.

Academically Prepared for Postsecondary Success

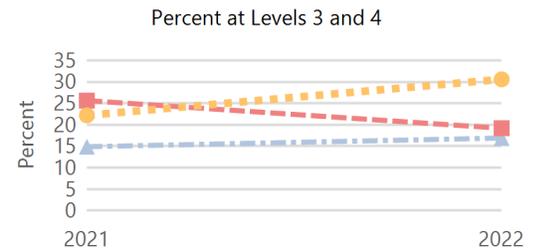
ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	27.12	33.68	30.23	46.54	39.13	47.69
Level 2	N/A	N/A	N/A	48.40	35.82	36.04	36.00	38.76	26.15
Level 3	N/A	N/A	N/A	20.21	26.73	23.25	15.63	18.84	19.23
Level 4	N/A	N/A	N/A	4.25	3.74	10.46	1.81	3.26	6.92



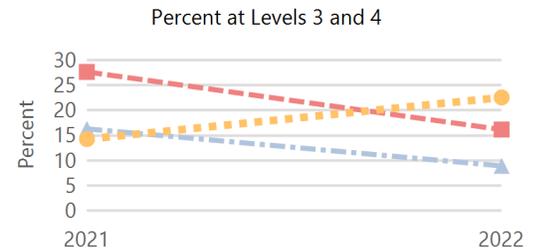
FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	29.82	43.36	37.03	41.12	39.20	44.89
Level 2	N/A	N/A	N/A	55.26	30.97	40.74	41.93	41.60	24.48
Level 3	N/A	N/A	N/A	13.15	23.00	18.51	16.12	15.20	24.48
Level 4	N/A	N/A	N/A	1.75	2.65	3.70	0.80	4.00	6.12



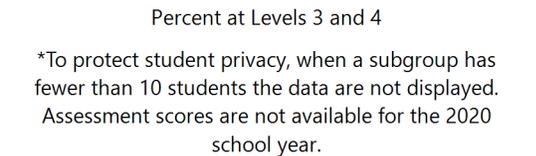
STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	46.93	53.19	50.00	71.64	61.76	48.38
Level 2	N/A	N/A	N/A	36.73	19.14	35.71	19.40	22.05	29.03
Level 3	N/A	N/A	N/A	10.20	21.27	14.28	7.46	14.70	19.35
Level 4	N/A	N/A	N/A	6.12	6.38	0.00	1.49	1.47	3.22



AFRICAN-AMERICAN STUDENTS

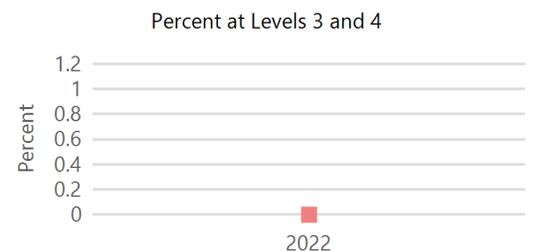
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A



*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.

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	56.25	50.00	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	43.75	50.00	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	0.00	0.00	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0.00	0.00	N/A

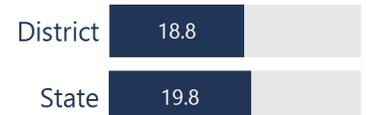


N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 06/23/2023

System: D0465 Winfield (0000)

City: Winfield

Superintendent: Tricia Reiser

OVT Chair: Paula Hough

Executive Summary/AFI

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.

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

ARC Comment

Fulfilled official applicable requirements and deadlines and/or timelines or, actively worked with State BOE to achieve compliance.

Winfield USD 465 worked with the Kansas MTSS and Alignment team to build structures for a strong Tiered Framework. Throughout this KESA cycle, they have continued to refine implementation and redefine structures. Developed District Leadership, Building Leadership and Collaborative Teams ensure the work will continue to progress into the next cycle. Data review is a strength within the system, with a strong data specialist who works to ensure the data is accessible and relevant to the current conversations. The system has shifted curricular choices throughout this cycle which can be seen in their data. As we know, an implementation of a new resource comes with growing pains. The structures for students within USD 465 are established to ensure they receive the core instruction and interventions needed for success.

3. Evidence is **not** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goals are not measurable and need to be realigned with the district's needs. The goals do not meet the definition of Assuredly or Generally The goal is more of a strategy, not a goal with designated outcomes. The outcomes they did have for the strategy were shared below.

Goal 1: Implement professional learning to support tiered interventions and the core curriculum in Math, ELA, and SEL. Professional learning will focus on teachers' knowledge of the intervention protocols for Tier 2 and Tier 3. This includes professional learning devoted to PBL and tiered systems of support.

One area where there has been significant growth is through the professional development provided to each educator for their core curricula: math, English Language Arts, and social-emotional learning. Through these learning opportunities, the system was able to increase the fidelity to the tiered system of support and create and sustain a project-based learning model. The system report identifies all of the specific resources that have been adopted and

implemented throughout this cycle and how they have been supported throughout that process.

4. Evidence is **not** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goals are not measurable and need to be realigned with the district's needs. The goals do not meet the definition of Assuredly or Generally The goal is more of a strategy, not a goal with designated outcomes. The outcomes they did have for the strategy were shared below.

Increase Social Emotional Learning interventions in PreK-12. Professional development devoted to the SIT teams and analyzing student data.

There has been an intentional and purposeful focus on social-emotional learning, with all staff receiving training in the Capturing Kids Hearts intervention resource. This allows for a minimal variance with implementation and consistency with verbiage and expectations for the students.

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

ESSER funds have been used to increase the capacity of core instruction, intervention resources, and professional development, which will allow for sustainability of practices. The positions that have been implemented during this KESA cycle will be sustained with At-Risk monies or discontinued. The system has been transparent with hires about the longevity of the programs, but has also used this opportunity to gather additional information and truly build and firmly ensure the policies and practices are in place (for example the Family Engagement Specialists).

6. The evidence submitted to the Accreditation Review Council indicates the system does **generally** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

Data for some State Board outcomes are at or above expectations or showing a positive incline, and some are below expectations or declining. The system understands and can explain its data results for some State Board outcomes. The system is beginning to collect evidence and data and is working on a plan to address all five (5) State Board outcomes to create change.

Board Outcomes

Social-Emotional Growth

As one of the identified goals, there has been a strong focus on social-emotional growth within the system.

PreK teachers have been trained in Second Step, Feeling Buddies, Zones of Regulation, and Capturing Kid's Hearts. K-5 teachers have been trained in Second Step, Steps to Respect, CHAMPS, Zones of Regulation, Trauma Informed, and Capturing Kids Hearts. 6-8 teachers have been training in Second Step for Middle School, CHAMPS, Zones of Regulation, trauma Informed, and Capturing Kids Hearts. 9-12 teachers have been trained in Edgenuity SEL, Freshman 101, Restorative Practices, Alternative Plans, and Capturing Kids Hearts.

The district will continue to monitor student survey data and measurements, such as the minor and major infractions within the office discipline data. Ongoing professional development is embedded into the system culture, as well as additional staff, including counselors, social workers, and nurses.

Kindergarten Readiness

At the end of the cycle all elementary and early learning buildings within the system administer the KRS and ASQ. The system has data from a needs assessment which shows that students who participate in the Winfield Early Learning Center are well prepared for Kindergarten. There are interventions in place to support students who did not attend the district-supported early learning center. An element of pride lies with the Country View PreK and Cumbernauld Ages to Ages programs, which have been a tremendous success for all involved. The students and patrons at Cumbernauld have developed strong bonds which are supporting the students as they transition into the elementary learning environments. The district has established Birth to 5 initiative, which includes operating daycares, and they are already at capacity. All PreK programs will continue as they make a significant difference in student Kindergarten Readiness.

The district is now evaluating facility options to expand PreK in all buildings. The data from the Kindergarten classrooms shows that students who participate in our WELC are more prepared for the Kindergarten curriculum, and negative behaviors are significantly reduced.

Individual Plans of Study Throughout this accreditation cycle there have been significant staff changes within the high school counseling department. As this cycle closes, there is a dedicated counselor who is specifically assigned to IPS and guides the monitoring process for all students. XELLO is currently used for each student to complete their Plan of Study. Other IPS opportunities for students include:
 Postsecondary Exploration Unit
 KACRAO Cowley Planning Conference
 1-on-1 counselor meetings,
 ESSDACK Future Fair
 ASVAB Career Exploration Program
 Health Science Careers Program,
 Community Based Instruction Program
 Work Based Learning Class
 English Teachers review the electronic portfolios twice a year.

High School Graduation Rate Similar to other districts, Covid impacted the graduation rate of the system throughout this cycle. Students opted for remote learning and did not return on site when remote learning was over. The system now has a virtual option for students who elect that route. The high school enrollment is up and the district feels optimistic that graduation rates will continue to rise over the next cycle.

Postsecondary Success Students who continue on an education path within Kansas are reported, but there is an internal need identified by the system to create a process for creating and maintaining a data base of students after graduation.

Areas For Improvement

Comment Postsecondary Success/ Effectiveness

Rationale With state assessment scores being at or below the state average, a root cause analysis should be conducted to identify why this data is low or declining. Identify benchmarks the system intends to reach in one year and three year increments. Engage all staff in developing strategies to impact this data, implement strategies, and monitor effectiveness in improving this student outcome. Chronic Absenteeism is 22% above the state average. Careful attention should be paid to Chronic Absenteeism, attendance rate, and graduation rate, setting actionable steps for improvement with milestone data benchmarks and evaluation.

Tasks Attention to realigning goals to meet the needs of student achievement with formatting as SMART goals.
 By June 30, 2024, design a comprehensive action plan with goals, detailed strategies, and benchmark data measures to determine progress. The district should consider a review of curricular materials for alignment with state standards and rigor. Professional learning should support instructional improvement, which could include high-impact instructional strategies, structured literacy implementation, formative assessment usage, etc. Benchmark data measures could

include longitudinal analysis of universal screening data, common district assessment data analysis, etc.

The ARC will review the identified outcome measure(s) in January 2024, when the new accountability report is posted, to determine if progress has been made and if there should be a change in accreditation status.

Timeline

01-15-2024

System Response

Action Steps for 2023-24:

Strengthen conversations with PLC's, BLT's, and the DLT that continue the district's focus on Teacher Clarity. Raising the level of rigor in classroom instruction, studying student achievement data to monitor growth, developing an understanding of the expectations and applications of the Kansas Standards, and implementing strategies teaching which utilize best practices will be addressed.

1. By the end of Spring 2024, USD 465 will increase academic rigor through the elevated focus of Teacher Clarity best practice and its impact will be exhibited in the following measures: graduation rate, post-secondary effectiveness, and ACT scores will be at or above the state average AND an increase by 10% at or above grade level standards on the KS state assessment, and Fastbridge/NWEA benchmark data.

Tiered interventions are happening at all levels in USD 465 but they are in different stages of implementation. The focus for the 2023-24 school year is to recharge/reboot the MTSS process by working with TASN and utilizing instructional coaches to help with consistency of practice. This professional learning will be devoted to PBL and tiered systems of support.

2. By the end of Spring 2024, USD 465 will strengthen the district-wide Tiered Intervention of Supports practice through a concentrated MTSS reboot/recharge of professional learning and its impact will be exhibited in the following measures: graduation rate, post-secondary effectiveness, and ACT scores will be at or above the state average AND an increase by 10% at or above grade level standards on the KS state assessment, and Fastbridge/NWEA benchmark data.

USD 465 will focus on increasing stakeholder involvement in regards to student attendance and chronic absenteeism. A district Attendance committee will be formed to ensure consistent record keeping among the schools and the district will implement an Attendance Campaign stressing the importance of students attending school. Attendance incentives, community involvement, a social media campaign, and targeted communication to families and community will be included in the plan. Teachers, instructional coaches, social workers, and administrators will be involved in developing and implementing the campaign and enforcing attendance policies.

3. By the end of Spring 2024, USD 465 will increase student attendance through a concentrated district campaign focusing on the importance of students coming to school, accurate/consistent district attendance record keeping, plus an elevated focus on the Capturing Kids Hearts district initiative and its impact will be exhibited in the following measures: graduation rate and a decrease in Chronic Absenteeism.

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

ARC Comment

This was a challenge during Covid, but the district now has many committees in place to support stakeholder involvement. These include but are not limited to:
CTE Advisory Boards

Building Site Councils

District Site Council

Board of Education

Strategic Planning Committee

Facilities Planning Committee

PTA/PTO chapters

Booster Clubs

Recreation Programs

The district provides needs assessments to analyze and adjust stakeholder involvement.

This area lacked evidence from reports to give assuredly status.

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

ARC Comment

The system has followed the process expectations and there are no concerns with the system and the KESA process. And worked well with the OVT.

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

ARC Comment

The district and building leadership teams are always open to new ideas when there is a reason why and data supports the recommendations. The district leadership will change for the next cycle, but those who are currently in place have proven to be reflective and responsive to change.

ARC Recommendation

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

Justification

District Goals: The system has evidence but does not align with the needs of the district and what their accountability reports are reporting that the needs should be.

Goal - Implement professional learning to support tiered interventions and the core curriculum in Math, ELA, and SEL. Professional learning will focus on teachers' knowledge of the intervention protocols for Tier 2 and Tier 3. This includes professional learning devoted to PBL and tiered systems of support.

Goal - Increase Social Emotional Learning interventions in PreK-12. Professional development devoted to the SIT teams and analyzing student data.

With state assessment scores being at or below the state average, a root cause analysis should be conducted to identify why this data is low or declining. Identify benchmarks the system intends to reach in one year and three year increments. Engage all staff in developing strategies to impact this data, implement strategies, and monitor effectiveness in improving this student outcome. Chronic Absenteeism is 22% above the state average. Careful attention should be paid to Chronic Absenteeism, attendance rate, and graduation rate, setting actionable steps for improvement with benchmark data and evaluation.

Attention to realigning goals to meet the needs of the student achievement with formatting as SMART goals.

Strengths

The district has had a hard time recovering after COVID, with areas of graduation rate, attendance rate, chronic absenteeism, and dropout, along with ACT scores showing below state averages or above state averages that are showing declines. Student test scores have dropped and are significant enough to accredit conditionally. Recommendations would be to work with the OVT chair to ensure that SMART Goals are established for the next cycle, along with reviewing all reports submitted by the OVT Chair. The final report had sections missing or not completed by the OVT Chair, which raises concerns about the fidelity of implementation of the accreditation cycle.

Challenges

One of many challenges the OVT Chair noted is that the system continues to focus on academic rigor. Math and ELA scores in kindergarten through 8th grade have shown a decline over the past 3 years, rarely rising over 60% of students meeting or exceeding the benchmark. Changing data systems makes it difficult to look at data in a longitudinal manner. Review of curriculum protocols and the core resources to ensure they are being taught with fidelity and class-wide interventions are implemented where needed. Recognize the need to increase social-emotional learning resources and implement the selected resource, "Capturing Kids Hearts."

The following AFI should support the district in moving this system in a positive direction

Postsecondary Success/ Effectiveness AFI

With state assessment scores being at or below the state average, a root cause analysis should be conducted to identify why this data is low or declining. Identify benchmarks the system intends to reach in one year and three year increments. Engage all staff in developing strategies to impact this data, implement strategies, and monitor effectiveness in improving this student outcome. Chronic Absenteeism is 22% above the state average. Careful attention should be paid to Chronic Absenteeism, attendance rate, and graduation rate, setting actionable steps for improvement with milestone data benchmarks and evaluation.

Attention should be paid to realigning goals to meet the needs of the student achievement with formatting as SMART goals.

By June 30, 2024, design a comprehensive action plan with goals, numerous and detailed strategies, and milestone data measures to determine progress. The district should consider a review of curricular materials for alignment with state standards and rigor. Professional learning should support instructional improvement, which could include high-impact instructional strategies, structured literacy implementation, formative assessment usage, etc. Milestone data measures could include longitudinal analysis of universal screening data, common district assessment data analysis, etc.

The ARC will review the identified outcome measure(s) in January 2024, when the new accountability report is posted, to determine if progress has been made and if there should be a change in accreditation status.

System Appeal

The system chose to appeal the initial ARC Recommendation based on the following summary.

Appeal Summary

USD 465 wishes to appeal the ARC's decision because the Chronic Absenteeism rate for 2023 was not considered nor presented to the ARC as evidence. For the year 2022, USD 465's Chronic Attendance rate was 47.47 but after aligning district attendance procedures/policies and attention to attendance in general, the 2023 Chronic Absentee rate was reduced by 13.83 to a rate of 33.64. It is still higher than the state's 2023 Kansas' Chronic Absenteeism rate of 21.82 but the district is making progress. Included as an artifact for this appeal is the Chronic Absenteeism Action plan developed by district and building leadership.

Under leadership of a new superintendent and building leadership direction, USD 465 will continue to make positive progress on attendance and student achievement. Please see the action steps and goals below.

Action Steps for 2023-24:

Strengthen conversations with PLC's, BLT's, and the DLT that continue the district's focus on Teacher Clarity. Raising the level of rigor in classroom instruction, studying student achievement data to monitor growth, developing an understanding of the expectations and applications of the Kansas Standards, and implementing strategies teaching which utilize best practices will be addressed.

1. By the end of Spring 2024, USD 465 will increase academic rigor through the elevated focus of Teacher Clarity best practice and its impact will be exhibited in the following measures: graduation rate, post-secondary effectiveness, and ACT scores will be at or above the state average AND an increase by 10% at or above grade level standards on the KS state assessment, and Fastbridge/NWEA benchmark data.

Tiered interventions are happening at all levels in USD 465 but they are in different stages of implementation. The focus for the 2023-24 school year is to recharge/reboot the MTSS process by working with TASN and utilizing instructional coaches to help with consistency of practice. This professional learning will be devoted to PBL and tiered systems of support.

2. By the end of Spring 2024, USD 465 will strengthen the district-wide Tiered Intervention of Supports practice through a concentrated MTSS reboot/recharge of professional learning and its impact will be exhibited in the following measures: graduation rate, post-secondary effectiveness, and ACT scores will be at or above the state average AND an increase by 10% at or above grade level standards on the KS state assessment, and Fastbridge/NWEA benchmark data.

USD 465 will focus on increasing stakeholder involvement in regards to student attendance and chronic absenteeism. A district Attendance committee will be formed to ensure consistent record keeping among the schools and the district will implement an Attendance Campaign stressing the importance of students attending school. Attendance incentives, community involvement, a social media campaign, and targeted communication to families and community will be included in the plan. Teachers, instructional coaches, social workers, and administrators will be involved in developing and implementing the campaign and enforcing attendance policies.

3. By the end of Spring 2024, USD 465 will increase student attendance through a concentrated district campaign focusing on the importance of students coming to school, accurate/consistent district attendance record keeping, plus an elevated focus on the Capturing Kids Hearts district initiative and its impact will be exhibited in the following measures: graduation rate and a decrease in Chronic Absenteeism.

Final Recommendation

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

Justification

The appeal statement provided updated goals, but the goals are set extremely high, and concerns for attainability may be hard to reach. The statement about ACT scores to be above the state average would indicate an increase from 17.5 to over 19.8. Research shows that an increase of 1 can be attainable without extra programming, but to increase two or more is only seen over time when support programs are provided. Obtaining this goal by the spring of 2024 would be incredibly tough. Plus, the scores are released in the fall, and the scores that would be reviewed would be from the prior year. Also stated in this goal would be that graduation rate post-secondary effectiveness would also be above or at the state average. The statement included at or above grade level standards on the KS state assessment and local benchmarks.

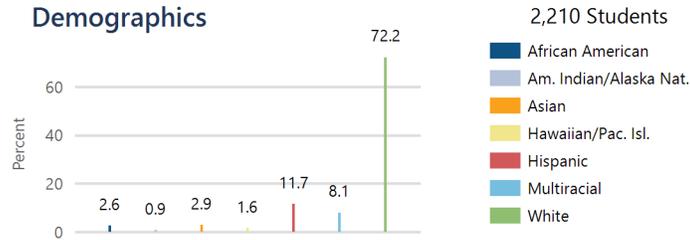
It is recommended that Winfield stay on a conditional accreditation and a review completed by May 2024 of data and processes put in place according to their appeal to progress monitoring of their goals.



Winfield USD 465

1407 Wheat Road, Winfield, KS 67156-3691
 (620) 221-5100
<http://www.usd465.com>

System Accreditation Status: **Accredited**
 ESSA Annual Meaningful Differentiation: **Meeting**
 Grades: **PK-12,NG**
 Superintendent: **Nathan Reed**

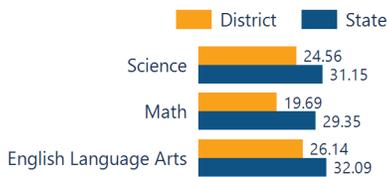


District Kansans Can Star Recognition

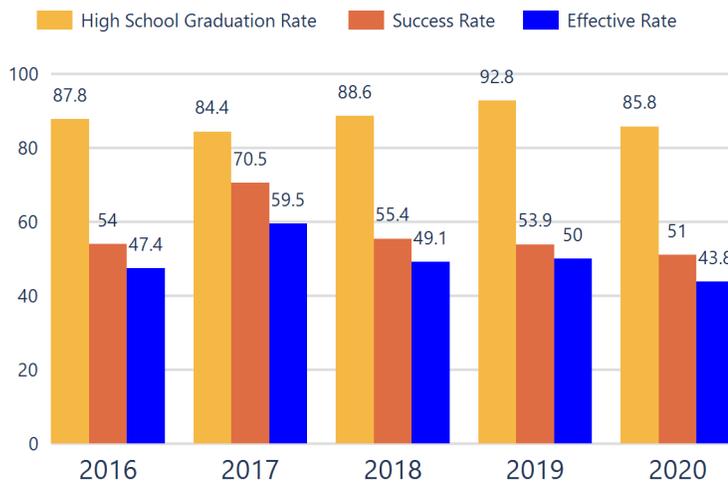
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement			★	
High School Graduation				
Postsecondary Success				★

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
87.8%

Five-Year Success Avg
57.0%

Five-Year Effective Avg
50.1%

95% Confidence Interval for the Predicted Effectiveness Rate
48.3 - 50.5%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) 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.
 - Student earned an Industry Recognized Certification while in High School.
 - Student earned a Postsecondary Certificate.
 - Student earned a Postsecondary Degree.
 - 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.

85.6%

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

89.3

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.

\$14,481

ATTENDANCE RATE

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

87.8%

State: 92.1

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

State: \$13,830

CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

47.5%

State: 25.4

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: 1.4



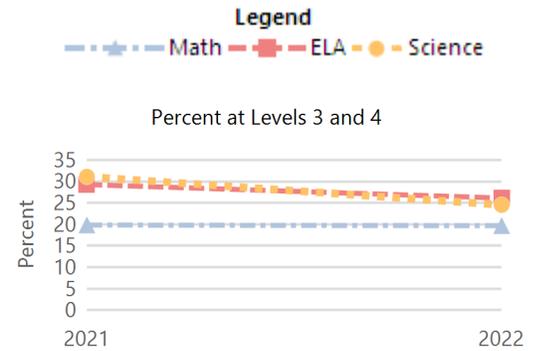
District Academic Success

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.

Academically Prepared for Postsecondary Success

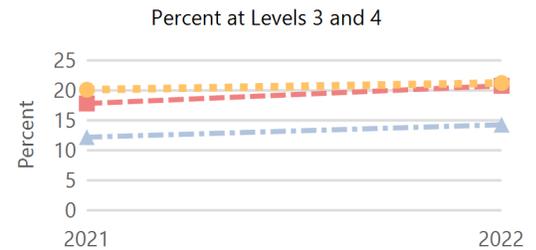
ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	41.83	32.61	33.40	48.48	41.71	43.75
Level 2	N/A	N/A	N/A	38.29	38.08	35.46	31.80	32.13	31.68
Level 3	N/A	N/A	N/A	16.42	23.82	24.48	15.39	20.99	16.59
Level 4	N/A	N/A	N/A	3.43	5.46	6.63	4.30	5.15	7.97



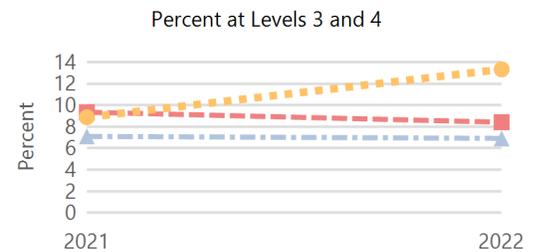
FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	52.55	44.88	40.27	55.42	48.01	47.81
Level 2	N/A	N/A	N/A	35.20	37.27	39.58	30.26	31.19	30.93
Level 3	N/A	N/A	N/A	10.45	15.22	16.66	10.98	17.20	17.18
Level 4	N/A	N/A	N/A	1.78	2.62	3.47	3.32	3.59	4.06



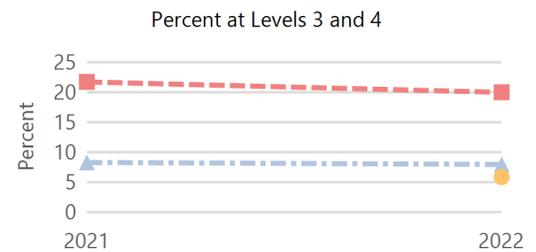
STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	68.00	61.57	57.77	75.00	72.79	67.77
Level 2	N/A	N/A	N/A	24.88	29.06	33.33	18.07	18.77	18.88
Level 3	N/A	N/A	N/A	4.44	7.38	5.55	4.23	6.89	10.00
Level 4	N/A	N/A	N/A	2.66	1.97	3.33	2.69	1.53	3.33



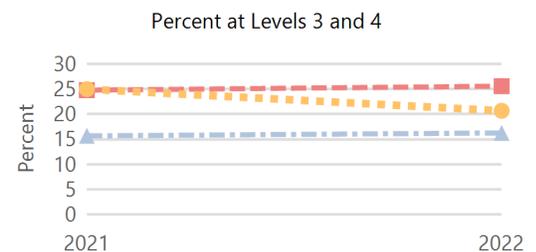
AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	50.00	34.78	N/A	60.00	56.00	58.82
Level 2	N/A	N/A	N/A	41.66	43.47	N/A	32.00	24.00	35.29
Level 3	N/A	N/A	N/A	8.33	21.73	N/A	8.00	16.00	5.88
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	4.00	0.00



HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	43.80	35.04	36.36	58.91	47.28	46.55
Level 2	N/A	N/A	N/A	40.49	40.17	38.63	24.80	27.13	32.75
Level 3	N/A	N/A	N/A	12.39	17.09	18.18	10.85	20.93	15.51
Level 4	N/A	N/A	N/A	3.30	7.69	6.81	5.42	4.65	5.17



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

ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

District	17.5
State	19.8



Accreditation Summary

Date: 09/23/2021

System: D0468 Healy Public Schools (0000)

City: Healy

Superintendent: Jeff Jones

OVT Chair: Kim Batman

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 **generally** addressed.

ARC Comment

Tiered System of Support:

The elementary school implemented a Tiered System of Support inconsistently during the first couple of years of the cycle. The elementary school used the Tiered System of Supports consistently the last three years. The Tiered System of Support was implemented in Year 4 and improved in Year 5 at the high school level. In Year 4, students self-selected support. In Year 5, the HS began using data to encourage students to attend support sessions in areas where students struggle. The district will continue to examine its Tiered System of Support structure and refine it going into the next cycle.

Family, Business, and Community Partnerships:

The district has a long history of including all stakeholders in the education process. Although the first years of the cycle included many opportunities, the district worked to increase these even during the COVID pandemic. Wacky Wednesdays were implemented once per month in Year 4 and were expanded to twice per month in Year 5. During these events, experts from within the surrounding community present various educational opportunities and occupations that are not covered in the regular school curriculum to Healy students. USD 468 has a history of uniting with community businesses and organizations to deliver optimal educational opportunities for our students. Community Partnerships also extend beyond our small community to regional partners.

Diversity, Equity, and Access:

Very little was reported in this area. The system did state that the students accepted in their community a student who was mocked for their alternative lifestyle.

Communication and Basic Skills:

Students were provided with the opportunity to speak with the entire school with being able to lead the Pledge of Allegiance. The students wrote letters to each other across divisions during the COVID shutdown. Elementary students wrote to soldiers stationed in Europe. The majority of the High School students attended the League Leadership Conference, where they learned about clear communications, and all STUCO members attended the Regional STUCO Conference where they learned about the importance of communicating. ACT Prep Workshop for juniors and seniors in High School. Students often lead and are the focus of public events such as the Veterans ceremony and graduation, providing them with real opportunities to hone their public speaking skills. English and Social Science classes provide frequent opportunities for students to further hone their written and verbal communications

skills and to receive formal feedback.

Civic and Social Engagement:

This district has always valued community engagement. This was strained during COVID. Even during that period, the district found ways to engage. The past year witnessed the following additional and/or recovered activities: Letters to Soldiers added to our activities from previous years. Continued Veteran's Day activities resumed with lunch for Veterans. The district/students have a Thanksgiving Day meal. Also, included renewing Grandparents Day for elementary students along with many community service projects such as removing community Christmas decorations, assisting with the renovation of bleacher seating, and Christmas cookie outreach to Senior citizens. Junior High/High school students will have the opportunity to participate in monthly game/movie nights where families are encouraged to join in. The high school students have First Responders Day, a senior citizen music tour to Dighton and Scott City facilities.

Physical and Mental Health:

Limited at the beginning of the cycle. As part of the MHIT grant, the district has increased its capacity to help the students. Mental health access has increased steadily over the last 5 years. The district has ready access to multiple outside resources. They have a mental health liaison available to the students, staff, and families and are working more closely with COMPASS than they had been during the first three years of the cycle. Also, an area mental health expert is providing mental health and SEL mini-lessons to the elementary students once a week. This started in Year 4 and has continued in year 5. SEL monthly character traits were adopted. The high school and middle school SEL curricula were adopted and taught in Year 4. This was switched to a KSDE-approved curriculum in Year 5 (Kansas Can Competency Framework). Individual counseling continues to be available to students on a weekly basis through the service center.

Arts and Cultural Appreciation:

This has generally been a strong feature in our curriculum. The students participate in many music programs and competitions. Students also had the opportunity to attend musicals at Fort Hays State University. During the pandemic, the students virtually attended a Friends University musical as well as the KMEA Convention President's concert.

Postsecondary and Career Preparation:

At the beginning of this cycle, there was no counseling for post-secondary or career preparation. Over the past couple of years, this has increased tremendously. IPS records were kept by the administrator but were hardly used with students. This has switched to an electronic format that is used by students with a teacher in charge (Xello). The teacher frequently attends professional development to increase the value of IPS, and especially the Xello component, for our students. Weekly college information is collated by the service center counselor and is emailed to students.

3. Evidence is **not** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal 1: Relationships: To effectively communicate as an instructional team about the KESA process to improve student success.

Due to frequent staff and administration turnover, the system needs multiple members of the team versed in the KESA process. There have been gains in this area during year five.

Areas For Improvement

Comment	Goals
Rationale	The system needs to provide measurable goals rather than just a stated goal area.
Tasks	Moving into the next cycle, the system needs to develop a well defined measurable goal that will impact student learning.
Timeline	06-30-2023
System Response	I apologize if we were unclear. I have added two documents to the artifacts that I labeled as appeal documentation. I also scanned them in and added them at the end of this process as requested. The first is our working goals sheet. We used that document to keep track of our goals, to clarify them, and to change them as needed. We identified specific Action Steps and dates under each goal, making them SMART goals. I am not sure that the OVT ever saw this worksheet, which we developed with the assistance of our service center. I also added the Challenge Award of Merit that we received for the previous year's state assessments as evidence of improvement from our goal implementation. After the KESA reports were submitted, Healy received the state assessment scores. Many classes have only one child testing, but one grade level had enough students that I could average the scores and not fear that anyone could identify individual students. The fifth grade ELA scores increased from 1.5 to 2. The fifth grade math scores did the same, 1.5 to 2. The fifth grade science scores averaged 2.83. We are convinced that these increases are attributable to the goals and steps that we took to close the gaps that we found in our curriculum. I ask that, based on the goal sheets, the Challenge Award of Merit, and the latest state assessment scores, you please reconsider your recommendation of conditionally accredited. Thank you.

4. Evidence is **not** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal Two: Relevance: Staff will begin to review and evaluate instructional strategies and vertically aligned curriculum as outlined by the KS state standards.

Areas For Improvement

Comment	Goal
Rationale	The system needs to provide measurable goals rather than just a stated goal area.
Tasks	Moving into the next cycle, the system needs to develop a well defined measurable goal that will impact student learning.
Timeline	06-30-2023
System Response	I pasted the same information in this box that I posted in the previous box. I do note that, reading the evidence in #6, our kids are very successful, especially as postgraduates. Thank you. The system will ensure that the goals are shared explicitly with the OVT during the upcoming cycle.

I apologize if we were unclear. I have added two documents to the artifacts that I labeled as appeal documentation. The first is our goals. We used that document to keep track of our goals, to clarify them, and to change them as needed. We identified specific Action Steps and dates under each goal, making them SMART goals. I am not sure that the OVT ever saw this worksheet. I also added the Challenge Award of Merit as evidence of improvement from our goal implementation. After the KESA reports were submitted, Healy received the state assessment scores. Many classes have only one child testing, but one grade level had enough students that I could average the scores and not fear that anyone could identify individual students. The fifth grade ELA scores increased from 1.5 to 2. The math scores did the same, 1.5 to 2. The science scores averaged 2.83. We are convinced that these increases are attributable to the goals and steps that we took to close the gaps that we found in our curriculum. I ask that, based on the goal sheets, the Challenge Award of Merit, and the latest state assessment scores, you please reconsider your recommendation of conditionally accredited. Thank you.

5. Evidence is **generally** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

ARC Comment

The system works with its local board to ensure procedures and policies exist to support improvement efforts and some have been implemented. The system appears to have sufficient financial and human resources to support the effective implementation of its continuous improvement plan.

6. The evidence submitted to the Accreditation Review Council indicates the system does **generally** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

Data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining. 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.

Board Outcomes

Social-Emotional Growth

There were no social/emotional plans in year 1 or 2. In year 3 a buddy program was instituted with buddy lunch and activities weekly. Year 4 was curtailed, but the buddy program continued with buddy letters in lieu of personal contact. In year 5, they are back to weekly lunches, and Wacky Wednesday buddy projects and activities. Character traits were instituted at the beginning of the second semester of the 3rd year and continue. The elementary students are in their second year of the 180 Days of Character curriculum. Secondary students used the "Heels and High School" curriculum in year 4, with a team of four teachers sharing in lesson presentations. Year 5 changed to KSDE recognized curriculum within the College and Career Competency Framework with one teacher leading. Year 5 has had some inconsistencies in regular meetings with students and needs reevaluation for effectiveness. Administration changes in year 3 began a positive atmosphere as stated by students.

Kindergarten Readiness

All kindergarten students (100%) complete the ASQ. Families are encouraged to complete earlier evaluations such as ASQ-3 but most opt to not do this.

Individual Plans of Study

During the first 3 years of the current cycle, Administration completed paper copies of IPS for each High School student, using the Matchmaker, Ability Profile, and Learning Style quizzes in Career Cruising to help determine the wants and aptitudes of individual students. The Individual Plans of Study were shown and discussed with students yearly and updated as needed. No electronic portfolio was maintained. In January of 2021, 100% of 7th-8th grade students started working with Xello, which was formerly Career Cruising. The decision was made to switch to Xello because students can easily view and update information using this platform, and it is an effective tool to help students determine career interests and skills. They worked through grade level teacher guided lessons related to skills and abilities needed for future careers and college choices that they are interested in while also taking quizzes to help them see how well they match up with their current and future choices of careers, as well as their learning and personality styles. For the 2021-22 school year 100% of high school students and 6th grade students, in addition to 7th-8th grade students, are currently working in Xello. By May 2022, 100% of all students will have completed the Xello lessons and updated their storyboards and their IPS form. IPS forms will continue to be updated and discussed with students.

High School Graduation Rate

Every class in the district consists of 1 to six students. When a single student drops out, this skews the data wildly. With such a low student population and such high-risk factors, high school graduation rates are not a good measure of success for this district.

Postsecondary Success

The OVT reported that the past two years, all but one of the graduates are continuing their studies or have passed the Paraprofessional assessment, or both. That one graduate is gainfully employed. The current success will help develop a climate of academic achievement and greater possibility of success after graduation. The district is currently examining further options for postsecondary certification for their students.

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

ARC Comment

During the first three years of the cycle, only one certified staff member worked on KESA. When that staff member left, much of the work was lost. For the final two years, the entire certified staff was involved in the process. The system is missing other stakeholder involvement.

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

ARC Comment

The OVT reports that the system was always responsive to suggestions.
The OVT feels the systems needs someone to help lead and guide them through the process.
The system was always positive.

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

ARC Comment

Strengths: New leadership in the system was an asset as he rallied the troops, so to speak, and got them on the same page. The staff is willing to pitch in and help with the KESA process as long as they have guidance and direction. The community is very supportive and active in the school and will help when needed.

Concerns: Superintendent is taking a new position, so the system will once again start with new leadership. It was difficult to maintain any consistency as an OVT team and as a system due to a change of leadership. Low enrollment makes it difficult to report data. They did not receive any help this year from SWPRSC.

ARC Recommendation

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

Justification

After the five-year cycle, the system needs to narrow the goals and focus on specific data. The system did not have well-defined measurable goals that impacted student learning.

Strengths

- Supportive board of education and supportive community
- Technology with new computers being purchased
- Relationship among the students is strong and encouraged

Challenges

- USD 468 has between one and six students per grade level, this makes it a challenge to look at data.
- USD 468 needs to increase its workings around diversity, equity, and access
- All stakeholders need to be involved in the KESA process.
- Their data is all over the place.

System Appeal

The system chose to appeal the initial ARC Recommendation based on the following summary.

Appeal Summary

We did have clear, specific goals, but these apparently were not shared with the OVT. We addressed curriculum gaps. Our state assessment scores increased the past two years.

Final Recommendation

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

Justification

The primary reason for USD 468-Healy being conditionally accredited was the lack of two well-defined and measurable goals that impacted overall student achievement. At the start of the cycle, the system started with statements around areas of improvement, however, these goals were not specific or measurable using qualitative or quantitative data. USD 468-Healy revised their statements into well-defined and measurable SMART goals related to the overall impact on student achievement. The system outlined the district's action plan related to the goals and shared data related to baseline data, strategies and what and how the data was collected to demonstrate progress. The ARC's determination is that they have two established goals and have met the requirements and corrective action necessary that was addressed during their conditional accreditation.

It is important to note that USD 468-Healy is a small district with approximately, 40 students, 6 staff members, and a shared administrator. One student within the district can impact the data significantly so that statistical improvement is difficult to determine and/or data can be measured due to the limited sample size present. Additionally, due to the size and nature of USD 468-Healy, the system must examine and determine a sustainable improvement plan that impacts and supports the overall needs of its students.

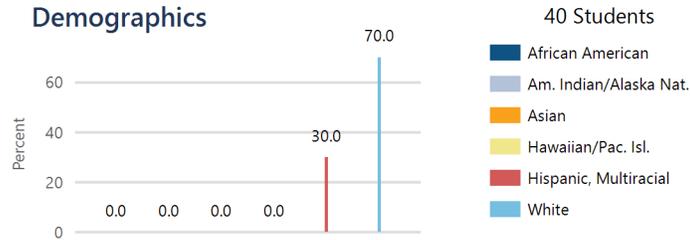
It is the ARC's determination that USD 468-Healy has addressed the deficiencies in the process and has a plan in place, therefore it is the ARC's recommendation that USD 468-Healy be fully accredited.



Healy Public Schools USD 468

5006 North Dodge Rd, Healy, KS 67850
 (620) 398-2248
 usd468.org

System Accreditation Status: **Conditionally Accredited**
 ESSA Annual Meaningful Differentiation:
 Grades: **PK-12**
 Superintendent: **Jeff Jones**

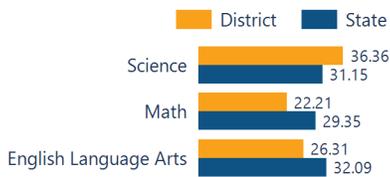


District Kansans Can Star Recognition

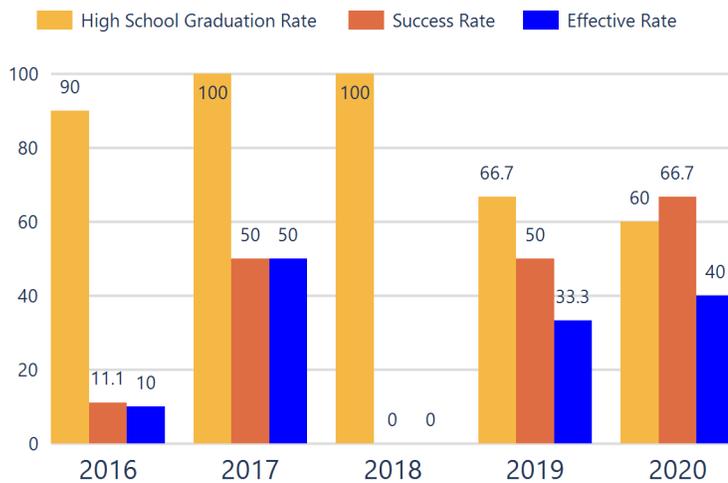
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

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
85.7%

Five-Year Success Avg
33.3%

Five-Year Effective Avg
28.6%

95% Confidence Interval for the Predicted Effectiveness Rate
%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) 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.
 - Student earned an Industry Recognized Certification while in High School.
 - Student earned a Postsecondary Certificate.
 - Student earned a Postsecondary Degree.
 - 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: 89.3

District ESSA Operating 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.

\$30,095

ATTENDANCE RATE

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

94.8%

State: 92.1

CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

16.7%

State: 25.4

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: 1.4

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

Healy Public Schools USD 468

K.S.A. 72-5178 Accountability Report 2021-2022



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

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	59.25	55.55	58.33	50.00	52.63	27.27
Level 2	N/A	N/A	N/A	25.92	29.62	25.00	27.77	21.05	36.36
Level 3	N/A	N/A	N/A	11.11	14.81	16.66	16.66	26.31	27.27
Level 4	N/A	N/A	N/A	3.70	0.00	0.00	5.55	0.00	9.09

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	61.90	61.90	N/A	53.33	62.50	N/A
Level 2	N/A	N/A	N/A	19.04	28.57	N/A	26.66	12.50	N/A
Level 3	N/A	N/A	N/A	14.28	9.52	N/A	13.33	25.00	N/A
Level 4	N/A	N/A	N/A	4.76	0.00	N/A	6.66	0.00	N/A

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	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

	2019-20			2020-21			2021-22		
	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.

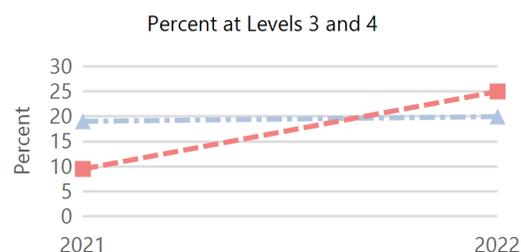
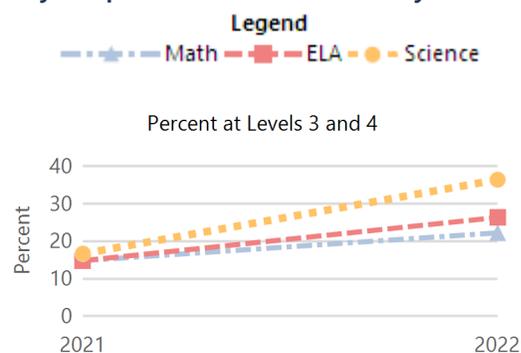
ACT Performance (2022 School Year)

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Note: Not all eligible students completed an ACT.



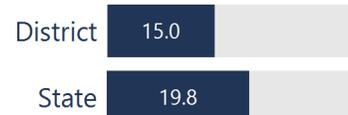
Academically Prepared for Postsecondary Success



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.



Accreditation Summary

Date: 07/08/2022

System: Z0032 Lakemary Center Paola (4727)

City: Paola

Superintendent: Matt Meek

OVT Chair: Victoria Vossler

Executive Summary/AFI

1. Compliance areas are **not** addressed.

ARC Comment

Per KSDE, at least one area of Compliance is not being met. This is a work in progress for the system.

Areas For Improvement

Comment	Compliance Areas
Rationale	Per KSDE there has been insufficient evidence of compliance provided by the system. The system has been unable to fulfill compliance requirements and/or has ignored a maximum of three requests made to work towards compliance.
Tasks	Work closely with KSDE to ensure compliance issues are addressed.
Timeline	04-24-2023
System Response	After looking at AMOSS (Complete Student Test Report) and working with Julie Ewing and Cary Rogers at KSDE, we found numerous clerical errors in reporting that were corrected before the July 15th deadline. After meeting with the team from KSDE and USD #368 on August 3rd, we noticed the only student listed as not tested is not one of our residential students and should have been reported to their home school district. After working through these numerous clerical issues, we are 100% compliant. Lakemary will work to correct issues with testing, reporting and compliance for the next KESA cycle.

2. Foundational areas are **generally** addressed.

ARC Comment

Some Foundational Structures are evident in the system and there are pockets of implementation and sustained efforts. There is evidence that work is being done and plans are being actively put into action.

Tiered Framework of Supports

- Within each of the different organizational structures of Lake Mary, there are tiered supports based on the intent/function of the program and then based on the needs of the individual. In visiting with staff and stakeholders it is clear they are committed to a shared purpose and direction.

Family, Business, and Community Partnerships

- The students who attend school, the students placed in the PRTF, and the adults who are residential come from all over the state of Kansas as well as the country. Family and district involvement is key to

the success of the individual as well as if possible returning students to their home district. Staff are seeking opportunities for collaboration and shared leadership among all stakeholders.

Diversity, Equity, and Access

- The policies and procedures in place and the organizational structure of the various aspects of Lake Mary ensure equity of opportunities and support growth.

Communication and Basic Skills

- Communication skills are a huge part of the teaching and learning process at Lake Mary. Several SLPs are on staff who continually work directly with students and also with support staff to ensure fidelity to the processes to help students gain independence through communication. Opportunities are provided to apply what has been learned in a variety of settings.

Civic and Social Engagement

Lake Mary participates in community events and social events when appropriate and possible.

Physical and Mental Health

- The physical and mental health of all students, residents, and staff are important to the overall success and positive learning and work environment. Lake Mary's leadership advocates for the school's vision and overall improvement in all aspects.

Arts and Cultural Appreciation

Lake Mary gets students and residents out into the community when possible and shares cultural experiences in the community.

Postsecondary and Career Preparation

Lake Mary partners with other organizations to provide work experiences.

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

ARC Comment

Reduction in ESI by 15% (20%?)

In places throughout the system's reports, the goals went from seven to two. And while nowhere are the goals specifically stated in the required SMART format, you can surmise the basic idea of their goals. While it is implicitly listed as a reduction in ESI incidents by 15% in the Year 3 System report, it is also listed as a 20% reduction elsewhere. Either way, the system reports a 51% reduction for this past school year which is an amazing feat.

4. Evidence is **not** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Increase structured teaching methods

Although initially listed in earlier years, there is no mention of a second goal in the 5-year OVT report or the system report that could be identified. There was a mention of moving from a vice-principal to an instructional coach but no data or additional dialogue was provided.

Areas For Improvement

Comment	Two clearly defined Goals written in a measurable SMART format.
Rationale	Basic requirement of the accreditation process.
Tasks	Clearly define what goals you have been working on, state them explicitly, and provide the evidence you have of the work done and the results of that work.
Timeline	01-02-2023
System Response	We understand this is an area for work and data collection. We will work with our Building Leadership team to create a way in which to gather data to show impact of the training.

5. Evidence is **generally** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

ARC Comment

Beyond a "commitment to continuous improvement," there is little indication of policy and procedure adjustments to the system's operations beyond the change to an instructional coach from the vice-principal model.

6. The evidence submitted to the Accreditation Review Council indicates the system does **not** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

It is unclear whether these matrices are appropriate for this system. Based on the state Accountability Report, this system fails to meet many of the identified data points.

Board Outcomes

Social-Emotional Growth	Social-Emotional Growth – Focus has been on helping students express ideas and feelings. (Lakemary is a psychiatric residential treatment facility and school.)
Kindergarten Readiness	N/A
Individual Plans of Study	Individual Plans of Study – The IEP's and the treatment plans (therapists) act in this capacity. This indicates there is NOT an IPS process in place.
High School Graduation Rate	High School Graduation – Students either age out and receive their diploma or potentially return to home district for graduation.
Postsecondary Success	No data available.

Areas For Improvement

Comment	Determine how these areas can satisfactorily be met with your student base and situation.
Rationale	Current data--or lack thereof--prevent you from satisfactorily completing this area.
Tasks	Discussions with KSDE on the compatibility of your system to the KSBOE Goals.
Timeline	01-02-2023

System Response

High School Graduation Rate: High School Graduation:

The complexity and uniqueness of Lakemary is evident and doesn't align with regular public education graduation or graduation rates. There are many variables that into the differences between Lakemary and other public schools.

The first variable, these students are most likely not Kansas residents. Our students are participating in graduation ceremonies like every other Kansas student in May. Unlike every other KS school, once our student graduate from Lakemary doesn't mean they have exited education services. Many of these students discharge from our psychiatric residential treatment facility and transfer into another facility or day service program in another state without exiting education services and or programming

Another variable, In Kansas, students must exit services the June 30th after their 21st birthday. In other states such as California, Washington, Illinois, and Alaska they will receive services up until the day before their 22nd birthday. We currently hold these certificates until we get notices that they fully exited services.

Thirdly, when we report graduation to KIDS collection there are two boxes to check. Either:

- Graduated left services
- Graduated or left state

This doesn't allow us to make the necessary or accurate reporting we need to give to the state.

2017-2022 Graduation plan by state for all students who have graduated Lakemary.

States Adult Day Program 18-21 Post Grad Program Unemployed
Living at home State Hospital

Kansas 13 4 4 1

Missouri 6

Illinois 2

Pennsylvania 1

Hawaii 1

California 3 2

Washington 1

Totals 27 6 4 1

Post-Secondary Success

Many of our children who leave Lakemary and return to their home state after graduation and have exited services will either go to live with family, be placed in an assisted living adult group facility or state hospital. Most will never live fully independent lives, go to college or can make a living wage. They can however, live a meaningful life within their individual community. They can utilize the below mentioned areas to live as independent as possible.

From the time each student enrolls at Lakemary we are focused on building independent living and job skills to meet the needs of their own ability level. Each child learns meaningful life skills life and work-related skills to be a successful adult. Each student attends our Building Essential Skill for successful Transitions (BEST) classroom. In this classroom, our students are learning independent living and vocational skills such as:

- Hygiene and cleanliness
- Meal planning
- Grocery Shopping
- Preparing, following recipes, cooking, and serving food
- Cleaning, household chores
- Washing, drying, and folding laundry
- Budgeting
- Writing check, paying bills
- How to look up and apply for a job
- Job interview skills
- Mock interviews
- Task analysis

Another strong area of vocational supports for our students are in house and off campus jobs. We utilize five job coaches who manage our students in a variety of different ways on the job site. Job coaches work independently with these students with employability skills, shadowing, collecting data and on the job communication. Our students work both paid and non-paid jobs on campus and in the community. Here are some examples of jobs students work.

Off Campus Jobs

- Price Chopper Grocery Store
- Spudley's Restaurant
- Simple Simons Pizza
- Sonic – Osawatomie, Louisburg, Spring Hill locations
- Paola Vet Clinic
- Prairie Paws Animal Shelter – Ottawa KS
- Wild Cactus Hair Salon – Osawatomie KS
- New Horizons Horse Ranch
- Paola Inn and Suites
- Subway
- Filling vending machines, Paola High School

On Campus Jobs

- Shed
- Shredding paper (paid)
- Medical records
- Custodial duties – sweeping, vacuuming, mopping
- Laundry – washing, drying, sorting towels and clothes
- Shopping for adult services
- Ranch (paid) – feeding animals, cleaning cages and stalls, composting, collecting eggs and produce
- Sorting and delivering mail
- Filling vending machines, Lakemary staff lounge

We have started our AIM post graduate program for students with

special needs. This program is designed to help our postgraduates to live a joy filled independent life. The AIM goal is for students to be able to utilize their skills, abilities, interests, and experiences to locate a job in the community. Students will learn the necessary actions to take to become valued and successful employees and ways to become responsible members of their communities. Acquisitions of workplace readiness training, continuation of life skills and working towards independent living. At this program, students will work on hands on transition IEP goals, these goals will include:

- post-secondary training
- community access
- communication skills
- social skills
- Facilitate job shadowing and mock interviews
- work/job related skills
- recreation/leisure skills
- independent living skills
- community employment opportunities

Vocational experience and employable skills

- administrative
- clerical
- office operations
- childcare
- food service
- laundry service
- retail sales
- technology
- housekeeping
- maintenance
- recycling
- custodial
- landscaping and lawn service

Currently, we have three on site paid shred jobs. 50% of our student population in our AIM Post Graduate Program are completing off campus jobs in the community. The other half will be working on jobs in and around the Lakemary campus.

To prove Post-Secondary success, we will be collecting data for each student enrolled in our AIM program. This data will tell the data story for each child and the progress they are making for life skill learning and vocational training and job skill development.

Data Collection Criteria:

- Paid on campus jobs
- Job Training in the community
- Job Training on campus (basic & advanced)

These data collection sheets are uploaded in the artifacts.

Comment

Individual Plans of Study (IPS) [[[THIS AFI CAN BE DELETED AS I FOUND AN ADDITIONAL SECTION ON IPS IN THE SYSTEM'S REPORT.]]]

Rationale	It is unclear from the reports whether you possess and actual IPS process.
Tasks	Ensure your current IPS process is as required and if so, provide the appropriate documentation.
Timeline	01-02-2023
System Response	From the ARC – Individual Plans of Study (IPS) [[[THIS AFI CAN BE DELETED AS I FOUND AN ADDITIONAL SECTION ON IPS IN THE SYSTEM'S REPORT.]]]

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

ARC Comment

In terms of stakeholders and collaboration, Lake Mary has found the balance between students, staff, parents, and the community. To accomplish this the leadership team has been transparent in its actions and understands the interdependence of these groups.

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

ARC Comment

Very open and honest dialogue.

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

ARC Comment

The Fidelity of an intervention or strategy's implementation reflects how that intervention or strategy is, or is not, used in actual practice. It looks at the actions staff can take to increase the likelihood it is used as it was designed/intended. The data analysis helps the team to do this and make changes along the way.

ARC Recommendation

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

Justification

Several areas either lack documentation or do not have the needed structure to be considered in compliance.

Strengths

The system's new administration appears to be very committed to improvement and willing to do whatever is necessary to comply with the accreditation process.

Challenges

Determining where areas exist that will be problematic in matching up with the state board goals and determining how best to meet those expectations will be the key.

System Appeal

The system chose to appeal the initial ARC Recommendation based on the following summary.

Appeal Summary

After review of the Arc Summative Report, we feel that the uniqueness of Lakemary School has NOT been accurately shared. We need to clarify the complexity of Lakemary School; we are a private school that works closely with USD #368 Paola through a memorandum of understanding. Our certified and classified staff, along with building administrator are USD 368 employees whereas our support staff (paraprofessionals) whom we call BHT's (Behavioral Health Technicians) are Lakemary Center employees.

55% of our student body are placed at our Psychiatric Residential Treatment Facility from 19 states across the country including Kansas children. These children are sent here through foster care, wards of the state, home school districts and or insurance because of their intense behaviors and trauma history. To admit into our facility, students must have both an intellectual and psychiatric disability to be placed at Lakemary Center. We are the only school in the state to meet the needs of these students. The other 45% of our student population are our Day Students. These children are bused to Lakemary from their local public-school districts.

The goals of the KS State BOE align very well with regular public education and its students. It does not however align with the uniqueness of our children we serve at Lakemary School.

As you can see from the narrative above, Lakemary School is a truly unique school who works with students with unique needs not only in Kansas, but also the nation. Our students are successful, but their success looks totally different from the regular population, therefore we must measure our success differently than other schools.

Final Recommendation

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

Justification

Although initially listed in earlier years, there was no mention of a second goal in the 5-year OVT report or the system report that could be identified. Additionally, no data or additional dialogue was provided.

AFI - Directed them to clearly define what goals they had been working on, to state them explicitly, and to provide the evidence they have of the work done and the results of that work.

Redetermination – Lakemary Center (Z0032-4727)

Year Conditionally Accredited – 2021/2022

Review Date – September 13, 2023

Review Determination - Accreditation

Next Review (if needed) – NA

Summary of Areas for Improvement –

In your Accreditation Summary (07/08/2022), the ARC outlined two Areas for Improvement (AFIs) for your system:

- 1- Obtain good standing with the State Board of Education by addressing compliance concerns with the respective KSDE staff.
- 2 - Define clear, measurable goals for your system based on the results of a robust needs assessment process.

The deadline for AFI 1 was 4-24-2023 and the deadline for AFI 2 was 01-02-2023.

Summary of System’s Work –

Lakemary established two goals for their second cycle. Their first goal is to use implement Positive Behavioral Intervention and Supports (PBIS) to reduce the number of students in Tier 2 and 3 within their MTSS mode and the number of ESI events per month. Their baseline is 174 ESI per month. They will track a reduction in that monthly average.. To accomplish this goal they trained all teacher in PBIS curriculum, de-escalation techniques, and Data-based Decision making to ensure accurate measurement of which Tier students are in. This is in addition to the many other behavioral trainings the staff is already exposed to.

Lakemary’s second goal is to improve their graduation rate to 95% and their post-secondary effectiveness rate to 80%. Acquisitions of workplace readiness training, continuation of functional life skills, while working towards independent living will increase by 20%. To accomplish this Lakemary is working with KSDE to define independent living as a successful outcome for their high-needs students. They will collect data on Independent living skills, paid on campus jobs, job training in the community and job training on campus. Focusing on and tracking this information will help Lakemary better determine their current effectiveness and establish plans for future growth.

ARC Recommendation and Justification –

The primary reason for Lakemary being conditionally accredited was their lack of two goals. They started the five-year cycle with two goals but as the cycle progressed they lost track of their second goal. For the start of their second cycle, Lakemary has two SMART goals. They have collected baseline data, outlined strategies to be implemented, and have clear data points

they will be collecting. It is the ARC's determination that they have two well established goals which will help their system grow during the next cycle.

It appears that Lakemary now has a better understanding of the accreditation process and is committed to the school improvement process. They are working with KSDE to address graduation rate and post-secondary success as defined by their very unique situation. In the first cycle, Lakemary seemed to just not focus on the parts of accreditation that they did not feel applied to their unique school. Now they are proactively working with KSDE and redefining their goals to align with accreditation. This demonstrates a great commitment to the process and a strong desire to be fully accredited.

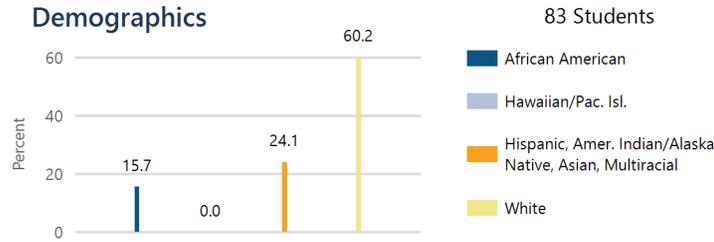
It is the ARC's determination that Lakemary has demonstrated a commitment to accreditation and has created two well defined goals for their second cycle. They have addressed their deficiencies in process and have a solid plan for addressing their deficiencies in outcomes. **Therefore, the ARC recommends Lakemary be fully accredited.**



Lakemary Center Paola - Z0032

100 Lakemary Drive, Paola, KS 66071
(913) 557-4000
www.lakemary.org

System Accreditation Status: **N/A**
ESSA Annual Meaningful Differentiation:
Grades: **1-12**
Superintendent: **Matt Meek**

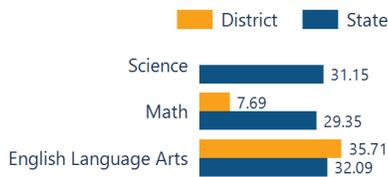


District Kansans Can Star Recognition

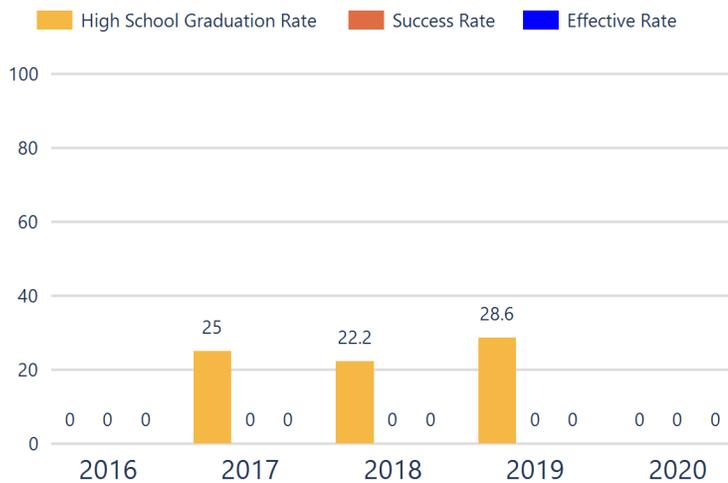
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

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
14.0%

Five-Year Success Avg
0.0%

Five-Year Effective Avg
0.0%

95% Confidence Interval for the Predicted Effectiveness Rate
%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) 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.
 - Student earned an Industry Recognized Certification while in High School.
 - Student earned a Postsecondary Certificate.
 - Student earned a Postsecondary Degree.
 - 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.

14.3% State: 89.3

ATTENDANCE RATE

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

95.6% State: 92.1

CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

12.4% State: 25.4

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: 1.4

District ESSA Operating 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: \$13,830

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

Lakemary Center Paola - Z0032

K.S.A. 72-5178 Accountability Report 2021-2022



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.

Academically Prepared for Postsecondary Success

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	53.84	42.85	N/A	46.15	14.28	N/A
Level 2	N/A	N/A	N/A	46.15	42.85	N/A	46.15	50.00	N/A
Level 3	N/A	N/A	N/A	0.00	14.28	N/A	7.69	35.71	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	N/A

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	58.33	46.15	N/A	50.00	15.38	N/A
Level 2	N/A	N/A	N/A	41.66	46.15	N/A	41.66	46.15	N/A
Level 3	N/A	N/A	N/A	0.00	7.69	N/A	8.33	38.46	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	N/A

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	53.84	42.85	N/A	46.15	14.28	N/A
Level 2	N/A	N/A	N/A	46.15	42.85	N/A	46.15	50.00	N/A
Level 3	N/A	N/A	N/A	0.00	14.28	N/A	7.69	35.71	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	N/A

AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	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

	2019-20			2020-21			2021-22		
	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.

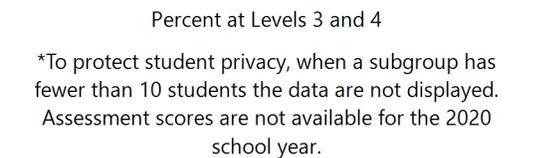
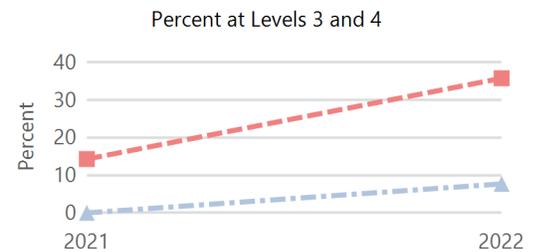
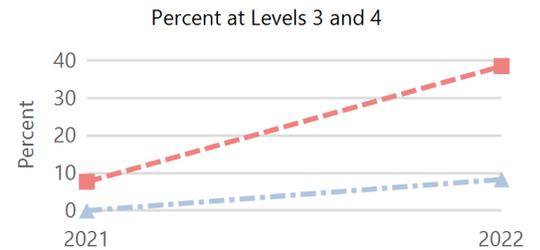
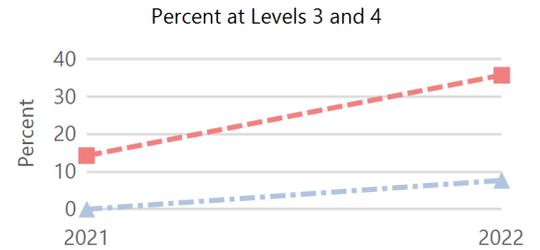
ACT Performance (2022 School Year)

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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

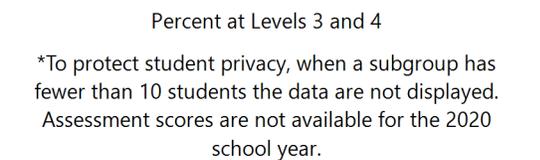
Note: Not all eligible students completed an ACT.



Legend
 Math (dashed blue line with triangles)
 ELA (dashed red line with squares)
 Science (dashed yellow line with circles)



*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.



*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**

Agenda Number: 12 a.

Meeting Date: 10/10/2023



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

Item Title: ARC Recommendations for Systems Accreditation - Information Only

From: Jay Scott

During the September 2023 ARC meeting, the ARC reviewed and took action on four systems that were conditionally accredited during the 2021/2022 school year. Two of those systems (USD 468 Healy and Z0032-4727) were reviewed by the ARC and determined to have successfully completed their Areas for Improvement making them eligible for fully 'Accredited' status. The board is receiving those two systems this month (October 2023). Two additional systems that were conditionally accredited by the ARC in 2021/2022 were also reviewed by the ARC: S0521-0000 Lawrence Gardner High School and USD 480 Liberal. After a review of their progress toward addressing the Areas for Improvement, the ARC voted to maintain the conditional accreditation status for each system with another review slated for June 2024.

Additionally, at the request of the State Board, USD 456 Marais Des Cygnes Valley was reviewed to ensure continued progress after receiving the status of fully 'Accredited' in 2022. After reviewing USD 456, the ARC voted to maintain the status of fully accredited.

Attachments:

ARC Report

Accountability Report

Kansas leads the world in the success of each student.

Accreditation Summary

Date: 04/25/2022

System: S0521 Department of Corrections (0000)

City: Topeka

Superintendent:

OVT Chair: Susan Wildeman

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 **generally** addressed.

ARC Comment

Some foundational areas are much more heavily addressed than others. The system has a very unique situation in the population of students that they serve, the ever changing students and the ever present judicial side that has to be taken into account.

3. Evidence is **not** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

The system lacks any clear goals. The OVT reported that their goal was relationships, but there is no other information provided about the goal and no way to measure the goal throughout the cycle.

Areas For Improvement

Comment	Goals
Rationale	The system needs to provide measurable, articulated goals rather than just a stated goal area.
Tasks	Moving into the next cycle there needs to be actual measurable goals.
Timeline	05-01-2023
System Response	<p>Our first goal area was relationships. Overall, we wanted to improve relationships between students and staff members as measured by a decrease in VRs (Verbal Reprimands on KKCC's Behavior Matrix).</p> <p>Our lead goal was to decrease the average number of VRs students receive from an average of 26.31 per student in 2019 to an average of 20 per student in 2022.</p> <p>At LGHS, there are three levels of discipline log entries—discipline referrals (DRs), summary judgments (SJs), and verbal reprimands (VRs). All three types are entered in PowerSchool so collecting and monitoring them is relatively easy.</p>

During the 2019-2020 school year, there were 143 DRs, 535 SJs, and 5,032 VRs for a total of 5,710 recorded incidents. With a total population of 217 students, that worked out to an average of 26.31 per student.

During the 2020-2021 school year, there were 13 DRs, 22 SJs, and 839 VRs for a total of 874 recorded incidents. With a total population of 200 students, that worked out to an average of 4.37 per student.

During the 2021-2022 school year, there were 32 DRs, 50 SJs, and 1,087 VRs for a total of 1,169 recorded incidents. With a total population of 185 students, that worked out to an average of 6.32 per student.

The numbers show a dramatic drop from 2019-2020 to this past school year. Part of that drop may be due to the fact that there was less in-person school during 2020-2021. However, part of the change was also because of the emphasis among LGHS staff members on using strategies they learned in Responsibility Centered Discipline and improved communication between the school staff at LGHS and the security staff at KJCC with a focus of everyone working together to meet student needs.

Please see the file: LGHS Discipline Log 7-14-2022 that was uploaded as an artifact.

STRATEGIES

We have expanded the student behavior form (ABC Form) to monitor student weekly attendance, behavior, and course/grade progress.

We have also introduced restorative justice practices at LGHS. Students receive instruction in this and other SEL topics during classes. Students also have an opportunity to practice restorative justice while in group therapy sessions and when reconnecting with teachers following being removed from class due to behavior issues.

We will continue to improve communication among various teams at LGHS—corrections officers, corrections counselors (CCIs), living unit staff members, families, and school staff members to support the needs of students.

We also plan to continue Responsibility Centered Discipline training for new employees who join the LGHS staff.

FUTURE

We want to continue to improve relationships among students and staff members by using the KJCC Disciplinary Matrix to encourage students to earn points through positive behavior that results in greater academic success and fewer discipline issues during their time in the correctional system.

As we move into the next cycle of KESA, we plan to change this measure to one that better reflects our efforts to keep students in the regular classroom and fewer instances where they are removed from class because of behavior problems. Focusing on having fewer

students being removed from the regular classroom is a better reflection of the strategies we are using in our behavior plan.

4. Evidence is **not** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

The system lacks any clear goals. The OVT reported that their goal was relevance, but there is no other information provided about the goal and no way to measure the goal throughout the cycle.

Areas For Improvement

Comment	Goal Areas
Rationale	There are no measurable goals which in turn leads to no substantial data to show any growth in the goal area.
Tasks	Moving into the next cycle there needs to be clear and concise goals.
Timeline	05-01-2023
System Response	Our second goal area was relevance. We wanted to make our courses and curriculum more relevant to students in order to increase the number of credits earned by students during their time at LGHS. If students better understand how the courses will help them later in life, we think they will put in more effort and better work.

Our lead goal was to increase the number of credits earned per student during their stays from an average of 3.5 per student to an average of 4 per student. (The average student stay is 102 school days or approximately 47.5% of the 215 student contact days.)

LGHS operates on a 21 credit diploma, and the objective is to take students from wherever they are when they enter the facility and move them as close as possible to the 21 credits needed to graduate before they leave the school.

During the 2019-2020 school year, 217 students spent time at LGHS and earned a total of 762.5 credits. That means the average student was at LGHS for 107 school days and during that period of time earned 3.5 credits on average.

During the 2020-2021 school year, 200 students spent time at LGHS and earned a total of 276.5 credits. That means the average student was at LGHS for 91 school days and during that period of time earned 1.4 credits on average.

During the 2021-2022 school year, 185 students spent time at LGHS and earned a total of 354.75 credits. That means the average student was at LGHS for 108 school days and during that period of time earned 1.9 credits on average.

The numbers show a drop from 2019-2020 to 2020-21 and a half credit increase from 2020-2021 to 2021-2022 which is still below the goal of 4 credits per student. However, there are several factors that affected those numbers. First, COVID has severely impacted the last

two school years. During each of those years, there were facility lockdowns where students were quarantined on the living units where they spent significant time doing individualized work and were not in the regular school. This has resulted in less access to teachers for assistance and less access to online curriculum and other resources. Second, between 2019-2020 and 2021-2022, there has been a transition in online curriculum from Plato and Odysseyware to Apex Learning which required some adjustment by students and staff members alike. Finally, the 2021-2022 numbers do not include credits issued by Washburn Tech for vocational courses because those credits have not been verified by Washburn yet. Once those credits are verified, we expect the average number to be above 2.0.

Please see the file: LGHS Credits Earned Summary....7-14-2022 that was uploaded as an artifact.

STRATEGIES

Upon arrival at LGHS, students go through a series of assessments to determine how they learn and if any intervention steps are needed. They also go through a thorough transcript review and create an Individual Plan of Study (IPS) with the Academic Coordinator to identify and outline their academic and career goals. The IPS is shared with LGHS staff members and used in advisory classes as well.

If learning deficiencies are identified, LGHS uses Achieve3000 and iReady to support students in developing stronger academic skills that allow them to successfully complete credits towards graduation.

The change in online curriculum should help as well. Apex Learning is more engaging for students and requires more interaction with the class material with the goal of improving student learning.

As COVID precautions and the facility security guidelines allow, we are also transitioning back to students being in classes based on content area and not with their living unit cohort which will provide more individualized instruction in specific content areas.

During advisory periods, teachers are working with students to make connections between what is in IPSs and what students are doing in classes which should help improve relevance as well.

FUTURE

We want to continue to improve the relevance of what students are doing at LGHS to what will make them successful when they leave the facility. To help with this goal, we will continue utilizing IPSs and advisory classes along with the more engaging curricular materials.

We will also continue to work with Washburn Tech to offer courses that students can take to not only earn credits but that also allow them to earn credentials and certificates that will help them get jobs when they are released from KJCC.

5. Evidence is **generally** documented that policies, procedures, and regulations guiding

the system for the purpose of long term sustainability have been created and or updated.

ARC Comment

The plans are in place for sustainability, the ARC would like to see actual measurable goals that then can be followed throughout the new cycle.

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 struggles in some areas while excelling in others even without accurate data.

Board Outcomes

Social-Emotional Growth	The high needs of their student population make SEL and behavior a priority for this system. They have implemented a positive rewards system that works well with their population. They have classes on anger management and dealing with confrontation. This has obviously been a focus for LGHS.
Kindergarten Readiness	NA due to only housing grades 7-12
Individual Plans of Study	LGHS has done a good job of creating an IPS. Each student in their care has very unique situations and is coming with there own needs. Each student is met upon entry to determine the best course of action for them and continues to meet for follow-ups throughout their time at LGHS
High School Graduation Rate	While this is a hard number for the system to figure due to their ever changing population, they have had drops from 2020 to 2021. These numbers are drastically below the state average. There is a very large discrepancy between the data presented by the system and the data shown by the state. The state reports a 23.1% graduation rate while the system is reporting an 87% graduation rate. There is no evidence to support where this higher number is coming from.
Postsecondary Success	LGHS has a five year effectiveness rate of 8.2%, which is well below the state goal. However their effectiveness rate is well within their projected 95% confidence interval. Again, the data is hard to track for a system such as this one.

Areas For Improvement

Comment	Graduation Rate
Rationale	The system will need to be able to show where their graduation rate data is coming from since it is such a discrepancy from what the state shows.
Tasks	Provide rationale for the data given.
Timeline	10-01-2022
System Response	The four-year Adjusted Cohort Graduation Rate for LGHS was 40% in 2020 and then 23.1% in 2021. This rate is below the state average and the state goal of 95%. As mentioned previously, one of our goals is for students to increase the number of credits students earn towards

graduation. Over the past several years, the primary challenge has been due to COVID-19 and the need to isolate students even more than normal (due to the uniqueness of our program) and also due to rolling enrollment we experience based on different students exiting and entering the program on a weekly basis. Of concern in the 2021 data compared to the 2022 data was the decline in graduation rate for several disaggregated groups – Hispanic, African-American, Free and Reduced Lunch, and Students with Disabilities. As mentioned earlier in this report during the 2021-2022 school year as part of our KESA plan, we have put in place stronger systems for supporting special education students in our program. Our population is diverse and as a result, we need to continue to develop strong systems of support for all students. Additionally, over the past year, we have provided staff members with more professional development in the areas of behavior and SEL. In our advisory program, we are also working on restorative justice as a means of encouraging students to continue to work hard and strive to meet their individual academic and career goals. Our population of students has a strong need for positive behavioral support in order to maintain progress toward graduation.

In regards to the 87% graduation rate that was entered in the portal as part of the original KESA submission, we think that stems from a conversation that may have been misinterpreted by the OVT chair. We agree that the overall graduation rate is what is shown in the KSDE AMOSS reports, and we don't see a discrepancy. However, we do have a higher success rate with students who enter the facility with the average number of credits a student his or her age would typically have in a regular Kansas high school. So for those students who are 17 years old, on track, and at the facility for at least the average length of stay many do leave LGHS with either a high school diploma or GED.

7. System stakeholders relevant to each part of the KESA process were **not** involved during the accreditation cycle.

ARC Comment

While the system does a great job internally with apprising stake holders and including parents, there is no evidence of outside stake holders being involved in the process.

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

ARC Comment

The OVT reports that the system was responsive to the needs and suggestions of the OVT.

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

ARC Comment

The system followed KESA to the best of their ability.

ARC Recommendation

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

Justification

After 5 years of the KESA cycle, the system comes with no measurable goals which in turn means there is no data to support growth in the goal areas.

Strengths

Over the last 5 years, LGHS has continually made progress toward their goals of educating their student body to meet their needs and to prepare them for success in life. The system has improved all areas of instruction through additional programming and staffing; continually adding community partnerships that allow students to learn job skills; and developing a sense of pride in students so they feel successful.

Challenges

This system has some very unique challenges:

- More accurate data should be provided.
- Stakeholders should be included from within the community.
- Goals should be written that are both measurable and attainable.

System Appeal

The system chose to appeal the initial ARC Recommendation based on the following summary.

Appeal Summary

As the ARC pointed out, our goals were not in the correct location in the KESA portal. The goals have been in the AFI part of the portal along with explanations, strategies, and plans for the future.

The ARC pointed out a discrepancy in the graduation rate, and this too has been addressed in the AFI part of the portal.

Final Recommendation

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

Justification

While S0521 provided goals in their appeal documentation, these goals were nowhere to be found in the original paperwork. The opinion of the ARC is that the goals were created after the conditional accreditation status was given to the system. Also, when looking at the goals written the data sent to support the goal of graduation rate was actually in contradiction to the goal. Students are earning less credits each year.

While the ARC does understand that S0521 is in a very unique situation and did explain their data discrepancy in graduation rate, the ARC does not feel that the conditional accreditation status should be changed.

The ARC recommends that the system do a full needs assessment and write measurable and attainable goals as they move into their next KESA cycle.

Redetermination – (Lawrence Gardner High School S0521-0000)

Year Conditionally Accredited – 2021/2022

Review Date – September 13, 2023

Review Determination – Maintain Conditional

Next Review (if needed) – June 2024

Summary of Areas for Improvement –

In your Accreditation Summary (4/25/2022), the ARC outlined two Areas for Improvement (AFIs) for your system:

- 1- Define clear, measurable goals for your system based on the results of a robust needs assessment process.
- 2- Graduation Rate: Demonstrate student success in accomplishing high school credentialing by validating local data; provide an explanation for graduation data with local data around student program completion

The deadline for AFI 1 was 5-1-2023 and the deadline for AFI 2 was 10-1-2022.

Summary of System's Work –

For the second round of KESA there are two goals:

- Students entering Lawrence Gardner High School will improve their education experience by **earning credits toward a high school diploma** as well as **the scheduled instructional time for earning a GED**.
- Lawrence Gardner High School students will develop a positive sense of belonging within the school.

ARC Recommendation and Justification –

For the first goal, bold (added by the ARC member) would indicate the data that the system is suggesting they would collect. For the second goal, there is not a state data source within the goal however in the questions about how the system would look different it states “negative behavior reports will be reduce while positive behavior reports will increase” which might suggest a data collection source.

In the file that includes data, the number of credits earned has gone from 363.25 to 711. There is not an indication of the scheduled instructional time for earning a GED. The number of GEDs earned went down last year. There is also no data for the second goal.

Therefore, the system has not met the requirement of having two strong measurable goals with data that is compatible with the goals. A review of progress in outcomes is warranted next January 2024 and for goals in June 2024.



Department of Corrections - S0521

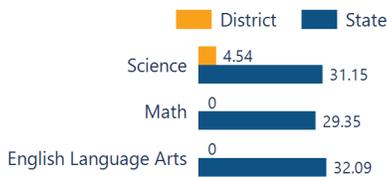
714 SW Jackson #300, Topeka, KS 66603
(785) 207-8239

System Accreditation Status: **Conditionally Accredited**
ESSA Annual Meaningful Differentiation:
Grades: **7-12,NG**
Superintendent:

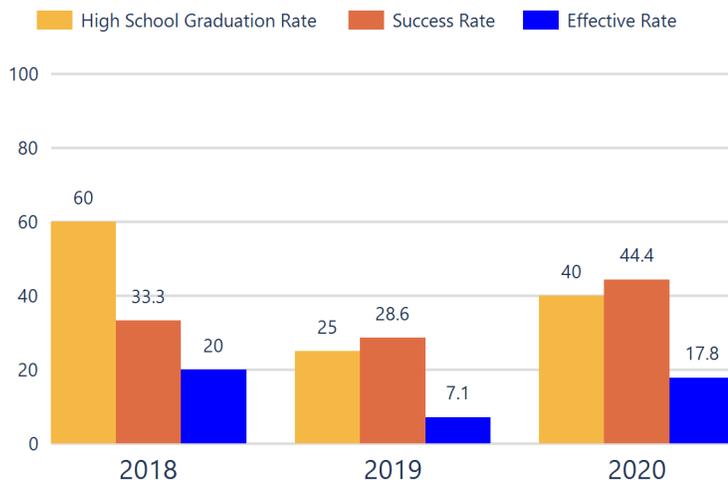


Academically Prepared for Postsecondary Success

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
35.1%

Five-Year Success Avg
39.6%

Five-Year Effective Avg
13.9%

95% Confidence Interval for the Predicted Effectiveness Rate
-.05 - 13.3%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) 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.
 - Student earned an Industry Recognized Certification while in High School.
 - Student earned a Postsecondary Certificate.
 - Student earned a Postsecondary Degree.
 - 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.

25.0%

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

89.3

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

ATTENDANCE RATE

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

100.0%

State: 92.1

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

State: \$13,830

CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

0.0%

State: 25.4

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.

47.8%

State: 1.4



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

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	90.90	77.27	28.57	93.93	84.37	68.18
Level 2	N/A	N/A	N/A	9.09	18.18	64.28	6.06	15.62	27.27
Level 3	N/A	N/A	N/A	0.00	4.54	7.14	0.00	0.00	0.00
Level 4	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	4.54

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	90.47	76.19	28.57	93.93	84.37	68.18
Level 2	N/A	N/A	N/A	9.52	19.04	64.28	6.06	15.62	27.27
Level 3	N/A	N/A	N/A	0.00	4.76	7.14	0.00	0.00	0.00
Level 4	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	4.54

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	100.00	76.92	72.72
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	0.00	23.07	18.18
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	0.00	0.00	0.00
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0.00	0.00	9.09

AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	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

	2019-20			2020-21			2021-22		
	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.

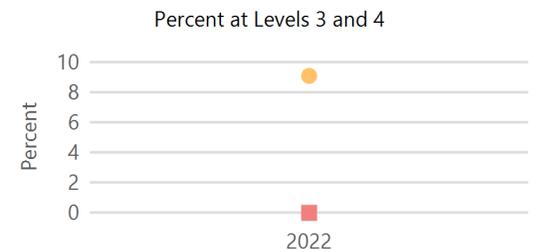
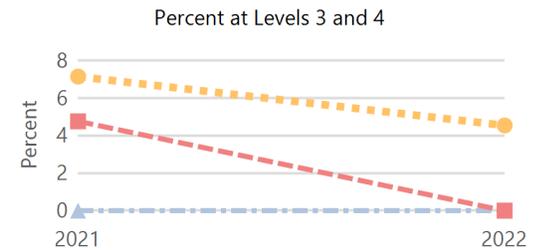
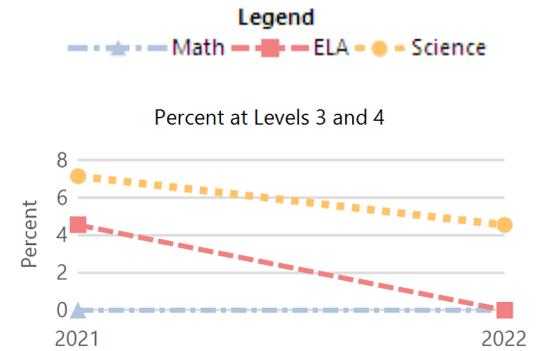
ACT Performance (2022 School Year)

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 2022 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

State **19.8**

Accreditation Summary

Date: 04/11/2022

System: D0480 Liberal (0000)

City: Liberal

Superintendent: Todd Carter

OVT Chair: Steve Nordby

Executive Summary/AFI

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

ARC Comment

2. Foundational areas are **generally** addressed.

ARC Comment

The system has worked to implement these structures with fidelity and created the process needed. However, the results that need to be seen are not evident in the data.

Areas For Improvement

Comment	Improvement of academic achievement and absenteeism.
Rationale	Even though the system has put a school improvement plan in place, benefits from this plan are not being seen at this time. The system is still failing to show improvement in critical areas.
Tasks	The system needs to review each process in place and determine if it is supporting academic achievement. The system also needs to determine how to best meet students needs with the high absenteeism rate.
Timeline	05-01-2023
System Response	

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

ARC Comment

Based on the data, partial parts of the goals were met. Based on the Communities that Care survey, 40% report that they have experienced trauma or chaos in their current life. Given that most of their students are minorities, trauma care needs to continue. Success has been reported from the programs that have been implemented for SEL. Data from this goal was shared.

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

ARC Comment

Progress on the goals was reported together. Data regarding each one was not provided. One suggestion for a new goal was to align practices throughout the district. Data from this goal was

shared.

Areas For Improvement

Comment	Data for each goal must be reported using the same information, they were not separated out.
Rationale	Each goal should have its own data to report.
Tasks	As you look at each goal and the successes of each, they should be reported separately.
Timeline	05-01-2023
System Response	

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

ARC Comment

The OVT feels that USD 480 has put a process for school improvement in place that connects the building and district goals. The district plan seems well-conceived and is not dependent on people to ensure success – the goals are embedded into each school. It is expected that continued improvement will be seen during the next cycle.

6. The evidence submitted to the Accreditation Review Council indicates the system does **assuredly** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

The system has a process in place for the state board outcomes. Each area has been addressed and has a process in place to monitor progress. The processes need time to reflect real growth.

Board Outcomes

Social-Emotional Growth	Social workers and counselors have been hired during this cycle. In addition, parent coordinators have been put into place. Systemic surveys are also used to monitor students mental health.
Kindergarten Readiness	The district remains committed to using ASQ2 and ASQ3 for entering Kindergarten students. The preschool program will continue to grow as needed skills for entering Kdg. are monitored
Individual Plans of Study	Students in USD 480 are exposed to career opportunities PK-12. These exposures include opportunities for work study as well as class jobs to help them understand how they will be a successful contributor in their school buildings. In addition, high school students use google sites to complete their digital portfolio.
High School Graduation Rate	Liberal has provided students with internship opportunities and access to a post-secondary success coordinator. The 2021 graduation rate was reported to be 88.1% which is an increase. Internships and work study experiences have doubled over the past two years. Staff is closely monitoring data and modifying instruction as needed.

Postsecondary Success

USD 480 has reviewed current practices and plans to implement the following to ensure continued success: recent Graduation Reception at events within the school district, survey students after two years, complete college check-ins, allow students to host Insight conferences when returning to the Liberal area on breaks (i.e. high school graduate from LHS), and promoting zoom conferences led by recent graduates with emphasis on life after graduation.

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

ARC Comment

Stakeholder feedback was secured in a variety of ways. The system has moved back to face-to-face meetings. Before that, information was primarily through social media. One thing that was determined by leadership was including more diverse participants.

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

ARC Comment

Even as the district experienced leadership changes and the pandemic, the school improvement process remained consistent.

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

ARC Comment

Even as the district experienced leadership changes and the pandemic, the school improvement process remained consistent.

ARC Recommendation

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

Justification

The system does have a school improvement process in place. However, academic achievement is not being seen. In addition, the district still has issues with chronic absenteeism. These two things must be corrected moving forward. The system needs to determine processes that will support learning.

Strengths

- District-wide commitment
- Recognized the importance of instructional practices across the system.
- Worked on streamlining processes.
- Implementing a data warehouse.
- Incorporated Redesign principles.

Challenges

- Streamlining instructional practices
- Ensuring instructional continuity
- Working to ensure academic growth in all areas
- Reducing chronic absenteeism

Redetermination – (Liberal USD 480)

Year Conditionally Accredited – 2021/2022

Review Date – September 13, 2023

Review Determination – Maintain Conditional

Next Review (if needed) – January 2024

Summary of Areas for Improvement –

In your Accreditation Summary (4/11/2022), the ARC outlined two Areas for Improvement (AFIs) for your system:

- 1- Improve Academics and Absenteeism (to be measured by annual accountability report).
- 2- Ensure that for each goal, you identify data that you can report on overtime in formative and summative fashions.

The deadline for both AFI 1 and AFI 2 was 5-1-2023.

Summary of System's Work –

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

Justification The system does have a school improvement process in place. However, academic achievement is not being seen. In addition, the district still has issues with chronic absenteeism. These two things must be corrected moving forward. The system needs to determine processes that will support learning.

Strengths

- District-wide commitment
- Recognized the importance of instructional practices across the system.
- Worked on streamlining processes.
- Implementing a data warehouse.
- Incorporated Redesign principles.

Challenges

- Streamlining instructional practices
- Ensuring instructional continuity
- Working to ensure academic growth in all areas
- Reducing chronic absenteeism

ARC Recommendation and Justification –

Information presented was clear and informative. However, it is still not sufficient to show progress in outcomes. A system-wide approach to improvement is present to work towards

goals, but data is not moving in a positive sequence. (ELA and Math declining, Science is increasing slightly in most areas). The System has implemented various programs and processes for collecting each type of data to ensure separation of information. They have a very detailed plan. The system has taken multiple steps to reevaluate their process, templates for interpretation of data, and have set goals and responsibilities of individuals to be accountable for implementation of systems.

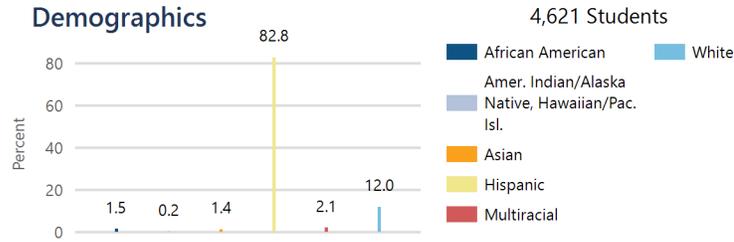
The system has shown process, interpretation of data, and intent of their actions. They have developed a road map to accomplish their goals. However, the data is not showing improvement in outcomes by students. A review of progress in outcomes is warranted next January 2024 and/or June 2024.



Liberal USD 480

7 Parkway Blvd, Liberal, KS 67901
 (620) 604-1010
 www.usd480.net

System Accreditation Status: **Conditionally Accredited**
 ESSA Annual Meaningful Differentiation: **Below**
 Grades: **PK-12**
 Superintendent: **Todd Carter**

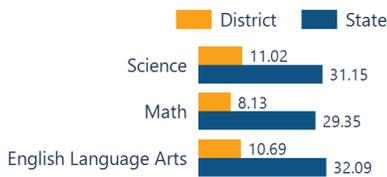


District Kansans Can Star Recognition

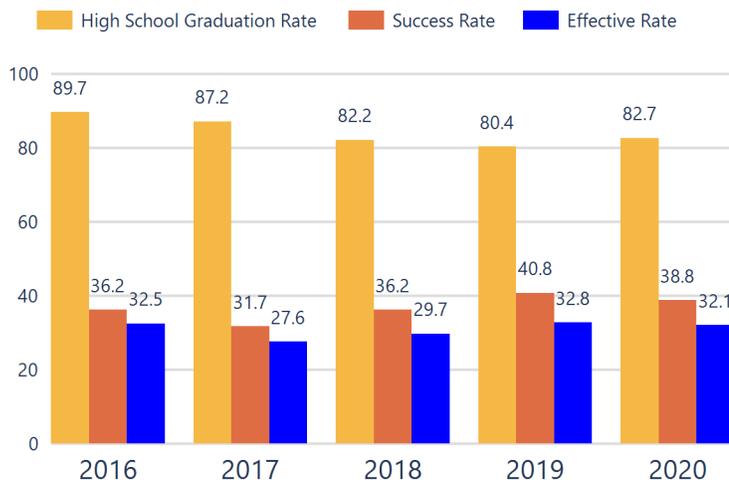
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				★
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



Kansans CAN lead the world!
 Graduation **95%**
 Effective Rate 70-75%

Five-Year Graduation Avg **84.4%**

Five-Year Success Avg **36.6%**

Five-Year Effective Avg **30.9%**

95% Confidence Interval for the Predicted Effectiveness Rate **35.1 - 41.6%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) 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).
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 - Student earned a Postsecondary Certificate.
 - Student earned a Postsecondary Degree.
 - 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.

88.4% State: 89.3

District ESSA Operating 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.

\$12,351

ATTENDANCE RATE

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

89.7% State: 92.1

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

State: **\$13,830**

CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

41.2% State: 25.4

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.

1.6% State: 1.4



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

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	60.39	53.56	63.46	60.78	58.20	66.08
Level 2	N/A	N/A	N/A	32.11	32.87	23.89	31.07	31.09	22.88
Level 3	N/A	N/A	N/A	6.42	11.88	9.99	6.82	9.32	9.07
Level 4	N/A	N/A	N/A	1.06	1.67	2.64	1.31	1.37	1.95

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	63.40	58.01	66.57	63.64	62.00	69.17
Level 2	N/A	N/A	N/A	31.16	31.98	23.53	29.94	29.63	21.78
Level 3	N/A	N/A	N/A	4.97	9.06	8.07	5.48	7.49	7.39
Level 4	N/A	N/A	N/A	0.45	0.93	1.81	0.92	0.87	1.64

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	86.20	78.30	86.45	83.43	85.39	86.88
Level 2	N/A	N/A	N/A	12.85	14.81	9.03	14.33	11.11	10.65
Level 3	N/A	N/A	N/A	0.94	5.29	3.22	2.22	2.85	2.45
Level 4	N/A	N/A	N/A	0.00	1.58	1.29	0.00	0.63	0.00

AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	55.88	34.48	64.28	54.54	26.47	69.23
Level 2	N/A	N/A	N/A	35.29	48.27	21.42	42.42	58.82	23.07
Level 3	N/A	N/A	N/A	8.82	17.24	14.28	3.03	14.70	7.69
Level 4	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	62.76	56.84	67.37	62.66	61.01	69.38
Level 2	N/A	N/A	N/A	31.23	32.60	22.89	30.41	29.89	22.60
Level 3	N/A	N/A	N/A	5.55	9.66	7.71	6.05	8.15	6.92
Level 4	N/A	N/A	N/A	0.43	0.88	2.01	0.86	0.92	1.09

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

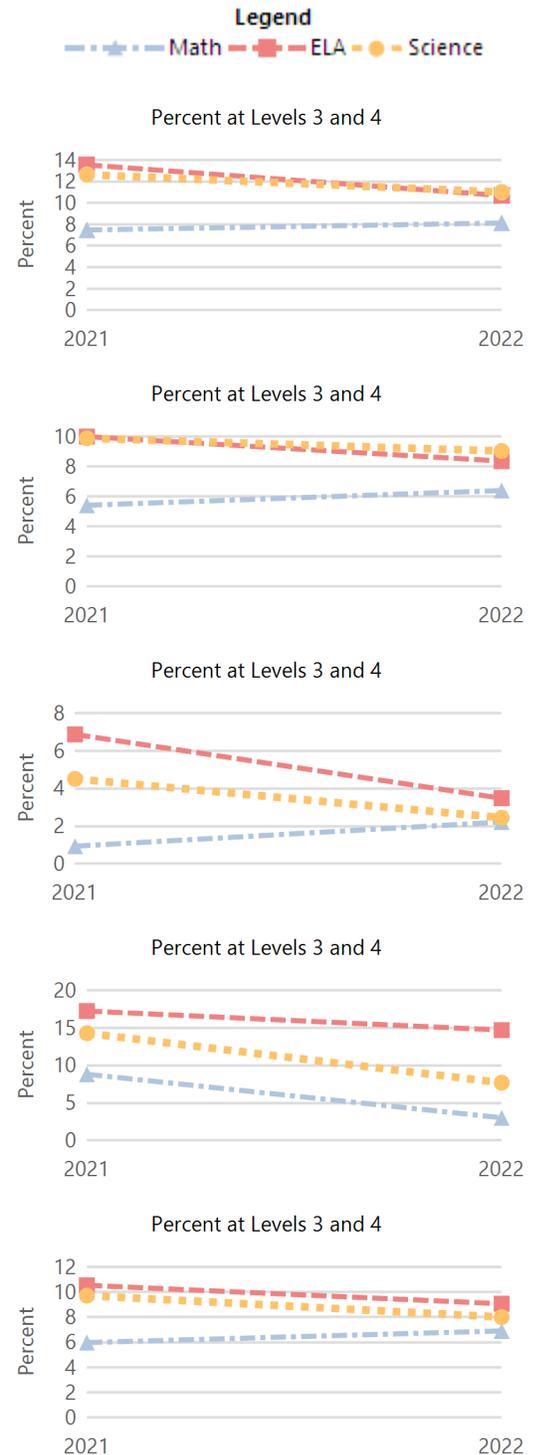
ACT Performance (2022 School Year)

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 2022 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	17.7
State	19.8

Accreditation Summary

Date: 06/07/2021

System: D0456 Marais Des Cygnes Valley (0000)

City: Melvern

Superintendent: Joe Sample

OVT Chair: Jennifer Hamlet

Executive Summary/AFI

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

ARC Comment

All compliance requirements were met as verified by KSDE.

2. Foundational areas are **generally** addressed.

ARC Comment

All of the buildings in the system have tiered framework of supports in place and utilize data to determine individualized plans to support students. At the secondary levels, students received specific re-teaching and reinforcement lessons in core content subject-area as determined necessary on a weekly basis. At the elementary level, students receive re-teaching and reinforcement lessons determined necessary on a daily basis. In all instances, students are selected based upon formal and informal assessments.

Stakeholder engagement:

Starting the current improvement cycle the system did not systematically plan for stakeholder engagement. There is now a system-wide practice of engaging all stakeholders on a regular basis that is embedded throughout all goal areas. Consistent communication occurs through all communication outlets. System demonstrated evidence of data and a viable action plan to address this area resulting in goals that will appear will have an impact for continued change.

Diversity and Equity:

While aware of diversity, equity, and access issues in the system during this cycle, the system has taken specific steps to address these issues. All student group needs are represented in the improvement process. The system focused on the issues surrounding rural poverty. The system addressed this culture in the vision, action steps, and overall improvement process in an effort to improve upon its diversity, equity and access.

Communication and Basic Skills:

The system's curriculum supports the communication and basic skills. District-wide language arts and interrelated areas standards are aligned with state led curriculum standards and practices.

Civic and Social Engagement:

The OVT reported that curricula were implemented that support the structures of civic and social engagement, but could be further strengthened. District-wide social studies and social/emotional standards are aligned with state led curriculum standards and practices. Growth on this aspect was not a focus needed to specifically reach their system goals. Plans are being formalized to be specifically included as a focus in the next cycle.

Physical and Mental Health:

The OVT team reports that curricula that support the structures in physical and mental health were evident. District-wide physical education and social/emotional standards are aligned with state led curriculum standards and practices. Growth has specifically occurred in regards to mental health, as it was a focus for the system. Before the cycle, no formal process was in place, now a social worker has been hired and action steps in this area has been created and implemented.

Arts and Cultural Appreciation:

The OVT reported that curricula supporting the arts and cultural appreciation structures were somewhat evident. District-wide fine arts and social/emotional standards are aligned with state led curriculum standards and practices. Growth on this specific aspect has not necessarily been a focus, but not specifically necessary to reach their system goals.

Postsecondary and Career Preparation:

Curricula that support the structures in postsecondary and career preparation were evident at elementary and secondary levels. District-wide IPS and social/emotional standards are aligned with state led curriculum standards and practices. This has been a focus over the course of the cycle, with the system going from no formal process, to a very specific action plan. The system 's five-year graduation average of 82% has yet to reflect the system's work in this area and the system's five-year effectiveness average of 19 falls well below their predicted effectiveness confidence interval of 40.6-43.2. They have indicated that this is a continued area of focus.

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

ARC Comment

The system has goal statements in stakeholder engagement, school attendance, and social emotional, which are directly related to Relationships. Each goal statement has three action steps that were progress monitored. Out of nine action steps, six were fully achieved and three were partially achieved. The goal statements and action steps developed created solid system improvement structure that had an impact on student learning.

Stakeholder feedback was gathered through a process of surveys, DSC meetings, and personal interactions. Feedback was accumulated and it was evident that the system made an exerted effort to integrate it into the action plan. Progress is shared consistently regarding improvement in all goal areas through the use of social media action plan updates, board meeting discussions, and DSC meetings.

The system has maintained an average attendance rate of 93.1-93.9 rate. The system would like to raise this rate, but the OVT team noted that the size of this system makes consistency in data results difficult. In a district of their size they will continue to need to be able to tell their results story. It will be important for the system to also look at its chronic absenteeism to see how that can be improved and impact attendance rates.

The system developed a specific goal statement and action steps. SAEBRS data for social/emotional growth reflects that a solid baseline of support and leadership is occurring. The goals for the district in this area are lofty, but current data shows that it is attainable. With the continued plans of support via the district social worker and character education, it is expected to show a positive incline. System understands and can explain its data results.

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

ARC Comment

The system has goal statements in academic growth, ACT success, graduation rates, and post-secondary success, which are directly related to the Rigor. Each goal statement has three measurable

action steps that were progress monitored. Out of twelve action steps, eight were fully achieved, two were partially achieved, and two are yet to be achieved. The goal statements and action steps developed created solid system improvement structures that should continue to have an impact on student learning.

The system provides ACT testing for all eleventh-grade students. The 2020 ACT system average was 19.3, which is 1.1 points under the state average. The system continues to revise efforts in rigor to facilitate continual improvement.

The graduation rate in 2017 was 70.6% and held at 88.2% for 2020. For a system of this size where every student has a large effect on the percentage, the system's efforts have been very respectable. The system demonstrated evidence and understanding of their data. However, the system's five-year graduation average of 82% has yet to reflect the system's work in this area. The system's five-year postsecondary effective rate, of 19, falls well below their predicted effectiveness confidence interval of 40.6-43.2. They have indicated that this is a continued area of focus.

The system noted that they have yet to meet expectations on state-level data for postsecondary success. Due to the nature of lag data, efforts by the system have not yet been fully realized within the postsecondary rating. The system has made concerted efforts to improve this rating through multiple avenues - emphasizing CTE while in high school, establishing goals and action plans related to ACT results, and a commitment to improving graduation rates to a full 100%. It is not a stretch to begin seeing single year rates increase within the predicted effectiveness range during the next accreditation cycle. The system presented data, demonstrated understanding of the data, and can explain why the data results are what they are.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

ARC Comment

The OVT reported that the system effectively worked with its local board to ensure all needed procedures and policies to support both their redesign process and improvement efforts. Redesign projects were approved and the integrated with system vision development, goals creation, and KESA improvement monitoring. The OVT also reports that the KESA process influenced the system's goal identification, creation, and monitoring, which allowed for continuous progress. The system also dedicated the necessary financial and human resources needed to support effective implementation of its continuous improvement plan.

6. The evidence submitted to the Accreditation Review Council indicates the system does **generally** 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. Data is showing declining trends in assessment data and postsecondary success. are at or above expectations or showing a positive incline. The system demonstrated evidence, of a plan reflecting all State BOE goals that appears to result in systematic improvement.

Board Outcomes

Social-Emotional Growth

The system developed a specific goal statement and action steps. SAEBRS data for social/emotional growth reflects that a solid baseline of support and leadership is occurring. The goals for the district in this area are lofty, but current data shows that it is attainable. With the continued plans of support via the district social worker and character education, it is expected to show a positive incline.

Kindergarten Readiness

The OVT reported that the data for kindergarten readiness meets expectations. The system continually assesses data and adjusted their growth plan during the improvement cycle. The system understood and was able to explain their data results.

Individual Plans of Study

The OVT and system reported data for individual plans of study goals that meets expectations and shows a positive incline. Every student has a specific IPS by the end of 8th grade, every student's plan is reviewed annually, and the program stretches from 6th grade to 12th grade. The system emphasizes IPS, has restructured its CTE offerings and is focused on providing students with opportunities to earn official credentials prior to graduating from high school. System understands and can explain its data results. System demonstrated evidence, data and a viable plan, resulting in goals that will result in continued change.

High School Graduation Rate

Data for high school graduation goals are at expectations. The graduation rate was 100% in 2019 and held at 88% for 2020. For a system of this size where every student has a large effect on the percentage. The system demonstrated evidence and has a deep understanding of their data. They were able to explain their results and challenges.

Postsecondary Success

The system noted that even though they did not meet expectations on state-level data for postsecondary success; the data does show that their efforts did result positive incline trends. Due to the nature of lag data, efforts by the system have not yet been fully realized within the postsecondary rating. The system has made concerted efforts to improve this rating through multiple avenues - emphasizing CTE while in high school, establishing goals and action plans related to ACT results, and a commitment to improving graduation rates to a full 100%. The system presented data, demonstrated understanding of the data, and can explain why the data results are what they are. The system's five-year graduation average of 82% has yet to reflect the system's work in this area. The system's five-year effectiveness average of 19 falls well below their predicted effectiveness confidence interval of 40.6-43.2. They have indicated that this is a continued area of focus.

Areas For Improvement

Comment	Postsecondary success
Rationale	The systems' postsecondary success data is far below expectation. The five-year effectiveness average of 19 falls well below their predicted effectiveness confidence interval of 40.6-43.2. In looking at their yearly data there is a declining trend of success and effective rates. The system has indicated that is a continued area of focus.
Tasks	The system needs to continue its work in this area., by providing evidence of progress (growth) toward the state board outcomes in postsecondary success. Trend data needs to begin showing an upward trend.
Timeline	06-30-2022
System Response	<p>When reflecting upon the data contained in the postsecondary success report, USD 456 fully acknowledges, recognizes, and has aimed to rectify those low levels of performance. At the outset of the KESA process, our district has taken deliberate steps aimed at improving those numbers. As contained in our application, beginning with the 2018-2019 school year and each year thereafter, we have taken the specific step of highlighting it as one of our seven goal areas within our district improvement action plan with corresponding action steps to advance this aspect of improvement. When reflecting with our DSC, DLT and our OVT, we felt that we have made some significant progress in improving this measure during the course of the KESA cycle. Unfortunately, due to the nature of the data sets, our efforts won't necessarily be fully understood and measured until at least two years from now. However, in an effort to understand where those data points may land, and to provide reference that we do believe that our numbers are trending upward, the district has manually accumulated postsecondary success data for the Class of 2019 and the Class of 2020. Additionally, we have accumulated predictive data based upon current enrollment and expected outcome for the Class of 2021, the Class of 2022, and the Class of 2023. In reviewing the document "Postsecondary Predictions," the data shows that our postsecondary success and the resulting effectiveness rate will see an increase over the span related to our efforts within this KESA cycle. To understand how these numbers are being accumulated, please refer to the information contained in the document "MDCV Postsecondary Success" and "Predicted Classes." Please note the explanation of data and the actual student list of classes and their outcomes. Although some of the data is predictive in nature, what is irrefutable is that the district is seeing a large transition from students who previously simply graduated and went into the workforce to students who will graduate with a CTE certificate that counts towards postsecondary success and then head into the workforce. This reflects the dynamics of our community, the importance placed on CTE from our DSC, and the efforts we have made as a result of our KESA action plan. As a result, with an increase in certificates earned from our graduates, along with our current rate of students seeking college degrees, it is safe to assume improvement has occurred and will continue to occur for the coming years. A microcosm of this is the Class of 2020. From that graduating class, 6 of the 16 graduates left high school with a certificate from Washburn Tech. Resulting in an immediate 37.5% success rate from</p>

certifications. Building on that, we have 4 students who are verifiably currently enrolled in postsecondary education, which increases the success rate to 62.5%, which in turn results in a 55.12% effectiveness rate, which is far above our expected effectiveness rate of 40.6%-43.2%. In summary, our district recognizes that our postsecondary numbers have been greatly deficient before we began our KESA process, but is proud to report the action it has taken in response, and believe that a full view of the numbers related to the KESA cycle reflects the growth that is currently underway within our district.

Comment

District Academic Success

Rationale

District state assessment data is not available for the 2019-20 school year due to Covid-19 Pandemic. Levels 1 and 2 showed an increase from 2017-18 to 2018-19 in math and reading assessment results. The average percent of students in levels 3 and 4 in all content areas and subgroups showed a declining trend.

Tasks

The system needs to provide evidence of academic student growth in state assessment results and local data. Evidence of an intentional plan for continuous improvement should be provided to address student growth and achievement.

Timeline

06-30-2022

System Response

Upon reviewing the feedback related to the district's assessment data when comparing 2018 to 2019, it does appear that district assessment performance is declining in nature. However, the district would ask that the full view of the district's assessment scores be considered to accurately reflect the work that has been done during our KESA cycle. Specifically, as mentioned with postsecondary success, student academic growth has been one of our seven goal areas within our district improvement action plan and corresponding action steps have been taken to advance this aspect of improvement. When reflecting with our DSC, DLT and our OVT, we felt that we have made some significant progress in this measure during the course of the KESA cycle, but were certainly awaiting the outcome of the 2021 assessments due to the lack of knowledge from not assessing during 2020. Upon receiving that data, the district accumulated assessment scores for Levels 3 and 4 from 2017 and 2021, representing the beginning and end points of the KESA cycle and highlighting where we want our students to ultimately score. This comparison can be viewed in the "KAP Assessment Progress" document. Upon review, it can be noted that each assessment, Math, Language Arts, and Science, all saw growth from 2017 to 2021. Additionally, it should be noted that the district's percentage of students scoring in Levels 3 and 4 for the Math assessment was higher than the state average in 2021 and the district's percentage of students scoring in Levels 3 and 4 for the Language Arts assessment was essentially equal to the state average for 2021. While the district's percentage for Levels 3 and 4 in Science was below the state average, it also experienced the highest amount of growth, increasing by more than 6 percentage points. In light of these figures, we would like to ask that consideration be given to assessing district academic performance over the full term of the KESA cycle, rather than a short-term year-to-year comparison, thus reflecting the direct growth as a result of our KESA action steps.

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

ARC Comment

Stakeholder feedback was gathered through a process of surveys, DSC meetings, and personal interactions. Feedback was accumulated and it was evident that the system made an exerted effort to integrate it into the action plan. Progress is shared consistently regarding improvement in all goal areas through the use of social media action plan updates, board meeting discussions, and DSC meetings.

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

ARC Comment

The system was intentional in the design of their action plan and it was implementable in providing for continuous improvement. The action plan allowed for system needs to be focused and monitored. The system goal areas and goal statements resulted from system-level analysis of combined buildings. All system buildings reported needs were considered and building representatives participated in the determination of system-level needs. The goal statements are measurable and are complex enough to challenge the system throughout their continuous improvement process/cycle. The system has an OVT and has conducted a yearly visit. All KESA reports from the OVT chair and the system have been completed. The system/building action plan exists, is aligned with all building needs, and evidence

reflects the work done by the system to support buildings' actions and state board goals. The systems and their buildings evaluate their improvement process (formative and interim measures) throughout the year, and the system use the data to determine progress of action/improvement plans and are adjusted as needed. Evidence of progress is reflected by analysis of appropriate data.

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

ARC Comment

The OVT reported that the system ensured regular visits were completed and responded to recommendations. The OVT team reports that the system has been committed to incorporating the KESA process. Each year the system and the OVT team communicated about the progress being made. The system was forthcoming about the work that stills needs to be accomplished. Growth in many areas has been reported. The team has been most impressed with the preparations made to meet identified goals. The OVT team believes that the system has implemented the KESA process with fidelity and is stay committed to improvement.

ARC Recommendation

The Accreditation Review Council recommended a status of **Conditionally 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, the system has a continuous improvement process in place that involves all stakeholders. The system's state assessment data is not available for the 2019-20 school year due to Covid-19 closures. Levels 1 and 2 showed to be increasing in both the 2017-18 and 2018-19 math and reading assessment results. The system's five-year graduation average for postsecondary success is 82% has yet to reflect the system's work in this area and the system's five-year effectiveness average of 19 falls well below their predicted effectiveness confidence interval of 40.6-43.2. They have indicated that this is a continued area of focus. Although it appears that the system has a improvement process in place that can effect change, the data does not provide evidence of its effectiveness. Data reflects a consistent downward trend.

Strengths

Stakeholder engagement and documenting system growth are strengths of the system. The system has developed a strong improvement culture through adjusting plans based on data and stakeholder feedback.

Challenges

The OVT team noted that the size of this system makes consistency in data results difficult. In a district of this size will continue to need to be able to tell their results story. The system specifically is looking to improve in the areas of civic engagement, CTE pathways/postsecondary success, chronic absenteeism and continued support with social/emotional aspects. The system also discussed the opportunities and changes they are looking to make in regards to guiding students to CTE credentials, improving their postsecondary success rating and affecting their chronic absenteeism and graduation rates.

System Appeal

The system chose to appeal the initial ARC Recommendation based on the following summary.

Appeal Summary

When reflecting upon the data contained in the postsecondary success report, USD 456 fully acknowledges, recognizes, and has aimed to rectify those low levels of performance. At the outset of the KESA process, our district has taken deliberate steps aimed at improving those numbers. As contained in our application, beginning with the 2018-2019 school year and each year thereafter, we have taken the specific step of highlighting it as one of our seven goal areas within our district improvement action plan with corresponding action steps to advance this aspect of improvement. When reflecting with our DSC, DLT and our OVT, we felt that we have made some significant progress in improving this measure during the course of the KESA cycle. Unfortunately, due to the nature of the data sets, our efforts won't necessarily be fully understood and measured until at least two years from now. However, in an effort to understand where those data points may land, and to provide reference that we do believe that our numbers are trending upward, the district has manually accumulated postsecondary success data for the Class of 2019 and the Class of 2020. Additionally, we have accumulated predictive data based upon current enrollment and expected outcome for the Class of 2021, the Class of 2022, and the Class of 2023. In reviewing the document "Postsecondary Predictions," the data shows that our postsecondary success and the resulting effectiveness rate will see an increase over the span related to our efforts within this KESA cycle. To understand how these numbers are being accumulated, please refer to the information contained in the document "MDCV Postsecondary Success" and "Predicted Classes." Please note the explanation of data and the actual student list of classes and their outcomes. Although some of the data is predictive in nature, what is irrefutable is that the district is seeing a large transition from students who previously simply graduated and went into the workforce to students who will graduate with a CTE certificate that counts towards postsecondary success and then head into the workforce. This reflects the dynamics of our community, the importance placed on CTE from our DSC, and the efforts we have made as a result of our KESA action plan. As a result, with an increase in certificates earned from our graduates, along with our current rate of students seeking college degrees, it is safe to assume improvement has occurred and will continue to occur for the coming years. A microcosm of this is the Class of 2020. From that graduating class, 6 of the 16 graduates left high school with a certificate from Washburn Tech. Resulting in an immediate 37.5% success rate from certifications. Building on that, we have 4 students who are verifiably currently enrolled in postsecondary education, which increases the success rate to 62.5%, which in turn results in a 55.12% effectiveness rate, which is far above our expected effectiveness rate of 40.6%-43.2%. In summary, our district recognizes that our postsecondary numbers have been greatly deficient before we began our KESA process, but is proud to report the action it has taken in response, and believe that a full view of the numbers related to the KESA cycle reflects the growth that is currently underway within our district.

Upon reviewing the feedback related to the district's assessment data when comparing 2018 to 2019, it does appear that district assessment performance is declining in nature. However, the district would ask that the full view of the district's assessment scores be considered to accurately reflect the work that has been done during our KESA cycle. Specifically, as mentioned with postsecondary success, student academic growth has been one of our seven goal areas within our district improvement action plan and corresponding action steps have been taken to advance this aspect of improvement. When reflecting with our DSC, DLT and our OVT, we felt that we have made some significant progress in this measure during the course of the KESA cycle, but were certainly awaiting the outcome of the 2021 assessments due to the lack of knowledge from not assessing during 2020. Upon receiving that data, the district accumulated assessment scores for Levels 3 and 4 from 2017 and 2021, representing the beginning and end points of the KESA cycle and highlighting where we want our students to ultimately score. This comparison can be viewed in the "KAP Assessment Progress" document. Upon review, it can be noted that each assessment, Math, Language Arts, and Science, all saw growth from 2017 to 2021. Additionally, it should be noted that the district's percentage of students scoring in Levels 3 and 4 for the Math assessment was higher than the state average in 2021 and the district's percentage of students scoring in Levels 3 and 4 for the Language Arts assessment was essentially equal to the state average for 2021. While the district's percentage for Levels 3 and 4 in Science was below the state average, it also experienced the highest amount of growth, increasing by more than 6 percentage points. In light of these figures, we would like to ask that consideration be given to assessing district academic performance over the full term of the KESA cycle, rather than a short-term year-to-year comparison, thus reflecting the direct growth as a result of our KESA action steps.

Redetermination of System Accreditation Status

System: Marais Des Cygnes Valley USD 456

Review Date: 6-7-2022

The above system has been conditionally accredited. They may or may not have appealed their initial recommended status. Regardless of that, the system is now ready to be reviewed for the purpose of identifying whether or not they have successfully completed the AFI's identified in their ARC Report to the State Board (Executive Summary).

When a system is recommended for a conditionally accredited status, the Executive Summary submitted by the ARC, contains "Areas for Improvement" (AFI). These AFI's are listed in future terms because they are what the system needs to address in their next cycle of improvement. **These are not to be addressed as part of the appeal process.** The system will work on completing those AFI's in order to become fully accredited while beginning the next cycle of improvement.

Following is the "Justification" for the conditionally accredited recommendation for this system:

ARC Consideration

In writing your response, please provide information related to:

- Was the information submitted sufficient to make a clear determination regarding this appeal?
- How did the evidence submitted by the system provide the necessary data, process, and evidence to address the ARC's concerns?
- What about the evidence led to your decision?
- Is there any other information needed to help you make your decision?
- Is there a need for clarity of information provided?

Accreditation Review Council Response

AFI #1:

AFI Area # 1 Foundational Areas: Postsecondary and Career Preparation

Rationale: The system's five-year graduation average of 82% and the system's five-year effectiveness average of 19 falls well below their predicted effectiveness confidence interval of 40.6-43.2. They have indicated that this is a continued area of focus.

Tasks: The system needs to provide evidence of progress towards meeting the state board outcomes in high school graduation rate and postsecondary success.

Redetermination Response: The system's five-year graduation average increased from 82% to 84.4% and the system's five-year effectiveness average increased from 19 to 22%. While the system's state assessment scores, graduation rate, and effectiveness rates continues to fall below the state average, the state targets, and the system's predicted effectiveness confidence interval the request for progress has been made. The system will need to continue to focus in these areas in order to continue to make progress.

AFI #2

AFI Area #2 System Goal 2 Rigor: High School Graduation Rate, Postsecondary Success, & Assessment Scores

Rationale: Levels 1 and 2 showed to be increasing in both the 2017-18 and 2018-19 math and reading assessment results. The system's five-year graduation average of 82% has yet to reflect the system's work in this area and the system's five-year effectiveness average of 19 falls well below their predicted effectiveness confidence interval of 40.6-43.2. They have indicated that this is a continued area of focus.

Tasks: The system needs to provide evidence of progress towards meeting the state board outcomes in high school graduation rate and postsecondary success as well as progress in district math and ELA assessment scores.

Redetermination Response: The system's 2020-2021 state accountability report indicates an increase in students scoring a level 3 or above in ELA and Science. The system had a slight decrease in students scoring a level 3 or higher in math, but they did achieve a decrease in students scoring in level 1. The system's five-year graduation average increased from 82% to 84.4% and the system's five-year effectiveness average increased from 19 to 22%. While the system's state assessment scores, graduation rate, and effectiveness rates continues to fall below the state average, the state targets, and the system's predicted effectiveness confidence interval the request for progress has been made. The system will need to continue to focus in these areas in order to continue to make progress.

AFI #3

AFI Area #3 State Board Outcomes: High School Graduation Rate & Postsecondary Success

Rationale: The system's five-year graduation average of 82% has yet to reflect the system's work in this area and the system's five-year effectiveness average of 19 falls well below their predicted effectiveness confidence interval of 40.6-43.2. They have indicated that this is a continued area of focus.

Tasks: The system needs to provide evidence of progress towards meeting the state board outcomes in high school graduation rate and postsecondary success.

Redetermination Response: The system's five-year graduation average increased from 82% to 84.4% and the system's five-year effectiveness average increased from 19 to 22%. While the system's state assessment scores, graduation rate, and effectiveness rates continues to fall below the state average, the state targets, and the system's predicted effectiveness confidence interval the request for progress has been made. The system will need to continue to focus in these areas in order to continue to make progress.

Accreditation Redetermination Recommendation:

- The ARC recommends, based on the evidence submitted that USD 456 be accredited.

Please email this completed form to Myron Melton at mmelton@ksde.org

Redetermination – (Marais Des Cygnes Valley USD 456)

Year Conditionally Accredited – 2020/2021

Accredited – July 2022

Review Date – September 13, 2023

Review Determination - Maintain Accreditation

Next Review (if needed) – NA

Summary of Areas for Improvement –

In the summer of 2021, the ARC recommended Conditional Accreditation for USD 456. After appealing the decision and applying for a redetermination during the 2021-2022 school year, the district remained at the Conditionally Accredited status. In the summer of 2022, the ARC reviewed the district again and adjusted the recommendation to Full Accreditation. The ARC identified two areas for improvement shown below:

1. The system needs to continue its work in the area of postsecondary success by providing evidence of progress toward the state board outcomes in postsecondary success. Trend data needs to begin showing an upward trend.
2. The system needs to provide evidence of academic student growth in state assessment results and local data. Evidence of an intentional plan for continuous improvement should be provided to address student growth and achievement.

The Kansas State Board of Education asked that the ARC review the district's current state after a year to ensure progress is still being made. The following report will share progress and data for the 2022-2023 school year.

Summary of System's Work –

***Task 1:** The system needs to continue its work in the area of postsecondary success by providing evidence of progress toward the state board outcomes in postsecondary success. Trend data needs to begin showing an upward trend.*

Actions Taken

- Beginning in 2023, USD will be implementing "The Trinity Project" which will focus efforts on academics, postsecondary success, and graduation rate. The goal of this initiative is to ensure that all graduates complete 12 college credit hours, obtain a job placement of \$20 per hour or more, or achieve a technical degree or certification.
- The following steps were taken to address the need for improvement in this area:
 - Boosted support for secondary students in career guidance and social-emotional initiatives. Secondary building schedules were altered to prioritize and emphasize those initiatives, with all students receiving weekly career and social-emotional lessons.
 - Changed multiple in-building CTE pathways to reflect community trends and student interests, while also maintaining a focus on postsecondary credentials.

- Created an improvement plan that consists of 30 specific action steps, addressing 10 specific measurable goal areas that integrate state and district goals.
- Focused efforts to improve student postsecondary decision-making and increase Washburn Tech student enrollment.
- Expanded opportunities for college-bound students to enroll in college classes during the school day.

Evidence of Progress

- The district has created an extensive postsecondary tracking document in order to know current percentage rates while still in process. In the class of 2023, only counting those that received a certification or credential, students have achieved a rate of 50%. For the Class of 2024 and the Class of 2025, at least 50% of students are currently enrolled and will achieve a certificate from Washburn Tech. This is a significant improvement from previous scores.
- Graduation rates are trending upwards. In 2021, the Graduation Rate was at 70%. In 2023, the Graduation Rate was at 96.4%

***Task 2:** The system needs to provide evidence of academic student growth in state assessment results and local data. Evidence of an intentional plan for continuous improvement should be provided to address student growth and achievement.*

Actions Taken

- The following steps were taken to address the need for improvement in this area:
 - Boosted support for secondary students in academic initiatives. Secondary building schedules were altered to prioritize and emphasize those initiatives, with all students receiving additional weekly academic lessons in targeted areas.
 - Consulted with TASN and began their improvement process regarding MTSS, as well as other academic initiatives in targeted areas.

Evidence of Progress

- In the last two years, there has been a downward trend in the number of students in Level 1 on state assessment scores in both Math and ELA. Each content area saw significant drops of greater than eight percentage points.
- The percentage of students in Level 1 in both Math and ELA were lower than the state average with Math being 10 points lower.
- When comparing 2022 to 2023, there was a slight regression of the percentage of students in Levels 3 and 4 on the state assessment in Math, but the percentage remained higher than the state average.
- The number of students in Levels 3 and 4 on the ELA state assessment showed gains from 2022 to 2023, although these still remained slightly below the state average.

ARC Recommendation and Justification –

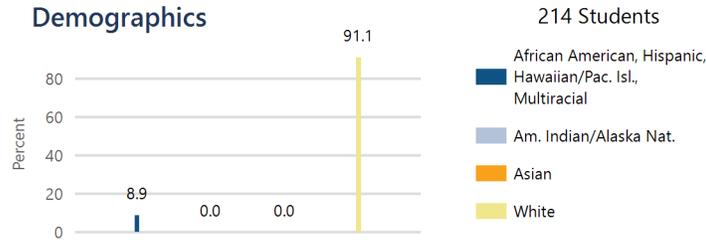
Retain Full Accreditation status: The district has implemented new initiatives to continue to address areas of need and has shown evidence of progress in areas of need.



Marais Des Cygnes Valley USD 456

105 SW Main, Melvern, KS 66510
 (785) 549-3521
 www.usd456.org

System Accreditation Status: **Accredited**
 ESSA Annual Meaningful Differentiation: **Meeting**
 Grades: **PK-12,NG**
 Superintendent: **Joe Sample**

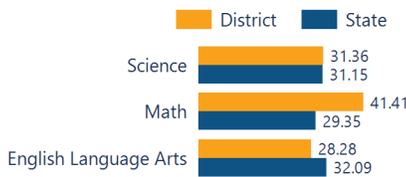


District Kansans Can Star Recognition

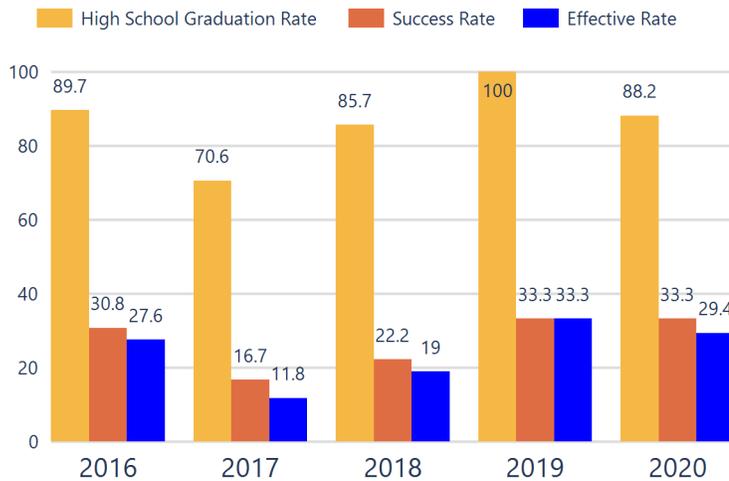
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				★
Civic Engagement				
High School Graduation				
Postsecondary Success				

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 86.5%

Five-Year Success Avg 27.7%

Five-Year Effective Avg 24.0%

95% Confidence Interval for the Predicted Effectiveness Rate 39.3 - 43.0%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) 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.
 - Student earned an Industry Recognized Certification while in High School.
 - Student earned a Postsecondary Certificate.
 - Student earned a Postsecondary Degree.
 - 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: 89.3

District ESSA Operating 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.

\$19,716

ATTENDANCE RATE

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

95.4% State: 92.1

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

State: \$13,830

CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

10.5% State: 25.4

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: 1.4



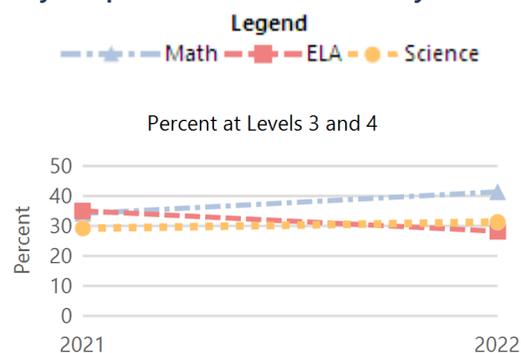
District Academic Success

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.

Academically Prepared for Postsecondary Success

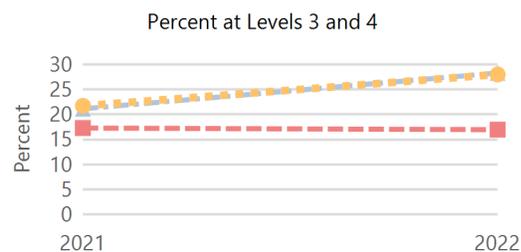
ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	29.82	35.08	43.90	30.30	40.40	47.05
Level 2	N/A	N/A	N/A	35.96	29.82	26.82	28.28	31.31	21.56
Level 3	N/A	N/A	N/A	22.80	25.43	17.07	24.24	20.20	23.52
Level 4	N/A	N/A	N/A	11.40	9.64	12.19	17.17	8.08	7.84



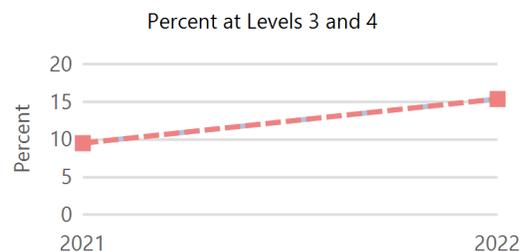
FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	34.61	42.30	56.52	37.73	49.05	56.00
Level 2	N/A	N/A	N/A	44.23	40.38	21.73	33.96	33.96	16.00
Level 3	N/A	N/A	N/A	15.38	17.30	13.04	16.98	11.32	20.00
Level 4	N/A	N/A	N/A	5.76	0.00	8.69	11.32	5.66	8.00



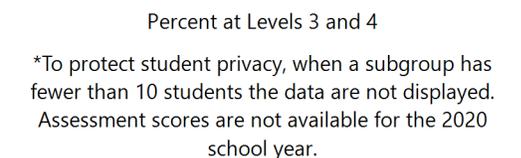
STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	71.42	52.38	N/A	53.84	61.53	N/A
Level 2	N/A	N/A	N/A	19.04	38.09	N/A	30.76	23.07	N/A
Level 3	N/A	N/A	N/A	4.76	9.52	N/A	7.69	7.69	N/A
Level 4	N/A	N/A	N/A	4.76	0.00	N/A	7.69	7.69	N/A



AFRICAN-AMERICAN STUDENTS

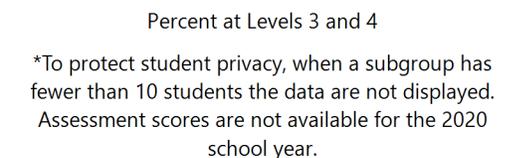
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A



*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.

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	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



*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.

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

ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

District	19.5
State	19.8



Agenda Number: 13

Meeting Date: 10/10/2023



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

Item Title: Accreditation Framework

From: Jay Scott

This is the first presentation to the State Board on the proposed changes to KESA. These changes will be brought to the State Board again in November as a receive item and then an action item in December.

During this presentation, the State Board will be introduced to a new framework for KESA based on fundamental practices as outlined by Dr. Ben Proctor to the State Board in previous meetings. Also, a new yearly accreditation process will be shared with the State Board, including new KESA checkpoints and revised roles for each stakeholder (systems, peers, experts, KSDE, ARC, State Board) in the accreditation process. All of these changes are focused on creating an accreditation system that is focused on fundamentals and contains higher levels of support and accountability on a yearly basis that leads to maximizing opportunities and reducing limitations for students.

Kansas leads the world in the success of each student.

Agenda Number: 14

Meeting Date: 10/10/2023



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

Item Title: Presentation on LETRS Training

From: Denise Kahler

Karen Brantingham, Reading Specialist from USD 450 Shawnee Heights will present to the Kansas State Board of Education on her success with the Language Essentials for Teachers of Reading and Spelling (LETRS) training.

Kansas leads the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 10/10/2023

Item Title:

Act on Recommendations of the Professional Practices Commission (Denial)

Recommended Motion:

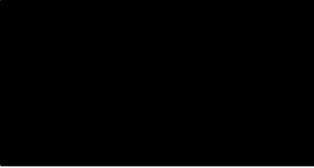
It is moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission and deny the application in case 23-PPC-07.

Explanation of Situation Requiring Action:

In 2011 while working as a teacher for the Kickapoo Nation School, the Applicant stole pieces of equipment and pawned it for cash for his personal use. He was reported to law enforcement, charged with the crime of theft, and was allowed to complete the terms of a diversion agreement to avoid criminal prosecution. When he applied to renew his license in 2013, the matter went to the Professional Practices Commission (PPC) and the State Board. The PPC and State Board agreed that denial was appropriate due to failing to present any evidence of rehabilitation or fitness to be a licensed teacher.

The Applicant has now applied for a substitute teaching license. Because of his previous denial, KSDE filed the pending Complaint seeking denial. A full evidentiary hearing was conducted by the PPC, after which the PPC voted 6-2 to recommend denying the pending application for the same reasons it was previously denied – criminal misconduct and a failure to present evidence of rehabilitation or other fitness to be a licensed teacher.

The Applicant now asks the State Board to ignore the findings of the PPC and to allow him to be licensed based on letters of reference not previously made available. KSDE has filed its response. Neither party has requested the opportunity to present oral arguments, but counsel for KSDE will be available to answer procedural questions. Included in the following materials all exhibits admitted into evidence, the Licensee's appeal, and KSDE's response.



4th September 2023,

OAH Case No.: 23ED0013ED

KSDE Case No.: 23-PPC-07

Kansas Department of Education

Barbara Hughes

Secretary, Kansas State Board of Education

900 SW Jackson Street

Topeka, KS 66612

Dear Ms. Hughes ,

In light of the 6 to 2 decision by the Professional Practice Committee. My case for Substitute license was denied. When asked about the possibility of ever teaching again, I was told I could apply again.

I was naive about the necessary steps to present a better case for my fitness. Upon being denied, I am writing this brief, to state a feeling of being more severely punished by the Kansas State Department of Education, even more so than the school district, legal system that found me non-contest, and even life's natural consequences. And when asking for grace, I was made out to be lazy, and undeserving.

A petty misdemeanor is punishable by fine up to \$1000.00 and up to 1 year in jail. I have completed the legal consequences for this wrong doing. The natural consequence in this particular case was the loss of teaching, coaching, and at the time an administrative position. The moral ethical consequence which the State of Kansas is positioned has been held for the past 13 years, please allow me this opportunity to move forward, with my career and life as an educator, by providing more evidence for fitness.

In the Initial Order, the commission recognized I demonstrated wrongfulness in my actions, however, the Commission did not feel my honesty was enough to show merit with my fitness. I also was a little dissatisfied about the use of my FBI background check which was part of the prerequisite for filling out the substitute application, not being used. I thought the results would clear me of any repeated behaviors, adding strength to my character and fitness. Nor was the FBI background check not enough to support my fitness for rehabilitation. When asked about the results, they were not made available. So I would like to offer witnesses for fitness, since this was a factor in me being denied for licensure, I have letters of recommendation and reference to my character and fitness.

I have two letters I would like to offer: A letter from my Principal I currently work for, and a letter from my General Manager at the restaurant I currently work for. So I am asking for the opportunity to show Fitness that the Commission is looking for though two letters and FBI background check that was submitted as part of the application process.

Sincerely,



785-286-8300
shs.seamanschools.org
4850 NW Rochester Rd
Topeka, KS 66617



Seaman High School

#345 SEAMAN SCHOOL DISTRICT
Brad Willson, Superintendent

Dr. Laura Lyons, Principal
llyons@usd345.com
Travis Brown, Assistant Principal - Activities
tbrown@usd345.com
Tonya Monhollon, Assistant Principal - Curriculum
tmonhollon@usd345.com
Shelly Prengel, Assistant Principal - Freshmen
sprengel@usd345.com
Steve Bushnell - Athletic Director
sbushnell@usd345.com
Karen Williams, Assistant Principal - PHLC
kwilliams@usd345.com

September 4, 2023

Distinguished Members of the Kansas Professional Standards Committee:

██████████ has worked at Seaman High School for one year and five weeks. When he interviewed for a position at SHS, ██████████ expressed his desire to return to working with students driven by his goal to give back to young people.

██████████ was hired as a paraprofessional in our multilevel room where he served students with the highest physical needs. Working with a team in that environment, ██████████ demonstrated leadership in encouraging students to reach their full potential. He has served students in inclusion classes, as well. Students and staff alike get to know ██████████ as he is friendly and caring. He offers help to anyone he encounters, but he takes special care to support our most needy students in resource, general education inclusion, and multilevel environments.

This year, we developed a new program for suspended and expelled students at our alternative school. When looking at staffing this unique program, I immediately thought of ██████████ ability to kindly and gently hold his students accountable for their actions and learning. After ██████████ reported for duty, I spoke to him about this opportunity. He said that he would thoughtfully consider it given the promise that he had made to return to the students that he had supported last year. After a few days, ██████████ decided to take this opportunity, dividing his day between the new program and his time with the students he had been supporting at SHS. Students and staff welcome ██████████ and he is quickly becoming an integral part of the staff of the new program at the alternative school, as well.

██████████ very humbly approached me about the mistake of his past. He shared that he would be going through the process of a hearing, but given his and my lack of familiarity with the process, neither of us thought to include my letter of support until after the hearing had concluded. Given your decision, I respectfully request that you reconsider his request. I have not a single concern about ██████████ devotion to our students' success and the ethical execution of his duties. I am extremely confident that ██████████ has not only learned from his experience, but that he would adamantly deter anyone around him, including young people, from making a similar mistake.

I strongly believe that ██████████ would be an excellent addition to any teaching staff given his ability to guide students. Please reconsider your previous decision and allow him to return to the classroom to guide students as their teacher. What ██████████ has learned from his mistake will allow him to provide authentic feedback to students as they make good decisions for their own lives.

Sincerely,

Dr. Laura Lyons, Principal
Seaman High School

Kansas Department of Education

Barbara Hughes
900 SW Jackson Street
Topeka, KS 66612

Department of Education,

I am writing on behalf of [REDACTED]. He is part of the Godfather's Pizza team, here in Topeka. He asked if I would write this letter of recommendation/reference speaking to his character and my professional opinion on his work ethic and overall employment here with Godfather's Pizza.

[REDACTED] has been a delivery driver for me for the last year, and he's been nothing but fun, encouraging, and hardworking since his first day. When he is not busy delivering orders to our guests, he's keeping up on his in store tasks and picking up extra side work to help out others. The ability to take initiative to get work done without being asked was something I noticed with [REDACTED] immediately, and it has continued throughout his employment.

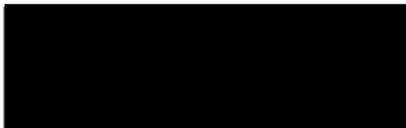
In addition to his high work ethic, he keeps a positive and professional attitude throughout his shifts. He comes in happy and ready to work. I have seen him take on a leadership role with new employees without being asked which is helpful to the employee and to the team as a whole. Positive spirits and attitudes are infectious, and [REDACTED] is no exception.

Overall, he works hard in his position, and takes pride in the work he does no matter how big or small the task. He has been a great asset to our team in the past 18 months, and I believe he has the skills and work ethic to do great things in any path he chooses.

If you have any questions, please do not hesitate to reach out!

Gwen Mundy

GPI GM



A handwritten signature in cursive script that reads "Gwen Mundy".

BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of
the Application of

23-PPC-07

**Response to Applicant's Request
For Review of the Professional Practices Commission's
Initial Order**

COMES NOW the Kansas State Department of Education ("KSDE") by and through its attorney R. Scott Gordon to respectfully ask the Kansas State Board of Education ("State Board") to adopt the findings of the Professional Practices Commission (PPC). Specifically, KSDE agrees with the recommendations of the Professional Practices Commission and believes Licensee's past misconduct and his lack of any evidence of rehabilitation warrants the recommended denial. In resolving this matter, the State Board need address only one straightforward issue – all else being peripheral:

Allowing Applicant a second chance to present evidence. The Professional Practices Commission is charged with conducting hearings whereby all parties have an equal opportunity to present evidence by way of written letters, sworn testimony, or other information which demonstrates whether a teaching license is appropriate in light of any allegations that are made against an Applicant. Here, the Applicant understood he had an opportunity to present evidence on his own behalf but failed to do so. Is that a good reason to ignore the recommendations of the Professional Practices Commission?

Statement of Facts

1. On or about the 31st day of May, 2011, the Licensee stole computers, ipads, videos and/or DVDs from the Kickapoo Nation School at which he was employed at the time as a teacher. **Exhibit C.** This was documented not only within the stipulations of his diversion agreement but also with Applicant's testimony to the same during a hearing conducted on January 27, 2014. He further testified in 2014 that he sold or pawned the school's property to a pawn shop for cash¹.

¹ Some of the dates included in the PPC's Initial Order are incorrect. As reflected in the exhibits, the diversion was entered into in 2012, not 2022.

2. After having been charged with misdemeanor theft, Applicant entered into a diversion agreement. **Exhibit D.** After signing the diversion agreement, the Applicant applied to renew his professional teaching license.
3. Prior to his 2014 PPC hearing, the Applicant received a letter from KSDE informing him of the type of information he would be expected to provide. The letter advised Applicant that “In the past, the Commission has received information from past or present employers or anyone else who may speak to the applicant’s fitness to work in the classroom.” **Exhibit F**².
4. Following the 2014 PPC hearing, Applicant was informed the PPC recommends denial of his renewal application. The reasons for that recommendation include; “the applicant has not provided evidence of rehabilitation since the time of the offense, the Commission cannot find the applicant’s behavior has ceased to be a factor in his fitness, and the applicant has not demonstrated that he is a suitable role model for students.” **Exhibit E.**
5. The Kansas State Board of Education followed the 2014 PPC recommendations and denied Applicant a license to teach.
6. Applicant applied for a substitute teaching license in 2022, which is now before the State Board for final decision. KSDE filed its complaint in the pending matter seeking denial of the application based on Applicant’s past misconduct and based on the State Board’s previous denial. **Exhibit A.**
7. On April 26, 2023, a prehearing conference was conducted between KSDE, the appointed hearing officer, and the Applicant. During that prehearing conference the hearing officer explained to Applicant that he would have the opportunity to present evidence on his own behalf. Applicant was also given specific deadlines by which evidence needed to be provided so it could be given to the PPC members. **Exhibit G**³. At no time prior to or during the PPC hearing did Applicant indicate he did not understand the purpose of the PPC hearing.
8. During the evidentiary hearing conducted on July 14, 2023, Applicant appeared on his own behalf. His own testimony is the only evidence he submitted to the PPC in support of his Application. Applicant testified that although he understood that he could have provided written statements or introduced testimony of those who would support his desire to have a teaching license, he chose to not do so.

² Exhibit F was not presented to the PPC but is offered here for purposes of responding to Applicant’s appeal.

³ Exhibit G was not presented to the PPC but is offered here for purposes of responding to Applicant’s appeal.

9. Following the hearing, the PPC determined by a vote of 6-2 that because Applicant merely asked for “grace” but did not provide any testimony or other evidence to validate any effort at rehabilitation since his misconduct, it was unable to conclude that his behavior had ceased to be a factor nor was it able to determine if he was suitable to be placed in a position of public trust as a teacher. Therefore the PPC recommends that the State Board again deny his application to teach.
10. Now Applicant submits two letters to the State Board on his behalf and asks the State Board to disregard the entire process as well as the recommendation of the PPC.

Argument

Kansas state law requires proof of no less than five years’ rehabilitation from either the date of the misconduct or – in the case of a diversion agreement – at least satisfaction of the diversion agreement. There is no claim that Applicant is not *eligible* to receive a license. He has successfully completed his diversion. The issue is that K.A.R. 91-22-1a(g)(1) *requires* someone whose license was previously denied for misconduct to provide evidence that demonstrates that the grounds for denial have ceased to be a factor in the fitness of the person seeking licensure. Two years after he was on diversion for stealing from his employing school, Applicant failed to provide satisfactory evidence that he was fit to receive a license. Nine years later, he again failed to provide any evidence of his professional fitness to the PPC. There is a process in place for him to have provided any such evidence, and it does not include waiting until after the evidentiary hearing has concluded. To allow that evidence to be considered now is akin to KSDE adding allegations of misconduct without providing the Applicant an opportunity to refute the charges.

Applicant indicates he was “a little dissatisfied about the use of my FBI background check which was part of the prerequisite for filling out the substitute application, not being used.” To clarify, the FBI and KBI information itself is never the basis for bringing a case to the PPC. Information received from the FBI and the KBI leads KSDE in the right direction on where to look for information about criminal conduct such as journal entries of conviction and diversion agreements. For the Applicant, there was no new information that came about as a result of his background check nor was there any allegation of any criminal conduct other than the 2011 theft. KSDE is not sure what is meant by the FBI background check “not being used.” As for asking about the results and those not being made available, KSDE has no idea what Applicant means. At no time did Applicant ask KSDE to see a copy of his criminal history nor was that brought up during the PPC hearing. The Applicant has a right to view the information that was provided by the KBI – he just

needs to request it. However, that is not a document that KSDE can or will share with the PPC or the State Board. Doing so would violate state and federal law.

For these reasons, the Kansas State Department of Education respectfully requests the State Board follow the recommendations of the PPC and deny the pending application.

Signed,



R. Scott Gordon
General Counsel, KSDE
#23858

CERTIFICATE OF SERVICE

I hereby certify that on this **14th** day of September, 2023, a true and correct copy of the above and foregoing was filed with the Secretary to the Kansas State Board of Education and one copy emailed to:



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

Cheryl Austin
Legal Assistant, KSDE

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

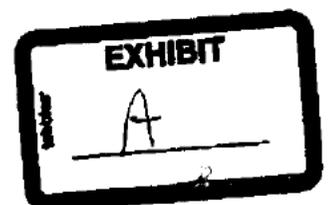
In the Matter of
the License of

23-PPC-07

COMPLAINT

COMES NOW on this 10th day of February, 2023, Shane Carter, Director of Teacher Licensure, Kansas State Department of Education (KSDE), 900 SW Jackson St., Topeka, Kansas 66612, and alleges the following:

1. [REDACTED] ("Licensee") KS Teacher #4972414324, of [REDACTED] was licensed by the Kansas State Board of Education ("State Board") from April 3, 2006 to June 22, 2011.
2. Mr. [REDACTED] has previously been denied his professional teaching license based on entering into a 6-month diversion agreement after having been charged with misdemeanor theft in Case CRM011-29. See Attached Exhibits A and B. Licensee's theft occurred in 2011, while he was licensed by the State Board. His offense was against the school where he worked.
3. The 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.
4. The State Board may deny a license for misconduct or other just cause including entering into a diversion agreement after being charged with a crime involving theft. K.A.R. 91-22-1a.
5. 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.
6. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
7. Licensee's conduct is inconsistent with the commonly held perceptions and expectations of a member of the teaching profession. Such conduct violates the public trust and confidence placed in members of the profession. Licensee's conduct demonstrates a lack of fitness to perform the duties and responsibilities of a member of the teaching and school administration professions and is sufficient and just cause to deny his/her application.
8. It is requested that the State Board deny the application of [REDACTED]



NOTICE

Pursuant to K.A.R. 91-22-1a(h) and K.S.A. 77-512, notice is hereby given of this complaint and request to deny [REDACTED] application.

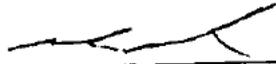
RIGHT TO A HEARING

Licensee has a right to request a hearing on the above issues and request for revocation in accordance with the provisions of the Kansas Administrative Procedures Act. To obtain a hearing, licensee must file a written request for a hearing with the Secretary of the Professional Practices Commission within fifteen days of the date of service of this notice at the following address:

Marisa Seele
Secretary, Professional Practices Commission
Kansas State Department of Education
900 SW Jackson St., Suite 102
Topeka, Kansas 66612-1182

Licensee has twenty days from the date of service of this notice to file a written answer to this complaint. If no answer is filed within twenty days, licensee is deemed to have admitted the allegations contained in the complaint and acquiesced in the proposed action. An Initial Order will be entered revoking licensee's license for the reasons stated in the complaint and notifying licensee that KSDE provides notice of the revocation to all Kansas education agencies and to the agency responsible for issuing educator licenses/certificates in all other states.

Any answer shall be type written or legibly printed. The answer must be signed and contain a statement under oath or affirmation that the statements made in the answer are true. The answer must be notarized and filed with the Secretary of the Professional Practices Commission by certified mail, return receipt requested, or by personal delivery to the address listed above. For more guidance regarding the filing of an answer, see K.A.R. 91-22-9.



Shane Carter
Director, Teacher Licensure

VERIFICATION

STATE OF KANSAS

SS:

COUNTY OF SHAWNEE

Shane Carter, of lawful age, being first duly sworn, on oath deposes and states: He is the Complainant in the above-captioned action; he has read the above and foregoing Complaint knows and understands the contents thereof, and the statements and allegations contained therein are true and correct, according to his knowledge, information, and belief.

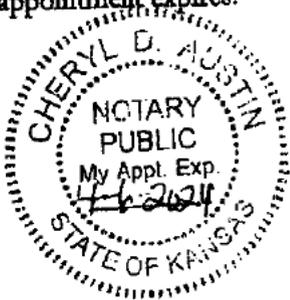
[Signature]
Shane Carter
Director, Teacher Licensure

SUBSCRIBED AND SWORN TO before me, the undersigned authority, on this 13th day of February 2023.

[Signature]
Notary Public

My appointment expires:

4-6-2024



CERTIFICATE OF SERVICE

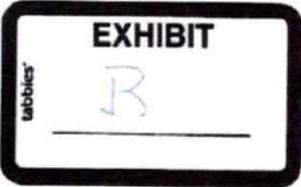
I hereby certify that on this 13th day of February 2023, a true and correct copy of the above and foregoing was filed with the Secretary for the Professional Practices Commission and one copy was mailed by certified mail, return receipt requested, to:





Jessica Apodaca
Teacher Licensure and Accreditation





February 23, 2023



Marisa Seele
Secretary, Professional Practices Commission
Kansas State Department of Education
900 SW Jackson St., Suite 102

Dear Ms. Seele,

I am writing to the State of Kansas Department of Education, I would like to request a hearing, according to the provision of the Kansas Administrative Procedure Act. I would like to respond to the complaint brought against me by the Department of Education.

Sincerely,

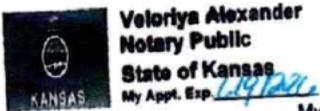


KANSAS NOTARY ACKNOWLEDGMENT

State of Kansas
County of Shawnee

This instrument was acknowledged before me on 2/23/2023 (date) by
 name(s) of person(s)).

(Seal)



Veloriya Alexander
(Signature of notarial officer)
Title (and Rank): Notary
My appointment expires: 2/19/2026



FILED
IN THE TRIBAL COURT
KICKAPOO TRIBE IN KANSAS

JUL 03 2011

IN THE TRIBAL DISTRICT COURT
KICKAPOO TRIBE IN KANSAS
KICKAPOO RESERVATION, ROUTE 1, BOX 800A, HORTON, KANSAS 66439

BY _____
COURT CLERK

PEOPLE OF THE KICKAPOO
TRIBE IN KANSAS

PLAINTIFF

vs.

Case No. CRM-29



DEFENDANT

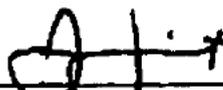
COMPLAINT

Brad M. Lippert, Kickapoo Tribal Prosecutor, of lawful age, being first duly sworn on oath, for complaint against the above named defendant alleges and states:

Count 1

That on or about May 31, 2011, the above named defendant, within the territorial jurisdiction of the Kickapoo Tribe in Kansas, then and there being, did then and there unlawfully and intentionally, take or carry away any tangible or intangible personal property, to wit: computers, ipads, videos and/or DVD's by fraud or stealth with the intent to deprive the owners thereof, to wit: Kickapoo Nation School, said conduct constituting the crime of LARCENY, contrary to Title 10, Section 120 of the Kickapoo Nation Tribal Code, punishable by a fine not to exceed \$500.00, or by a term of imprisonment not to exceed 6 months, or both.

Witnesses: Gordon Smith, Neal Trotter, Terry Blacksmith, Torrey Henry, Rachel Thomas, Ben Irvin



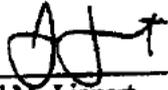
Brad M. Lippert
Kickapoo Tribal Prosecutor

Subscribed and sworn to before me on June 30, 2011.

EXHIBIT
number C

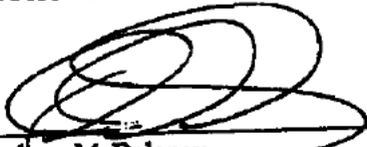


DRAFTED AND APPROVED BY:



Brad M. Lippert
920 Main Street
Sabetha, KS 66534
785-284-3805
Kickapoo Tribal Prosecutor

APPROVED BY:



Andrew M. Delaney
Attorney for Defendant

FILED
IN THE TRIBAL COURT
KICKAPOO TRIBE IN KANSAS

JAN 23 2012

BY eds
COURT CLERK

IN THE TRIBAL DISTRICT COURT
KICKAPOO NATION
HORTON, KANSAS

PEOPLE OF THE KICKAPOO NATION

PLAINTIFF

vs.

CASE NO. CRM011-29



DEFENDANT

DIVERSION AGREEMENT

THIS DIVERSION AGREEMENT is entered into this 23rd day of January, 2012,
by and between the above-captioned parties, and shall remain in full force and effect for a period
of six (6) months.

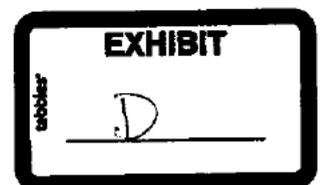
WHEREAS, the defendant is charged with Larceny, contrary to Title 10, Section
120 of the Kickapoo Tribal Code, which offense occurred on or about the 31st day of
May, 2011.

WHEREAS, the defendant understands that he has the right to demand a prompt,
full and complete evidentiary hearing and trial in this matter.

WHEREAS, the defendant has been advised and understands that he has the right
to consult with an attorney, and by signing this agreement, the defendant acknowledges
that he has had ample time and opportunity to consult with an attorney.



23-PPC-07 008



WHEREAS, the defendant understands that by entering into this Diversion Agreement he waives all rights to a speedy trial, and if the defendant is not represented by counsel, the defendant understands that he also waives the right to be represented by an attorney in this matter.

WHEREAS, the defendant stipulates that on or about the 31st day of May, 2011, the defendant took or carried away computers, ipads, videos and/or DVD's by fraud or stealth with intent to deprive Kickapoo Nation School thereof. The defendant understands that if this diversion agreement is revoked for violation of the terms and conditions thereof, this stipulation will be used against the defendant at any subsequent trial held upon this matter.

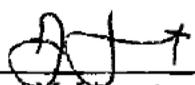
WHEREAS, the defendant agrees and understands that any violation of the terms and conditions of this agreement will result in the revocation of this diversion agreement, and that upon revocation, this matter will proceed to trial based upon the above stipulation.

NOW, THEREFORE, in consideration of the mutual promises and agreements contained herein, and in further consideration of the acts to be performed hereunder, the parties consent and agree as follows:

1. The defendant shall pay a diversion fee in the amount of \$100.00, a fine in the amount of \$200.00, restitution in the amount of \$25.00 to Kickapoo Nation School, and court costs in the amount of \$75.00. The entire amount ^{is} due upon ~~execution of this diversion agreement~~ by February 3, 2012. *But* Failure to make timely payment(s) as required herein shall constitute grounds for termination of this diversion agreement.

2. The defendant shall not violate the laws of the Kickapoo Tribe, the United States, the State of Kansas, or any other state, county, or municipality. In the event the defendant is involved in any criminal activity for which he is apprehended and arrested during the term of this diversion agreement, he shall immediately notify the Kickapoo Tribal Prosecutor.
3. If the defendant changes his address or telephone number during the term of this diversion agreement, he shall give the Kickapoo Tribal Prosecutor written notice of such change within seven days.
4. The plaintiff shall suspend prosecution of the above-captioned case during the term of this diversion agreement provided the defendant continues to comply with the terms and conditions thereof.
5. The plaintiff shall move to dismiss this case with prejudice at the end of the diversionary period provided the defendant has complied with all terms and conditions of this diversion agreement.

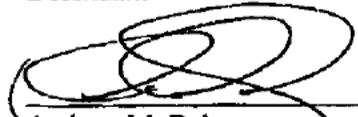
IN WITNESS WHEREOF, the parties state that they are knowingly and voluntarily entering into this diversion agreement the day and year first above written.



Brad M. Lippert
Kickapoo Tribal Prosecutor



Defendant



Andrew M. Delaney
Attorney for Defendant

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

In the Matter of
the Professional License
of [REDACTED]

)
)
)
14-PPC-11

INITIAL ORDER

COMES NOW the Professional Practices Commission on this January 27, 2014, and makes the following recommendations to the State Board of Education.

FINDINGS OF FACT

1. [REDACTED] has submitted an application for renewing his expired Professional License.
2. On January 23rd, 2012, [REDACTED] entered into a diversion agreement after having been charged with misdemeanor theft. [REDACTED] has since completed that diversion. [REDACTED] disclosed his diversion on his application.
3. According to Exhibit 3, Diversion Agreement, Mr. [REDACTED] took or carried away computers, iPads, videos and/or DVDs by fraud or stealth with intent to deprive Kickapoo Nation School thereof.
4. According to Mr. [REDACTED] testimony, he was licensed and employed by Kickapoo Nation School at the time of the theft. Mr. [REDACTED] took the property from the School and pawned several items in order to collect cash for his personal use. His contract with Kickapoo Nation School was not renewed as a result of the theft.

CONCLUSIONS

1. The maturity of the applicant at the time of the offense is a factor. He was 41 years old at the time of the offense, which was 2 and a half years ago.
2. The applicant was licensed as an educator at the time of the offense, and his offense was against the school where he worked.
3. The Commission believes the applicant has clearly demonstrated a present recognition of the wrongfulness of his misconduct. The applicant has expressed remorse for the conduct.
4. The Commission finds the applicant has not provided evidence of rehabilitation since the time of the offense

EXHIBIT

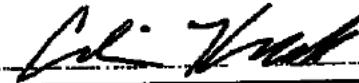
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5. The Commission finds the applicant was truthful and forthcoming in disclosing the theft diversion on his application
6. The Commission cannot find the applicant's behavior has ceased to be a factor in his fitness for licensure.
7. The Commission finds the applicant has not demonstrated that he is a suitable role model for students.
8. The Commission finds that because of the nature of his misconduct, they cannot recommend his license be renewed.

IT IS THEREFORE CONCLUDED by the Professional Practices Commission, subject to review by the State Board of Education, that [REDACTED] not be granted the license for which he has applied.

This Initial Order is made and entered this 27th day of January, 2014.

PROFESSIONAL PRACTICES COMMISSION



Calin Kendall, Chairman

NOTICE TO APPLICANT:

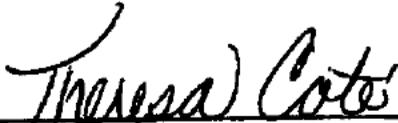
This Order of the Professional Practices Commission is not a Final Order and is required to be reviewed by the State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act.

You may submit to the State Board of Education 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. The legal brief must be filed with the Secretary of the Professional Practices Commission at the address indicated above within ten days after service of the Initial Order for transmittal to the State Board.

CERTIFICATE OF SERVICE

I hereby certify that on this 27th day of February, 2014, a true and correct copy of the above and foregoing Initial Order was filed with the Secretary for the Professional Practices Commission and one (1) copy was mailed by U.S. Mail, postage paid, addressed to:





Theresa Cote, Secretary
Professional Practices Commission



BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of
the Professional License
of [REDACTED]

)
)
)

14-PPC-11

FINAL ORDER

NOW, on this 11TH day of March, 2014, the above-captioned matter comes on for consideration by the Kansas State Board of Education (Board) upon the application of [REDACTED] for a Teacher's License.

WHEREUPON, a full evidentiary hearing was held before the Professional Practices Commission (Commission) and such hearing was conducted on January 27, 2014;

WHEREUPON, the Board reviewed the Initial Order of the Commission and after considering the presentation by Calin Kendall, Chairman of the Professional Practices Commission, who was available to answer the Board's questions and being otherwise duly advised in the premises, by way of adopting the findings of the Professional Practices Commission finds and concludes as follows:

FINDINGS OF FACT

1. [REDACTED] has submitted an application for renewing his expired Professional License.
2. On January 23rd, 2012, [REDACTED] entered into a diversion agreement after having been charged with misdemeanor theft. [REDACTED] has since completed that diversion. [REDACTED] disclosed his diversion on his application.
3. According to Exhibit 3, Diversion Agreement, [REDACTED] took or carried away computers, iPads, videos and/or DVDs by fraud or stealth with intent to deprive Kickapoo Nation School thereof.
4. According to [REDACTED] testimony, he was licensed and employed by Kickapoo Nation School at the time of the theft. [REDACTED] took the property from the School and pawned several items in order to collect cash for his personal use. His contract with Kickapoo Nation School was not renewed as a result of the theft.

CONCLUSIONS

1. Under K.A.R. 91-22-1a(b), a license may be denied by the state board to any person who fails to meet the licensure requirements of the state board or for any act for which a license may be suspended or revoked pursuant to subsection (a). Subsection (a)(11) allows a license may be suspended or revoked for entry into a criminal diversion agreement after being charged with any offense or act involving theft, drugs, or a minor.

2. The factors listed in K.A.R. 91-22-1a(g), including the nature and seriousness of the Applicant's misconduct, his conduct subsequent thereto, his age at the time of the offense or offenses and whether the misconduct was an isolated or recurring incident, may be considered in determining whether the circumstances surrounding his misconduct have ceased to be a factor in his fitness for licensure.
3. The maturity of the applicant at the time of the offense is a factor. He was 41 years old at the time of the offense, which was 2 and a half years ago.
4. The applicant was licensed as an educator at the time of the offense, and his offense was against the school where he worked.
5. The Board believes the applicant has clearly demonstrated a present recognition of the wrongfulness of his misconduct. The applicant has expressed remorse for the conduct.
6. The Board finds the applicant has not provided evidence of rehabilitation since the time of the offense
7. The Board finds the applicant was truthful and forthcoming in disclosing the theft diversion on his application
8. The Board cannot find the applicant's behavior has ceased to be a factor in his fitness for licensure.
9. The Board finds the applicant has not demonstrated that he is a suitable role model for students.
10. The Board finds that because of the nature of his misconduct, they cannot recommend his license be renewed.

IT IS THEREFORE CONCLUDED by the State Board of Education, that the application of [REDACTED] be denied.

This Final Order is made and entered this 11th day of March, 2014.

Kansas State Board of Education


BY: Jana Shaver, Chairman

NOTICE TO APPLICANT:

You may request a reconsideration of the above Order. To do so, you must file a petition for reconsideration with the Secretary to the State Board of Education, at the address stated below, within 15 days after service of this Final Order. The petition must state the specific grounds upon which relief is requested.

The filing of a petition for reconsideration is not a prerequisite for seeking judicial review.

Peggy Hill, Secretary, State Board of Education, 900 SW Jackson Street, Topeka, Kansas 66612-1182 is the agency official to receive a petition for judicial review.

CERTIFICATE OF SERVICE

I hereby certify that on this 22nd day of April, 2014, a true and correct copy of the above and foregoing Initial Order was deposited in the U.S. Mail, postage paid, addressed to:



Theresa Cote

Theresa Cote, Secretary
Professional Practices Commission



January 3, 2014

PPC# 14PPC11

RE: Application for Kansas Teaching License

Dear Mr. [REDACTED]

Your application for licensure has been referred to the Professional Practices Commission. The Commission is a nine member body created by state law consisting of five practicing teachers and four school administrators. The Commission reviews and hears cases involving the issuance, suspension, or revocation of licenses issued by the State Board. The Commission makes recommendations regarding such licensure matters which are then reviewed by the State Board of Education for final action.

The Professional Practices Commission specifically requests information regarding your past and current efforts at rehabilitation. This includes but is not limited to any conditions of probation you successfully completed. Other factors the Commission will consider include:

- The nature and seriousness of your criminal behavior
- Your conduct subsequent to the behavior for which you were convicted or placed on diversion
- The time elapsed since the commission of your criminal actions
- Your age at the time of your criminal actions
- Whether the offense was an isolated or recurring incident
- Whether you demonstrate a present recognition of the wrongfulness of your actions
- Whether it is suitable to place you in a position of public trust
- Whether you are a suitable role model for students

The Commission specifically requests your attendance at their next meeting **January 27, 2014 at 9 a.m.** for them to hear testimony from yourself and anyone else who may speak on your behalf. **Failure to appear for this hearing may result in a default judgment and denial of your application.** The hearings will take place in the Office of Administrative Hearings, 1010 S. Kansas Avenue, Topeka KS 66612. Attendees may wait in the lobby until their hearing is called. There will be several hearings that morning, and they will be taken in the order in which people arrive. Each hearing is expected to last 10-20 minutes.

Under K.S.A. 72-1397(b) and (c), it is your responsibility to present at the hearing all relevant evidence as to your rehabilitation, if any. In the past the Commission has received information from past or present employers or anyone else who may speak to the applicant's fitness to work in the classroom.

If you have any documentation you wish to submit to the PPC, such as letters of recommendation or



drug and alcohol evaluations, those must be received by Theresa Cote`, Secretary to the Professional Practices Commission, no later than January 17, 4:00 p.m. No documents received after that date will be reviewed by the Commission.

Sincerely,

Theresa Cote
Secretary, Professional Practices Commission

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

In the Matter of:

████████████████████

KSDE No. 23-PPC-07
OAH No. 23ED0013 ED

PREHEARING ORDER

On April 26, 2023, a telephone prehearing conference was convened in the above-captioned matter. Those participating in the conference were: Loren F. Snell, Jr., Presiding Officer/Administrative Law Judge, Office of Administrative Hearings (OAH); ██████████ ██████████ appeared without an attorney; and, R. Scott Gordon, Chief Counsel, appeared on behalf of the Kansas State Department of Education (KSDE).

The following was ordered and/or agreed to by the parties during the conference:

1. An evidentiary hearing will be convened before the PPC on **July 14, 2023**, in the Boardroom, Kansas State Department of Education, 900 SW Jackson, Suite 102, Topeka, Kansas. The hearing is scheduled to begin at **10:00 a.m.**
2. The parties advised that no discovery was necessary. No discovery will be authorized at this time.
3. The parties' final witness and exhibit lists shall be filed with the presiding ALJ by **June 16, 2023**, with a copy sent to the opposing party. The parties shall include the anticipated testimony of the witnesses. Any witness not listed and disclosed as directed above may not be allowed to testify at the hearing. Any exhibit not listed on the final witness and exhibit list as directed above may not be allowed to testify or to be admitted as an exhibit at the hearing.
4. The parties shall mark and exchange proposed exhibits and deliver one copy to the presiding ALJ on or before **June 23, 2023**. ██████████ exhibits shall be identified by numbers (Exhibit 1, Exhibit 2, etc.). The Agency's exhibits shall be identified by letters of the alphabet (Exhibit A, Exhibit B, etc.).
5. Any objections to the admission of an exhibit or exhibits shall be submitted by brief to the presiding ALJ by **June 30, 2023**. Any exhibit not objected to will be deemed admitted.
6. Subject to the ALJ considering and ruling upon any objection(s), a copy of the exhibits will be delivered to the Secretary of the Professional Practices Commission, 900 SW Jackson, Topeka, KS 66612, for distribution and publication to the PPC no later than **July 7, 2023**.



7. Parties may request subpoenas to compel witnesses to appear to testify. A party must provide a name and address to properly identify who the subpoena is to be served upon. Any requested subpoena shall be prepared by OAH and signed by the ALJ and then returned to the requesting party who shall be responsible for service of the subpoena.

To ensure sufficient time for subpoenas to be returned to the requesting party to allow for service prior to the hearing, any subpoena should be requested on or before **June 23, 2023**. The ALJ may decline any request to continue the hearing because of the inability of a party to obtain service of a subpoena which was not requested by **June 23, 2023**.

8. All filings should be sent to the Office of Administrative Hearings, 1020 S. Kansas Avenue, Topeka, Kansas 66612, faxed to 785-296-4848, or e-filed through the Office of Administrative Hearings' e-filing system.

Each party should plan to appear at the scheduled time unless they have received notification from OAH that the matter has been cancelled or rescheduled. This proceeding may be held regardless of any announced closure of State of Kansas offices in Shawnee County or any other part of the state.

This prehearing order shall govern the remainder of these proceedings. If either party wishes to modify this order, a written request shall be submitted to the presiding ALJ, and a copy sent to the other party requesting permission to modify this order for good cause shown. Any party who fails to attend or participate in a prehearing conference, hearing, or other stage of an adjudicative proceeding may be held in default pursuant to K.S.A. 77-520 of the Kansas Administrative Procedure Act. This prehearing order serves as a notice pursuant to K.S.A. 77-516 or K.S.A. 77-518 of the prehearing or hearing scheduled herein.

IT IS SO ORDERED.



Loren F. Snell, Jr., Acting Director
Presiding Officer/Administrative Law Judge
Office of Administrative Hearings

Certificate of Service

On May 23, 2023, I certify that a copy of the foregoing was placed in the United States first class mail, postage prepaid, addressed to:



and I further certify that I caused a copy of the foregoing to be served electronically through OAH's e-filing system to:

R. Scott Gordon, Attorney
Kansas State Department of Education
900 SW Jackson, Ste. 102
Topeka, KS 66612
Tel: (785) 296-3204

A handwritten signature in blue ink, appearing to read "Kempston", written over a horizontal line.

Staff Person
Office of Administrative Hearings
1020 S. Kansas Avenue
Topeka, KS 66612
Tel: (785) 296-2433
Fax: (785) 296-4848

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 10/10/2023

Item Title:

Act on Recommendations of the Professional Practices Commission (Revocation and Denial)

Recommended Motion:

It is moved that the Kansas State Board of Education denies or revokes the licenses in the cases of 23-PPC-14; 23-PPC-19; 23-PPC-29; 23-PPC-31; 23-PPC-32.

Explanation of Situation Requiring Action:

23-PPC-14

The Applicant had previously been licensed by the Kansas State Board of Education. On January 9, 2019, Applicant entered into a 6-month diversion agreement after being charged with misdemeanor theft in Case No. 2018CRM001701. Applicant's theft charge occurred in 2018, while she was licensed by the State Board. The PPC recommends denial of 23-PPC-14's application for a teaching license.

23-PPC-19

The Applicant had previously been licensed by the Kansas State Board of Education. On or about April 22, 2020, Applicant was in possession of methamphetamine in violation of K.S.A. 21-5706(b)(2), which constitutes a drug crime punishable as a felony. Because she also had children in the home under the age of 18 at the time of her drug possession, she also committed the crime of Aggravated child Endangerment. After having been charged with those crimes, she entered into a diversion agreement in Haskell County District Court case 20-CR-26 on October 28, 2020. The PPC recommends denial of 23-PPC-19's application for a teaching license.

23-PPC-29

On April 5, 2015, Applicant was substantiated by the Department for Children and Families for physical abuse of a minor child. The finding means that a reasonable person weighing the facts and circumstances would decide it is more likely than not the alleged perpetrators actions or inactions met the abuse/neglect definition per Kansas state law. Applicant has been placed on the Kansas Child Abuse/Neglect Central Registry. A Complaint was filed and mailed to the Applicant, but she filed neither a request for a hearing or an answer. The PPC recommends denial of 23-PPC-29's application for a teaching license.

23-PPC-31

On September 11, 2017, Applicant entered into a diversion agreement after having been charged with felony Aggravated Intimidation of a Witness, felony Aggravated Assault, felony Interference with Law Enforcement, and misdemeanor child endangerment in Seward County District Court case 17-CR-228. A Complaint was filed and mailed to the Applicant, but she filed neither a request for a hearing or an answer. The PPC recommends denial of 23-PPC-31's application for a teaching license.

23-PPC-32

On October 6, 2020, Applicant was convicted of two felonies: Aggravated Assault as defined in K.S.A. 21-5412 and Criminal Threat as defined in K.S.A. 21-5415. A Complaint was filed and mailed to the Applicant, but he filed neither a request for a hearing or an answer. The PPC recommends denial of 23-PPC-31's application for a teaching license.

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION
PROFESIONAL PRACTICES COMMISSION

In the Matter of
the License of
[REDACTED]

OAH Case No.: 23ED0010 ED
KSDE Case No.: 23-PPC-14

INITIAL ORDER

Decision

Having heard the testimony of the witnesses, considered the evidence presented, reviewed the applicable statutes, regulations and policies, and otherwise being duly and fully informed in the premises of this matter, the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) on a vote of 8 to 0 recommends to the Kansas State Board of Education (State Board) that the Complaint filed by KSDE seeking to deny the application for a substitute teaching license submitted by [REDACTED] be affirmed.

Statement of Case

This matter comes on for hearing before the Commission upon the request for hearing made by [REDACTED] concerning a complaint filed by the KSDE on February 10, 2023, seeking denial of [REDACTED] application for a substitute teaching license.

The hearing was held on July 14, 2023. Appearing for the Commission were Chairperson, Jennifer Holt, and members Jamie Wetig, Darrin San Romani, Eric Filippi, Dr. Christy Ziegler, Aaron Edwards, Caroline Spaulding, and Ricardo Sanchez.

[REDACTED] appeared in person without an attorney.

KSDE appeared by and through R. Scott Gordon, General Counsel.

Loren F. Snell, Jr., Administrative Law Judge, was appointed and served as the Presiding Officer over the evidentiary hearing.

Evidentiary Rulings

KSDE offered documents marked as Exhibits A through H and requested they be admitted as evidence. [REDACTED] had no objection. Exhibits A through H were admitted.

[REDACTED] offered a document identified as Exhibit and requested it be admitted as evidence. KSDE had no objection. Exhibit 1 was admitted.

Findings of Fact

1. ██████ was licensed by the State Board as a teacher from June 29, 1984 until October 22, 2022.

2. On December 19, 2018, in Salina Municipal Court, case number 2018CRM001701, ██████ was charged with misdemeanor theft that occurred on November 20, 2018, while ██████ was licensed by the State Board as a teacher. [Ex. D].

3. On or about January 4, 2019, ██████ entered into a Diversion Agreement with the Salina Municipal Court Prosecutor's Office. [Ex. E].

4. On June 4, 2019, an Order of Dismissal was filed in Salina Municipal Court, dismissing case number 2018CRM001701 upon ██████ successful completion of the terms and conditions of the diversion agreement. [Ex. F].

5. On October 1, 2021, in Salina Municipal Court, case number 2021CRM000931, ██████ was charged with misdemeanor theft that occurred on August 27, 2021, while ██████ was licensed by the State Board as a teacher. [Ex. G]. It was alleged that ██████ had switched price tags on items to get them for a lower price.

6. On October 12, 2021, ██████ entered a plea of no contest to the charged offense. [Ex. H] ██████ was found guilty, ordered to pay a \$200 fine, plus probation fees and court costs, and sentenced to 60 days in jail. The jail sentence was suspended, and ██████ was placed on probation for one (1) year.

7. ██████ teaching license expired.

8. ██████ submitted an application to KSDE for a substitute teaching license. The exact date of the application is unknown to the PPC.

9. ██████ acknowledged the conduct that led to her criminal charges, diversion and conviction. ██████ testified about the circumstances, including her health and mental health conditions that she believed led to her judgement and led her to engage in the criminal activity.

10. ██████ testified that her spiritual life is strong now and she has gotten better, getting the help she needed. ██████ also testified that she meets with her pastor weekly.

11. When asked how she would avoid this conduct in the event of a future traumatic event in her life, ██████ testified she would go to a hospital, seek help from her pastor/counselor, and trust her conscience to do the right thing.

Conclusions of Law

The State Board is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas.¹

“Any license issued by the state board may be suspended or revoked, or the license holder may be publicly censured by the state board for misconduct or other just cause” including: “entry into a criminal diversion agreement after being charged with an offense or act described in this subsection.”²

“A license may be denied by the state board to any person who fails to meet the licensure requirements of the state board or for any act for which a license may be suspended or revoked pursuant to subsection (a).”³

Kansas regulation allows for denial, suspension or revocation of a teaching license if an individual has been convicted “of any misdemeanor involving theft.”⁴

“A person who has been denied a license or who has had a license revoked for conduct described in subsection (a) of this regulation shall not be eligible to apply for a license until at least five years have elapsed from the date of conviction of the offense or commission of the act or acts resulting in denial or revocation or, in the case of a person who has entered into a criminal diversion agreement, until the person has satisfied the terms and conditions of the agreement.”⁵

The most recent criminal conviction imposed on ██████████ occurred on October 12, 2022. It has been less than five (5) years since the date of conviction. While this conviction did not result in the revocation or denial of ██████████ license, ██████████ license expired, the State Board has adhered to a policy that anyone seeking to apply for a license must wait the five (5) years set forth in the regulation for being allowed to apply for a teaching license.

The Commission concluded ██████████ was not eligible to receive a substitute teaching license.

On a vote of eight (8) in favor and zero (0) opposed, the Commission recommends to the State Board that the Complaint filed by KSDE seeking to deny the issuance of a substitute teaching license to ██████████ be affirmed.

¹ Kan. Const., Art. VI and K.S.A. 72-255.

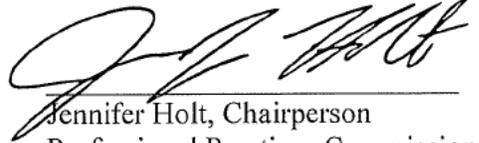
² K.A.R. 91-22-1a(a)(11).

³ K.A.R. 91-22-1a(b).

⁴ K.A.R. 91-22-1a(a)(3) and (b).

⁵ K.A.R. 91-22-1a(g)(2).

IT IS SO ORDERED.


Jennifer Holt, Chairperson
Professional Practices Commission

Notice

This Initial Order of the Professional Practices Commission is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act.

You may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within **fifteen (15) calendar** days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

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

Response briefs are due within **ten calendar days** after service of the legal brief upon the opposing party. Any reply brief is due **five calendar days** after service of any response brief on the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

Certificate of Service

On August 29, 2023, I certify that a copy of the foregoing was placed in the United States first class mail, postage prepaid, addressed to:



and, I further certify that I caused a copy of the foregoing to be hand-delivered to:

R. Scott Gordon, Attorney
Kansas State Department of Education
900 SW Jackson, Ste. 102
Topeka, KS 66612
Tel: (785) 296-3204

Marisa Seele

Marisa Seele, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street
Topeka, KS 66612-1182

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION
PROFESIONAL PRACTICES COMMISSION

In the Matter of
the License of

OAH Case No.: 23ED0017 ED
KSDE Case No.: 23-PPC-19

INITIAL ORDER

Decision

Having heard the testimony of the witnesses, considered the evidence presented, reviewed the applicable statutes, regulations and policies, and otherwise being duly and fully informed in the premises of this matter, the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) on a vote of 8 to 0 recommends to the Kansas State Board of Education (State Board) that the Complaint filed by KSDE seeking to deny the application for an emergency substitute teaching license submitted by [REDACTED] be affirmed.

Statement of Case

This matter comes on for hearing before the Commission upon the request for hearing made by [REDACTED] concerning a complaint filed by the KSDE on February 21, 2023, seeking denial of [REDACTED] application for an emergency substitute teaching license.

The hearing was held on July 14, 2023. Appearing for the Commission were Chairperson, Jennifer Holt, and members Jamie Wetig, Darrin San Romani, Eric Filippi, Dr. Christy Ziegler, Aaron Edwards, Caroline Spaulding, and Ricardo Sanchez.

[REDACTED] appeared in person without an attorney.

KSDE appeared by and through R. Scott Gordon, General Counsel.

Loren F. Snell, Jr., Administrative Law Judge, was appointed and served as the Presiding Officer over the evidentiary hearing.

Evidentiary Rulings

KSDE offered documents marked as Exhibits A through D and requested they be admitted as evidence. [REDACTED] had no objection. Exhibits A through D were admitted.

[REDACTED] offered documents identified as Exhibits 1 through 7 and requested they be admitted as evidence. KSDE had no objection. Exhibits 1 through 7 were admitted.

Findings of Fact

1. [REDACTED] submitted an application to KSDE for an emergency substitute teaching license. [Ex. A]. The exact date of the application is unknown to the PPC.
2. In reviewing [REDACTED] application KSDE learned that [REDACTED] had been charged criminally in Haskell County District Court, case number 20-CR-26.
3. [REDACTED] was charged with five (5) criminal counts: unlawful manufacturing of controlled substance, possession of controlled substance, possession of paraphernalia, aggravated endangering a child, and possession of paraphernalia to store/ingest. [Ex. C]. The date of the offense associated with the criminal charges was April 22, 2020, and the Complaint was filed on April 28, 2020.
4. On or about October 28, 2020, [REDACTED] entered into a two (2) year Diversion Agreement with the Haskell County Attorney's Office. [Ex. C].
5. On October 18, 2022, a Motion and Order of Dismissal was filed in Haskell County District Court, dismissing case number 20-CR-26 upon [REDACTED] successful completion of the terms and conditions of the diversion agreement. [Ex. D].
6. On February 21, 2023, KSDE filed a Complaint against [REDACTED] requesting that the application for emergency substitute teaching license be denied. [Ex. A].
7. On March 14, 2023, [REDACTED] requested a hearing before the PPC suggesting the decision to deny her application was "made without accurate information." [Ex. B]. [REDACTED] pointed out that she had not been convicted of the charges and had completed the diversion agreement to have the charges dismissed.
8. [REDACTED] is the younger sister to [REDACTED]. [REDACTED] testified that she was unaware of the drugs being in [REDACTED] home until [REDACTED] was arrested, and that the drugs were in the home due to [REDACTED] husband.
9. [REDACTED] testified that she and her husband had gotten into an argument. Law enforcement got involved and searched the home. [REDACTED] acknowledged she had been using methamphetamines for "a couple of years"¹ and was under the influence at the time of the fight with her husband. [REDACTED] testified her husband had been using methamphetamines and she was curious why, so she tried it.
10. [REDACTED] children were in the home at the time of the fight, search and arrest.

¹ There was some confusion about how long [REDACTED] had actually been using drugs as she initially stated it was for a couple of years, but later stated she had used for five (5) years.

11. ██████████ testified that she has undergone drug treatment and completed a 90-day rehabilitation program at City on a Hill but does not attend any treatment now and does not attend any support meetings.

12. ██████████ testified she underwent random urinalysis (UA) testing as part of her surrogacy for her sister, ██████████, and all of the UAs have come back negative.

13. ██████████ had been a paraprofessional for eight (8) years, and the school she was working for found out when she was arrested.

14. ██████████ testified she had been married 19 years and was still married to her husband who had been incarcerated at the Norton Correctional Facility. ██████████ also testified that her husband had undergone treatment at the Oxford House.

Conclusions of Law

The State Board is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas.²

“Any license issued by the state board may be suspended or revoked, or the license holder may be publicly censured by the state board for misconduct or other just cause” including: “entry into a criminal diversion agreement after being charged with an offense or act described in this subsection.”³

“A license may be denied by the state board to any person who fails to meet the licensure requirements of the state board or for any act for which a license may be suspended or revoked pursuant to subsection (a).”⁴

Kansas regulation allows for denial, suspension or revocation of a teaching license if an individual has been convicted “of any crime punishable as a felony”, “any crime involving a minor”, or “any misdemeanor involving drug-related conduct.”⁵

The Commission, in determining whether to recommend to the Board that an individual’s application should be granted, is required to determine the extent of the applicant’s efforts at rehabilitation as well as the fitness of the applicant to be a member of the teaching profession.⁶

The Commission felt it was appropriate to consider the factors set forth in K.A.R. 91-22-1a(g)(1) in determining if ██████████ application for a professional teaching license should be granted. The factors considered were:

² Kan. Const., Art. VI and K.S.A. 72-255.

³ K.A.R. 91-22-1a(a)(11).

⁴ K.A.R. 91-22-1a(b).

⁵ K.A.R. 91-22-1a(a)(1), (2) and (4), and (b).

⁶ *Wright v. State Bd. of Educ.*, 268 P.3d 1231 (Kan.App. 2012).

- (A) The nature and seriousness of the conduct that resulted in the denial or revocation of a license;
- (B) the extent to which a license may offer an opportunity to engage in conduct of a similar type that resulted in the denial or revocation;
- (C) the present fitness of the person to be a member of the profession;
- (D) the actions of the person after the denial or revocation;
- (E) the time elapsed since the denial or revocation;
- (F) the age and maturity of the person at the time of the conduct resulting in the denial or revocation;
- (G) the number of incidents of improper conduct; and
- (H) discharge from probation, pardon, or expungement.

The Commission concluded [REDACTED] was eligible to receive an emergency substitute teaching license, but the question was whether she should be issued a license?

The Commission was provided with court documentation concerning the criminal case filed against [REDACTED]. Based upon events occurring on or about April 22, 2020, [REDACTED] was charged with multiple drug-related felonies, a crime involving a minor, and a drug-related misdemeanor, after which she entered into a criminal diversion agreement.

Based upon the evidence presented, [REDACTED] completed the diversion agreement. However, the regulations that govern the revocation, suspension or denial of a teaching license provide that entering into and completing a diversion does not preclude revocation, suspension or denial of a teaching license, including an emergency substitute teaching license.

The Commission, in determining whether to recommend to the Board that an individual's application should be granted, is required to determine the extent of the applicant's efforts at rehabilitation as well as the fitness of the applicant to be a member of the teaching profession.⁷ Included in that analysis is looking at "[t]he nature and seriousness of the conduct", as well as how recent the conduct occurred.

[REDACTED] was either unwilling or unable to provide an answer regarding how long she had been utilizing methamphetamines prior to her arrest in April of 2020. It was also noted by the Commission that the activities for which [REDACTED] was criminally charged occurred a little over three (3) years ago. [REDACTED] did complete treatment and a 90-day stint in rehabilitation

⁷ *Wright v. State Bd. of Educ.*, 46 Kan.App.2d 1046, 1052, 268 P.3d 1231 (2012).

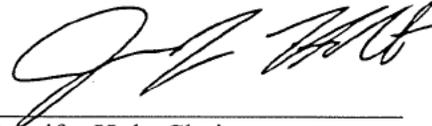
but has done nothing since. [REDACTED] does not attend narcotic anonymous meetings, nor does she participate in any drug counseling activities.

Finally, [REDACTED] remains married to her husband, whom, according to [REDACTED] testimony, introduced her to methamphetamines. Circumstances still exist that would permit [REDACTED] to engage in drug conduct. Nonetheless, [REDACTED] had no plan for how to handle it if the opportunity presented itself.

Considering all of the evidence and testimony presented, the Commission concluded that [REDACTED] was not suitable to be a role model for students or licensed as an emergency substitute teacher.

On a vote of eight (8) in favor and zero (0) opposed, the Commission recommends to the State Board that the Complaint filed by KSDE seeking to deny the issuance of an emergency substitute teaching license to [REDACTED] be affirmed.

IT IS SO ORDERED.



Jennifer Holt, Chairperson
Professional Practices Commission

Notice

This Initial Order of the Professional Practices Commission is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act.

You may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within **fifteen (15) calendar** days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

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

Response briefs are due within **ten calendar days** after service of the legal brief upon the opposing party. Any reply brief is due **five calendar days** after service of any response brief on the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

Certificate of Service

On August 29, 2023, I certify that a copy of the foregoing was placed in the United States first class mail, postage prepaid, addressed to:



and, I further certify that I caused a copy of the foregoing to be hand-delivered to:

R. Scott Gordon, Attorney
Kansas State Department of Education
900 SW Jackson, Ste. 102
Topeka, KS 66612
Tel: (785) 296-3204

Marisa Seele

Marisa Seele, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street
Topeka, KS 66612-1182

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

In the Matter of
the Application of

PPC No. 23-PPC-29

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 (“KSDE”) seeking denial of [REDACTED] [Applicant] application for an emergency substitute license.

The hearing on this matter was held on September 8, 2023. Appearing for the Commission were Acting Chairperson, Eric Filippi, and members, Carey Spaulding, Christy Ziegler, Leigh Anne Rogers and Ricardo Sanchez. The KSDE appeared by and through its General Counsel, R. Scott Gordon. Applicant did not appear.

FINDINGS OF FACT

1. Applicant applied for an Emergency Substitute Teaching License to be issued by the Kansas State Board of Education.
2. On April 5, 2015, Applicant was substantiated by the Department for Children and Families for physical abuse of a minor child. Applicant has been placed on the Kansas Child Abuse/Neglect Central Registry.
3. Persons whose names appear on the Central Registry are not permitted by law to work, reside, or regularly volunteer in child care homes or facilities licensed or regulated by the Kansas Department for Health and Environment (“KDHE”) or the Kansas Department for Children and Families Foster Care and Residential Facility Licensing.
4. On July 19, 2023, KSDE filed a formal Complaint requesting the denial of Applicant’s application for an emergency substitute license.
5. 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. Applicant did not submit either a request for hearing or an Answer.

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. Licensee 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. K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person’s last known address. K.A.R. 77-531.
7. 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 recommends to the State Board, by a vote of **5-0**, that Applicant’s application for an emergency substitute license is denied, based on being substantiated by the Department for Children and Families for physical abuse of a minor child, and for failure to participate in the administrative proceedings.

This Initial Order is made and entered this _____, 2023.

PROFESSIONAL PRACTICES COMMISSION

Eric Filippi, Acting Chairperson

Order signed on _____, 2023.

NOTICE TO APPLICANT

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.

Makayla Auldridge
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 _____ day of _____, 2023, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education, one (1) copy was mailed by certified mail, return receipt requested; and one (1) copy was mailed by first-class prepaid postage mail, to:



And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Marisa Seele
Secretary, Professional Practices Commission

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

In the Matter of
the Application of

PPC No. 23-PPC-31

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 (“KSDE”) seeking denial of [REDACTED] [Applicant] application for an emergency substitute license.

The hearing on this matter was held on September 8, 2023. Appearing for the Commission were Acting Chairperson, Eric Filippi, and members, Carey Spaulding, Christy Ziegler, Leigh Anne Rogers and Ricardo Sanchez. The KSDE appeared by and through its General Counsel, R. Scott Gordon. Applicant did not appear.

FINDINGS OF FACT

1. Applicant applied for an Emergency Substitute Teaching License to be issued by the Kansas State Board of Education.
2. On September 11, 2017, Applicant entered into a diversion agreement after having been charged with felony Aggravated Intimidation of a Witness, felony Aggravated Assault, felony Interference with Law Enforcement, and misdemeanor child endangerment in Seward County District Court case 17-CR-228.
3. On July 19, 2023, KSDE filed a formal Complaint requesting the denial of Applicant’s application for an emergency substitute license.
4. 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. Applicant did not submit either a request for hearing or an Answer.

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. Licensee 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 misconduct or other just cause including entering a diversion agreement of any crime punishable as a felony and any crimes involving children. K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.
7. 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 recommends to the State Board, by a vote of **5-0**, that Applicant's application for an emergency substitute license is denied, based on entering into a diversion agreement after having been charged with felony Aggravated Intimidation of a Witness, felony Aggravated Assault, felony Interference with Law Enforcement, misdemeanor child endangerment and for failure to participate in the administrative proceedings.

This Initial Order is made and entered this _____, 2023.

PROFESSIONAL PRACTICES COMMISSION

Eric Filippi, Acting Chairperson

Order signed on _____, 2023.

NOTICE TO APPLICANT

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.

Makayla Auldrige
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 _____ day of _____, 2023, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education, one (1) copy was mailed by certified mail, return receipt requested; and one (1) copy was mailed by first-class prepaid postage mail, to:



And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Marisa Seele
Secretary, Professional Practices Commission

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

In the Matter of
the Application of

PPC No. 23-PPC-32

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 (“KSDE”) seeking denial of [REDACTED] [Applicant] application for an emergency substitute license.

The hearing on this matter was held on September 8, 2023. Appearing for the Commission were Acting Chairperson, Eric Filippi, and members, Carey Spaulding, Christy Ziegler, Leigh Anne Rogers and Ricardo Sanchez. The KSDE appeared by and through its General Counsel, R. Scott Gordon. Applicant did not appear.

FINDINGS OF FACT

1. Applicant applied for an Emergency Substitute Teaching License to be issued by the Kansas State Board of Education.
2. On October 6, 2020, Applicant was convicted of two felonies: Aggravated Assault as defined in K.S.A. 21-5412 and Criminal Threat as defined in K.S.A. 21-5415.
3. On July 19, 2023, KSDE filed a formal Complaint requesting the denial of Applicant’s application for an emergency substitute license.
4. 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. Applicant did not submit either a request for hearing or an Answer.

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. Licensee did not deny any allegations of the Complaint, nor did he provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of his actions.
5. The State Board may deny a license for misconduct or other just cause including any conviction for any felony. K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.
7. 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 recommends to the State Board, by a vote of **5-0**, that Applicant's application for an emergency substitute license is denied, based on being convicted of felony Aggravated Assault, felony Criminal Threat, and for failure to participate in the administrative proceedings.

This Initial Order is made and entered this _____, 2023.

PROFESSIONAL PRACTICES COMMISSION

Eric Filippi, Acting Chairperson

Order signed on _____, 2023.

NOTICE TO APPLICANT

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.

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

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And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Marisa Seele
Secretary, Professional Practices Commission

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 10/10/2023

Item Title:

Act on Recommendations of the Professional Practices Commission (Voluntary Surrender)

Recommended Motion:

It is moved that the Kansas State Board of Education revoke the licenses of 23-PPC-01 and 23-PPC-06.

Explanation of Situation Requiring Action:

23-PPC-01

KSDE Filed a Complaint alleging that Licensee offered to settle an employment dispute using a fraudulent two-year contract rather than the actual one-year contract under which he was employed. The Complaint further alleged that Licensee entered into a diversion agreement whereby he stipulated to having committed the crime of Forgery. Rather than engage in the hearing process of the Professional Practice Commission (PPC), the Licensee submitted a voluntary surrender. By vote of 5-0, the PPC recommends accepting his surrender and recommend the revocation of his license.

23-PPC-06

While licensed by the Kansas State Board of Education, the Licensee pled guilty to and was convicted in Johnson County District Court, Kansas of Felony driving under the influence of alcohol and misdemeanor endangering a child, Case No. 20CR1117. Rather than engage in the hearing process of the Professional Practice Commission (PPC), the Licensee submitted a voluntary surrender. By vote of 5-0, the PPC recommends accepting her surrender and recommend the revocation of her license.

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

In the Matter of
the License of
[REDACTED]

PPC No. 23-PPC-01
OAH No. 23ED0012 ED

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 [REDACTED] (“Licensee”) submission of a voluntary surrender of his teaching license for revocation.

The hearing on this matter was held on September 8, 2023. Appearing for the Commission were Acting Chairperson, Eric Filippi, and members, Carey Spaulding, Christy Ziegler, Leigh Anne Rogers and Ricardo Sanchez. KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. Licensee holds a professional teaching license issued by the Kansas State Board of Education.
2. KSDE filed a Complaint alleging, among other things, that Licensee had offered to settle an employment dispute so long as he received payment through his contract but had attempted to use a fraudulent two-year contract to receive payment for two years rather than the remainder of his one-year contract. The Complaint further alleged that Licensee entered into a diversion agreement whereby he admitted to committing the crime of Forgery, a felony.
3. Licensee voluntarily surrendered¹ his teaching license for revocation as a consequence of his misconduct in forging a contract while negotiating with his employing school district as well as his entry into a diversion agreement after having been charged with a felony.

CONCLUSIONS OF LAW

1. A member of the teaching or school administration profession may voluntarily surrender his license to the Commission. The Commission shall investigate the surrender and make a recommendation to the Kansas State Board of Education (State Board) for disposition of the license. K.A.R. 91-22-5a(e).
2. KSDE requested the PPC to accept the Licensee’s voluntary surrender and to recommend the State Board revoke the teaching license of Licensee for the reasons stated above.

¹ The voluntary surrender is attached hereto

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of **5-0**, that Licensee's voluntary surrender of his license should be accepted and his teaching license should be revoked immediately.

This Initial Order is made and entered this _____, 2023.

PROFESSIONAL PRACTICES COMMISSION

Eric Filippi, Acting Chairperson

Order signed on _____, 2023.

NOTICE TO APPLICANT

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.

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

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CERTIFICATE OF SERVICE

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Patrick C. Blanchard
Young, bogle, Wells, & Blanchard, P.A.
100 N. Main, Suite 1001
Wichita, Kansas 67202

And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Marisa Seele
Secretary, Professional Practices Commission

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

In the Matter of
the License of



PPC No. 23-PPC-06
OAH No. 23ED0011 ED

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 submission of a voluntary surrender of her teaching license for revocation.

The hearing on this matter was held on September 8, 2023. Appearing for the Commission were Acting Chairperson, Eric Filippi, and members, Carey Spaulding, Christy Ziegler, Leigh Anne Rogers and Ricardo Sanchez. The Kansas State Department of Education (KSDE) appeared by and through its General Counsel, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. Licensee is currently licensed by the Kansas State Board of Education and has been so licensed since 2000.
2. On June 29, 2021, Licensee pled guilty to and was convicted in Johnson County District Court, Kansas of Felony driving under the influence of alcohol and misdemeanor endangering a child, Case No. 20CR1117.
3. KSDE filed a Complaint on February 10, 2023, seeking revocation Licensee’s license as a result of her felony conviction. The Complaint was mailed to her last known address.
4. Licensee voluntarily surrendered¹ her teaching license for revocation as a consequence of her misconduct and having been found guilty of felony driving under the influence of alcohol and misdemeanor endangering a child.

CONCLUSIONS OF LAW

1. A member of the teaching or school administration profession may voluntarily surrender his license to the Commission. The Commission shall investigate the surrender and make a recommendation to the (State Board) for disposition of the license. K.A.R. 91-22-5a(e).
2. KSDE asked the Commission to recommend the State Board accept Licensee’s surrender and revoke her license accordingly.

¹ The voluntary surrender is attached hereto

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of **5-0**, that Licensee's voluntary surrender of her license should be accepted and her teaching license should be revoked immediately.

This Initial Order is made and entered this _____, 2023.

PROFESSIONAL PRACTICES COMMISSION

Eric Filippi, Acting Chairperson

Order signed on _____, 2023.

NOTICE TO APPLICANT

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

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Danielle R. Sanger
Sanger Law Office
5040 Bob Billings Parkway, Ste. C-1
Lawrence, Kansas 66049

And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Marisa Seele
Secretary, Professional Practices Commission

Agenda Number: 16

Meeting Date: 10/10/2023



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

Item Title: Fall Vacancy Report Update

From: Shane Carter

The Teacher Licensure team collects vacancy data each fall and spring from school districts. During the June 2023 board meeting, the board received an update of data collected during Spring 2023. The board will receive a vacancy update on data collected August 1, 2023 - September 25, 2023. The data will represent the most current vacancy data as reported by school districts. The collected data plays an important role in helping determine future needs and recommendations for licensing and recruitment / retention efforts and serves as an indicator of the difficulty districts have had filling certified positions.

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Item Title: Content Exam Appeal Process Update

From: Shane Carter

Update:

The Professional Standards Board met on September 29th, 2023 to finalize the scoring rubric and appeal process approved by the State Board of Education at the August 2023 board meeting. The update will cover the progress the Professional Standards Board made in finalizing the rubric and appeal process.

Background:

The State Board of Education approved the Professional Standards Board's content test recommendation at the August 2023 board meeting:

The recommendation is not to take away the Praxis content exam, but to have an alternative assessment process to verify content knowledge, after teacher candidates have tried and not been able to pass the Praxis content exam a minimum of two times. The alternative assessment will utilize holistic scoring in which a rubric will be made, to award points for the following components:

- a. Teacher Candidates' highest score on the content exam.
- b. Teacher Candidates' grade point average of college credit hours completed as part of the teacher preparation program.
- c. Keep 2 rubric completed by teacher candidates' building/district administrator.
- d. Interview conducted by the Licensure Review Committee (LRC) to address teacher candidates' knowledge of instruction to meet content standard requirements.

Upon completion of the interview, the LRC will recommend approval or denial of a license to the State Board of Education. The State Board of Education will make the final decision to approve or deny the educator for a license.

Statutory and Regulatory requirements.

K.S.A 72-2162, Examination for licensure; duties of state board; confidentiality; availability of

specifications and results, states, “the state board of education shall prescribe an examination designed to insure that the licensure of a person as a teacher is a reliable indicator that the person has the basic knowledge and qualifications necessary to engage in the profession of teaching in this state”.

Licensure Regulation 91-1-203: Licensure requirements as well as **91-1-204: Licensure of out of state and foreign applicants**, require verification of successful completion of a pedagogical assessment, and verification of successful completion of a content assessment. To meet the pedagogical assessment requirement, the SBOE adopted Educational Testing Services’ (ETS) Principles of Learning and Teaching exam (PLT). To meet the content assessment requirements, the SBOE adopted numerous ETS’ content exams.

In addition to the Principles of Learning and Teaching, Education Program Providers (EPPs), are required to have teacher candidates complete a Teacher Work Sample (TWS) which requires the candidate to demonstrate understanding of pedagogical concepts. The TWS must be passed for a teacher candidate to be recommended for program completion; thus, if the TWS is not passed, a teacher candidate would not qualify for a Kansas teaching license.

Licensure Review Committee regulation.

Licensure Regulation 91-1-211: Licensure review committee, states, "A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure". Based on this regulation, a process can be established to review appeals of educators who completed Kansas teacher preparation programs but have not passed the required content exam after two attempts. The licensure review committee will review educators' appeals and recommend approval or disapproval of a license to the SBOE. The SBOE will approve or disapprove the licensure review committee's recommendations.

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Agenda Number: 18

Meeting Date: 10/11/2023



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Topeka, Kansas 66612-1212
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Item Title: Update on Legislative Interim Committees

From: Craig Neuenswander

Craig Neuenswander and Ben Proctor will review issues discussed during recent education committee meetings held on Oct 2-3 and Oct 9-10, as well as a K-12 Education Cost Study Report presented by Legislative Post Audit on October 10.

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Danny Zeck
District 1

Melanie Haas
District 2

Michelle Dombrosky
District 3

Ann E. Mah
District 4

Cathy Hopkins
District 5

Dr. Deena Horst
District 6

Dennis Hershberger
District 7

Betty J. Arnold
District 8

Jim Porter
District 9

Jim McNiece
District 10

WEDNESDAY, OCTOBER 11, 2023 MEETING AGENDA

- | | | |
|------------|------|--|
| 9:00 a.m. | | 1. Call to Order – Chair Melanie Haas |
| | | 2. Roll Call |
| 9:05 a.m. | (IO) | 3. Presentation from the 2023 Kansas Teacher of the Year |
| 10:05 a.m. | | BREAK |
| 10:15 a.m. | (IO) | 4. Kansas Board of Regents Leadership |
| 10:30 a.m. | (IO) | 5. Update from Kansas School for the Deaf |
| 10:55 a.m. | (IO) | 6. Update from Kansas State School for the Blind |
| 11:20 a.m. | (IO) | 7. Annual Report from Kansas State High School Activities Association |
| 12:00 p.m. | (AI) | 8. Consent Agenda <ul style="list-style-type: none">a. Receive Monthly Personnel Reportb. Receive Report of Personnel Filling Unclassified Positionsc. Act to initiate contract bid process for investigation of special education formal complaintsd. Act on Recommendations for Licensure Waiverse. PACK Act Grants 2023-2024f. Act on Education Flexibility Partnership Waiverg. Act on request with vendor for KSDE Data Center co-locationh. Act on request to increase eScholar, LLC original payment by \$1,511,44 |
| 12:15 p.m. | (AI) | 9. Chair Report <ul style="list-style-type: none">A. Remarks from the ChairB. Act on Board TravelC. Committee ReportsD. Board Attorney ReportE. Requests for Future Agenda Items |

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1:00 p.m.

ADJOURN

Agenda Number: 3

Meeting Date: 10/11/2023



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

Item Title: Presentation from the 2023 Kansas Teacher of the Year

From: Denise Kahler

The Kansas State Board of Education will have the opportunity to hear from the eight members of the 2023 Kansas Teacher of the Year team. These exemplary teachers will share with board members a recap of their year. They will be available to respond to questions from Board members following their presentation.

2023 Kansas Teacher of the Year

- Brian Skinner, an interrelated special education English teacher at Newton High School, Newton USD 373

2023 Kansas Regional Teachers of the Year

- Jessica Gazzano, art and publications teacher at Woodland Spring Middle School, Spring Hill USD 230.
- Erica Huggard, biology, anatomy and physiology teacher at Emporia High School, Emporia USD 253.
- Mallory Keefe, preschool teacher at Cheney Elementary School, Cheney USD 268.
- Pamela Munoz, kindergarten teacher at McCarter Elementary School, Topeka USD 501.
- Kendal Norberg, a fourth-grade teacher at Broadmoor Elementary School, Louisburg USD 416.
- Jaimie Swindler, special education teacher.
- Carly Torres, fifth-grade teacher at Wiley Elementary School, Hutchinson USD 308.

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Agenda Number: 5

Meeting Date: 10/11/2023



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
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Item Title: Update from Kansas School for the Deaf

From: Luanne Barron

Statutes place the control and supervision, rules and regulations of the Kansas State School for the Deaf (76-1001a.) and the Kansas State School for the Blind (76-1101a.) under the Kansas State Board of Education.

Kansas School for the Deaf Superintendent, Luanne Barron will provide updates to the Kansas State Board of Education.

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Agenda Number: 6

Meeting Date: 10/11/2023



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
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Item Title: Update from Kansas State School for the Blind

From: Jon Harding

Statutes place the control and supervision, rules and regulations of the Kansas State School for the Deaf (76-1001a.) and the Kansas State School for the Blind (76-1101a.) under the Kansas State Board of Education.

Kansas State School for the Blind Superintendent, Jon Harding will provide updates to the Kansas State Board of Education.

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Agenda Number: 7

Meeting Date: 10/11/2023



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
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Item Title: Annual Report from Kansas State High School Activities Association

From: Bill Faflick

Bill Faflick, the Executive Director of the Kansas State High School Activities Association (KSHSAA), will present the organization's annual report of operation to the Kansas State Board of Education. He will review highlights and challenges of the past year in both activities and athletics.

In addition to the oral presentation, KSHSAA is responsible for providing a copy of reports and publications issued for the preceding year to the Board office as required by statute. These include the audit report, directories, journals, minutes from the Board of Directors' meeting, and a synopsis of major changes by the Board.

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Consent Agenda Items for Action



900 S.W. Jackson Street, Suite 102
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Item Title: Personnel Report

From: Marisa Seele, Wendy Fritz

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total New Hires	2	3	3									
Unclassified	2	3	3									
Unclassified Regular (leadership)	0	0	0									
Total Separations	2	4	4									
Classified	0	0	0									
Unclassified	2	4	4									
Unclassified Regular (leadership)	0	0	0									
Recruiting (data on 1st day of month)	4	5	3									
Unclassified	4	5	3									
Unclassified Regular (leadership)	0	0	0									

Total employees 269 as of pay period ending 9/16/2023. 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).

Agenda Number: 8 b.

Meeting Date: 10/11/2023



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
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Item Title: Report on personnel filling unclassified positions.

From: Marisa Seele, Wendy Fritz

The following personnel appointments are presented this month:

Marcia Ricklefs to the position of Public Service Administrator on the School Finance team, effective September 5, 2023, at an annual salary of \$52,000. This position is funded by the Indirect Costs Fund.

Nikole Babb to the part-time position of Program Consultant on the Child Nutrition and Wellness team, effective September 6, 2023, at an annual salary of \$20,800. This position is funded by the Federal Food Service Admin Fund.

Steve Backman to the position of Education Program Consultant on the Special Education and Title Services team, effective September 18, 2023, at an annual salary of \$61,870.64. This position is funded by the IDEA Discretionary and Title I Admin Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8 c.

Staff Initiating:

Kayla Love

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date: 10/11/2023

Item Title:

Act to initiate contract bid process for investigation of special education formal complaints

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate a bid process to enter into a contract for the purpose of investigating special education complaints with said contract to be for the period of December 1, 2023, through June 30, 2028, and for an amount not to exceed \$400,000 out of IDEA VI-B funds. Vendor to be determined.

Explanation of Situation Requiring Action:

The Special Education and Title Services team requests the initiation of a contract with an individual or organization to conduct special education formal complaint investigations, in order to comply with federal and state special education requirements.

This request is made to enable the State to continue to meet its obligation to implement procedures to investigate and prepare written reports in response to special education formal complaints that allege schools are violating special education statutes or regulations. Under the Individuals with Disabilities Education Act (IDEA), states are required to implement and follow procedures for resolving any complaint filed by an organization or individual pertaining to a possible violation of special education law. If the State determines that an investigation is necessary, the State must carry out an investigation, and that investigation must be done within the time limitations set forth under the law. In general, K.A.R. 91-40-51(c) requires complaint investigations to be completed within 30 days.

A special education complaint investigator must (a) have a thorough knowledge of both federal and state special education statutes and regulations; (b) be able to apply these statutes and regulations to specific controversies; and (c) have superior writing skills. In addition, by state regulation, complaint investigations must be completed within 30 days of the day they are received by the state department of education [K.A.R. 91-40-51(c)(3)]. The requested contract term is for five years from the date the contract is initiated.

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number:** 8 d.**Staff Initiating:**

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 10/11/2023**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. 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.

In accordance with SBR 91-31-42, districts may also submit waivers to extend the number of days a substitute teacher may serve in a position. During the 2020-2021, 2021-2022, and 2022-2023 school years the State Board of Education issued temporary emergency declarations that allowed substitute teachers to serve additional days without submitting a waiver. District will be required to submit waiver requests to extend the number of days during the 2023-2024 school year.

The attached requests have been reviewed by the Teacher Licensure 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.

org no	org name	enrollment	first name	last name	subject	recommendation	Teaching Endorsements Held by Educator
D0257	Iola	0	Thomas	Belinski	Social Studies - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0207	Fort Leavenworth	0	Colleen	Panzer	Low Incidence Special Education	Approved	HIGH-INCIDENCE SPECIAL EDUCATION (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
D0260	Derby	0	Linda	Hernandez	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	0	Jane	Hokanson	Deaf or Hard of Hearing	Approved	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); EARLY - LATE CHILDHOOD GENERALIST (K-6); BUILDING LEADERSHIP (PRK-12)
D0613	Southwest Kansas Area Cooperative	0	Sarah	Beatty	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0305	Salina	0	Halle	Giddings	Art - extension on number of days under an esub.	Approved	ART PRK-12
D0202	Turner-Kansas City	0	Laura	Allinder	Technology Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0202	Turner-Kansas City	0	Rich	Housh	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0202	Turner-Kansas City	0	Rich	Housh	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	0	Allison	Patterson	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0450	Shawnee Heights	0	Robert	Williams	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	(K-12); (K-12); (K-12); (K-12); (K-12); (PRK-12); (PRK-12); (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Lisa	Hager	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0257	Iola	0	Jennifer	Bycroft	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0207	Fort Leavenworth	0	Mary	Morgan	Gifted	Approved*	ELEMENTARY (K-9)
D0497	Lawrence	0	Emma	Rosario	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0619	Sumner Co Educational Services	0	Carolyn	Myers	High Incidence Special Education	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0480	Liberal	0	Jennifer	Mendez	High Incidence Special Education	Approved	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); ELEMENTARY EDUCATION (K-6)
D0607	Tri County Special Education Coop	0	Jennifer	Adkins	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0402	Augusta	0	Kristine	Price	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0308	Hutchinson Public Schools	0	Shelby	Shultz	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0363	Holcomb	0	Maria	Reyes	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Amber	Cunningham	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	(K-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Kristi	Sanchez	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0253	Emporia	0	Ronald	Phelps	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Sara	Bouchard	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0443	Dodge City	0 Sarah	Karolus	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0308	Hutchinson Public Schools	0 Hannah	Webster	High Incidence Special Education	Approved	MATHEMATICS (6-12)
D0231	Gardner Edgerton	0 Anne	Learned	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	0 Kayla	Medley	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0637	Southeast Kansas Special Education Interlocal	0 Richard	Murray	Low Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0207	Fort Leavenworth	0 Kristie	McKiddy	High Incidence Special Education	Approved	EARLY CHILDHOOD EDUCATION (PRK-3)
D0229	Blue Valley	0 Melody	Shaw	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0453	Leavenworth	0 Erin	Cerny	High Incidence Special Education	Approved	EARLY CHILDHOOD HANDICAPPED (EC-EC); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0245	LeRoy-Gridley	0 Emily	Crabtree	Physical Science	Approved	ART (PRK-12); SCIENCE (5-8)
D0497	Lawrence	0 Stephen	Arbeau	German - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0637	Southeast Kansas Special Education Interlocal	0 Sydnee	Donaldson	Early Childhood Special Education	Approved*	ELEMENTARY EDUCATION (K-6); ELEMENTARY EDUCATION (K-6)
D0443	Dodge City	0 Sarah	Sughroue	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0 Lluvia	Lugo	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0435	Abilene	0	Hannah	Knigge	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	0	John	Campos II	High Incidence Special Education	Approved	FAMILY AND CONSUMER SCIENCE (6-12); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (5-8); ELEMENTARY EDUCATION (K-6)
D0480	Liberal	0	Ariana	Parral	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
D0610	Reno County Education Cooperative	0	Ashley	Wyche	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6); EARLY CHILDHOOD UNIFIED (B-GRD3)
D0443	Dodge City	0	Heidy	Ramirez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Yesenia	Lopez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0203	Piper-Kansas City	0	Jordyn	Green	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6)
D0305	Salina	0	Erica	Mills	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0229	Blue Valley	0	Molly	Banwart	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0247	Cherokee	0	Jordyn	Lotterer	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0204	Bonner Springs	0	Karly	Hoefer	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	0	Haley	Glover	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0619	Sumner Co Educational Services	0	Sallie	Hoover	High Incidence Special Education	Approved*	ENGLISH (7-12)
D0443	Dodge City	0	Tina	Russell	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	(PRK-12); (PRK-12); (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0231	Gardner Edgerton	0	James	Alley	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Jessica	McGee	Music - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0260	Derby	0	Mary	Price	Deaf or Hard of Hearing - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0253	Emporia	0	Lisa	Tyson	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0500	Kansas City	0	Jamie	Xiong	English Language Arts	Approved*	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); EARLY CHILDHOOD UNIFIED (B-K)
D0450	Shawnee Heights	0	Rachael	Havens	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0260	Derby	0	Jennifer	Strohm	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0727	Ark Valley Special Education Cooperative	0	Dannelle	Henderson	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0637	Southeast Kansas Special Education Interlocal	0	Kelsey	Demott	Low Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6); HIGH-INCIDENCE SPECIAL EDUCATION (PRK-12)
D0443	Dodge City	0	Sergio	Torres	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0443	Dodge City	0	Maribel	Hernandez	Life Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	0	Domonique	Fluis	Low Incidence Special Education	Approved*	HIGH-INCIDENCE SPECIAL EDUCATION (6-12)
D0202	Turner-Kansas City	0	Adam	Shulman	Social Studies - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0257	Iola	0	Audrey	Appling	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	0	Hanna	Hockett	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	0	Alissa	Samuelson	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0435	Abilene	0	Ashley	Hird	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	0	Meranda	Wilkins	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0305	Salina	0	Jordan	Otto	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0257	Iola	0	Addison	Prather	Music - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0435	Abilene	0	Addisyn	Oliver	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0443	Dodge City	0	Dulce	Ceron Lopez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0619	Sumner Co Educational Services	0	Richard	Wright	Gifted	Approved*	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12); ELEMENTARY EDUCATION (K-6); LOW-INCIDENCE SPECIAL EDUCATION (6-12); LOW-INCIDENCE SPECIAL EDUCATION (K-6)
D0224	Clifton-Clyde	0	Loretta	Cole	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Ryan	Shenk	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Miranda	Albright	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	0	Sheena	Holden	Visual Impaired extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	0	Jesse	Barber	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0619	Sumner Co Educational Services	0	Michaela	Carroll	Low Incidence Special Education	Approved*	HIGH-INCIDENCE SPECIAL EDUCATION (PRK-12)
D0607	Tri County Special Education Coop	0	Heidemarie	Fortner	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Eliset	Osornio	Science - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	0	Abel	Olivares	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0443	Dodge City	0	Elva	Alvarez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0443	Dodge City	0	Breana	Rolle	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	0	Marlene	Chance	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Perla	Batres	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Jennifer	Ochoa	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Alexi	Treto	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0204	Bonner Springs	0	Paige	Schultz	Math - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0443	Dodge City	0	Stephanie	Barrientos	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	0	Zoe	Girard	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Edith	Hernandez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0497	Lawrence	0	George	LeBar	Science - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0342	McLouth	0	Cheryl	Nave	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	(); (PRK-12); (PRK-12); (PRK-12); (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0305	Salina	0	Marciana	Ramsey	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0435	Abilene	0	Karen	Stuber	Library Media Specialist - extension on number of days under an esub.	Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	0	Erica	Deweese	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	0	Jennifer	Carpenter	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0450	Shawnee Heights	0	Rebekah	Halloran	Spanish - extension on number of days under an esub.	Approved	(K-12); EMERGENCY SUBSTITUTE TEACHER (K-12)
D0443	Dodge City	0	Crissa	Salmans	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0495	Ft Larned	0	Carolyn	Zook	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0363	Holcomb	0	Ellie	Kennedy	Elementary Extension of Days Only - extension on number of days under an esub.	Approved**	SUBSTITUTE TEACHER PRK-12

D0443	Dodge City	0	Kierra	Johnson	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	0	Karina	Garcia	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0619	Sumner Co Educational Services	0	Abbi	Willert	Low Incidence Special Education	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); EARLY CHILDHOOD UNIFIED (B-GRD3)
D0443	Dodge City	0	Brittany	Wondra	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0257	Iola	0	Mackenzie	Anstaett	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0308	Hutchinson Public Schools	0	Alexandra	Rodriguez	High Incidence Special Education	Approved*	PHYSICAL EDUCATION (PRK-12)
D0443	Dodge City	0	Logan	Gleason	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	0	Bridgett	Huish	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0260	Derby	0	Joshua	Osborn	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0322	Onaga-Havensville-Wheaton	0	Danni	Klahr	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0253	Emporia	0	Phyllis	Caldwell	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0446	Independence	0	Venice	Delamarter	Agriculture - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0446	Independence	0	Venice	Delamarter	World History - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Rosa	Finch	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0610	Reno County Education Cooperative	0	Herminia	Benitez	High Incidence Special Education	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); ELEMENTARY EDUCATION (K-6); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
D0443	Dodge City	0	Tasha	Moore	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Casey	Long	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0637	Southeast Kansas Special Education Interlocal	0	Amy	Valenti	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0443	Dodge City	0	Emily	Horn	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0619	Sumner Co Educational Services	0	Jenna	Schroeder	High Incidence Special Education	Approved	BUSINESS (6-12)
D0497	Lawrence	0	Tashia	Dare	Spanish - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0253	Emporia	0	Karen	Garcia	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); HIGH-INCIDENCE SPECIAL EDUCATION (PRK-12)
D0443	Dodge City	0	Aileen	Hernandez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0637	Southeast Kansas Special Education Interlocal	0	Breann	Qualls	High Incidence Special Education	Approved	FAMILY AND CONSUMER SCIENCE (6-12)

D0607	Tri County Special Education Coop	0	Hanna	Lyon	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	0	Lakin	Huckabey	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0342	McLouth	0	Jessie	Bouza	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0285	Cedar Vale	0	Connor	Stone	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0363	Holcomb	0	Allison	Calderon	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Sara	Howarth	General Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Isaias	De La Torre	Life Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0619	Sumner Co Educational Services	0	Kahlie	Miller	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0305	Salina	0	Mackenzie	Forbes	High Incidence Special Education - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0443	Dodge City	0	Jennifer	Pena Barrera	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0512	Shawnee Mission Pub Sch	0	Reginald	Black	Spanish - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0443	Dodge City	0	Felix	Martinez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0637	Southeast Kansas Special Education Interlocal	0	Makalah	Siu	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION UNIFIED (K-6)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	0	Meredith	Jacobs	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0308	Hutchinson Public Schools	0	Shelley	Rodriguez	High Incidence Special Education	Approved	ELEMENTARY (K-9); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	0	Lori	Morgan	High Incidence Special Education	Approved	ENGLISH (5-9); MATHEMATICS (5-9); SOCIAL STUDIES,COMP (5-9); ELEMENTARY (K-9); BUILDING ADMINISTRATOR (K-9); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (5-8)
D0497	Lawrence	0	Jean	Viloria	Spanish - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0305	Salina	0	Brandon	Stephenson	High Incidence Special Education - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0257	Iola	0	Andrea	Weide	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	0	Tonda	Collins	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0709	Holton Special Education Coop.	0	James	Gadwood	High Incidence Special Education	Approved*	PHYSICAL EDUCATION (PRK-12)
D0260	Derby	0	Tanai	Brumbelow	Social Studies - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0260	Derby	0	Demitria	Herrera	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0443	Dodge City	0	Bernard	Tieben	General Social Studies Topics - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0363	Holcomb	0	Olivia	Ortega	Elementary Extension of Days Only - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0253	Emporia	0	Nikki	Rice	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0305	Salina	0	Megan	Stelter	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0607	Tri County Special Education Coop	0	Caitlin	Barcus	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0305	Salina	0	Alexandria	Wilson	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Magda	Guerrero Ruiz	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0260	Derby	0	Dale	Wells	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0231	Gardner Edgerton	0	Kathleen	Downey	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0202	Turner-Kansas City	0	Jonnie	Wright	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0495	Ft Larned	0	Tricia Johnson	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0610	Reno County Education Cooperative	0	Debra Glass	High Incidence Special Education	Approved**	ELEMENTARY (K-9); ADAPTIVE SPECIAL EDUCATION (K-6)
D0443	Dodge City	0	Tasha Nuci	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	0	Jamie Oberg	Spanish - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0363	Holcomb	0	Amanda Conrardy	Math - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0610	Reno County Education Cooperative	0	Abby Brandt	High Incidence Special Education	Approved	ENGLISH LANGUAGE ARTS (6-12); GIFTED (K-6); GIFTED (6-12)
D0257	Iola	0	John Higginbotham	Art - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	0	Jeremie Tharp	Library Media Specialist	Approved	ENGLISH (5-9); ELEMENTARY (K-9); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0260	Derby	0	Damon Francis	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Shelby Gamblin	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0308	Hutchinson Public Schools	0	Vannessa Small	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0446	Independence	0	Rachel Lyon	Science - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0495	Ft Larned	0	Bethany Steinlage	Spanish - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Brittany Smith	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0231	Gardner Edgerton	0	Michel	Maneth	Music - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0619	Sumner Co Educational Services	0	Crystal	Willson	High Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3)
D0229	Blue Valley	0	Marco	Miros	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Erica	Alarcon	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0257	Iola	0	Katherine	Vernon	Music - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0435	Abilene	0	Cassandra	Crider	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0435	Abilene	0	Michael	Spohn	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	0	Mykenzie	Jarett	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	0	Elena	Carlos	Science - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Lucy	Lozano-Alba	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0257	Iola	0	Kelsey	Morrison	Science - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0636	North Central Kansas Sp. Ed. Coop. Interlocal	0	Jayde	Hosier	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0202	Turner-Kansas City	0	Jon	Ferrell	English Language Arts - extension on number of days under an esub.	Approved	(K-12); (K-12); (K-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Marcus	Gonzales	Science - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0610	Reno County Education Cooperative	0	Melinda	Herman	High Incidence Special Education	Approved**	ENGLISH (7-12)
D0229	Blue Valley	0	Malinda	McCasland	Music - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	0	Michelle	Davis	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	0	Julie	Chaffee	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0253	Emporia	0	Nancy	Gebel	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Claudia	Garcia	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	(PRK-12); (PRK-12); (PRK-12); (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0258	Humboldt	0	Lacy	Dillow	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0610	Reno County Education Cooperative	0	Christopher	Mason	Gifted	Approved	ELEMENTARY (K-9); SCHOOL COUNSELOR (PRK-12)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	0	Nicole	Gosselin	High Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3)

D0257	Iola	0	Gale	Hoag	Art - extension on number of days under an esub.	Approved	(K-12); (K-12); (K-12); (PRK-12); (PRK-12); (PRK-12); (PRK-12); (PRK-12); (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Andrea	Hogue	General Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Tami	Durler	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
S0604	School for Blind	0	Melissa	Schlegel	Visual Impaired	Approved*	ELEMENTARY EDUCATION (K-6); HIGH-INCIDENCE SPECIAL EDUCATION (PRK-12)
D0443	Dodge City	0	Jennifer	Miller	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0398	Peabody-Burns	0	Erin	Whiteman	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0257	Iola	0	Ethan	Tavarez	Science - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0342	McLouth	0	Tiffany	Jones	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Victoria	Altamirano	Music - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Robert	Brotherton	General Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0342	McLouth	0	Holland	Evans	Chemistry - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	0	Amanda	Kreider	High Incidence Special Education	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	0	Alicia	Brown	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6); EARLY CHILDHOOD UNIFIED (B-GRD3)

D0443	Dodge City	0	Alexis	Penick	General Business Topics - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0231	Gardner Edgerton	0	Michelle	Mann	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0305	Salina	0	Elisabeth	Foley	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0443	Dodge City	0	Julieta	Sandoval Rodriguez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0435	Abilene	0	Laura	Ediger	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	(K-12); EMERGENCY SUBSTITUTE TEACHER (K-12)
D0257	Iola	0	Charity	Seufert	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0372	Silver Lake	0	Sandra	Klucas	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6); ELEMENTARY EDUCATION (K-6)
D0443	Dodge City	0	Emily	Palmer	Music - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	0	Janise	Moultrie	High Incidence Special Education	Approved*	EARLY CHILDHOOD UNIFIED (B-GRD3)
D0260	Derby	0	Danny	Smith	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Samaria	Estrella	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0305	Salina	0	Brandon	Agee	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0443	Dodge City	0	Armando	Olivares	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Lucero	Botello	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Michael	Nolan-Santy	Life Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Victoria	Connolly	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	0	Evelyn	Mejia	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Araceli	Wallace-Carmona	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0260	Derby	0	Luisa	Molina	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0450	Shawnee Heights	0	Derek	Martinez Reynaga	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Liliana	Zuniga	English as a Second Language - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Erika	Galdamez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0305	Salina	0	Amanda	Avila	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0443	Dodge City	0	Peyton	Northcutt	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	0	Cassandra	Quinby	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Irma	Lares Garcia	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Irma	Lares Garcia	Spanish - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Mireille	Van Tonder Loosli	French - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0204	Bonner Springs	0	Kayla	Bruce	High Incidence Special Education	Approved	EARLY CHILDHOOD EDUCATION (PRK-3); ELEMENTARY EDUCATION (K-6)
D0305	Salina	0	Arin	Jones	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Liza	Webster	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0709	Holton Special Education Coop.	0	Waldo	Odens Jr	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12); ELEMENTARY EDUCATION UNIFIED (K-6)
D0613	Southwest Kansas Area Cooperative	0	Luz	Carlson	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0497	Lawrence	0	Nanice	Basta	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	0	Rhea Rayomand	Palkhiwala	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	0	Saharaydee	Meza Lopez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8 e.

Staff Initiating:

Stephen King

Director:

Beth Fultz

Commissioner:

Randy Watson

Meeting Date: 10/11/2023

Item Title:

PACK Act Grants 2023-2024

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate the contract bid process for PACK Act grant awardees in an amount not to exceed \$1,000,000 for the period July 1, 2023 - June 30, 2024.

Explanation of Situation Requiring Action:

Grantees recommended by the committee:

Wichita State University (WSU) Tech: \$125,000

Educational Services and Staff Development Association of Central Kansas (ESSDACK): \$127,000

Kansas State University (KSU): \$748,000

House Bill 2466 (attached), also known as the PACK Act, enrolled on July 1, 2022, created a grant aimed at developing Kansas teachers to deliver computer science education in Kansas secondary schools. The amount appropriated for 2022-2023 was \$1,000,000, and this grant was administered to four grantees. This same amount was appropriated for the 2023-2024 fiscal year, to be awarded based upon the same three priorities.

Grant applications were due August 11, 2023, and four applications were received by that deadline, requesting an approximate total of \$1,250,000. A four-member committee convened and considered the applications based upon the criteria listed in HB 2466 Section 4. The committee reached a consensus to award the available funds according to the amounts listed in this consent agenda item.

FY 2024 HB 2466 GRANT APPLICATION SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

Cover Sheet

Wichita State University Campus of Applied Sciences and Technology (WSU Tech)

USD # and Name of Organization Name _____

Secondary Funding: I understand that if funds become unavailable this application may be terminated. If satisfactory progress and documentation are not made regarding the intended outcomes of this application or if this institution fails to comply with applicable laws, regulations, assurances and/or terms of this grant this application becomes null and void and all funds must be returned.

List Contact Persons

Responsibility	Name & Position	Telephone	Email Address
Application Completer	Matthew Lewis Assistant Dean of Information Technologies	316.677.1726	mlewis12@wsutech.edu
Administrator	Matthew Lewis Assistant Dean of Information Technologies	316.677.1726	mlewis12@wsutech.edu
District Clerk/Finance Officer	Jennifer Asbridge Director Fiscal Grants Management & Foundation Accounting	316.677.1623	jasbridge2@wsutech.edu

Provide individual participant information below.

Participant Name (First and Last)	Participant Role	Telephone	Email Address

Administrator's Signature

August 10, 2023
Date

STATE USE ONLY—DO NOT WRITE BELOW THIS LINE

\$ _____ Approved Grant Award Amount

KSDE Authorized Representative

Date

FY 2024 HB 2466 GRANT APPLICATION SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

A. Project Narrative

- Explanation/Description of the Professional Development and the Overall Proposed Uses

Wichita State University Campus of Applied Sciences and Technologies (WSU Tech) is committed to preparing youth and adults learners to meet the growing demands from our community and industry partnerships. According to a Brookings Institute report from 2010 and 2018¹, Wichita is ranked number 15 in Digital Service job growth rate. Wichita's diverse technology ecosystem is currently home to over 100 tech companies including companies such as NetApp, Keycentrix, HighTouch Technologies, and McConnell Airforce Base's 184th Intelligence Wing.

As educational institutions in the State of Kansas are beginning to adopt KSDE P-12 Computer Science Standards, it is important to provide education opportunities for our students and teachers. WSU Tech has had great success with multiple summer camps aimed at introducing middle school students to computer science and information technology careers. Annually, WSU Tech serves 200+ middle school students through multifaceted career opportunity camps which include Computer Science and Information Technologies along with STEM, Aviation, and Manufacturing. By WSU Tech exposing students to the world of computer sciences early, Kansas can create its own pipeline of skilled workers to fulfill the growing number of jobs. This pipeline can also create an incentive for other tech companies to come to Kansas, thus growing and diversifying the current economy.

WSU Tech will be continuing efforts to provide high quality professional development for K-12 grade educators by sponsoring a third year of Code.org Bootcamps. In addition to offering software-based computer science skills training, WSU Tech will also offer hardware-based and cybersecurity related computer science skills professional development to 9 – 12 grade educators through the Cisco Networking Academy. Educators will also attend college information sessions that highlight the opportunities available to their high school students. Including the chance for their students to receive Excel in CTE funded college credits with their high school credits. Upon completion of these professional development opportunities, Kansas educators will be able to implement high quality curriculum into their classrooms with minimal financial impact to the school district.¹

¹ *greater-wichita-region-accolades-2022.pdf (greaterwichtapartnership.org)*

As a regional partner with Code.org, WSU Tech will be hosting a five-day Bootcamp on campus. This bootcamp will be led by Code.org certified facilitators and provided for up to fifty K – 12 grade educators from local unified school districts. Educators will be able to choose between one of four course offerings based on their students' current and/or future grade level. The available content provided will introduce and/or improve upon an educator's current computer science skill sets.

Furthermore, as a Cisco Network Academy (Netacad), WSU Tech and the Cisco Netacad Instructor Training Center will offer a hybrid training for up to ten 9 – 12 grade educators from local unified school districts. Throughout this training, educators will be introduced to computer hardware, networking, and cybersecurity related skills to expand their knowledge base in these areas. Additionally, educators will be prepared to complete industry recognized certifications that will enable them to be recognized by our community and industry partnerships as subject matter experts.

Finally, WSU Tech will collaborate with Wichita State University's College of Applied Studies (WSU) to offer educators graduate level continuing education credits through these professional development opportunities. These credits will be available for attendees of either events which will allow educators to collect continuing education credits through attendance. These credits will then assist with educators qualifying for salary scale upgrades and recertification with the State of Kansas.

- **Expected Measurable Outcomes/Project Deliverables**
 - Code.org
 - Attend five days of professional development
 - Free event registration for up to 50 educators
 - Receive Code.org certified instruction
 - 2 facilitators per session
 - 4 sessions based on student grade level
 - 4 – one-day workshops throughout the academic year
 - Provide up to ten travel stipend scholarships for educators from low-income schools.
 - Graduate level continuing education credit through WSU
 - Cisco Netacad
 - Attend hybrid professional development
 - 8-weeks of virtual sessions
 - 2.5 days of in-person physical lab time
 - Free event registration for up to ten educators
 - Cisco certified instruction
 - Graduate level continuing education credit from WSU

- Partnerships and Collaboration
 - Code.org Regional Partnership
 - Cisco Network Academy
 - Cisco Instructor Training Center
 - Wichita State University's College of Applied Studies

B. Funding

- Funding for this grant is requested at the following level: _____
- Multiple applicants per district may apply.
- Funding will go to cover costs associated with the Program.
- Itemize activities on the *PACT Act Fund Project Activities Sheet & Budget Sheet* (pgs. 6 &7).
- Final Expenditure Report forms are attached

C. Contractual Provisions Attachment and Local Assurances/Contractual Agreements

Submit completed copies of these documents (electronic only) — typed names & dates on the electronic copies and original signatures on the hard copy (if submitted) to be submitted no later than 30 days after the grant is awarded.

Organization Name: WSU Tech

Grant Year: FY 2024

PACK Act CS Grant

FINAL Fund Project Activities

Line #1	Description of the Activity (Complete this section to include with the application)	Funding \$.00
	K - 12 educator professional development with Code.org	
	Responsibility: [Enter Name Here]	Start Date: Completion Date:
	Expected Result/Evaluation of the Activity (Complete this section to include with the application) Updated content creation for implementation Graduate level continuing education credits	
	06/30/24 Final Report/Activity: (Complete this section after completing funded grant activities as part of the final report) - [Enter Description Here]	

**FY 2024 HB 2466 GRANT APPLICATION
SUPPORTING CS PROFESSIONAL DEVELOPMENT**

Promoting Advancement in Computing Knowledge Act

(Complete and return with **APPLICATION**)

Budgeted Items		Number of Items	Item Amount	Total Amount
	Participant Registration: Code.org	50	\$950	\$47,500
	Participant Registration: Cisco Netacad	10	\$750	\$7,500
	Facilitator Stipends (\$500 per session, per day)	31	\$500	\$15,500
Total for Professional Development				\$70,500
			\$	\$
			\$	\$
			\$	\$
			\$	\$
			\$	\$
Total for Equipment				
	Facilitator Travel	7	\$900	\$6,300
	Participant Travel	10	\$800	\$8,000
			\$	\$
			\$	\$
			\$	\$
Total for Travel				\$14,300
	Event Coordinator	1	\$10,000	\$10,000
	WSU Vendor	1	\$4,500	\$4,500
	Outreach & Dissemination	1	\$12,000	\$12,000
	ADA Contractual	1	\$4,500	\$4,500
	Indirect Cost	1	\$17,424	\$17,424
Total for Other Allowable Expenditures				\$48,424
TOTAL FOR PROJECT				\$133,224

(Return with **APPLICATION**)

Budget Narrative:

Professional Development: 1) *Registration:* Costs for Code.org, Cisco Netacad, and WSU continuing education credits will be offset through grant funding for attending educators; 2) *Stipends:* Work stipends for facilitators for the Code.org event.

Equipment: No equipment will be purchased with grant funding.

Travel: Stipends will assist with mileage and hotel expenses for facilitators and eligible participants traveling to grant funded training events. Stipends for educators that represent a school identified as low-income.

Other Allowable Expenditures: 1) *Event Coordinator:* Part-time personnel responsible for communication and coordinator with participants and vendors, coordinating with Code.org facilitators, and the overall logistics of the event; 2) *WSU Vendor:* A contracted partner charged with working to communicate and collaborate with educational leaders in our region and sharing WSU Tech's computer science professional development opportunities.; 3) *Outreach & Dissemination:* WSU Tech will conduct a targeted outreach effort to invite educators to attend these professional development opportunities with the assistance of influential leadership and peer educators. Outreach will be used to disseminate information regarding grant funded opportunities to regional school districts; 4) *ADA Contractual:* WSU Tech will provide accessible information and access to educators with disabilities; 5) *Indirect Costs:* The negotiated indirect rate (NICRA/IDC) for WSU Tech has been established at 33% of modified total direct costs. WSU Tech determined the participant registrations and participant travel are participant support costs as defined in 2 CFR 200 for travel allowance and training registrations and have been excluded from IDC calculations. All other budget lines have been identified as IDC applicable and included in the NICRA budget.

CONTRACTUAL PROVISIONS ATTACHMENT

Important: This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision:
The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 07-19), which is attached hereto, are hereby incorporated in this contract and made a part thereof.

The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the 11 day of August, 2023.

1. **Terms Herein Controlling Provisions:** It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated. Any terms that conflict or could be interpreted to conflict with this attachment are nullified.
2. **Kansas Law and Venue:** This contract shall be subject to, governed by, and construed according to the laws of the State of Kansas, and jurisdiction and venue of any suit in connection with this contract shall reside only in courts located in the State of Kansas.
3. **Termination Due To Lack Of Funding Appropriation:** If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges-hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least 30 days prior to the end of its current fiscal year, and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to 90 days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of the State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.
3. **Disclaimer Of Liability:** No provision of this contract will be given effect that attempts to require the State of Kansas or its agencies to defend, hold harmless, or indemnify any contractor or third party for any acts or omissions. The liability of the State of Kansas is defined under the Kansas Tort Claims Act (K.S.A. 75-6101 *et seq.*).
4. **Anti-Discrimination Clause:** The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001 *et seq.*) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111 *et seq.*) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101 *et seq.*) (ADA) and Kansas Executive Order No. 19-02, and to not discriminate against any person because of race, color, gender, sexual orientation, gender identity or expression, religion, national origin, ancestry, age, military or veteran status, disability status, marital or family status, genetic information, or political affiliation that is unrelated to the person's ability to reasonably perform the duties of a particular job or position; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) Contractor agrees to comply with all applicable state and federal antidiscrimination laws and regulations; (g) Contractor agrees all hiring must be on the basis of individual merit and qualifications, and discrimination or harassment of persons for the reasons stated above is prohibited; and (h) if it is determined that the contractor has violated the provisions of any portion of this paragraph, such violation shall constitute a breach of contract and the contract may be canceled, terminated, or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.
6. **Acceptance Of Contract:** This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.
7. **Arbitration, Damages, Warranties:** Notwithstanding any language to the contrary, no interpretation of this contract shall find that the State or its agencies have agreed to binding arbitration, or the payment of damages or penalties. Further, the State of Kansas and its agencies do not agree to pay attorney fees, costs, or late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect that attempts to exclude, modify, disclaim or otherwise attempt to limit any damages available to the State of Kansas or its agencies at law, including but not limited to the implied warranties of merchantability and fitness for a particular purpose.
8. **Representative's Authority to Contract:** By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute this contract on behalf of the contractor and that the contractor agrees to be bound by the provisions thereof.
9. **Responsibility for Taxes:** The State of Kansas and its agencies shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.
10. **Insurance:** The State of Kansas and its agencies shall not be required to purchase any insurance against loss or damage to property or any other subject matter relating to this contract, nor shall this contract require them to establish a "self insurance" fund to protect against any such loss or damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101 *et seq.*), the contractor shall bear the risk of any loss or damage to any property in which the contractor holds title.
11. **Information:** No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101 *et seq.*
12. **The Eleventh Amendment:** "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."
13. **Campaign Contributions / Lobbying:** Funds provided through a grant award or contract shall not be given or received in exchange for the making of a campaign contribution. No part of the funds provided through this contract shall be used to influence or attempt to influence an officer or employee of any State of Kansas agency or a member of the Legislature regarding any pending legislation or the awarding, extension, continuation, renewal, amendment or modification of any government contract, grant, loan, or cooperative agreement.

- To assure all records shall be subject at all reasonable times to inspection, review, or audit by State personnel and other personnel duly authorized by KSDE. The award recipient assures that all financial records, supporting documentation, statistical records and all other records pertinent to the grant award shall be retained by the award recipient for at least **five years** following the end of the grant project period.
- If the activities described in the grant application have not commenced within **60 days** after acceptance of the grant award, the award recipient shall report in writing the steps taken to initiate the grant project, the reasons for delay and the expected starting date. If the activities have not commenced within **30 days** of receipt of the above letter, the award recipient shall submit to CTE a further statement in writing regarding the delay. Upon receipt of the second letter, KSDE may terminate the grant, and the award recipient shall return to KSDE all unused grant funds with a complete accounting of all expenditures.
- KSDE reserves the right to terminate any grant award and cease payment to the award recipient for failure to comply with applicable laws, regulations, and/or terms of the grant assurances. Further, KSDE may seek reimbursement of any or all grant funds and may reclaim durable goods purchased with these grant funds if the award recipient fails to perform in accordance with the terms of the grant assurances and reporting requirements.

Wichita State Campus of Applied Sciences and Technology (DBA WSU Tech)

Name of Organization

assures the Kansas State Department of Education of its intent to comply with the assurances and contractual agreements as outlined in this document. Further, we are willing to explain, in writing, how we intend to comply with each of these assurances and agreements.



VP Finance & Administration

8/11/2023

Name or Signature of Authorized Administrator

Title

Date

4004 N. Webb Rd, Wichita, KS 67226

Address (Street, City, State, Zip Code)

PN561.04.2011.389

FY 2024 HB 2466 GRANT APPLICATION SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

Cover Sheet

Kansas State University

USD # and Name or Organization Name

Secondary Funding: I understand that if funds become unavailable this application may be terminated. If satisfactory progress and documentation are not made regarding the intended outcomes of this application or if this institution fails to comply with applicable laws, regulations, assurances and/or terms of this grant this application becomes null and void and all funds must be returned.

List Contact Persons

Responsibility	Name & Position	Telephone	Email Address
Application Completer	Josh Weese, Teaching Assistant Professor	785-532-7929	weeser@ksu.edu
Administrator	Paul R. Lowe, Associate Vice President for Research	785-532-6804	research@ksu.edu
District Clerk/Finance Officer	Shannon Fisher, Director, Sponsored Programs Accounting	785-532-6207	spaaccts@ksu.edu

Provide individual participant information below.

Participant Name (First and Last)	Participant Role	Telephone	Email Address
Nathan Bean	Co-PI	785-483-9264	nhbean@ksu.edu
Russell Feldhausen	Co-PI	785-410-3247	russfeld@ksu.edu
David Allen	Co-PI	785-532-6999	dallen@ksu.edu
Safia Malallah	Co-PI	785-532-6350	safia@ksu.edu
Josh Weese	PI	620-639-1475	weeser@ksu.edu



Administrator's Signature

Date 08/11/2023

STATE USE ONLY—DO NOT WRITE BELOW THIS LINE

\$ _____ Approved Grant Award Amount

KSDE Authorized Representative

Date

FY 2024 HB 2466 GRANT APPLICATION SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

A. Project Narrative

CS4KS: Continuing to Expand the K-State Cyber Pipeline

As part of our ongoing effort to support K-12 computer science education, Kansas State University's Department of Computer Science developed the *Cyber Pipeline Program*, which provides a high-quality curriculum and professional development to support Kansas high schools that want to teach computer science. This curriculum is aligned with the Computer Science Model Standards of the State of Kansas. In addition, two of the courses within the curriculum are aligned with and can be taught as Advanced Placement courses, specifically AP Computer Science A and AP Computer Science Principles. As such, schools teaching these courses have the option of allowing their students to take the corresponding AP Exam for highly transferrable college credit.

This program was expanded under a previous PACK act grant in 2023. Support from the grant allowed us to expand the Cyber Pipeline professional development program into several fully-developed graduate courses offered by Kansas State University that also serve as the basis for a new Graduate Certificate in Computer Science Education, a possible focus for masters or doctorate degrees in Curriculum and Instruction, and ideally serve as one route to licensure once the State of Kansas finalizes those requirements. We were able to use grant funds to allow 64 participants to take these newly developed graduate courses, each earning up to 10 credit hours over the three courses provided in the 2022-23 academic year.

With support from the grant, the Cyber Pipeline Program hosted an on-campus workshop culminating in the first Kansas Computer Science Teachers' Association Chapter Conference. We further provided 50 CSTA+ memberships to the high school teachers in our program. Putting our teachers together physically for the three days of workshop and conference, as well as bringing them into a national organization of computer science teachers, helps them to foster a network of peers that is critical to their success, as most of our teachers are from rural areas and will be the only computer science teacher in their district.

The summary of teachers who took a course from the prior grant covering the 2022-23 school year are listed in Table 1 below. We had a total of 64 participants join our Cyber Pipeline professional development program. These were primarily high school teachers, though we also had two middle school teachers, one junior high teacher, a librarian, and

one pre-professional. Of those, 14 schools will be teaching at least one Cyber Pipeline course in the 2023-24 school year as shown in Table 2. Seven of those schools plan to offer the corresponding AP exam, with one additional school planning on doing so in the future. Another four schools have signed up to evaluate the curriculum with the potential of teaching it in the 2024-25 school year. Eight schools (with some overlap of the above) are using portions of our curriculum in other CS courses. And finally, seven teachers have expressed interest in teaching advanced Cyber Pipeline courses in subjects like data structures, web development, and cybersecurity.

Table 1 Cyber Pipeline Course Enrollment and Completion

Course		Total Enrollment	Total Passed	Total Not Passed	Total Withdrawn	Current Incomplete or In-Progress
CC 710/711	S23	56	43	4	5	4
	SU23	8	8	0	0	0
CC 730	SU23	36	15	2	2	17
	F23	6	-	-	-	6
CC 750	F23	2	-	-	-	2
EDCI 765	SU23	46	28	7	0	11

At the current time of writing, there will be 1487 Kansas high school students in courses taught by a Cyber Pipeline teacher (seen in Table 2). Of these, 306 are enrolled in one of the two Cyber Pipeline courses, while the remaining students are in a different computer science course (or a classroom where CS is being integrated) taught by a Cyber Pipeline teacher. In addition to these students who are directly enrolled in a Cyber Pipeline course, there are a large number of students who will be receiving some level of computer science instruction from a Cyber Pipeline teacher in the form of lessons embedded in other curricular areas (primarily middle school, as well as high school math and science).

Table 2 Statewide impact of the Cyber Pipeline

Group	Total
Teachers who completed at least 1 course	51
...10 credit hours	15 (23 on track to finish Fall 2023)
Schools Reached	34
Rural	27
Urban	7
Schools offering Cyber Pipeline Courses Fall 2023	14
Schools integrating some part of the Cyber Pipeline	18

Number of AP-CSA courses offered	2
Number of AP-CSP courses offered	7
Estimated Students Reached By a Cyber Pipeline Course this Fall	306
Estimated Students Reached By a Teacher Trained in this Program	1487

For the 2023-24 school year, we have plans to further expand the Cyber Pipeline to draw in a cohort of new teachers as well as continuing to support those who joined us in our first cohort. We have also established a stronger working relationship with the College Board to better support our schools that have chosen to embrace the AP Exam as a way to provide their students college credit. Also, the College of Engineering at Kansas State University has committed to expanding its support of the Cyber Pipeline program. In addition to hosting the Kansas CSTA Chapter conference again, it has provided funds for the 2023-24 school year to establish a “help desk” for Kansas Computer Science teachers and their students to get both technical and instructional support, as well as mentoring and coaching in the discipline. To support the continued development of this program, we are requesting funds to support this effort, as described below:

New Cohort (Cohort 2)

We plan to recruit a new cohort of Kansas teachers to engage in our Cyber Pipeline training developed from our previous PACK grant. This consists of four graduate-level courses taught at Kansas State University:

- CC 710: Introduction to Computing for Educators (2 credits) *Taught Fall 2023*
- CC 711: Computer Education Programming Fundamentals (1 credit) *Taught Fall 2023*
- CC 730: Computer Programming for Educators (4 credits) *Taught Spring 2024*
- EDCI 765: Contemporary Pedagogies for Teaching Computer Science (3 credits) *Taught Summer 2024*

This grant will cover the tuition, fees, and books for these courses for teachers in the new cohort – a total of 10 graduate credits per teacher. Our plan is to recruit 50 new teachers for this cohort.

We will be expanding upon the recruitment channels we employed for the prior year to recruit this new cohort. We regularly engage in a variety of outreach activities with Kansas K-12 schools, including summer camps, a high school programming contest, game jam, and hackathon. We will have a presence at multiple conferences targeting K-12 educators, including the CTE Conference, Mid-America Association for Computers in Education (MACE), and Flagship Kansas. We have also partnered with the K-State Rural Education Center, which maintains a growing network of rural schools and collaborates with over 50 districts across the state.

Prior Cohort (Cohort 1)

For teachers from the prior (2022-23) year, we plan to continue to deepen their understanding of the field by offering them the chance to complete the Graduate Certificate in Computer Science Education. This consists of an additional two courses:

- CC 750 – Data Structures and Algorithms for Educators I (3 credits) *Taught Fall 2023*

And

- EDCI 768: Teaching Computer Science in Elementary Schools (3 credits) *Taught Fall 2023 and Spring 2024*

Or

- EDCI 769: Teaching Computer Science in Secondary Schools (3 credits) *Taught Fall 2023 and Spring 2024*

This grant will cover tuition, fees, and books for these two courses, a total of 6 credit hours per teacher. We anticipate 10-15 of the prior cohort's teachers returning for this additional training. We will also be inviting up to 30 teachers from the prior cohort to the summer workshop/conference for continued professional development and serve as mentors for the new cohort (more described below).

Cyber Pipeline Workshop/Kansas CSTA Chapter Conference

We plan to bring our Cyber Pipeline teachers (both new and prior cohorts) to campus for a two-day workshop in summer 2024 (June 5-6). The combination of prior and current cohorts of teachers in a summer institute was a very successful strategy we adopted for prior summer institutes like the NSF-funded Project INSIGHT and allows the prior cohort to mentor new participants and pass on best practices learned over their first year of teaching a new subject. As with the prior year, the workshop will combine in-person learning opportunities with networking among peers.

We will also host the Kansas CSTA Chapter Conference for a second year. This one-day conference (June 7th) is open to all CSTA members across the State of Kansas and represents a broader networking opportunity. It also provides many informational sessions, presented by a variety of educators, including computer science education researchers, current educators, resource providers, and potentially teachers from our first cohort. We are also inviting our partners (see Partnerships and Collaboration below) to present on opportunities they are providing to Kansas computer science teachers.

In addition, we are working with the College Board to offer a one-day workshop (June 8th) for teachers preparing to offer the AP Exam following our conference and workshop. As many of our participants are unfamiliar with the process of offering an AP Exam, this will help demystify the process and encourage more teachers and schools to offer AP credit for computer science. This synergizes well with our Cyber Pipeline courses since two of the courses the teachers will be taking correspond to AP-CSP and AP-CSA.

This grant will provide travel, food, and lodging support for teachers to attend the Cyber Pipeline workshop, conference, and College Board workshop.

Makerspace

During last year's summer workshop, we arranged a tour of the Sunderland Foundation Innovation Lab. This lab is spread across multiple floors of K-States newly renovated library and encompasses multiple innovative technologies to build a comprehensive makerspace. The space is open to all of K-State and the public. Many teachers expressed interest in the makerspace to get students excited and engaged in technology.

Makerspaces have been shown to increase students engagement not only in computer science, but computational thinking in other subjects like music or literature (Campbell, 2018). Apart from general engagement (Kumpulainen, 2020), makerspaces have also been shown to be successful with underrepresented groups (Sheffield et. al, 2017). In partnership with the K-State Rural Education Center, a "package deal" for interested rural schools will be available, combining participation in the Cyber Pipeline program with an offer for a makerspace equipment package for the school. This makerspace funding comes from the Rural Education Center and will apply to both the new and prior cohort who meet the criteria. A limited number of these packages are available.

Supplemental Materials

We will be providing some additional support for our teachers in the form of a 1-year CSTA+ membership and computer science education books. The CSTA is the professional organization for preK-12 computer science teachers and provides an immense amount of support in materials and networking. A CSTA+ membership provides additional free and discounted resources for teachers. We also plan to provide all teachers with copies of books we have found especially useful for a K-12 Computer Science teacher. The criteria for receiving the CSTA+ membership are as follows:

- Cohort 1: Teachers must complete at least 1 of our cyber pipeline courses. Up to 50 memberships are available.
- Cohort 2: Teachers must either complete one additional course towards completing the CS education certificate and/or commit to serving as a mentor to cohort 1 and attend the summer workshop/conference. Up to 30 memberships are available.

Expected Measurable Outcomes/Project Deliverables

We are proposing supporting 50 new teachers with project funds over the one-year implementation period and up to 30 teachers from the prior cohort:

- 1) Up to 50 additional Kansas high schools would be offering at least one course in Computer Science starting in Fall 2024 using a high-quality curriculum with post-secondary rigor and the option of providing post-secondary credit through an on-site AP exam.
- 2) 50 additional Kansas high school teachers will have completed roughly half the requirements for the Computer Science Education graduate certificate, putting them firmly on the path to eventual certification.

- 3) The Kansas CSTA would induct at least 50 more Kansas teachers into a professional development network and personal learning community that can assist them in the challenges of teaching CS throughout K-12.
- 4) Continue support of up to 30 teachers from the prior year's cohort in continued education and professional development.
- 5) Through synergistic activities (see Partnerships and Collaboration below) we will gain insight into teachers' identity and self-efficacy in computer science/computational thinking.
- 6) Through synergistic activities, we will help a number of high need rural districts establish a makerspace lab.
- 7) Also through synergistic activities (see Partnerships and Collaboration below), we will refine the CPP curriculum to better support Kansas students in groups traditionally underrepresented in CS – females, marginalized racial/ethnic groups, economically disadvantaged, and those from rural areas.

Partnerships and Collaboration

Advancing Learning and Teaching in Computer Science (ALT+CS) Lab

Dr. Weese and Dr. Bean co-direct the Advancing Learning and Teaching in Computer Science (ALT+CS) Laboratory. It was established to carry out research into how to best teach a diverse student audience computer science and computational thinking. Its efforts include research and design of curriculum, instructional materials, pedagogical approaches and software tools to support computer science education from pre-K through post-secondary levels. The lab also develops, hosts, and maintains customized instructional software, including some used by the CPP. The ALT+CS Lab is responsible for improvement and adaptation of the CPP in conjunction with this grant proposal.

Center for STEAM Education

Dr. Allen directs the Center for STEAM Education, which focuses on how to integrate contemporary STEAM research and development into K-12 classrooms. The center facilitates collaborations on research, curriculum development, program development, and professional development related to the Next Generation Science Standards, engaging school administrators, teachers, researchers, STEM faculty, and non-formal educators. The center collaborates with KSUCS and ALT+CS on the development of the professional development program for the CPP, oversees the EDCI courses and graduate certificate, and it is also currently engaged in developing an eventual teacher certification program for CS. It will be responsible for managing the logistics of the professional development activities in this grant.

National Science Foundation Broadening Participation in Computing Grant

An important aspect of any curriculum development and/or professional development program is ensuring it is effective and meets its goals. While our proposal for the HB 2466 PACK Act Grant does not cover robust program evaluation costs, we will be leveraging

other resources to conduct a thorough evaluation and will share the results with KDHE. Specifically, KSUCS and the ALT-CS Lab have been awarded a National Science Foundation Broadening Participation in Computing (NSF BPC) grant to adapt the CPP courses to better engage rural Kansas students and measure the impact of these changes. The synergy between the goals of our NSF BPC grant and the PACK Act Grant mean that we can fund a thorough evaluation of the effectiveness of the CPP curriculum and teacher preparation program across all participating schools, with none of that cost passed on to the State of Kansas.

In addition, the NSF BPC grant provides for the development of CS career awareness material and training which will be shared with all CPP schools, and indeed, any Kansas schools that wish to use them. It also funds research into further adapting the Cyber Pipeline curriculum to better support students traditionally underrepresented in computer science: females, black, Hispanic, economically disadvantaged, and those living in rural areas. All curriculum improvements developed under this program will be integrated into the Cyber Pipeline Program's offerings.

Rural Education Center

The Rural Education Center is focused upon the improvement of children and youth of rural and small schools of Kansas. It provides STEM and career education through a combination of summer camps and teacher professional development. In addition, the REC has established a Rural Professional Development School Network to address the most pressing needs of rural schools by leveraging K-State resources and personnel to bring high-quality educational experiences to their students. It provides each of the schools in this network with a telepresence robot, which can be utilized by CPP leadership and GTA/GRAs for more robust interactions with CPP teachers and their students.

The College Board

The two introductory Cyber Pipeline courses have been aligned with and approved as Advanced Placement Computer Science Principles and Computer Science A courses. This means that any school that wants to teach our courses can submit the course and be summarily approved as an AP Course and offer the corresponding AP Exam. We are working closely with the College Board to ease this process for our schools, as well as provide training on using the additional teaching resources provided by the College Board as part of participating in their courses. This includes ongoing support through our "Help Desk" and College-Board lead sessions at our summer workshops. Additionally, we will cover travel, lodging, and food for Cyber Pipeline teachers participating in the College Board workshop held in conjunction with the Cyber Pipeline summer workshop/CSTA Conference.

Codio

The Computational Core Initiative and Cyber Pipeline programs use the Codio platform for many learning activities. Codio is an online instructional platform consisting of a browser-

based IDE and virtual systems that run in the cloud. In each Codio project, students are given access to a small virtual system running Linux that is preconfigured with a variety of tools, and it may also include guided tutorials or instructions for the project. Many projects in Codio also include automated grading systems, which allows students to submit a project and get instant feedback at any time, and it also reduces the grading workload for teachers during the course. For students, the only requirement is a broadband internet connection and modern web browser. Therefore, Codio can be used even on platforms that wouldn't normally be well suited for learning to program, such as Chromebooks or iPads, which are commonly found in schools.

B. Funding

- Funding for this grant is requested at the following level: \$850,972
- Funding will go to cover costs associated with the Program.
- Itemize activities on the *PACT Act Fund Project Activities Sheet & Budget Sheet*. Budget justification can be found down below with this sheet.

C. Contractual Provisions Attachment and Local Assurances/Contractual Agreements

Submit completed copies of these documents (electronic only) — typed names & dates on the electronic copies and original signatures on the hard copy (if submitted) to be submitted no later than 30 days after the grant is awarded.

Organization Name: Kansas State University
 PACK Act CS Grant

Grant Year: FY 2024

FINAL Fund Project Activities

Line #1	Funding \$850,972
	<p>Description of the Activity (Complete this section to include with the application)</p> <p>This grant will engage a new cohort of 50 Kansas teachers with the Cyber Pipeline Program (CPP). This program provides a collection of courses developed by Kansas State University’s Department of Computer Science to be taught at highs schools across the State of Kansas, and a corresponding professional development program. Our professional development was developed specifically to prepare teachers with no prior experience in CS to both teach and adapt the CPP curriculum. The professional development associated with the program consists of a series of courses developed as part of a Computer Science Education Certificate offered as a partnership between KSUCS and the Kansas State University College of Education. We also induct the teachers into the Computer Science Teachers Association (CSTA) and its Kansas chapter to provide a professional community of collaboration to further improve their understanding of teaching and learning computer science. This grant will also support our previous cohort (up to 30 teachers in total) that participated with the cyber pipeline professional development program during 2022-2023 by providing more tuition to complete the CS education graduate certificate. This grant will also support the previous cohort by bringing them back to the summer workshop so they can serve as mentors to the new cohort of teachers going through the training.</p>
	<p>Responsibility: Josh Weese Start Date: 9/1/20203 Completion Date: 6/30/2024</p>
	<p>Expected Result/Evaluation of the Activity (Complete this section to include with the application)</p> <ol style="list-style-type: none"> 1) Up to 50 additional Kansas high schools would be offering at least one course in Computer Science starting in Fall 2024 using a high-quality curriculum with post-secondary rigor and the option of providing post-secondary credit through an on-site AP exam. 2) 50 additional Kansas high school teachers will have completed roughly half the requirements for the Computer Science Education graduate certificate, putting them firmly on the path to eventual certification. 3) The Kansas CSTA would induct at least 50 more Kansas teachers into a professional development network and personal learning community that can assist them in the challenges of teaching CS throughout K-12. 4) Continue support of up to 30 teachers from the prior year's cohort in continued education and professional development. 5) Through synergistic activities (see Partnerships and Collaboration below) we will gain insight into teachers’ identity and self-efficacy in computer science/computational thinking. 6) Through synergistic activities, we will help a number of high need rural districts establish a makerspace lab. 7) Also through synergistic activities (see Partnerships and Collaboration below), we will refine the CPP curriculum to better support Kansas students in groups traditionally underrepresented in CS – females, marginalized racial/ethnic groups, economically disadvantaged, and those from rural areas.

06/30/24 Final Report/Activity: (Complete this section after completing funded grant activities as part of the final report)

- [Enter Description Here]

FY 2024 HB 2466 GRANT APPLICATION SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

(Complete and return with **APPLICATION**)

Budgeted Items		Number of Items	Item Amount	Total Amount
A	Participant Tuition		\$	\$419,491
B	CSTA+ Membership		\$	\$4,000
C	Books		\$	\$8,000
D	Graduate Research Assistant Support		\$	\$140,958
E	Undergraduate Teaching Assistant Support		\$	\$48,480
F	Speaker Fees		\$	\$4,000
Total for Professional Development				\$624,929
Total for Equipment				\$0
Travel Expenses to Summer Workshop and Conference			\$	
G	Mileage		\$	\$10,795
H	Lodging		\$	\$48,510
I	Subsistence		\$	\$19,470
			\$	
Total for Travel				\$78,775
J	Senior Personnel		\$	\$101,268
K	STEAM Lab		\$	\$21,000
L	ALT+CS Lab		\$	\$25,000
			\$	
			\$	
Total for Other Allowable Expenditures				\$147,268
TOTAL FOR PROJECT				\$850,972

(Return with APPLICATION)

Budget Justification

We will be leveraging the grant funds to engage high school teachers in the CPP Professional Development (PD) program, which will prepare them to deliver at least one CPP course in their high school by Fall 2024. We are proposing supporting 50 new teachers (referred to below as cohort 2) and continue to support up to 30 teachers (referred to below as cohort 1) from the K-State 2022-2023 PACK grant project. The per-teacher cost of this support, excluding fixed costs (facilitator salaries and lab costs), comes to roughly \$9,994 for cohort 1 and \$3,627 for cohort 2. The amount per new teacher has increased this year compared to last due to tuition cost changes. The proposed budget may be reduced based on the number of participants if needed. The timeline for our professional development activities appears in Table 3.

Table 3 Project Timeline

Time	Activity
Fall 2023 Classes start 9/18	<ul style="list-style-type: none"> Recruitment of cohort 2 Cohort 2 takes <i>CC 710 – Introduction to Computing for Educators</i> and <i>CC 711 – Computer Education Programming Fundamentals</i> Cohort 1 optionally takes EDCI 768: Teaching Computer Science in Elementary School or EDCI 769: Teaching Computer Science in Secondary Schools
Spring 2024	<ul style="list-style-type: none"> Cohort 1 optionally takes EDCI 768: Teaching Computer Science in Elementary School or EDCI 769: Teaching Computer Science in Secondary Schools Cohort 2 takes <i>CC 730 – Computer Programming for Educators</i>
Summer 2024	<ul style="list-style-type: none"> Cohort 2 takes EDCI 765: Contemporary Pedagogies for Teaching Computer Science
June 5-6 2024	On-Campus training/workshop
June 7 2024	Kansas CSTA Conference
June 8 2024	College Board joint AP Workshop
Fall 2024	Teachers teach CC 110 and/or CC 210 in their school, Faculty/GRA support teacher in this process

Professional Development Budget

A (Tuition): To develop the necessary content area knowledge and pedagogical knowledge, the new participating teachers (cohort 2) take 10 hours of graduate coursework in Computer Science and Education. These courses are also the first three courses in the Graduate Computer Science Education Certificate and/or Master's degree. We will cover this tuition cost with these grant funds. We will also provide continued support for cohort 1, paying for the last 6 credit hours of the CS education graduate certificate for up to 12 teachers (estimated number based on polled interest).

B (CSTA+ Membership): The second aspect of our program is helping teachers engage with a statewide *Professional Learning Community (PLC)*, a group of people outside of the school that can support and enhance their mutual learning and effectiveness teaching (Ni et al., 2021). We hope to support teachers in forming their own PLC with each other during this project. We will start this by providing teachers who complete at least one of our courses with a 1-year Computer Science Teachers' Association (CSTA) plus membership. In addition to a nation-wide professional network, the CSTA+ membership provides teachers with access to other professional development opportunities, resources, curriculum, CS education research materials, and discounts in attending the nation-wide annual CSTA conference.

C (Books): We are requesting funds to provide books for both cohort 1 and 2 as well as desk copies for our teaching assistants supporting the cyber pipeline. These books are used in part with the graduate courses (both CS and education) and will be excellent reference material for teachers as they prepare to teach computer science in their classrooms.

D (GRAs): Based on our prior experiences with STEM outreach at the K-12 level as well as the literature, we recognize that ongoing support is a crucial need for teachers as they adopt new curriculum and technologies (Bean et al., 2013). We are hiring Graduate Research Assistants (GRAs) to work directly with teachers participating in the program at a ratio of about 1 GRA for every 15 teachers for Fall 2023, Spring 2024 and Summer 2024. The GRAs will be drawn from a student pool focused on computer science education and in either a KSU-CS or KSU education graduate program. These GRAs will be focused on assisting teachers in adopting our curriculum and assisting with questions about the technology involved. They will also support research and development of tools used for this project. Additionally, these GRAs can serve as role models and mentors for the high school students taking the courses when the teacher participants launch the CPP courses in the Fall – an important strategy for encouraging supporting women and other underrepresented student groups (Kesar, 2018; Wang & Moghadam, 2017). These graduate students will be joining others who will be

hired through other funding sources to support a help desk for teachers beginning to teach any of the cyber pipeline curriculum starting Fall 2023.

E (UTAs): We are requesting additional funding to support undergraduate teaching assistants for the Fall 2023 and Spring 2024 semesters. These students will assist the graduate students in supporting the computer science courses, helping answer participant questions, holding office hours, and grading. From our previous experience with running these courses for teachers, we found that teachers needed more support compared to our regular computer science students.

F (Speaker Fees): We are requesting additional funding to support inviting and recruiting a guest speaker in computer science education to give a guest talk at the KS CSTA conference and workshop.

Travel Budget

To continue building the teachers PLC, we are requesting these grant funds to host three-day on-campus professional development workshop and the 1-day 2024 Kansas Computer Science Teachers' Association (CSTA) Conference, both at the K-State Carl R. Ice College of Engineering. We see the Kansas CSTA chapter as providing a sustainable formal organizational component to the teachers' PLCs. We will use these grant funds to cover the cost of teachers (both cohort 1 and cohort 2) attending this workshop and the KS CSTA conference. One day of the workshop will be co-hosted with the College Board to provide in-depth AP training. Additionally, two of the senior personnel will be traveling to Manhattan for the conference.

F (Mileage): We are requesting funds to cover the cost of cohort 1 and 2 driving to Kansas State University Carl R. Ice College of Engineering. We estimate an average of a 200 mile round trip. This benefit is to be for participants who are not local to the Manhattan, KS area. Additionally, the senior personnel will be traveling from Wichita and Kansas City to attend the workshop and conference.

G (Lodging): We are requesting funds to cover up to four nights in a hotel room in Manhattan, KS for those participants traveling from outside of the area. We are requesting five nights in a hotel for the two senior personnel, to allow for a day of preparation before the workshop.

H (Subsistence): We are requesting funds to cover food expenses for all participants while they are at the three-day workshop and the one-day conference at Kansas State University. This includes working lunches and refreshments during the workshop/conference, allowing for continuous engagement for participants. In addition, we will provide per diem for out-of-town participants for up to 4 days and per diem for two senior personnel for 5 days.

Other Expenditures

I (Senior Personnel): We are also requesting funds to cover a portion of the salaries of the senior personnel running the professional development program – Dr. Josh Weese, Dr. David Allen, Dr. Nathan Bean, Dr. Safia Mallalah and Russell Feldhausen. This leadership team shares responsibilities of teaching the professional development courses and workshop; developing, evaluating, and improving the CPP curriculum materials and training program; and mentoring teachers.

J (Center for STEAM Education): The center is engaged in promoting K-12 Computer Science education to schools across Kansas. The Center is responsible for tracking participating school districts by counties and identifying areas that are unreached by this program. This work involves making contact with school district leadership to identify potential participants of future CS projects. Funding support for the STEAM center will cover administration duties, technology resources, research costs, promotional materials, and dissemination of research findings associated with the grant project. Additionally, the center will continue to track teachers within their district to collect data directly related to implemented pedagogies associated with the CS

curriculum. Finally, the STEAM Center will be responsible for the graduate admission process for all participants including the processing of fee waiver forms, graduate applications, and the enrollment process. Funding from this project will support the work of the Center for STEAM Education in the efforts to facilitate both internal and external mechanisms to recruit, register, and enroll teacher participants.

K (ALT+CS Lab): The Advancing Learning and Teaching in Computer Science (ALT+CS) Lab is responsible for offering the graduate computer science courses of the CS education graduate certificate, the adaptation of curriculum materials to meet the needs of specific schools using the Cyber Pipeline curriculum, and the evaluation and continuous improvement of the Cyber Pipeline Program. The lab is also responsible for managing the Cyber Pipeline help desk, which provides on-call teaching assistants to support teachers and K-12 students in the Cyber Pipeline. The ALT+CS lab will also be responsible for managing the accounting and finances of this grant project and the administration of arrangements for the workshop and conference. The funding requested for the lab will support these efforts.

Equipment Budget

No equipment expenditures are required for this project.

Works Cited

- Campbell, L. O., Hellwer, Samantha, Goodman, Brandi (2018). "Fostering Computational Thinking and Student Engagement in Literacy Classroom through Pop-up Makerspaces." Society for Information Technology & Teacher Education International Conference, Mar 26, 2018 in Washington, D.C., United States ISBN 978-1-939797-32-2
Publisher: Association for the Advancement of Computing in Education (AACE), Waynesville, NC USA
- Kesar, Shalini. (2018). Closing the STEM Gap: Why STEM classes and careers still lack girls and what we can do about it. Microsoft.
- Kumpulainen, Kristiina (2020). " Sociomaterial movements of students' engagement in a school's makerspace." British Journal of Educational Technology. <https://doi.org/10.1111/bjet.12932>
- Ni, Lijun & Bausch, Gillian & Benjamin, Rebecca. (2021). Computer science teacher professional development and professional learning communities: A review of the research literature. Computer Science Education. 10.1080/08993408.2021.1993666.
- Sheffield, Rachel, Koul, Rekha, Blackley, Susan & Maynard, Nicoleta (2017) Makerspace in STEM for girls: a physical space to develop twenty-first-century skills, Educational Media International, 54:2, 148-164, DOI: 10.1080/09523987.2017.1362812

FY 2024 HB 2466 GRANT APPLICATION SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

(Complete and return with **FINAL REPORT**)

Budgeted Items	Number of Items	Item Amount	Total Amount
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
Total for Professional Development			\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
Total for Equipment			\$
		\$	
		\$	
		\$	
		\$	
		\$	
Total for Travel			\$
		\$	
		\$	
		\$	
		\$	
		\$	
Total for Other Allowable Expenditures			\$
TOTAL FOR PROJECT			\$

(Return with **FINAL REPORT**)

Budget Narrative:

CONTRACTUAL PROVISIONS ATTACHMENT

Important: This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision:

The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 07-19), which is attached hereto, are hereby incorporated in this contract and made a part thereof.

The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the 11th day of August, 2023.

1. **Terms Herein Controlling Provisions:** It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated. Any terms that conflict or could be interpreted to conflict with this attachment are nullified.
2. **Kansas Law and Venue:** This contract shall be subject to, governed by, and construed according to the laws of the State of Kansas, and jurisdiction and venue of any suit in connection with this contract shall reside only in courts located in the State of Kansas.
3. **Termination Due To Lack Of Funding Appropriation:** If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges-hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least 30 days prior to the end of its current fiscal year, and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to 90 days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of the State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.
3. **Disclaimer Of Liability:** No provision of this contract will be given effect that attempts to require the State of Kansas or its agencies to defend, hold harmless, or indemnify any contractor or third party for any acts or omissions. The liability of the State of Kansas is defined under the Kansas Tort Claims Act (K.S.A. 75-6101 *et seq.*).
4. **Anti-Discrimination Clause:** The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001 *et seq.*) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111 *et seq.*) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101 *et seq.*) (ADA) and Kansas Executive Order No. 19-02, and to not discriminate against any person because of race, color, gender, sexual orientation, gender identity or expression, religion, national origin, ancestry, age, military or veteran status, disability status, marital or family status, genetic information, or political affiliation that is unrelated to the person's ability to reasonably perform the duties of a particular job or position; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) Contractor agrees to comply with all applicable state and federal antidiscrimination laws and regulations; (g) Contractor agrees all hiring must be on the basis of individual merit and qualifications, and discrimination or harassment of persons for the reasons stated above is prohibited; and (h) if it is determined that the contractor has violated the provisions of any portion of this paragraph, such violation shall constitute a breach of contract and the contract may be canceled, terminated, or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.
6. **Acceptance Of Contract:** This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.
7. **Arbitration, Damages, Warranties:** Notwithstanding any language to the contrary, no interpretation of this contract shall find that the State or its agencies have agreed to binding arbitration, or the payment of damages or penalties. Further, the State of Kansas and its agencies do not agree to pay attorney fees, costs, or late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect that attempts to exclude, modify, disclaim or otherwise attempt to limit any damages available to the State of Kansas or its agencies at law, including but not limited to the implied warranties of merchantability and fitness for a particular purpose.
8. **Representative's Authority to Contract:** By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute this contract on behalf of the contractor and that the contractor agrees to be bound by the provisions thereof.
9. **Responsibility for Taxes:** The State of Kansas and its agencies shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.
10. **Insurance:** The State of Kansas and its agencies shall not be required to purchase any insurance against loss or damage to property or any other subject matter relating to this contract, nor shall this contract require them to establish a "self-insurance" fund to protect against any such loss or damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101 *et seq.*), the contractor shall bear the risk of any loss or damage to any property in which the contractor holds title.
11. **Information:** No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101 *et seq.*
12. **The Eleventh Amendment:** "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."
13. **Campaign Contributions / Lobbying:** Funds provided through a grant award or contract shall not be given or received in exchange for the making of a campaign contribution. No part of the funds provided through this contract shall be used to influence or attempt to influence an officer or employee of any State of Kansas agency or a member of the Legislature regarding any pending legislation or the awarding, extension, continuation, renewal, amendment or modification of any government contract, grant, loan, or cooperative agreement.

- To assure all records shall be subject at all reasonable times to inspection, review, or audit by State personnel and other personnel duly authorized by KSDE. The award recipient assures that all financial records, supporting documentation, statistical records and all other records pertinent to the grant award shall be retained by the award recipient for at least **five years** following the end of the grant project period.
- If the activities described in the grant application have not commenced within **60 days** after acceptance of the grant award, the award recipient shall report in writing the steps taken to initiate the grant project, the reasons for delay and the expected starting date. If the activities have not commenced within **30 days** of receipt of the above letter, the award recipient shall submit to CTE a further statement in writing regarding the delay. Upon receipt of the second letter, KSDE may terminate the grant, and the award recipient shall return to KSDE all unused grant funds with a complete accounting of all expenditures.
- KSDE reserves the right to terminate any grant award and cease payment to the award recipient for failure to comply with applicable laws, regulations, and/or terms of the grant assurances. Further, KSDE may seek reimbursement of any or all grant funds and may reclaim durable goods purchased with these grant funds if the award recipient fails to perform in accordance with the terms of the grant assurances and reporting requirements.

Kansas State University

assures the Kansas State Department of Education of its intent to comply with the assurances and contractual agreements as outlined in this document. Further, we are willing to explain, in writing, how we intend to comply with each of these assurances and agreements.



Paul R. Lowe, Associate Vice President for Research

08/11/2023

 103 Fairchild Hall, 1601 Vattier Street, Manhattan, KS 66506-1103 *Address (Street, City, State, Zip Code)*

PN561.04.2011.389

FY 2024 HB 2466 GRANT APPLICATION SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

The Fund

House Bill 2466, the Promoting Advancement in Computing Knowledge (PACK) Act, provided funding for providing professional development to Kansas educators to support computer science program delivery and/or program expansion to meet critical technical workforce development needs. These funds are distributed through a competitive grant process, with the total amount available for FY 2024 at **\$1,000,000** and must be expended by June 30, 2024. Applications will be processed beginning on August 1st, 2023, for selection. Applications will still be accepted after August 1st until funds are depleted.

Eligible Recipients

Applicants eligible for an award under this grant must meet the following criteria:

- 1) Be a **high-quality professional learning provider**:
 - a. "High-quality professional learning providers" means any school district, interlocal cooperative, school district cooperative, institution of higher education, nonprofit organization or private entity that:
 - i. Has successfully designed, implemented and scaled high-quality professional learning for teachers; and
 - ii. is approved or recommended by the state board of education as providing high-quality professional learning.
- 2) Demonstrate that they can meet the following conditions:
 - a. Recruit new and existing teachers with little to no computer science background;
 - b. use research-based or evidence-based practices for high quality professional development;
 - c. focus the professional learning on the conceptual foundations of computer science;
 - d. reach and support marginalized racial and ethnic groups underrepresented in computer science;
 - e. provide teachers with concrete experience with hands-on, inquiry-based practices;
 - f. accommodate both teacher and student needs; and
 - g. ensure that participating districts shall begin offering a computer science course within the same or next school year after the teacher receives the professional learning

Applicants will be evaluated based on the following preferential criteria:

- 1) School districts and/or cooperatives that work in partnership with providers of high-quality professional learning;
- 2) Proposals that describe strategies to enroll female students, students from marginalized racial and ethnic groups underrepresented in computer science, students eligible for free and reduced-price meals, students with disabilities and English language learners; and

- 3) proposals from rural or urban areas that experience difficulties providing computer science offerings.

Award Period

This grant award(s) is for the period **July 1, 2023** through **June 30, 2024**.

Purposes for PACT Act Grants

PACK Act Fund grants **must** support professional development activities in building computer science teaching capacity in Kansas K-12 public education and must be geared toward enhancement or expansion of programs in support of computer science.

Application Process

Interested, qualified applicants must submit a form W-9 and a proposal describing the nature and scope of the proposed project and the amount of funding requested. Proposals for PACK Act Fund grants should include a cover sheet, a project application, a detailed budget and budget narrative which identifies specifically how the funds will be expended as well as outline how the project will enhance programs supported. Completed assurances forms will be requested if the proposal is funded.

Submission Requirements

For consideration in initial round of grants, an electronic copy of the PACK Act Fund Proposal must be submitted to: Stephen King, PhD, sking@ksde.org, no later than 5:00 p.m. local time on **August 11, 2023**. Proposals received after the due date will be considered until funds are depleted.

Documents	Due Date	Submit to
Electronic copy of Cover Sheet, Application, Project Activities Sheet and Budget Information	8/11/23	sking@ksde.org Stephen King
Hard copy of all documents w/original signatures, contractual provisions and local assurances attachments	Upon Request	KSDE CSAS c/o Stephen King 900 SW Jackson, Suite 653 Topeka, KS 66612

Reporting Requirements

Grant recipients must provide a final narrative, a final project activities sheet, and a final expenditure report no later than **August 31st, 2024**. The applicant's Grant Coordinator is

responsible for verifying reported information as well as ensuring the final report is submitted as required.

Invoicing Requirements

Grant recipients must submit one invoice each month of the award period prior to the 20th of the month, or an email indicating that no invoice will be sent for that month. Invoices should use the grantee's format but should make clear which category of Budgeted Items (from the original application or later approved modification) each expense that is invoiced should be allocated toward.

Invoices must be submitted to Stephen King either via email or postal service at the addresses on page 2.

Grant Award Modifications

Modifications are permitted with prior KSDE approval as long as the modification does not increase the total amount of the grant. Modifications should be submitted to Stephen King via email using a format that makes clear the purpose of the changes and the amount of change to each budgeted category.

This final report shall include at least the following information:

- 1) The number of teachers prepared;
- 2) the number of students reached;
- 3) the number and percent of students reached disaggregated by gender, race, ethnicity and socioeconomic status; and
- 4) the number of teachers and school districts that implemented computer science courses versus the number of prepared teachers that attended professional learning

Failure to Commence Project

If the project activities described in the grant proposal have not commenced within 30 days after acceptance of the grant award, the recipient must report in writing the steps taken to initiate the project, the reason for the delay and the expected start date, and submit an adjusted project timeline. If project activities have not commenced within 10 days of receipt of the above letter, KSDE may terminate the grant and the recipient will be required to return all unused grant funds with a complete accounting of all expenditures. **All funds must be expended by June 30, 2024.**

Right to Terminate the Grant

After a grant is awarded, any adjustments and/or modifications to the activities or budget amounts must be approved by KSDE prior to the change occurring. Failure to request grant

changes in advance may result in the returning of funds expended without approval and/or termination of the grant. KSDE reserves the right to terminate any grant award and cease payment to the recipient for failure to comply with applicable laws, regulations, and/or terms of the grant assurances. Further, KSDE may seek reimbursement of any or all grant funds and may reclaim any equipment, durable goods and other property purchased with these grant funds if the recipient fails to perform in accordance with the terms of the grant assurances and reporting requirements.

Unused Funds

All grant funds awarded but not expended by **June 30, 2024** will not be disbursed to grantee.

FY 2024 HB 2466 GRANT APPLICATION SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

Cover Sheet

INT#622 ESSDACK

USD # and Name or Organization Name

Secondary Funding: I understand that if funds become unavailable this application may be terminated. If satisfactory progress and documentation are not made regarding the intended outcomes of this application or if this institution fails to comply with applicable laws, regulations, assurances and/or terms of this grant this application becomes null and void and all funds must be returned.

List Contact Persons

Responsibility	Name & Position	Telephone	Email Address
Application Completer	Clelia McCrory-Career/Grants Specialist	620-694-9289	cleliamccrory@essdack.org
Administrator	Dr. Chad Higgins	620-663-9566	chadhiggins@essdack.org
District Clerk/ Finance Officer	Deborah Haneke	620-728-8585	debhaneke@essdack.org

Provide individual participant information below.

Participant Name (First & Last)	Participant Role	Telephone	Email Address
Clelia McCrory	CTE/Mentor/Co-PI	620-694-9289	cleliamccrory@essdack.org
Michael Cargill	Co-PI/Mentor (CS industry nationally trained trainer)	620-282-3189	mcargill@stafford349.com
Elizabeth Parker	Mentor/Co-PI	620-727-7091	bethparker@essdack.org
Kendra McAlister	Program Director, Kansas Workforce ONE	620-200-1427	kendra@kansasworkforceone.org

Dr. Chad Higgins

Administrator's Signature

8/8/2023

Date

|||

STATE USE ONLY—DO NOT WRITE BELOW THIS LINE

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Approved Grant Award Amount

KSDE Authorized Representative

Date

FY 2024 HB 2466 GRANT APPLICATION SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

A. Project Narrative

- Explanation/Description of the Professional Development and the Overall Proposed Uses

The “Computer Science in Industry-Cadre” project (CSI-C) has been carefully developed to meet the unmet needs of many small, rural school districts who primarily do not have current staff with existing knowledge, skills, and verifiable computer science experience needed to teach one or more courses that address the five elements of the new Kansas Computer Science Standards, especially the element of “using algorithms and developing code/programming”. At the same time, there are rural Kansas industries considering the use and/or expansion of automation or other processes that require coding/programming. To do so would require the need to locate - more trained workers that are willing or prefer to live in rural Kansas.

After visiting with several ESSDACK area county economic development directors and Mr. Dave Mullins, Director of the Business and Industry Institute at Hutchinson Community College, it became apparent that C++ was the coding/programming language most often being requested by area business and industry. “C++ is an object-oriented programming language that is viewed by many as the best language for creating large-scale applications.” According to <https://www.coursera.org>, “C++ is among the top 10 most widely-used programming languages in the world. It’s a general-purpose programming language (GPL), which means you can use it to build any type of program.” Therefore, the CSI-C project will offer learning supports and hands-on projects using C++ language to teach a year-long, high-quality computer science course addressing all five elements of the Kansas Computer Science Standards. Mrs. McCrory has had multiple industry contacts indicate that once a student becomes proficient in the C++ language, they can easily learn other utilized computer science languages like Java or Python.

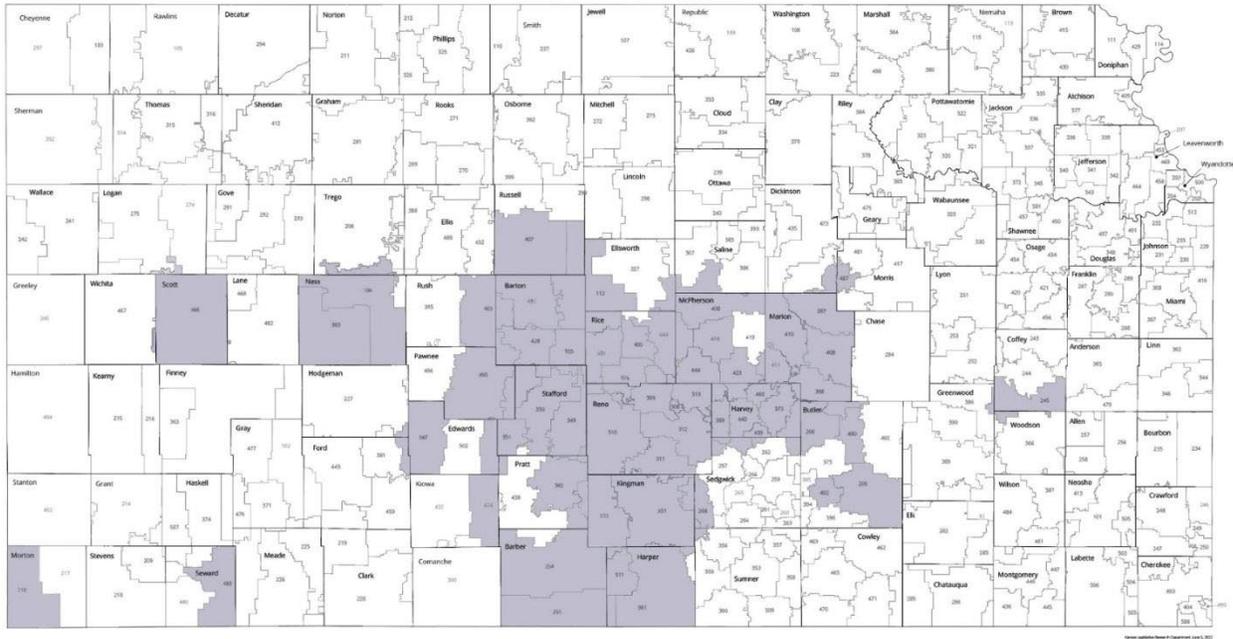
Many school districts now realize they are required to “offer” one or more high quality computer science courses at the high school level that address the five elements in the new computer science standards. Therefore, the CSI-C project will help Kansas communities grow a higher skilled workforce AND ALSO help many Kansas mostly rural school districts address the requirement to offer at least one high quality computer science course.

ESSDACK reached out in preparation for this grant funding opportunity to its 58 regional education service center member school districts (despite the calendar timing being before school staff have returned for 23-24

school year). As of August 7th, 2023, 30 school districts have committed to the proposed CSI-C; 19 districts are higher-need (above 40% free-reduced school district lunch rate for 2022-2023 (as posted at www.ksde.org). The number of confirmed teacher participants from those 30 districts is 35-48 which is below the 60-teacher maximum CSI-C Professional Development Project. Confirmed districts and requested participant numbers are listed in the chart below:

Computer Science in Industry - Cadre			
ESSDACK Member District Confirmed Participant Numbers			
Districts listed below have confirmed their intent to register 1-3 teachers for the			
School District Name	22-23 F/R Lunch Percentage	Minimum # of Participants	Maximum # of Participants
Attica Public Schools USD 511	61.40%	2	2
Barber County North USD 254	54.10%	1	2
Burrton USD 369	53.40%	1	2
Canton-Galva USD 419	38.40%	1	2
Central Plains USD 112	14.80%	1	2
Chaparral USD 361	66.00%	1	1
Chase Raymond USD 401	83.20%	1	1
Cheney USD 268	28.70%	1	1
Cunningham USD 332	32.00%	1	1
Ellinwood USD 355	43.50%	1	1
Fairfield USD 310	58.80%	2	3
Goessel USD 411	34.00%	1	2
Halstead-Bentley USD 440	44.90%	1	2
Herington USD 487	69.50%	1	1
Inman USD 448	30.40%	1	1
Kinsley-Offerlee USD 347	57.50%	2	2
Little River USD 444	30.40%	1	1
Lyons USD 405	73.20%	1	2
Macksville USD 351	67.20%	1	1
Marion-Florence USD 408	47.20%	1	2
Moundridge USD 423	41.80%	1	2
Otis-Bison USD 403	33.50%	1	2
Peabody-Burns USD 398	56.20%	2	2
Remington-Whitewater USD 206	39.20%	1	2
Sedgwick USD 439	36.60%	1	1
Smoky Valley USD 400	25.90%	1	1
South Barber USD 255	60.10%	2	2
Stafford USD 349	58.80%	1	1
Sterling USD 376	42.90%	1	2
Western Plains USD 106	66.10%	1	1
TOTAL CONFIRMED PARTICIPANTS		35	48

ESSDAK serves member school districts in the following counties as displayed in the map below; the districts are located primarily in rural western and central Kansas.



Based upon our research and connections with regional workforce development and county economic development agencies, we have created a partial list of businesses and industries by county that utilize computer science (especially coding and programming applications). An expanded list will be used with our teacher participants to help them identify nearby industry partners to enhance learning relevance for the students:

County	Member USD	Businesses Utilizing Advanced Computer Science
Barber	254, 255	Gold Bond
Barton	112, 431, 403, 428, 495, 355	KMW, Superior Essex
Butler	205, 206, 402, 405, 398	D-J Engineering (Augusta)
Coffey	245	EMP Shield, Wolf Creek Nuclear Generating Station, Forte (plastics mfg)
Edwards	347, 351	Skyland Grain
Ellsworth	112, 400	Great Plains Mfg
Harper	361, 511, 255, 331, 332	Harper Industries
Harvey	313, 373, 440, 369, 439, 206, 423, 460, 398	AGCO, Full Vision, Millenium Machine, Stanley Black & Decker
Kingman	331, 311, 332, 268, 361	Great Lakes Polymer Technologies
Kiowa	474	Bucklin Tractor & Implement Co.
Marion	411, 397, 410, 398, 408	Barkman Honey, Bradbury (Marion Tool and Die), Container Services Inc, Hillsboro Industries
McPherson	400, 418, 444, 448, 423, 419, 306, 411	Bradbury, CertainTeed, CHS McPherson Refinery, MKC, Moridge Mfg, Pfizer, Viega, Westlake Pipe and Fitting, Paramount Placement
Morton		Seaboard Foods (pork production - Rolla)
Ness	106, 303	Webber-Gross Welding
Pawnee	351, 495	Ball Manufacturing, Titan Steel Manufacturing
Pratt	351, 332, 254, 310, 349	Cross Mfg.
Reno	308, 309, 310, 311, 312, 313, 331, 369, 376	ADM, Collins Bus, Hutchinson Water Treatment Plant, Jackson Dairy, Kuhn Krause, Lowen, Siemens Gamesa, Tyson, Yoder Smokers
Rice	376, 405, 401, 112, 444, 309, 448	Jacam Catalyst, Kansas Ethanol, KMW, Lyons Salt
Rush	403	KBK Industries
Russell	112, 407	Illinois Tool Works
Scott	466	American Implement (John Deere)
Sedgwick	268	Manufacturing Development Inc., Charles Engineering, Textron Aviation, Farrar Corp. (Cheney), Weckworth Mfg (Haysville)
Seward	483	National Beef
Stafford	349, 350, 351, 355, 428, 401	Stafford County Flour Mill

In addition to doing initial recruitment as listed above, ESSDACK led a small-scale pilot that provided students the opportunity to experience computer coding and programming using Arduino microcontroller platform and two levels of robotics (using Raspberry Pi robotics and FANUC industrial robotics). This distance learning project had a few students from three participating school districts. The six students participating in the pilot had varied demographics that could be scaled up with similar results due to the Computer Science in Industry-Cadre project being offered initially face-to-face with trained instructors.

Student:	Demographics:	Courses Taken:	Success (yes or no) and related Future Plans:
1	Female, white	Electronics/coding, Robotics Coding Programming, FANUC Industrial Robotics	Yes (with all 3) Still In high school but wants to do more coding programming and robotics
2	Female, white	Electronics/coding and Robotics Coding Programming	Yes (with 2) Moved out of state afterwards so current status unknown
3	Male, Hispanic	Electronics/coding and Robotics Coding Programming	Yes (with 2) went to Barton CC majoring in Computer Security and has part-time job as computer tech in Great Bend
4	Male, white, qualified for free lunch (low poverty)	Electronics, Robotics Coding Programming, and FANUC Industrial Robotics	Yes (with 3) went to Viega Manufacturing at McPherson serving as robotics technician apprentice
5	Male, white	Electronic, Robotics Coding Programming, and FANUC Industrial Robotics	Yes (with 3) went to WSU Tech to continue coursework in robotics
6	Male, white, had a SPED disabilities IEP	Electronics, Robotics Coding Programming, and FANUC Industrial Robotics	Yes (with 3), went to Viega Manufacturing at McPherson serving as robotics technician apprentice

RESEARCH BASIS:

1. Recruit new and existing teachers with little or no computer science background

(ESSDACK has already recruited a majority of the available up to 60 training cadre slots before submission and almost all of the confirmed participants have little or no computer science (see the above district chart). The research findings also gave another suggestion:

Tan et. al. (2017) found that building resilience in students through strong disciplinary engagement using low-cost embedded platforms such as Arduino tends to reduce student attrition because they felt more engaged in the programming process and enjoyed seeing the practical applications of hardware programming.

2. Use research-based or evidence-based practices for high quality professional development

According to Herger & Bodarky (2015), there are a number of open source programming and affordable hardware platforms that trainers can use to implement low cost and interactive learning programs for various age groups but not as much is available for Grades 7-12 computer science learning. Arduino projects have been found to be interesting for Grades 7-12 students and not seem juvenile so teachers experiencing PD on how to use Arduino kits can then engage students in basic elements of engineering and computer programming. Their research-based training programs utilized the use of Arduino UNO, Raspberry Pi Gemma kits, and Flora kits. Arduino is an open source, micro controller-based hardware platform along with integrated development environment software that can be used to write code to then manipulate the hardware. Karaahmetoglu & Korkmaz (2019) found that the use of Arduino educational robot applications also contributed significantly to growth in students' computational thinking skills in their research study.

Sari, et.al. (June, 2022) study examined how to develop algorithmic thinking and what kinds of activities and learning content could be used in classrooms. The effect of STEM-focused physical computing activities using Arduino was investigated by mixed-method research. The findings found that STEM-focused physical computing activities developed teacher candidates' algorithmic thinking skills. In addition, the other Sari, et.al (2022) study found that STEM-focused Arduino activities have a positive effect on improving the problem-solving and entrepreneurship skills of teacher candidates.

The Johnson et.al. (May, 2023) study was a replication study using self-efficacy theory to design Arduino instruction for novices. The one-group pretest-posttest design found that the instructional treatment had significant and large effects in increasing students' interest in Arduino, breadboarding self-efficacy, programming self-efficacy, and Arduino knowledge. Johnson used Bandura's 1986 self-efficacy theory to develop the lesson and laboratory activity instructional treatment to teach circuit breadboarding and Arduino programming to novice students in agriculture classes. Self-efficacy is defined as a person's confidence in their ability to perform a particular behavior or task. The Johnson

May, 2023 study results found approximately the same improvement in results as the Bandura 1986 study. So, it's important when teaching "microcontrollers and programming to novices, instructors should encourage students, express confidence in student abilities, teach enthusiastically, break larger tasks into carefully sequenced subtasks, and provide multiple opportunities for students to experience mastery, vicarious, and social persuasion experiences" (quoted from p.81).

3. Focus the professional learning on the conceptual foundations of computer science

The professional development training plan shall focus upon the conceptual foundations of computer science. (Shute et.al. (2017) indicated that the key processes involved with computational thinking are "problem (re-)formulation, recursion, decomposition, abstraction, and systematic testing of the solutions and procedures." (Florez et.al., (2017) further indicated the importance of providing opportunities to collaborate so that teachers can experience peer support. Florez also listed the value of using visualization tools which will help students develop and then create clarity about their mental models about programming concepts.

Brennan and Resnick (2012) cited the three key areas of computational thinking are computational concepts, computational practices, and computational perspectives. Computational practices are the problem-solving processes used during programming such as testing and debugging. Computational perspectives include the students' understanding of themselves and their interaction with others and with technology such as questioning technology as a way to solve real-life problems.

4. Reach and support marginalized racial and ethnic groups underrepresented in computer science

Scherer et.al. (2020) found in his meta-analysis of teaching and learning computer programming study that using visualization tools such as Arduino kits or robots was found to increase multi-racial female enrollment in coding classes as well as promote larger achievement gains with females that tend to be underrepresented in STEM courses. In addition, the 22-23 ESSDACK "pilot" small group informal computer science project of six students using Arduino electronics/coding and Raspberry Pi coding/robotics attracted one Hispanic student and he was successful with both hands-on computer science courses and now is continuing his education at Barton CC majoring in Computer Security and working a part-time job as a computer tech in Great Bend. Most of the ESSDACK rural school districts have very little racial and ethnic diversity but this is a success story to utilize for our envisioned PACK Grant replication on a larger scale.

5. Provide teachers with concrete experience with hands-on, inquiry-based practices

Kafai & Burke (2013) in their research study found that creating games using coding and programming robots are especially effective for teaching and learning programming because they shift the focus from creating the code to the applications and the making of creative products. The Chichekian et.al. (2022)

study utilized Arduino kits to teach computer coding for usage in engineering robotics when instruction had to occur virtually instead of physically face to face. They found significant increases for interest in robotics as well as the conceptual understanding of microelectronics and computer programming. They found that moving complex engineering ideas to novel virtual delivery situations using the hands-on Arduino microcontroller platform for instructional delivery worked! The research findings of the Chichekian study might promote computer coding and programming to happen through virtual instructional delivery using hands-on tools like Arduino microcontroller platform so that computer programming and coding student proficiency in Kansas could result statewide for future industrial applications!

6. Accommodate both teacher and student needs

Liu et.al. (2013) studied the use of hands-on learning strategies to teach computer science coding and programming and noted that when using programmable robotics tools like Arduino kits or other types of robots, the students can directly test their developed code and get immediate feedback that is observable such as robotic movements. The Malik et. al. (March, 2023) study found that using project-based learning, hands-on activities, and flipped teaching increased students' learning motivation and their perceptions of their learning during computer science instruction. The Tsiastoudis et.al. (2018) study found that the literature cited the low participation of students with disabilities in subjects related to STEM education. But, with utilizing the Arduino platform in the computer science course, the students with hearing disabilities participated in equal terms with other students and achieved comparable results.

The views of pre-service teachers from different disciplines using Arduino kits was examined during the Basarmak et.al study (2021). One of the most important goals in this study was for the training and implementation process used with the teachers to accentuate the importance of coding and robotic applications. The researchers also strived to raise awareness of how utilizing coding in student learning would help their communities. Their students would become proficient in using coding skills and then help employers better meet the workforce needs for the future. The study also suggested that pre-service teachers can improve themselves individually by doing cross-disciplinary work with various Arduino implementations.

7. Ensure that participating districts shall begin offering a computer science course within the same or next school year after the teacher receives the professional learning

(As part of the initial recruitment process, ESSDACK made school districts aware of the expectation to offer one or more computer science courses that would address all five elements of the computer science standards which also includes Element 5: Using Algorithms and Developing Code Programming. The planned, prepaid after training mentoring follow-up activities for 24-25 for each participant should help ensure that the participant is implementing a computer science course.)

The TRAINING PLAN for CSI-C would center on Computer Science Learning Activities with daily embedded “Learning Nuggets” (like brief labor market need talk, KS Workforce activity, etc.) throughout the three training days. (The accompanying research and evidence-based effectiveness usage of Arduino hands-on resources to teach a computer science course includes a RESOURCE BINDER that will be provided to all 60 teacher participants along with follow-up mentoring. These will also address all of the learning standards listed for the AP Computer Science Principles course. The AP Computer Science Principles course addresses all five elements of the Kansas Computer Science Standards (according to Stephen King at KSDE):

Training Day:	Computer Science Element and Standards Addressed:	Activities:	Supplies Used:
Day 1	<p>(Impacts of Computing): L1.IC.CP.01 L1.IC.C.01 L1.IC.C.02 L1.IC.C.03 L1.IC.SI.01 L1.IC.H.01 L1.IC.SLE.01 L1.IC.SLE.02 L1.IC.SLE.03</p> <p>(Variables/Controls) L1.AP.V.01 L1.AP.C.01 L1.AP.C.02 L1.AP.C.03 L1.AP.C.04</p>	<p>*Introduction: Hand out kits & make introductions. Find Breadboards, micro-processor, resistors and conductors, LEDs</p> <p>*Using Sticky Notes: (sample questions) Ask most significant impact computers have had on their life, then their parents’ life, then their grandparents’ life and explain their answers.</p> <p>*Introduction to Breadboard Design & construct single circuit using a 9 volt battery conductors, resistor, LED and breadboard.</p> <p>*Lab-Parallel vs. Series Circuits</p> <p>*Introduction to Arduino w/ activity</p> <p>*Lab-Connecting Micro-processor to Laptop</p> <p>*C++ Coding (digitalWrite)</p> <p>*Design, construct and code, using C++ a circuit that produces a HIGH and LOW OUTPUT to an LED</p> <p>*Create program that utilizes digitalWrite and delay commands that turns on and off a series of LEDs all at the same time.</p> <p>*Create program that utilizes “digitalWrite” and “delay” commands that turns on and off a series of LEDs at individual times</p> <p>*Design, construct & code, using C++ a circuit that produces one LED blinking 5 times, followed with a 1 second HIGH and 1 second LOW</p>	<p>Elegoo Super Starter Kit UNO R3 Laptop Computer (PC Preferred) Download Arduino Software.</p>

		<p>*Design, construct & code, using C++ a circuit that produces two blinking LEDs blinking at individual times. LED 1 blinks 5 times, LED 2 blinks 3 times, followed with a 1 second HIGH and 1 second LOW.</p>
<p>Day 2</p>	<p>*Assignment Review - suggested code (copy/paste reviewed) *C++Coding (“for loop”) activity - Design, construct and code, using C++ a circuit that produces a repetitive HIGH and LOW OUTPUT to a series of LED for a specific number of blinks. Code provided and reviewed. Goal is to successfully develop a “for loop”. *Lab (using digitalWrite to develop a “for loop”) -Create program that utilizes digitalWrite and delay commands that turns on and off a series of LEDs all at the same time for a specific number of times. -Create program that utilizes digitalWrite and delay commands that turn LED 1 on for 5 blinks and LED 2 on for 3 blinks before returning to LOW. -Create program that utilizes digitalWrite and delay commands that turn LED 1 on for 5 blinks and LED on for 3 blinks before returning to LOW. Now nest “for loops” so that LED1 and 2 blink for a set 3 times before going to LOW. C++Coding (serial port) (example of serial port is an ATM) -Coding Arduino to act as a serial port and setting baud rate (guided instruction) then Lab (Activate the serial port and set baud rate) – develop the code in the VOID setup that allows Arduino to open the serial port and determine a baud rate, *C++ Coding (“while loop”) with activity: Developing a “while loop” that allows an outside party to input to your device. We will be using the serial port and coding a “while loop”. This activity also reinforces digitalWrite and “for loops”.</p>	<p>Same as Day 1</p>

		<p>*LAB: (Develop a “while loop” and activate the serial port)</p> <p>1. Design, construct & code a circuit that allows a third party individual to determine the number of times that an LED blinks.</p> <p>2. Design, construct and code a circuit that allows a third party individual to determine the number of times that two LEDs blink individually.</p> <p>Assignment: Develop & implement the code that would allow a new student, at your school to answer a series of questions that would help enroll them. (Example: What extracurricular activities are you involved in?; How old are you?, In what year do you expect to graduate?)</p>	
Day 3		<p>*Review of Assignment (Code will be provided for guided assistance.)</p> <p>*Lesson: Pulse Width Modulation PWM and analogWrite) – an individual can dim an LED or slow a motor by including PWM.analogWrite into the code.</p> <p>*Guided Instruction: With review of the micro-processor and using analogWrite we will develop a code where the brightness of an LED can be adjusted. This code will also hold true with slowing a motor,</p> <p>*LAB: (adjusting the brightness of an LED using PWM/analogwrite and a “for loop”) – Design, construct and code a circuit that will adjust the brightness of an LED from 0 to 255 in 2 seconds.</p>	Same as Day 1
Day 3 (cont.)	<p>(Data Analysis) L1.DA.C.01 L1.DA.CVT.01 L1.DAIM.01 L1.APA.A.01 (Additional CTE) L2.AP.A.01 L2.AP.A.02 L2.AP.A.03 L2.AP.A.04 L2.AP.A.05 L2.AP.A.06 L2.Ap.C.01 L2.AP.M.01 L2.AP.M.03</p>	<p>*Lesson (Conditional Statements- if/else)</p> <p>-This is where the computer begins to make decisions based on a given set of perimeters.</p> <p>*Guided Instruction Activity: Design, construct, and code a circuit that when the input number is less than 5 the red LED will light. When the input number is equal to or greater than 5 green LED will be illuminated.</p>	

		<p>*LAB: (Design a survey where individuals are allowed to select a color and assign their selection to a specific number) – Design, construct & code a circuit where individuals are allowed to select a color, assign their color a specific number and blink a corresponding LED.</p> <p>Review of the Training (including review of resources like the prepared manual)</p> <p>Potential add-on courses: Programmable Logic Controllers Robotics Industrial Machining FANUC Industrial Robotics CNC</p> <p>Point out Additional CTE Career Focused Students standards!</p>	
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- Expected Measurable Outcomes/Project Deliverables
Grant recipients will:

- 1) 60 teachers from primarily small, rural high schools will be offering at least one course in Computer Science starting in Fall 2024 using a high-quality curriculum aligned with regional or within-county industry entity connections.
- 2) 60 teachers will be provided two hours of graduate computer science college credit through grant funding with the option to accessing up to two additional hours of graduate computer science college credit on their own as they implement the follow up levels of professional development after the two cadres of 30 teachers to be offered during this grant.
- 3) Through synergistic activities (see Partnerships and Collaboration below) we will gain insight into teachers' identity and self-efficacy in computer science/computational thinking as they utilize their grant-funded Arduino kits and other resources.
- 4) 60 teachers will be connected to local or regional industry entities located near their school district utilizing the computer science standards elements especially including cybersecurity and coding/programming so impacted students can readily see learning relevance beyond their rural high school.
- 5) Kansas Workforce ONE and other regional workforce development offices are partnering with ESSDACK during and after the training cadres to further connect the students and their school districts with various workforce development resources including apprenticeship options.

- 6) Grant-funded follow-up mentoring will occur five times with each teacher participant during 24-25 school year to further ensure high-quality implementation of the provided CSI Cadre PD back at the school site.

- Partnerships and Collaboration

MidAmerica Nazarene University, 2030 E. College Way, Olathe, KS – ESSDACK will continue to partner with its higher education partner for providing nationally accredited graduate college credit for its training participants. Glenna Murray and Cristy Worthington (Continuing Education & Partnership Development Specialists) at MidAmerica Nazarene University will make available SCI graduate credit for the Computer Science in Industry computer science course to be offered in 2024 during the two training cadres. Teachers will earn two hours of grant-funded graduate college credit and then can also access additional graduate computer science SCI credit for doing additional levels of content implementation up through IMPACT level. MidAmerica Nazarene University processes the college credit for \$90 per credit hour for ESSDACK trainings when not providing the course instructor(s). (see provided support letter)

Viega Manufacturing at McPherson, KS (John Nuthall – Apprenticeship Manager) John.nuthall@viega.us – Two of Mr. Cargill’s students from XYZ High School (name changed to protect student identity) who learned C++ coding and programming and then FANUC industrial robotics at XYZ High School now work using these skills at Viega Manufacturing. Mr. Nuthall hopes to work with the CSI-C Project to help the region’s training project teachers and students connect to real world industrial applications using their coding/programming/troubleshooting skills. Zoom technology or a field trip will make this possible even during their school year.

Kendra McAlister (Program Director Kansas Workforce ONE) kendra@kansasworkforceone.org – Kendra McAlister has worked with ESSDACK before with our Hutchinson/Pratt Perkins Regional Needs Assessment and our annual Career Expo. She will connect with the teacher participants during the training cadre and will share additional resources from Kansas Workforce Development Centers across the state that will further help connect CSI-C schools teaching advanced computer science skills to the growing and changing needs of Kansas business and industry. (see Workforce One support letter from Executive Director Deb Scheibler)

B. Funding

- Funding for this grant is requested at the following level: **\$190,800**
- Funding will go to cover costs associated with the Program.
- Itemize activities on the *PACT Act Fund Project Activities Sheet & Budget Sheet*.

C. Contractual Provisions Attachment and Local Assurances/Contractual Agreements

ESSDACK will follow up with signed assurances and agreements shortly after grant award notification (any modifications within two weeks and signed assurance/agreements in less than 30 days as noted in technical assistance PowerPoint or forms).

Submit completed copies of these documents (electronic only) — typed names & dates on the electronic copies and original signatures on the hard copy (if submitted) to be submitted no later than 30 days after the grant is awarded.

RESEARCH LIST OF WORKS CITED:

- Basarmak, U., Uluay, G., & Polat, D. (2021). Views of pre-service teachers in different disciplines about coding with Arduino. *Malaysian Online Journal of Educational Technology*, 9(2), 1-14. <http://dx.doi.org/10.52380/mojet.2021.9.2.195>
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- Chichekian, T.; Trudeau, J.; & Jawhar, T. (2022). Disrupted Lessons in Engineering Robotics: Pivoting Knowledge Transfer from Physical to Virtual Learning Environments. *Journal of Science Education and Technology*, 31(5), pp. 555-569.
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- Malik, K.M. & Zhu, Meina, (March, 2023). Do Project-Based Learning, Hands-On Activities, and Flipped Teaching Enhance Student's learning of Introductory Theoretical Computing Classes? *Education and Information Technologies*, 28(3), pp. 3581-3604.
- Sari, U.; Celik, H.; Pektas, H.M.; Yalcin, S., (June, 2022). Effects of STEM-Focused Arduino Practical Activities on Problem-Solving and Entrepreneurship Skills. *Australasian Journal of Educational Technology*, 38(3), 140-154.

- Sari, U.; Peklas, H.M.; Sen, O.F.; Celik, H., (June, 2022). Algorithmic Thinking Development through Physical Computing Activities with Arduino in STEM Education. *Education and Information Technologies*, 27(5), 6669-6689.
- Scherer, R., (2016). Learning from the past – the need for empirical evidence on the transfer effects of computer programming skills. *Frontiers in Psychology*, 7(1390), <https://doi.org/10.3389/fpsyg.2016.01390>.
- Shute, V.J.; Sun, C.; & Asbell-Clarke, J., (2017). Demystifying computational thinking. *Educational Research Review*, 22, 142-158. <https://doi.org/10.1016/j>.
- Tan, W.L.; Venema, S.; & Gonzalez, R., International Association for Development of the Information Society, (Paper presented at the International Association for Development of the Information Society (IADIS), *International Conference on Educational Technologies (5th, Sydney, Australia, Dec. 11-13, 2017)*).
- Tsiastoudis, D. & Polatoglou, H., (June, 2018). Inclusive education on stem subjects with the Arduino platform, Proceedings of the 8th International Conference on Software Development and Technologies for Enhancing Accessibility and Fighting Info-exclusion, pp.234-239, <https://doi.org/10.1145/3218585.3218666> .

Organization Name: **INT#622 ESSDACK**

Grant Year: FY 2024

PACK Act CS Grant

FINAL Fund Project Activities

Line #1	Description of the Activity (Complete this section to include with the application)	Funding \$190,800
	<p>The “Computer Science in Industry-Cadre” PD (CSI-C) will engage 60 Kansas teachers (primarily from small, rural district high schools with little or no computer science experience). This conceptual foundation with hands-on computer science professional development will be using evidence-based Arduino and other programmable coding tools while aligning with industrial applications. “Learning times” with Kansas Workforce reps., Business & Industry entities using computer coding, labor market forecast, and other industry connections will be utilized. Five grant-funded sets of Arduino, programmable robot car, and Raspberry PI kits per participant will facilitate the workshop learning activities and follow-up classroom usage with a small student group. Prepaid 24-25 mentoring, two graduate college credit hours, and a sample list of county/regional businesses utilizing coding applications will be provided to training participants.</p>	
	<p>Responsibility: Clelia McCrory (with assistance from Michael Cargill, Elizabeth Parker, and Kendra McAlister) Start Date: 9/1/2023 Completion Date: 6/30/2024</p>	
	<p>Expected Result/Evaluation of the Activity (Complete this section to include with the application)</p> <ul style="list-style-type: none"> 7) 60 teachers from primarily small, rural high schools will be offering at least one course in Computer Science starting in Fall 2024 using a high-quality curriculum aligned with regional or within-county industry entity connections. 8) 60 teachers will be provided two hours of graduate computer science college credit through grant funding with the option of accessing up to two additional hours of graduate computer science college credit on their own as they implement the follow up levels of professional development after the two cadres of about 30 teachers each to be offered during this grant. 9) Through synergistic activities (see Partnerships and Collaboration below) we will gain insight into teachers’ identity and self-efficacy in computer science/computational thinking as they utilize their grant funded Arduino kits and other resources. 10) 60 teachers will be connected to local or regional industry entities located near their school district utilizing the computer science standards elements especially including cybersecurity and coding/programming so students can readily see learning relevance beyond their rural high school. 11) Kansas Workforce ONE and other regional workforce development offices are partnering with ESSDACK during and after the training cadres to further connect the students and their school districts with various workforce development resources including apprenticeship options. 12) Grant-funded follow-up mentoring will occur at least five times with each teacher participant during 24-25 school year to further ensure high-quality implementation of the provided CSI Cadre PD back at the school site. 	

06/30/24 Final Report/Activity: (Complete this section after completing funded grant activities as part of the final report)

- [Enter Description Here]

FY 2024 HB 2466 GRANT APPLICATION SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

(Complete and return with **APPLICATION**)

Budgeted Items		Number of Items	Item Amount	Total Amount
A	Participant Tuition (2 credit hours covered by grant)	60	\$180	\$10,800
B	Participant Computer Science 3-day workshop fee	60	\$525	\$31,500
C	Participant Recruitment, planning, teacher participant assistance outside of workshop or mentoring dates	20 days	\$300	\$ 6,000
D	Prepaid 2024-2025 Follow-up Mentoring sessions (5 per participant)	60	\$500	\$30,000
E	Arduino Super Starter Kits, Programmable Robotic Car with Stepper Motor, Raspberry Pi 4 Complete with Stepper Motor (5 sets per participant to use during and after workshop training)	300 sets	\$300	\$90,000
Total for Professional Development				\$168,300
			\$	\$
			\$	\$
			\$	\$
			\$	\$
			\$	\$
Total for Equipment				0
			\$	
			\$	
			\$	
			\$	
			\$	
Total for Travel				\$0
F	Curriculum Printing and Binder Costs for participants to use during 24-25 and beyond	60	\$75	4,500
G	Participant Stipend OR Substitute Coverage (3 days)	60	\$300	18,000
			\$	
			\$	
			\$	
Total for Other Allowable Expenditures				\$22,500
TOTAL FOR PROJECT				\$190,800

(Return with **APPLICATION**)

Budget Narrative:

(Funding will go to cover costs associated with:
Be specific on expected use of funds)

PROJECT TIMELINE: (Reminder 1 invoice per month to Dr. Stephen King & Joyce Broils)

Time:	Activity:
September, 2023	Finalize Budget and Submit Signed Contract Assurances Form Finish recruiting teacher participants for 60 training slots. Determine training dates based on teacher preference for Cadre 1 (whether 3 days spread during 23-24 school year or both cadres right after school is out) so that both trainings are completed by June 15, 2024). Schedule Kansas Workforce One and other supports for cadre dates.
October, 2023	Order Kits for Cadre 1 (approximately 30 participants) Begin facilitator planning.
March, 2024	Order Kits for early June Cadre 2 (approximately 30 participants)
June week 1 or 2, 2024	Hold June Cadre 2 then get remaining funds drawn down in June so that grant closeout can happen by June 30, 2024. Make sure that prepaid mentoring is scheduled to occur during 24-25 so all participants are well-supported.
Before August 31, 2024 and then recheck in 24-25 after participants have implemented their CS Course or courses.	Be sure to report number of teachers prepared, number of students reached, number and percent of students reached disaggregated by gender, race, ethnicity and socioeconomic status, and number of teachers and school districts that implemented computer science courses versus the number of prepared teachers that attended professional learning.

A. Participant Tuition:

ESSDACK arranges for nationally accredited, graduate college credit with MidAmerica Nazarene University (MNU) (our ongoing college credit provider) at the cost of \$90 per credit hour since MNU assumes ESSDACK will provide the trainers, hosting site, etc. other than MNU's cost to just process the college credit. MNU will provide computer science credit for two credits that are grant funded. Then, participants choosing to do additional college credit on their own as they address more levels of professional development (all the way to the IMPACT level would allow participants to acquire up to two more graduate computer science credits).
\$90 per credit hour x 2 credits included in the grant funding x 60 participants
= \$10,800

B. Participant Computer Science 3-Day Workshop Fee:

ESSDACK will have three trainers/specialists facilitating this hands-on computer science Training for two 3-day training cadres at ESSDACK, provide the training hosting space
\$175 per day x 3 days x 60 participants = \$31,500

C. Participant Recruiting, Trainer Planning, and Teacher Participant Assistance Outside Of Workshop or Mentoring Dates:

20 days (spread between three facilitators, 10 days for main trainer and 10 days split between the other two trainers) @ \$300/day = \$6,000

D. Prepaid 24-25 Follow-up Mentoring Sessions (5 per participant):

60 participants x (\$100 per session x 5) = \$30,000

E. Arduino Super Starter Kits, Programmable Robotic Car with Stepper Motor, and Raspberry Pi Complete with Stepper Motor: (price checked 8/8/2023 might have to reduce quantity per participant if prices increase before ordering can occur)

Kits:

ELEGOO UNO Project Super Starter Kit with tutorial and UNO R3 Compatible with Arduino IDE (EL-KIT-001) @ \$59.99

ELEGOO UNO R3 Line Tracking Module Ultrasonic Sensor IR Remote Control etc. Intelligent and Educational Toy Car Robotic @ \$79.99 (List Price)

HiLetgo 4 pcs L298N Motor Driver Controller Board Module Stepper Motor DC Dual H-Bridge for Arduino Smart Car Power UNO MEGA R3 Mega 2560 @ \$11.49

Vilros Raspberry Pi 4 Complete – Includes Cooled Case, 64GB Micro SD Card and More @ \$129.99 (List Price)

HiLetgo 5pcs ULN2003 28BYJ-48 4-Phase Stepper Motor with 5V Drive Board for Arduino PIC Raspberry Pi @ \$14.59

COST PER SET (5 items) = \$296.05 so \$300 x 60 participants x 5 sets = \$90,000

F. Curriculum Printing and Ring Binder Costs for Participants to Use for 24-25 and Beyond:

The accompanying research and evidence-based effectiveness usage of Arduino hands on-project instruction resources (open source) to teach computer science course RESOURCE BINDER being provided to all 60 teacher participants along with follow-up mentoring will also address all of the learning standards listed for the AP Computer Science Principles course. The AP Computer Science Principles course addresses all five elements of the Kansas Computer Science Standards (according to Stephen King at KSDE). There will be color diagrams on some of the pages in order to help participants utilize them during the training and afterwards with their students. An electronic copy of the binder contents will be also provided to each training participant to facilitate implementation. Many teachers like to have a hard copy that they can put sticky notes on as they progress through the training. 60 copies x \$75 per compiled binder = \$4,500

G. Participant Stipend or Substitute Coverage (3 days):

\$100 per day for the district to utilize for sub coverage if training is taken during the school year OR an equivalent participant stipend of \$100 per day if taken in early June of 2024 x 3 days = \$300 x 60 participants = \$18,000

TOTAL BUDGET FUNDING REQUESTED: \$190,800 (which equates to \$3,180 per participant)

FY 2024 HB 2466 GRANT APPLICATION SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

(Complete and return with FINAL REPORT)

Budgeted Items	Number of Items	Item Amount	Total Amount
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
Total for Professional Development			\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
Total for Equipment			\$
		\$	
		\$	
		\$	
		\$	
		\$	
Total for Travel			\$
		\$	
		\$	
		\$	
		\$	
		\$	
Total for Other Allowable Expenditures			\$
TOTAL FOR PROJECT			\$

(Return with FINAL REPORT)

Budget Narrative:

CONTRACTUAL PROVISIONS ATTACHMENT

Important: This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision:

The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 07-19), which is attached hereto, are hereby incorporated in this contract and made a part thereof.

The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the day of , 20

1. **Terms Herein Controlling Provisions:** It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated. Any terms that conflict or could be interpreted to conflict with this attachment are nullified.
2. **Kansas Law and Venue:** This contract shall be subject to, governed by, and construed according to the laws of the State of Kansas, and jurisdiction and venue of any suit in connection with this contract shall reside only in courts located in the State of Kansas.
3. **Termination Due To Lack Of Funding Appropriation:** If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least 30 days prior to the end of its current fiscal year, and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to 90 days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of the State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.
3. **Disclaimer Of Liability:** No provision of this contract will be given effect that attempts to require the State of Kansas or its agencies to defend, hold harmless, or indemnify any contractor or third party for any acts or omissions. The liability of the State of Kansas is defined under the Kansas Tort Claims Act (K.S.A. 75-6101 *et seq.*)
4. **Anti-Discrimination Clause:** The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001 *et seq.*) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111 *et seq.*) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101 *et seq.*) (ADA) and Kansas Executive Order No. 19-02, and to not discriminate against any person because of race, color, gender, sexual orientation, gender identity or expression, religion, national origin, ancestry, age, military or veteran status, disability status, marital or family status, genetic information, or political affiliation that is unrelated to the person's ability to reasonably perform the duties of a particular job or position; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) Contractor agrees to comply with all applicable state and federal antidiscrimination laws and regulations; (g) Contractor agrees all hiring must be on the basis of individual merit and qualifications, and discrimination or harassment of persons for the reasons stated above is prohibited; and (h) if it is determined that the contractor has violated the provisions of any portion of this paragraph, such violation shall constitute a breach of contract and the contract may be canceled, terminated, or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.
6. **Acceptance Of Contract:** This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.
7. **Arbitration, Damages, Warranties:** Notwithstanding any language to the contrary, no interpretation of this contract shall find that the State or its agencies have agreed to binding arbitration, or the payment of damages or penalties. Further, the State of Kansas and its agencies do not agree to pay attorney fees, costs, or late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect that attempts to exclude, modify, disclaim or otherwise attempt to limit any damages available to the State of Kansas or its agencies at law, including but not limited to the implied warranties of merchantability and fitness for a particular purpose.
8. **Representative's Authority to Contract:** By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute this contract on behalf of the contractor and that the contractor agrees to be bound by the provisions thereof.
9. **Responsibility for Taxes:** The State of Kansas and its agencies shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.
10. **Insurance:** The State of Kansas and its agencies shall not be required to purchase any insurance against loss or damage to property or any other subject matter relating to this contract, nor shall this contract require them to establish a "self-insurance" fund to protect against any such loss or damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101 *et seq.*), the contractor shall bear the risk of any loss or damage to any property in which the contractor holds title.
11. **Information:** No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101 *et seq.*
12. **The Eleventh Amendment:** "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."
13. **Campaign Contributions / Lobbying:** Funds provided through a grant award or contract shall not be given or received in exchange for the making of a campaign contribution. No part of the funds provided through this contract shall be used to influence or attempt to influence an officer or employee of any State of Kansas agency or a member of the Legislature regarding any pending legislation or the awarding, extension, continuation, renewal, amendment or modification of any government contract, grant, loan, or cooperative agreement.

- To assure all records shall be subject at all reasonable times to inspection, review, or audit by State personnel and other personnel duly authorized by KSDE. The award recipient assures that all financial records, supporting documentation, statistical records and all other records pertinent to the grant award shall be retained by the award recipient for at least **five years** following the end of the grant project period.
- If the activities described in the grant application have not commenced within **60 days** after acceptance of the grant award, the award recipient shall report in writing the steps taken to initiate the grant project, the reasons for delay and the expected starting date. If the activities have not commenced within **30 days** of receipt of the above letter, the award recipient shall submit to CTE a further statement in writing regarding the delay. Upon receipt of the second letter, KSDE may terminate the grant, and the award recipient shall return to KSDE all unused grant funds with a complete accounting of all expenditures.
- KSDE reserves the right to terminate any grant award and cease payment to the award recipient for failure to comply with applicable laws, regulations, and/or terms of the grant assurances. Further, KSDE may seek reimbursement of any or all grant funds and may reclaim durable goods purchased with these grant funds if the award recipient fails to perform in accordance with the terms of the grant assurances and reporting requirements.

 **Name of Organization**

assures the Kansas State Department of Education of its intent to comply with the assurances and contractual agreements as outlined in this document. Further, we are willing to explain, in writing, how we intend to comply with each of these assurances and agreements.

 _____
Name or Signature of Authorized Administrator **Title** **Date**

 _____
Address (Street, City, State, Zip Code)

Substitute for HOUSE BILL No. 2466

AN ACT concerning education; relating to school districts; enacting the promoting advancement in computing knowledge act; relating to computer science courses of instruction in secondary schools; establishing the computer science educator program; authorizing scholarship awards to licensed and preservice teachers taking computer science courses; relating to career and technical education courses and credentialing; requiring the state department of education to survey career and technical education programs in public high schools; establishing a career technical education credentialing and student transitioning to employment success pilot program in school year 2022-2023; requiring a report on the pilot program; exempting national assessment providers from the student online personal protection act; amending K.S.A. 72-6332 and repealing the existing section.

Be it enacted by the Legislature of the State of Kansas:

New Section 1. The provisions of sections 1 through 4, and amendments thereto, shall be known and may be cited as the promoting advancement in computing knowledge act.

New Sec. 2. As used in the promoting advancement in computing knowledge act:

(a) "Computer science" means the study of computers and algorithmic processes, including principles, hardware and software designs, implementation and impact on society.

(b) "Computer science course" means any standalone computer science course of instruction that teaches the content in the Kansas model standards for computer science.

(c) "High-quality professional learning" means professional development activities that:

- (1) Clarify the conceptual foundations of computer science;
- (2) teach research-based practices, including hands-on and inquiry-based learning; and
- (3) are intended for existing teachers with or without prior computer science experience.

(d) "High-quality professional learning providers" means any school district, school district interlocal cooperative, school district cooperative, institution of higher education, nonprofit organization or private entity that:

- (1) Has successfully designed, implemented and scaled high-quality professional learning for teachers; and
- (2) is approved or recommended by the state board of education as providing high-quality professional learning.

New Sec. 3. (a) Beginning in the 2023-2024 school year, each secondary school operated by a school district shall offer at least one computer science course or a school district shall submit a plan to the state board of education describing how such district intends to offer such course and the school year such course will first be offered.

(b) A computer science course offered pursuant to this section shall:

- (1) Be high quality;
- (2) meet or exceed the Kansas model standards for computer science established by the state board of education; and
- (3) be made available in a traditional classroom setting, blended learning environment, online-based or other technology-based format that is tailored to meet the needs of each secondary school and each participating student.

(c) (1) On or before January 15, 2023, and each January 15 thereafter, the state board shall prepare and submit a report to the governor and the legislature on the progress made pursuant to this act. Such report shall include for the immediately preceding school year:

- (A) The number of secondary schools that offered at least one computer science course;
- (B) the number of high-quality professional learning providers that received grants pursuant to section 4, and amendments thereto;
- (C) the number of teachers prepared by high-quality professional learning providers;
- (D) the number of teachers teaching computer science courses as compared to the number of teachers prepared by high-quality professional learning providers; and

(E) the number of students reached, including the number and percentage of such students disaggregated by gender, race, ethnicity and socioeconomic status, by high-quality professional learning providers.

(2) The provisions of this subsection shall expire on July 1, 2025.

New Sec. 4. (a) Subject to appropriations therefor, the state board of education may award grants to high-quality professional learning providers to develop and implement teacher professional development programs for the computer science courses required to be taught pursuant to section 3, and amendments thereto.

(b) Grants awarded pursuant to this section may be used for the following purposes:

(1) Providing high-quality professional learning;

(2) credentialing for computer science teachers, including, but not limited to, reimbursement to teachers or providers for professional learning, exam fees or college coursework;

(3) supporting computer science professional learning, including mentoring and coaching;

(4) creating resources to support implementation of this act;

(5) student recruitment; and

(6) the development of teacher preparation programs.

(c) As a condition of receiving a grant pursuant to this section, a high-quality professional learning provider shall submit an application to the state department of education on a form and in a manner determined by the state department of education. The application shall, at a minimum, address how the provider will:

(1) Recruit new and existing teachers with little to no computer science background;

(2) use research-based or evidence-based practices for high-quality professional development;

(3) focus the professional learning on the conceptual foundations of computer science;

(4) reach and support marginalized racial and ethnic groups underrepresented in computer science;

(5) provide teachers with concrete experience with hands-on, inquiry-based practices;

(6) accommodate both teacher and student needs; and

(7) ensure that participating districts shall begin offering a computer science course within the same or next school year after the teacher receives the professional learning.

(d) The state board of education shall prioritize the following applications:

(1) School districts that work in partnership with providers of high-quality professional learning;

(2) proposals that describe strategies to enroll female students, students from marginalized racial and ethnic groups underrepresented in computer science, students eligible for free and reduced-price meals, students with disabilities and English language learners; and

(3) proposals from rural or urban areas that experience difficulties providing computer science offerings.

(e) Each high-quality professional learning provider that receives a grant pursuant to this section shall annually report to the state board of education:

(1) The number of teachers prepared;

(2) the number of students reached;

(3) the number and percent of students reached disaggregated by gender, race, ethnicity and socioeconomic status; and

(4) the number of teachers and school districts that implemented computer science courses versus the number of prepared teachers that attended professional learning.

New Sec. 5. (a) There is hereby established the computer science educator program to promote the advancement of computer science licensed and preservice teacher preparation in Kansas.

(b) Subject to appropriations therefor, the state board of regents

may award scholarships to licensed and preservice teachers who:

(1) Are enrolled in a course of instruction offered by a postsecondary educational institution that:

(A) For licensed teachers, is for additional postsecondary credit; or

(B) for preservice teachers, is leading to licensure as a teacher; and

(2) have completed one course in computer science during such enrollment.

(c) Scholarships awarded under the program shall be in an amount not to exceed \$1,000 for each scholarship recipient. The state board of regents shall prioritize scholarship awards for applicants who:

(1) Are from underrepresented socioeconomic demographic groups; or

(2) agree to teach computer science in rural schools and schools with higher percentages of students from underrepresented socioeconomic demographic groups.

(d) The state board of regents may coordinate with postsecondary educational institutions to support eligible preservice education programs at such institutions with the development and implementation of pathways in computer science education to help preservice teachers obtain a certification to teach computer science education within their intended major and area of certification.

(e) The state board of regents shall adopt rules and regulations necessary to implement and administer the computer science educator program, including, but not limited to, requirements for scholarship eligibility and applications for such scholarships.

(f) As used in this section, the term "postsecondary educational institution" means any state educational institution, community college or not-for-profit institution of postsecondary education. A not-for-profit institution of postsecondary education shall have its main campus or principal place of operation in Kansas, be operated independently and not controlled or administered by any state agency or subdivision of the state, maintain open enrollment and be accredited by a nationally recognized accrediting agency for higher education in the United States.

New Sec. 6. (a) To determine the needs for secondary career technical education credentialing and student transitioning to employment success, the state department of education shall conduct a survey of the scope of high-value credential courses and standard career and technical education courses offered for students enrolled in each public high school. The survey shall determine the following:

(1) The career and technical education pathway courses offered for high school credit;

(2) the concurrent enrollment partnership and dual enrollment courses offered for high school and college credit;

(3) the concurrent enrollment partnership or dual enrollment courses that are offered by the high school and community college or technical college;

(4) the career and technical education courses that are offered by the high school that will not lead to credentialing;

(5) the number of students with documented accommodations who are not enrolled in a gifted program;

(6) the first-time pass rate of students who have earned approved standard career and technical education credentials in the prior three years;

(7) the first-time pass rate of students that have earned approved high-value credentials in the prior three years;

(8) the credentials earned in the prior three years and the number of students who earned such credentials; and

(9) the amount paid by the school district for students to take credential exams.

(b) The state department of education shall compile the results of the survey and shall report such results to the house standing committee

on education and the senate standing committee on education on or before January 16, 2023.

New Sec. 7. (a) On or before July 31, 2023, and each July 31 thereafter, the state board of education shall review and approve a list of high-value industry-recognized credentials and a list of standard industry-recognized credentials.

(b) Such lists shall be prepared by a committee established by the state board of education that includes representatives from the association of community college trustees, the Kansas technical education authority, the Kansas technical college association and the Kansas association of school boards.

New Sec. 8. The state board of education shall establish a secondary career technical education credentialing and student transitioning to employment success pilot program for the 2022-2023 school year for high school students with documented accommodations, other than enrollment in a gifted program, who are enrolled in participating high schools that are served by the Washburn institute of technology service area. Such pilot program shall provide the following stipends and reimbursements to the following educational entities:

(a) The Washburn institute of technology, as defined in K.S.A. 74-3201b, and amendments thereto, shall receive a \$20,000 stipend for additional counseling services for participating students and additional coordination services with participating high schools;

(b) each participating high school within the Washburn institute of technology service area shall receive a \$500 stipend for additional student counseling services and coordination with the Washburn institute of technology; and

(c) each participating high school within the Washburn institute of technology service area shall be reimbursed for the total cost of the assessment for any participating student that takes a credential assessment.

New Sec. 9. A preliminary report from participating school districts and representatives from the Washburn institute of technology shall be presented to the house standing committee on education and the senate standing committee on education on or before February 1, 2023. Such report shall include, but not be limited to, the career technical areas of study pursued, accommodations required for student participation, unanticipated obstacles for course enrollment or completion, barriers for student participation and future funding needs. Such report shall serve as the foundation for determining whether to expand the pilot program to other regions of the state, the amount of funding required to expand the pilot program and how to address barriers that impact student participation.

Sec. 10. K.S.A. 72-6332 is hereby amended to read as follows: 72-6332. As used in K.S.A. 72-6331 through 72-6334, and amendments thereto:

(a) "Educational purposes" means purposes that are directed by an employee or agent of a school district, that customarily take place at an attendance center operated by a school district or that aid in the administration of school activities, including, but not limited to, instruction in the classroom or at home, administrative activities and collaboration between students, school personnel or parents, or which are otherwise for the use and benefit of the school district.

(b) "Interactive computer service" means any service, system or software provider that provides or enables multiple users access to a computer server, including a service or system that provides access to the internet and systems or services offered by libraries or educational institutions.

(c) "Educational online product" means an internet website, online service, online application or mobile application that is used primarily, and was designed and marketed for, educational purposes.

(d) (1) "Operator" means, to the extent it is operating in this capacity, the operator of an educational online product with actual

knowledge that the educational online product is used primarily for educational purposes and was designed and marketed for educational purposes. ~~For the purposes of this act,~~

(2) The term "operator" ~~shall not be construed to~~ *does not* include:

(A) Any school district or school district employee acting on behalf of a school district employer; *or*

(B) *any national assessment provider that is administering a college and career readiness assessment.*

(e) "Personally identifiable information" means information that personally identifies an individual student or that is linked to information that personally identifies an individual student, including, but not limited to: (1) Information in the student's educational record or electronic mail; (2) first and last name; (3) home address; (4) telephone number; (5) electronic mail address; (6) any other information that allows physical or online contact with the student; (7) discipline records; (8) test results; (9) data that is a part of or related to any individualized education program for such student; (10) juvenile dependency records; (11) grades; (12) evaluations; (13) criminal records; (14) medical records; (15) health records; (16) social security number; (17) biometric information; (18) disabilities; (19) socioeconomic information; (20) food purchases; (21) political affiliations; (22) religious information; (23) text messages; (24) documents; (25) student identifiers; (26) search activity; (27) photos; (28) voice recordings; or (29) geolocation information.

(f) "School district" means any unified school district organized and operating under the laws of this state.

(g) "Service provider" means a person or entity that provides a service to an operator, or provides a service that enables users to access content, information, electronic mail or other services offered over the internet or a computer network.

(h) "Student information" means personally identifiable information or material in any media or format that is not otherwise available to the public and was:

(1) Created by an operator in the course of the use of the operator's educational online product for educational purposes;

(2) provided to an operator by a student, or the student's parent or legal guardian, in the course of the use of the operator's educational online product for educational purposes;

(3) created by an operator as a result of the activities of an employee or agent of a school district;

(4) provided to an operator by an employee or agent of a school district for educational purposes; or

(5) gathered by an operator through the operation of such operator's educational online product for educational purposes.

(i) "Targeted advertising" means presenting an advertisement to a student where the advertisement is selected based on information obtained or inferred over time from that student's online behavior, usage of online applications or student information. Targeted advertising does not include advertising to a student at an online location based upon that student's current visit to that location, or in response to that student's request for information or feedback, without the retention of that student's online activities or requests over time for the purpose of targeting subsequent ~~ads~~ *advertisements*.

Sec. 11. K.S.A. 72-6332 is hereby repealed.

Sec. 12. This act shall take effect and be in force from and after its publication in the statute book.

I hereby certify that the above BILL originated in the HOUSE, and was adopted by that body

HOUSE adopted
Conference Committee Report _____

Speaker of the House.

Chief Clerk of the House.

Passed the SENATE
as amended _____

SENATE adopted
Conference Committee Report _____

President of the Senate.

Secretary of the Senate.

APPROVED _____

Governor.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8 f.

Staff Initiating:

Doug Boline

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date: 10/11/2023

Item Title:

Act on Education Flexibility Partnership Waiver

Recommended Motion:

It is moved that the Kansas State Board of Education approve the one-year Education Flexibility Partnership (Ed-Flex) waiver request for USD 315 Colby Public Schools, allowing them to exceed the 15 percent Title I carryover limitation of once every three years.

Explanation of Situation Requiring Action:

Kansas has the authority under the Education Flexibility Partnership Act of 1999, as amended by the Elementary and Secondary Education Act (ESEA), to waive certain federal requirements. USD 315 Colby Public Schools is seeking an Ed-Flex waiver of Title I Part A Section 1127(b) of ESEA, which prevents them from exceeding the 15 percent Title I carryover of funds limitation more than once every three years

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8 g.

Staff Initiating:

Jenni Marlatt

Director:

Kathi Grossenbacher

Commissioner:

Randy Watson

Meeting Date: 10/11/2023

Item Title:

Act on request with vendor for KSDE Data Center co-location.

Recommended Motion:

It is moved that the Kansas State Board of Education will continue co-location of KSDE's disaster recovery service with the USD 501, Topeka.

Explanation of Situation Requiring Action:

The USD 501 data center environment will continue to include the following: environmentally controlled and physically secured space for KSDE equipment, back-up generator power, and network connectivity for KSDE at the co-location site. The amount of the contract is not to exceed \$12,000.00 over the five years. (\$2,400.00 per year.) The duration of the contract will be May 9, 2024, through May 8, 2029.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8 h.

Staff Initiating:

Jenni Marlatt

Director:

Kathi Grossenbacher

Commissioner:

Randy Watson

Meeting Date: 10/11/2023

Item Title:

Act on request to increase eScholar, LLC original payment by \$1,511,44.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize an increase of \$1,511.44 to cover the multiple variable cost from the original contract dated 6/15/2022 to 06/14/2025.

Explanation of Situation Requiring Action:

KSDE has contracted with eScholar for its unique id management platform to assign and manage state student ids and licensed educators in Kansas. This software has been utilized for over 15 years. KSDE is seeking approval to increase the previously approved prior authorization from \$247,000 to \$248,511.44 (an increase of \$1,511.44). There are multiple variables included in the cost of the eScholar software (license renewal, maintenance and support and any changes to the Consumer Price Index which KSDE and eScholar have no control over) which resulted in an underestimation of cost over the 3-year period.



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Topeka, Kansas 66612-1212
(785) 296-3203
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

This will include:

- A. Remarks from the Chair
- 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.