Kansas State Board of Education

Kansas State Education Building 120 S.E. 10th Ave. Topeka, Kansas 66612-1182 (785) 296-3203 FAX (785) 291-3791

www.ksde.org

Janet Waugh District 1 Sue Gamble District 2 John Bacon District 3 Bill Wagnon District 4 Sally Cauble District 5

Kathy Martin District 6 Kenneth Willard District 7 Carol Rupe District 8 Jana Shaver District 9 Steve Abrams

District 10

KANSAS STATE BOARD OF EDUCATION MEETING AGENDA Tuesday, September 9, 2008

Kansas State Education Building 120 SE 10 th Avenue Topeka, KS		g	AI – Action Item RI – Receive Item DI – Discussion Item IO – Information	
10:00 a.m.	(AI) (AI)	1. 2. 3. 4.	Call to Order Roll Call & Pledge of Allegiance Approval of the Agenda Approval of Minutes	page 5
10:05 a.m. BOARD GOALS	(IO)	5.	Office of the Commissioner Commissioner's Report	page 29
10:10 a.m. recognitions	(IO)	6.	<u>Fiscal and Administrative Services</u> Recognize 2007 Presidential Award for Excellence in Mathematics and Teaching Program National Finalists	Science page 39
10:30 a.m.	(IO)	7.	CITIZEN'S OPEN FORUM	page 41
11:00 a.m. REDESIGN	(IO)	a. b.	Learning and Innovative Services Updates on Board Goal Initiatives: Teaching in Kansas Commission Kansas Educational Leadership Commission Integration of Academics into CTE	page 43 page 45 page 47
12 noon			Lunch	
1:30 p.m. Governmental Responsibility	(IO)	9.	Comparison of Graduation Rate Formulas	page 49
2:30 p.m. Student achievement	(IO)	10.	Update on MTSS	page 51
3:30 p.m. LEGISLATIVE MATTERS	(IO)	11.	Fiscal and Administrative Services Discuss possible legislative policy recommendations for the 2009 sessi report on 2008 interim legislative study committees	on and page 53

Page 2 AGENDA September 9, 2008

4:00 p.m.
GOVERNMENTAL
RESPONSIBILITY

12. CONSENT AGENDA

RESPONSIBILITY				
			Office of Commissioner	
	(IO)	a.	Receive monthly personnel report	page 57
	(AI)		Act on appointments to unclassified special project positions	page 59
	(AI)		Act on school construction plans	page 61
	(AI)		Act on Plan to Change the Method of Election and Voting Plan of USI	
			Spearville	page 63
	(AI)	e.	Approval of contract between KSSD and KDHE for a Hearing Aid Lo	
	, ,			page 67
			Learning and Innovative Company	
-	(AT)	£	<u>Learning and Innovative Services</u> Act on recommendations of the Licensure Review Committee	
	(AI)			page 69
-	(AI)	_	Act on recommendations from the Waiver Review Committee	page 71
	(AI)		Act on recommendation for visiting scholar application	page 73
	(AI)		Act on local inservice education plan	page 75
	(AI)		Act on contract with MetaMetrics for Lexiles Linking Study	page 77
	(AI)	K.	Act on contract with Renaissance Learning for "Kansas All Books Co.	
	(AT)	1	Program Act on an addendum to the contract for Cross & Jeffus II C to increase	page 79
	(AI)	1.	Act on an addendum to the contract for Cross & Joftus, LLC to increa	
	(AT)	m	number of school districts receiving assistance	page 81
	(AI)		Act to approve waiver for Quality Performance Accreditation Act on funding for Charter School Dissemination Grants	page 83
	(AI)		C	page 85
	(AI)	0.	Act to change petition for Project Extend Charter High School in El D USD 490	
	(AT)	-		page 87
	(AI)	_	Act to on performance targets for science and history/government	page 91
	(AI)	_	Act on funding Title I School Improvement Grants for 2008-2009	page 93
	(AI)	г.	Act on contract with Mid-Continent Research for Education and Learn	_
			(McREL) for conducting trainings on <i>Classroom Instruction that Work</i>	
	(AT)	0	English Language Learners Act on request to continue a contract with Passage and Training Assage.	page 95
	(AI)	S.	Act on request to continue a contract with Research and Training Assorting for the Evaluation of Reading First	
	(AT)	+	Inc. for the Evaluation of Reading First Act on request to contract with the University of Venses Center for Re	page 97
	(AI)	ι.	Act on request to contract with the University of Kansas Center for Refor the research and evaluation design for the 21 st Century Community	
			Learning Centers	page 99
	(AI)	11	Act on funding for previously successful Kansas 21 st Century Commu	
	(AI)	u.	Learning Centers participating in the 21 st Century Community Learning	
			Centers Grant Sustainability Project	page 101
	(AI)	17	Act on continuation funding for the Kansas Afterschool Middle School	
	(A1)	٧.	Advancement Grant	page 103
	(AI)	13 7	Act on funding for the Kansas After School Enhancement Grant	page 105 page 105
	(AI)	w.	Act on funding for the Kansas After School Enhancement Grant	page 103
			Fiscal and Administrative Services	
	(AI)	х.	Act on requests from USD 259, Wichita, USD 336, Holton, USD 361,	
			Anthony-Harper, USD 376, Sterling, USD 441, Sabetha, and USD 457	7, Garden
			City, for authority to hold elections on the question of issuing bonds over	
			school districts' bond debt limitation	page 107
4:05 pm.			Recess	

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KANSAS STATE BOARD OF EDUCATION Wednesday, September 10, 2008 **MEETING AGENDA**

Kansas State Education Building 120 SE 10th Avenue Topeka, KS

AI - Action Item DI – Discussion Item RI - Receive Item **IO – Information Only**

9:00 a.m.

- 1. Call to Order
- 2. Roll Call
- (AI) 3. Approval of the Agenda

9:05 a.m. BOARD MATTERS

- **Board Reports**
- a. Chairman's Report
- b. Legislative Coordinator
- c. Board Attorney
- d. Other Board Member reports
- e. Requests for future agenda items

9:45 a.m. BOARD MATTERS (RI/ 5. AI)

Policy Committee Report and Action on Policy Changes presented at the August meeting

page 121

page 119

10:30 a.m. STUDENT ACHIEVEMENT Learning and Innovative Services

Receive list of schools and districts not making Adequate Yearly Progress (IO) 6. (AYP) page 151

page 153

10:30 a.m. STUDENT ACHIEVEMENT

Receive reports from two schools no longer on improvement (IO) 7.

11:45 a.m. BOARD MATTERS (AI) 8. Act on Board member travel **page 155**

11:50 a.m.

Adjourn

KANSAS STATE BOARD OF EDUCATION MEETING MINUTES August 12, 2008

CALL TO ORDER

Chairman Wagnon called the meeting to order at 10:00 a.m. on Tuesday, August 12, 2008, in the Board Room of the State Board of Education Building, 120 SE 10th Avenue in Topeka, Kansas.

ROLL CALL

All members were present:

Steve Abrams Carol Rupe
John Bacon Jana Shaver
Sally Cauble Bill Wagnon
Sue Gamble Janet Waugh
Kathy Martin Ken Willard

After calling the meeting to order and calling the roll, Chairman Wagnon asked all present to stand for recitation the Pledge of Allegiance.

APPROVAL OF AGENDA

Chairman Wagnon indicated the addition of an item for approval of funding the Pre-K Pilot sites. Dr. Abrams asked to pull item i, approval of a sole source contract for Cross & Joftus, LLC, from the Consent Agenda. Mr. Bacon asked to pull from the consent agenda item q., a contract with Dr. Robert Fanning, item r., a contract with the University of Kansas Research Center to provide a leadership academy for migrant students, and item t., a contract with Dr. Susan Duron. Mrs. Martin indicated that she, too, would like to have item i. and r. pulled, as well as item h., a contract with Dr. Norman Webb. Mrs. Waugh moved, with a second by Mrs. Shaver, that the agenda be approved as amended. The motion carried.

APPROVAL OF THE MINUTES

Mrs. Rupe moved, with a second by Mrs. Martin, that the minutes for the July meeting be approved as presented. The motion carried.

COMMISSIONER'S REPORT

Commissioner Posny reported that she would like to review the ACT results with the Board on Wednesday morning. She indicated the Board would be very pleased with the report, but had to wait until the following day to share it with the Board because it was embargoed until 12:00 a.m. She then reviewed and answered questions about the information on the sole source contract with Cross & Joftus, LLC to develop and implement the Learning Network for Kansas districts/schools on improvement, which was on the consent agenda for approval. Concern was expressed about the amount of money involved. Dr. Posny reported that the contract would be funded with federal Special Education and Title I funds.

CITIZENS' OPEN FORUM

Chairman Wagnon opened the Citizen's Open Forum at 10:26 a.m. Those addressing the Board were: John Richard Schrock, Emporia; Dr. Vicki Worrell, representing the Kansas Association for Helat6h, Physical Education, Recreation and Dance and Jodie Leiss, representing Emporia State University, both from Emporia; and Shari Wilson, Kansas City, KS, representing the Kansas Association of Conservation

and Environmental Education. Dr. Worrell and Jodie Leiss spoke about the specialized training required to teach physical education safely and their concern that the newly amended licensure regulations would allow the addition of a secondary level endorsement in physical education with passage of a content test and no methods coursework. Mrs. Rupe asked for the Department to examine if there were other areas the Board should also consider. Chairman Wagnon closed the Open Forum at 10:41 a.m.

LIST OF TITLE I SCHOOLS AND DISTRICTS ON IMPROVEMENT FOR 2008-2009

As required under the No Child Left Behind law, states must identify districts and schools participating in Title I that have not made adequate yearly progress (AYP) for two consecutive years in the same content area and are, therefore, on improvement. A requirement of the law is that the identification must occur prior to the beginning of the school year so that parents are able to make informed decisions regarding their children's schools. After a school is identified on improvement it must make AYP for two consecutive years to be off improvement. Assistant Director Judi Miller presented the list of the 36 Title I schools and 19 Title I districts identified for improvement for 2008-2009 and explained the sanctions that were imposed on schools based on the number of years they had been on improvement. Mrs. Miller pointed out that 94.5% of Title I schools and 94% of Title I districts are doing well and are not on improvement. She also answered Board member questions. The discussion that followed included an explanation by Mrs. Miller and Dr. Posny about the difference between implementation of a restructuring plan as a corrective action and the opening of an entirely new school. Mrs. Gamble requested information on the improvement status of feeder elementary schools for the middle schools on improvement.

The Board took a break from 11:04 to 11:10 a.m.

UPDATES ON BOARD GOAL INITIATIVES

Teaching in Kansas Commission (TKC)

Pam Coleman, Director of Teacher Education and Licensure, provided the Board with a snapshot of the activities of the five TKC working groups, e.g. Working Conditions, Salary and Benefits, Regulations/Data, Teacher Preparation, and Image and Promotion, which met July 30th. Ms. Coleman reported that there was some crossover of membership with the Kansas Education Leadership Commission and the Teacher Preparation Workgroup's activities regarding teacher leadership would be done with the two groups working together to avoid duplication of effort.

Kansas Educational Leadership Commission (KELC)

Bill Hagerman, Director of the Innovation and Improvement Team, brought board members up to date on KELC activities. He reported that workgroups will focus on Phase II, identifying possible barriers to implementing each of the KELC recommendations, and Phase III, identifying advocates for the KELC plan and specific activities advocacy group might undertake. Mr. Hagerman also reported on the partnership with TKC's Teacher Preparation Workgroup regarding the development of a teacher leader endorsement. Chairman Wagnon expressed concern that the KELC initiatives might be held back by partnership with the TKC. He also wanted KELC to concentrate on issues that advocates could keep in front of the legislature, beginning with the upcoming session.

Funding was also an issue KELC had discussed at its last meeting at the end of July. A decision had been made to begin work on projects that were low cost or no cost. Commissioner Posny reported that \$75,000 had been received from the Wallace Foundation, but more would not be forthcoming because the foundation had moved its focus in another direction. She noted that she had not yet had a response to her letter to the Kansas Health Foundation. Mr. Hagerman indicated that in-house members of KELC would continue to meet weekly to continue implementation activities and to continue funding source work.

Integration of Academics into Career and Technical Education

Mr. Hagerman reported that there had been regular meetings of the Academic and Technical Education workgroup and the Standards and Assessment workgroups on implementation activities. He reported that an intentional effort was being made to guarantee that standards and assessments not only have knowledge and skills included, but also have the technical application of them built in. Other ongoing activities include work on program approval details and an implementation schedule for new programs as a part of revision of the Career Cluster/Pathways under the Perkins grant. He indicated that implementation of the pathways will create issues for some districts and work is being down on how to make the transition from six to sixteen easier. Another issue mentioned was educating policy makers on the differences between vocational education for a few students and career and technical education for all students. During the discussion about granting credit for integrated classes, problems with the Board of Regents Qualified Admissions were mentioned. It was suggested by Dr. Abrams that perhaps partial credit could be granted. The suggestion was discussed and led into the presentation by Tom Foster, Director of the Standards and Assessment team, who reported on and answered questions about the development of standardized high schools course codes.

At 11:57 a.m. the Board recessed for lunch. The meeting reconvened at 1:30 p.m.

UPDATE ON KINDERGARTEN READINESS STUDY

Gayle Stuber, KSDE Education Program Consultant for Early Childhood, reviewed the data and practices of the Kindergarten Readiness Study. Three questions have been investigated in the study: what entering kindergartners know and are able to do; what experiences before kindergarten can help children be successful in school; and what classroom practices support and enhance learning during the kindergarten year (including format of the day). She reported that KSDE has been collecting data on the school readiness of kindergarten children since 2005 as part of the statewide School Readiness Project. Data has been gathered from teachers on the entry and exiting skills of children in their classes and classroom practices. Parents have provided data on home literacy practices, preschool experiences and other family supports that may prove to support children's success in school. Mrs. Stuber also updated the Board on other early childhood projects within the Department.

REPORT - QUALITY PERFORMANCE ACCREDITATION: EXPECTED GAINS

Deputy Commissioner Diane DeBacker shared with the Board the Kansas Quality Performance (QPA) Accreditation history, framework and expected gains formula. QPA regulations identify two ways a school can meet performance criteria - by meeting the proficiency targets or using the expected gains formula. She explained that the expected gains formula recognizes schools which have not met the yearly performance target but have made significant progress toward meeting it. Dr. DeBacker explained the formula and reported that in the 2007-2008 pilot, twelve schools that could have moved to conditionally accredited, will continue to pilot the expected gains provision and remain accredited on improvement.

ACT ON CUT SCORES FOR STATE ASSESSMENTS

Neal Kingston of the Center for Educational Testing and Evaluation (CETE) at the University of Kansas explained the process used to arrive at cut scores for establishing student proficiency levels and making QPA Performance Criteria determinations for the Kansas history/government and science assessments. Mrs. Gamble moved, with a second by Mrs. Rupe that the State Board approved cut scores as recommended for general science, KAMM science, general history/government, and KAMM history/government assessments. The motion carried.

$\mathbf{4}^{\mathrm{TH}}$ QUARTER REPORTS AND FY 2010 BUDGET INFORMATION

Kansas State School for the Blind (KSSB) 4th Quarter Report

Madeleine Burkindine, Superintendent of KSSB, reviewed highlights of the 4th quarter report for the school. Bonnie McElvey, the new KSSB Business Manager presented the end-of-the year financial report.

Kansas State School for the Blind FY 2010 Budget Request

Mr. Willard moved, with a second by Dr. Abrams, that the State Board approve the Kansas State School for the Blind's FY 2010 proposed legislative budget submission which included an adjusted FY 2009 budget showing a 2% reduction and FY 2010 budget requests based on 1) the Division of Budget allocation; 2) a 5% reduction in the allocation; and 3) enhancements for any new programs or needs. The motion carried.

Kansas State School for the Deaf (KSSD) 4th Quarter Report

Bob Maile, Superintendent of KSSD, presented highlights of the KSSD 4th quarter report. His also reviewed the end-of-the-year financial report. He noted that the \$41,000 deficit was not really a deficit, but reflected the expenditure of a \$50,000 gift. Mrs. Gamble asked that the receipt of the gift be noted in the minutes and the acknowledgement that KSSD had not overspent its FY 2008 budget. It was also requested that in the future budget allocations be adjusted to show the receipt of gifts.

Kansas State School for the Blind FY 2010 Budget Request

Mr. Bacon moved, with a second by Mr. Willard, that the State Board approve the Kansas State School for the Blind's FY 2010 proposed legislative budget submission which included an adjusted FY 2009 budget showing a 1% reduction and FY 2010 budget requests based on 1) the Division of Budget allocation; 2) a 5% reduction in the allocation; and 3) enhancements for any new programs or needs. The motion carried.

SPECIAL EDUCATION SECLUSION REPORT

Based on concerns from parents and the field regarding the use of seclusion in Kansas schools, the Kansas State Board of Education adopted Seclusion Guidelines in April 2007 which stipulate schools must report specific data on the use of seclusion for special education students. Larry Myer, Chairman of the Special Education Advisory Council (SEAC) reviewed with the Board the 2007-2008 report on seclusion, as provided by the state director of special education. The Council had three recommendations for continued reporting of seclusion use.

- 1) Continue review of special education discipline data annually with SEAC.
- 2) Revise seclusion reporting requirement from quarterly to an annual collection at the end of each school year.
- 3) Improve reporting accuracy and ensure accountability by collecting seclusion data through KAN-DIS (Kansas Discipline Information System) currently used to collect school data for Safe and Drug Free Schools, NCLB, and IDEA for the 2008-2009 school year

Two major concerns were raised by Board members. The first was in response to information reported about problems with the accuracy of the data and whether it was the proper time to move to annual reporting.. Commissioner Posny indicated that quarterly reporting did not allow staff to follow up on reports. The second issue raised was that guidelines had been requested in response to anecdotal evidence from parents and staff that seclusion was being misued or used inappropriately and that the current reporting did not appear to address the issue. In response to Board members concerns over the proposal to report seclusion room usage data once a year, Commissioner Posny suggested a report in October 2008 and action after receipt of that report to change the guidelines to once a year reporting.

REPORT ON 2008 INTERIM LEGISLATIVE STUDY COMMITTEES

Deputy Commissioner Dennis updated Board members on recent interim committee meetings. He noted that the Commissioner was the Chair of the Special Education Funding Task Force. He also handed out copies of the list of interim committees, their membership and topics they will be studying.

CONSENT AGENDA

Mr. Bacon asked that items r., a contract with the University of Kansas Research Center to provide a leadership academy for migrant students, and t., a contract with Dr. Susan Duron to evaluate the regional centers that support the Migrant Education Program be voted on separately. Dr. Abrams and Mrs. Martin indicated they had received the information they needed and the other items that had been pulled could be restored to the consent agenda for a vote. Mrs. Rupe moved, with a second by Mrs. Gamble, that the State Board approve the consent agenda without items r. and t. and as amended at beginning of the meeting with the addition of action on pre-K pilot sites. The motion carried. In the consent agenda the State Board:

- Received the Monthly Personnel Report for July.
- Confirmed the appointments of Melissa Tillman to the position of Quality Assurance Technician on the Information Technology team effective June 15, 2008, at an annual salary of \$46,092.80; and Alisha Norton to the position of Quality Assurance Technician on the Information Technology team effective June 16, 2008, at an annual salary of \$46,092.80.
- Approved school construction plans for USD 437, Auburn-Washburn; USD 442, Nemaha Valley;
 USD 266, Maize; Mary Queen of Angels School, Fort Scott; USD 253, Emporia; USD 337, Royal Valley; USD 305, Salina; USD 290, Ottawa; USD 443, Dodge City; and USD 436, Caney Valley.
- Accepted the recommendations of the Licensure Review Committee in cases 2528, 2532, 2534, 2536, 2537, 2539, 2540, 2542, 2544, and 2545.
- Accepted the recommendations of the Commissioner of Education and granted a Visiting Scholar licenses for the 2008-2009 school year for: Marcelin Ledoux Ndjountche to teach French language and culture to grades 9-12 at J.C. Harmon High School, Kansas City, USD 500; Khalil Mekkaoui to provide instruction in the Arabic language through the Greenbush Interactive Distance Learning Network and Greenbush Online Learning; and Mervat Ibrahim to continue to be employed to teach in the Arabic language and culture program, grades 9-12, at the Shawnee Mission South High School's Center for International Studies, USD 512.
- Approved the Virtual Education Requirements for Kansas.
- Approved funding for Kansas Afterschool Enhancement Grants for 2008-2009 school year for:
 .School Districts: USD 321 Kaw Valley, \$15,000; USD 233 Olathe, \$20,320; USD 500 Kansas City, \$25,000; and USD 310 Fairfield, \$12,500; and Community/Faith Based Organizations: Wichita YMCA, \$25,000; Cherry Street Youth Center, \$24,000; and Communities in Schools, (KCK), \$16,000.
- Approved funding for seven 2008-2009 continuation homeless grants: USD 233 Olathe, \$49,280;
 USD 259 Wichita, \$140,961; USD 261 Haysville, \$20,000; USD 383 Manhattan-Ogden, \$15,190;
 USD 475 Geary County, \$13,860; USD 500 Kansas City, \$72,045; and USD 501 Topeka, \$69,462.
- Approved a change to the charter petition for the Holman Academy Charter School located in Kansas City Kansas USD 500.

- Approved a request for an Accreditation Regulation Waiver (K.A.R.) 91-31-34G-Athletic Practice, from Kickapoo Nation School to allow activities practice during the last hour of the regular school day.
- Approved the in-service education plan for Burlingame USD 454.
- Issued Orders authorizing USD 232, De Soto, USD 233, Olathe, USD 348, Baldwin City, and USD 487, Herington, to hold elections on the question of issuing bonds in excess of the districts' general bond debt limitation.

Contracts Approved

The State Board authorized the *Superintendent of the Kansas State School for the Blind* to renew the following contracts in the amounts indicated:

- Dr. Jarrett Grosdidier, Dental Services, \$5,442;
- Northeast Kansas Education Service Center, Kansas Educational Technology Consortium, \$1,250;
- Dr. Joseph Maino, Low Vision Services, \$8,083
- Ron Wilson, Counseling/Evaluation Services, \$13,924;
- Providence Medical Center, Occupational/Physical Therapy Services, extending contract for 90 days, \$6,000;
- USD 500 School District, Speech Therapy Services, \$29,500; and
- Linda Ray, Assistive Technology Consultant, \$15,300.

And to receive payment for services as follows:

Lee's Summit, Missouri School District, Kansas City, Missouri: 2008-2009 School Year, One Student, Related Services, No Dorm, at \$13,100, and First Semester of the 2008-2009 School Year, One Student, No Dorm, No Related Services, at \$4,925;

Liberty, Missouri School District: 2008-2009 School Year, One Student, Related Services, No Dorm, at \$13,100; and

Knob Noster, Missouri School District: 2008-09 School Year & Extended Day Program, One Student, No Related Services, at \$20,340.

The State Board authorized the Commissioner of Education to negotiate and

- enter into a contract with ESSDACK to provide the broadcasting of the 2008 Fall Assessment conference to be held at the Capitol Plaza in Topeka to the Virtual Conference site at Southwest Plains Regional Service Center in Sublette, Kansas in an amount not to exceed \$12,000;
- enter into a contract with Dr. Norman Webb for alignment of the science and history/government assessments to the academic content standards, with the contract amount not to exceed \$150,000;
- enter into a contract with Cross & Joftus, LLC to provide assistance, support and guidance to districts on improvement in an amount not to exceed \$750,000;
- enter into a contract with the Topeka City of Character to provide support services relative to grant reporting, evaluation, and training for the Partnership in Character Education Program grant, in an amount not to exceed \$14,000;
- enter into a contract with Sue Kidd to provide services to coordinate the Character Education Grant, in an amount not to exceed \$45,000;

- enter into a contract with the University of Kansas to oversee and coordinate the required evaluation component of the Character Education Program grant, in an amount not to exceed \$85,000;
- continue a contract with Families Together, Inc. to support Parent Networking Conferences/Family Enrichment weekends, in an amount not to exceed \$25,000;
- enter into a contract with Dr. Robert Fanning to provide technical assistance to low achieving Reading First schools, in an amount not to exceed \$45,000;
- enter into a contract with the Greater Wichita YMCA to assist in grant management and technical assistance of the 21st Century Community Learning Centers (CCLC) in a contract amount not to exceed \$116.000;
- enter into a contract to provide monitoring and compliance services for Carl D. Perkins Career and Technical Education Act, in an amount not to exceed \$18,000;
- continue a contract with Career Communications for American Careers publications, in partnership
 with the Kansas Board of Regents Career and Technical Education staff, in a contract amount not to
 exceed \$200,000; and
- enter into a contract with Joyce Kemnitz to provide consultation on school health and wellness projects on an as-needed basis in an amount not to exceed \$20,000 for the period September 1, 2008 through August 31, 2009.

ACT ON A CONTRACT FOR LEADERSHIP ACADEMY FOR MIGRANT STUDENTS

Mrs. Rupe moved, with a second by Mrs. Gamble that the Board authorize the Commissioner of Education to negotiate and enter into a contract with the University of Kansas Research Center to provide the second annual leadership academy for 50 migrant students, in an amount not to exceed \$314,169. Norma Cregan, Assistant Director, Title Programs and Services, provided further information about the contract and shared a budget with the Board. There was a concern expressed about the amount of money being spent for a program that would only serve fifty students. Dr. Abrams asked if a follow up of the impact could be done. After brief discussion, the motion carried 8-2, with Mr. Willard and Mr. Bacon voting "no".

ACT ON A CONTRACT TO EVALUATE REGIONAL CENTERS THAT SUPPORT THE MIGRANT EDUCATION PROGRAM

Mrs. Rupe moved, with a second by Mrs. Gamble, that the Board authorize the Commissioner of Education to negotiate and enter into a contract with Dr. Susan Duron to evaluate the regional centers that support the Migrant Education Program, in an amount not to exceed \$19,250. Mrs. Cregan provided information about the regional centers and the desire to evaluate their work. The motion carried 9-1, with Mr. Bacon voting "no".

DISCUSSION OF EXPECTATIONS REGARDING THE POSITION OF STATE BOARD SECRETARY

Board members had recently filled out a survey – Expectations of Board Secretary. Because there were several questions where no consensus was evident, Chairman Wagnon had suggested a review of those items prior to approving the position description for the Secretary. General consensus was reached on most issues, with Mrs. Waugh, Chair of the Policy Committee, noting the Board's will in order to make revisions to the position description. The only issue on which a vote was taken was when minutes should

be completed after a Board meeting. Mrs. Cauble moved, with a second by Mrs. Rupe, that the minutes of the Board meeting be completed within ten working days of the meeting. The motion carried, 7-2-1, with Mrs. Gamble and Mr. Bacon voting "no" and Mr. Willard abstaining.

OTHER

Mrs. Waugh passed out draft copies of the information the Board would be reviewing the following day during the Policy Committee's report. Mr. Willard pointed out to members that information about NASBE elections, by-law changes and public education position changes had been included in members' folders and would also be discussed the next day.

RECESS	
There being no further business, Chairman V	Vagnon recessed the meeting at 6:02 pm.
Bill Wagnon, Chairman	Penny Plamann, Secretary

KANSAS STATE BOARD OF EDUCATION MEETING MINUTES

August 13, 2008

Chairman Wagnon called the meeting to order at 9:00 a.m. on Wednesday, August 13, 2008, in the Board Room of the State Board of Education Building, 120 SE 10th Avenue in Topeka, Kansas.

ROLL CALL

All members were present:

Steve Abrams	Carol Rupe
John Bacon	Jana Shaver
Sally Cauble	Bill Wagnon
Sue Gamble	Janet Waugh
Kathy Martin	Ken Willard

APPROVAL OF AGENDA

Mrs. Shaver moved, with a second by Mrs. Rupe, that the agenda be amended to include the Commissioner's report on ACT results and adopted as amended. The motion carried.

ACT RESULTS

Commissioner Posny reported that Kansas students continue to top the national average for composite scores on the ACT test. Kansas students had a composite score of 22.0, the highest recorded in the past 5 years and up from 21.9 last year. With 74 % of the over 32,000 seniors in Kansas taking the ACT, Kansas ranks in the top 20% in participation and the 5-year trend data on Kansas students continues upward. Scores in all subject areas rose by at least 0.1 point, with a 0.2 point in reading and math. In the discussion following her presentation, Dr. Posny was asked to explain what a 0.2 point increase an ACT score means for a state. Also briefly discussed was the use of the ACT for the state high school assessment.

BOARD REPORTS

Chairman

Chairman Wagnon reported that he had been invited by NASBE to attend a US Army and Public Education Conference in South Carolina in September. He had also been asked to participate at the NASBE annual meeting as a panelist on a panel discussing early secondary education, the topic of the study committee on which he had been participating. Dr. Wagnon also reported on a meeting at Washburn University about federal scholarships for teacher preparation programs for students who would teach in high need locations or subjects.

Issues Concerning the Upcoming NASBE Annual Meeting

Mr. Willard reviewed the election of NASBE officers that would take place at the NASBE annual meeting, as well as the by-law changes and public education positions that would be voted on. Dr Wagnon volunteered to attend as the State Board's delegate. Only one individual was running for each of the Central Area Director positions which left the Board to decide its choice for President-elect. Dr. Abrams nominated Randy DeHoff. The nomination was seconded by Mr. Bacon. Mrs. Gamble nominated Lowell Johnson, with a second by Mrs. Rupe. After a brief discussion a vote was taken with Mr. Johnson receiving the majority on a 6-4 vote. Mrs. Martin, Mr. Bacon, Mr. Willard and Dr. Abrams cast votes for Mr. DeHoff. Dr. Wagnon, Mrs. Waugh, Mrs. Gamble, Mrs. Shaver, Mrs. Cauble and Mrs. Rupe cast votes for Mr. Johnson.

It was agreed that Dr. Wagnon, as the delegate, should use his discretion in voting on the by-law changes and the public education positions.

Legislative Coordinator

Mrs. Gamble reported she had attended the Special Education Funding Task Force meeting and would be leaving the Board meeting early to attend a meeting of the Legislative Education Planning Committee on higher education.

Board Attorney's Report

Mr. Biles reviewed his written report. Mr. Willard moved, with a second by Mrs. Gamble, that the Board accept Mr. Biles' report and approve payment for services for July as presented. The motion carried.

Other Board Member Reports

Mrs. Rupe reported that she had attended all three days of the Career and Technical Education Summer Conference in Wichita, noting that the conference gets better every year. She also reported that she had attended a McRel policy forum on state assessments. Conclusions arising from the meeting were that Kansas needs its assessments need to more integrated and balanced, with better use by schools of formative assessments throughout the year. She added that 21st century learning skills need to be integrated into the standards, with assessment of application and skills so that more authentic learning takes place. Mrs. Rupe said that she hoped Scott Smith and Neal Kingston could be on the agenda to discuss the issues with the Board. A discussion of the MAP assessment versus state formative assessments followed.

Dr. Abrams reported that he would be on a panel at the NASBE annual meeting, as well. His panel would be on the work of the CTE study committee.

Mrs. Martin also reported on her attendance at the Career and Technical Education Summer Conference.

Requests for Future Agenda Items

Mrs. Cauble, stated she did not know if it should be a future agenda item, but felt the financial data provided by KSSD and KSSB in their budgets and reports was not adequate to give the State Board, as their local board, a good picture of their finances. Mrs. Cauble also asked for more information in the future on the individuals and entities the Board is being asked to approve as Department contractors. Mrs. Gamble asked for a report on the items that Kansas does not get credit for in *Education Week's* "Diplomas Count". Mrs. Rupe asked for a presentation on incorporating 21st century skills. Mrs. Gamble requested a presentation on state formative assessments and the MAP assessments.

BOARD POLICY COMMITTEE REPORT ON RECOMMENDED CHANGES

Mrs. Waugh, Chairman of the Board Policy Committee, reviewed changes that had been made to the position descriptions for the commissioner and board secretary since the last Board meeting. A discussion of the commissioner's travel and where it would fit in her position description followed. It was recommended an addition be added to each of the functions that comprise the commissioner's job: "Attend and/or participate in national and statewide conferences, meetings, and other professional activities to support KSBE goals, objectives, strategies and policies". A question about communication of board action and follow up between the board secretary and staff arose. It was recommended that "at the request of the commissioner" be added. A discussion of when the meeting minutes should be completed followed and it was agreed that a draft should be out as soon as possible but not later than ten business days.

Mrs. Waugh also reviewed the changes to Policy 1007: Officers - Election, Tenure, and Duties, and Policy 1010: Operation of the State Board of Education, and presented a new procedure for conducting evaluations. She indicated that current policies would be amended to include reference to the appropriate procedures and guidelines. She also reported how guidelines and procedures would be identified- Roman numerals for guidelines and letters for procedures. When the Policy Committee next meets, Mrs. Waugh reported that it would work on procedures for New Board Member Orientation. She also handed out a copy of a new amendment to the state law on open meetings. The amendment addresses serial meetings.

Mrs. Gamble left at 10:10 a.m. The Board took a break from 10:26 to 10:35 a.m.

UPDATE ON THE EDUCATION RESEARCH CONSORTIUM

Kathy Gosa, Director of the Information Technology Team, presented an update on the activities and plans of the Research Consortium to meet its objective to maximize the state's capacity to use data to inform decisions and actions in education. The Research Consortium, guided by a steering committee made up of representatives from the Kansas State Department of Education, the Kansas Board of Regents, K-State and the University of Kansas, is an outgrowth of a 3-year grant by the Institute of Education Sciences (IES) to enhance the capacity and use of education data in Kansas. One component of that grant included establishment of the Research Consortium to enable implementation and use of an education research agenda. One of three work groups of the Consortium, the Research Agenda Committee developed a needs assessment survey instrument which it will administer in the fall to identify priority themes for research in the state. Plans are to use the results of the needs assessment to develop an initial research agenda by the end of the year.

Mrs. Gosa handed out to Board members copies of a Research Needs Assessment Survey, asking that Board members fill it out and return it. Dr. Abrams noted that the categories listed did not include the integration of academics into career and technical education. Mrs. Gosa said she would add it to the list of possible research topics and, since the State Board was the first to have an opportunity to respond to the survey, the topic would be included on the version that was distributed to other groups.

EVALUATION OF THE CURRENT ALTERNATE LICENSURE PROGRAM

Susan Helbert, Assistant Director of Teacher Licensure and Education, presented background information and trend data regarding the KSDE Restricted Licensure Program. Representatives of higher education institutions with restricted licensure programs assisted in the presentation. Debbie Mercer, Fort Hays State University; Judith Hayes, Wichita State University; Brad King, Mid-America Nazarene University; and Rozanne Sparks, Pittsburg State University discussed their programs with the Board. Dr. Abrams asked for a comparison of retention data for those entering the education profession along a traditional route and those entering through an alternate program.

STATE BOARD MEMBER TRAVEL

Mrs. Waugh moved, with a second by Mrs. Rupe, that the travel requests be approved as presented. The motion carried.

ADJOURNMENT	
There being no further business, Chairma	n Wagnon adjourned the meeting at 12:06 p.m.
Bill Wagnon, Chairman	Penny Plamann, Secretary

KANSAS STATE BOARD OF EDUCATION MEETING MINUTES July 8, 2008

CALL TO ORDER

Chairman Wagnon called the meeting to order at 10:00 a.m. on Tuesday, July 8, 2008, in the Board Room of the State Board of Education Building, 120 SE 10th Avenue in Topeka, Kansas.

ROLL CALL

Members present were:

Steve Abrams Carol Rupe
John Bacon Jana Shaver
Sally Cauble Bill Wagnon
Sue Gamble Janet Waugh
Kathy Martin Ken Willard

All present rose to recite the Pledge of Allegiance.

APPROVAL OF AGENDA

Chairman Wagnon indicated the need to add an executive session for the discussion of matters affecting non-elected personnel upon completion of the printed agenda. Mrs. Martin and Mrs. Gamble noted it would conflict with their schedules and asked if it could be added to the Wednesday agenda instead. Chairman Wagnon indicated it was important that it be held prior to the Policy Committee's report on Wednesday morning. Mrs. Shaver moved, with a second by Mrs. Rupe, that the agenda be approved as amended. The motion carried 9-1, with Mrs. Martin voting "no".

APPROVAL OF THE MINUTES

Mrs. Rupe moved, with a second by Mrs. Martin, that the minutes for the June meeting be approved as presented. The motion carried 9-0-1, with Mrs. Waugh abstaining.

COMMISSIONER'S REPORT

Commissioner Posny reviewed the Partnership in Character Education Program awards grant mentioned in her written report. The Kansas application featured integration of character education principles with on-going academic, career and technical initiatives such as the multi-tiered system of support, recent antibullying legislation and the integration of career and technical standards with existing academic standards. Each Board member also received a plaque commemorating the 21st Century Skills Practice of the Year Award for the State Board of Education's policies promoting comprehensive redesign with integration and partnerships.

In discussing progress on the Board's goal, four objectives, and the strategies and action plans for each, Dr. Posny reviewed information handed out to Board members in June that had been shared with the P-20 Council and which she planned to use in discussing across the state the initiatives the Board's has undertaken. The document, *Aligning Educational Efforts Across Kansas*, contained the action plans on the Board initiatives for career and technical integration; the recruitment and retention of teachers; educational leadership development; and alignment of pre-K through 16 systems of support. Additionally, Dr. Posny reviewed another document Board members had been given in June that provided details about the status of the activities in the 2008 action plan for implementation of the Board's objectives.

CITIZENS' OPEN FORUM

Chairman Wagnon opened the Citizen's Open Forum at 10:25 a.m. Those addressing the Board were: John Richard Schrock, Emporia; Sandra Ames, Olathe, representing National Board Certification for Teachers of Kansas; Dr. Brenda Dietrich, Topeka, representing the Kansas Association of School Administrators; and Dr. Marty Stessman, Tecumseh, representing USD 450, Shawnee Heights. With no one else wishing to speak, Chairman Wagnon closed the Open Forum at 10:33 a.m.

Dr. Abrams stated that he felt Dr. Dietrich and Dr. Stessman, who had shared concerns about virtual schools, had made some valid points that the should be explored by the Board.

The Board took a break from 10:40 to 10:50 a.m.

TITLE II A FUNDS AND ENSURING HIGHLY QUALIFIED TEACHERS IN HIGH POVERTY SCHOOLS

Diane DeBacker, Deputy Commissioner for Learning and Innovative Services, shared information about the purpose and use of Title II A funds. She reported that this year Kansas will be receiving approximately \$22.7 million from the federal government to share with districts to improve teacher quality in the state. Teacher quality reforms the funds support include strategies for recruiting and retaining highly qualified teachers; providing professional development in core academic areas; promoting growth and rewarding quality teaching through mentoring, induction and other support services; testing teachers in academic areas; and reducing class size. Dr. DeBacker shared the definition of Highly Qualified (HQ) and pointed out how the requirements have changed for new teachers entering the field, which now includes the requirement that they must pass a rigorous content test(s) in they area or areas in which they will teach. She also reviewed the subject areas that are considered to be core academic areas by the 2005-2006 federal law requiring HQ teachers. She noted that states and districts must establish annual measureable objectives that demonstrate progress in meeting the 2005-2006 goal. Concern was expressed that the definition of HQ dealt with what a teacher must have as far as education and knowledge, with effectiveness ignored. Norma Cregan, Assistant Director for Title Programs and Services reported that US DOE and other organizations were beginning to look at highly effective teachers, but accountability in that area was still under study.

Dr. DeBacker reviewed statistics comparing the percent of highly qualified teachers in low poverty and high poverty districts. Students in high minority, low social and economic status (ses) schools are more likely to be taught by teachers lacking certification in their field – 2.3% versus 5.3% for elementary schools and 8.8% versus 27.7 % for Kansas middle and high schools in the 2006-2007 school year. In discussing the progress made by Kansas districts in meeting the requirements for hiring HQ teachers, 59% have more non-HQ in 2006-2007 than in 2005-2006. It came out in the discussion that there were several reasons for the backward movement in the number of districts meeting the HQ goal. Those include the use of funds to add teachers to reduce class size coupled with the fact that low ses schools have more trouble attracting experienced, qualified teachers for the additional positions. Additionally, many of the non-HQ teachers fall in subject areas that are traditionally harder to fill – math, science, special education and family and consumer science. Dr. DeBacker reported that districts are now required to provide a yearly action plan for achieving HQ status for each teacher who is not. Dr. DeBacker also shared strategies funded by Title II A in districts that have been successful in achieving HQ status. After reviewing the role the Department is playing in assisting districts and the components in the Kansas Equity Plan, she introduced individuals from USD 457, Garden City, and USD 259, Wichita.

Mr. James Mireles, Principal of Garden City High School, USD 457 Garden City, reported on the many strategies employed by the district to recruit and retain teachers, many of them matching components in the Kansas Equity Plan, such as providing alternative routes to teaching and working with Fort Hays State University; international teachers; offering additional compensation; financial and non-monetary incentives; and providing targeted professional development. Additionally, the district has implemented a strong support system for new teachers; reimburses teachers who pursue additional endorsements in certain areas, as well as reimbursing (up to \$5,000) teachers receiving a master's degree.

Ms. Denise Seguine, Chief Academic Officer of USD 259 Wichita, and Suzanne Smith, USD 259 District Director of Learning Services, shared their efforts to support teachers and increase the number of HQ in the classroom. Efforts have included helping long time teachers use the HQ rubric; district directed staff development, some of which is job embedded; mentors, peer and teacher coaches to new teachers; the use of international teachers; a three year teacher induction program; and the promotion of teacher collaboration and professional learning communities. The recruitment and retention efforts of USD 259 include a loan forgiveness program for teachers of diversity; a future teachers club at the high school level; a grow-your-own math teacher program that is encouraging elementary and secondary teachers to become licensed at the middle school level.

Dr. Wagnon left at 11:50 during the presentation on Title II A activity and Mrs. Rupe assumed the chair. At 12:05 the Board recessed for lunch and returned at 1:30 p.m. Dr. Wagnon was present and reassumed the chair.

RESULTS OF THE STUDY OF EFFECTIVE PROFESSIONAL DEVELOPMENT PRACTICES

Dr. Phyllis Clay reported highlights from the results from a National Staff Development Council (NSDC) survey of Kansas educators regarding the frequency of implementation of the effective professional development practices in their schools. Additionally, she shared information from the review of the Kansas Blue Ribbon Schools and schools receiving the KSDE Challenge Award which studied the schools' implementation of aspects of the NSDC twelve professional development standards endorsed by the Board in January for use in Kansas.

Recommendations from the survey and study of schools included: encourage school leaders to focus professional development on research-based programs; find ways to support school efforts to provide professional development in the area of research-based programs, especially in schools that have a high percentage of students performing below standard on assessments; encourage school leaders to focus professional development on data-driven decision making; find ways to support school efforts to provide professional development in the area of data-driven decision making; and find ways to support schools that have a high percentage of students performing below standard on assessments in their efforts to provide professional development in the area of quality teaching. In the discussion following, Chairman Wagnon observed that there did not appear to be a consistent emphasis on quality professional development across the state, adding that it might be possible to get the leadership of KSDE, KNEA, USA and KASB together to come up with a common strategy to get a conversation about the need for high quality professional development started across the state. He suggested several possibilities about how that might work.

TEACHING IN KANSAS COMMISSION (TKC) UPDATE

Pamela Coleman, Director of Teacher Education and Licensure (TEAL), updated the Board on the specific TKC action plan, which included an outline of a month by month schedule through November. Also included was the make-up of the work groups formed to develop strategies to implement the action plan TKC's recommendations that were endorsed by the Board in May. The recommendations were organized into the five work groups to address the five areas of emphasis--working conditions, teacher preparation, salary and benefits, image and promotion, and regulations/requirements/data.

Discussion followed about whether the work of TKC would bring about the changes necessary to produce effective teachers so that Kansas students learn 21st century skills. It was pointed out that there was an overlap in membership between TKC, efforts from the working groups to integrate academics into CTE, and the Kansas Leadership Commissioner. It also was noted that the focus of all the groups was integral to the effectiveness of MTSS (Multi-Tiered Systems of Support). Commissioner Posny pointed out, as well, that the TKC teacher preparation working group would be the group having the most impact on defining and making changes to produce the effective teachers needed.

UPDATE ON KANSAS EDUCATIONAL LEADERSHIP COMMISSION

Bill Hagerman, Director of Innovation and Improvement, gave Board members a Kansas Education Leadership Commission action plan, with a timeline and a proposed budget. He indicated that what he was presenting to the Board was Part One of three parts. The second parts would address barriers in regulation or statute and the third would deal with advocacy to maintain the momentum for plan implementation over the several years it will take to accomplished it. Mr. Hagerman stated that the strategies in the plan were components of an overall system designed to function most effectively when all were implemented. Financing the plan was discussed, with concern expressed about sources of funds, particularly for the current fiscal year. Commissioner Posny responded that foundation sources of funds would be explored, but that some of the actions for FY 2009 might have to be combined with FY 2010. If all activities with a cost attached were postponed until FY 2010 they would amount to \$615,000. It was suggested that Board members could consider the funding in their FY 2010 budget request which would be addressed later in the day. Other discussion was for clarification purposes.

The Board took a break from 2:46 until 2:52 p.m. Dr. Abrams returned at 3:05 p.m.

EVALUATION OF THE IMPACT OF TECHNOLOGY-RICH CLASSROOMS GRANTS

Melinda Stanley, Technology Coordinator in charge of the Technology-Rich Classrooms (TRC) grants program funded through the federal Enhancing Education through Technology program, presented information about the program since its inception in 2003. Since that time, she reported, 228 grades 3-6 classrooms have participated in the program. The program focuses on student success, 21st century skills, project based learning, and creating an environment for supporting success. The content area focus is on math, reading and science. It was designed to support the following NCLB goals: 1) improve student academic achievement through the use of technology in elementary and secondary schools; to assist every student in crossing the digital divide by ensuring that every student is technologically literate by the end of the eighth grade; and to encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented.

Phyllis Clay, Director of Research and Evaluation, gave results of a study of the long-term impact of the TRC project regarding the replication, sustainability, and impact. To round out the presentation, Superintendent Linda Kenne, USD 432, Victoria, shared the experience of her district with TRC and its impact on students and teachers.

RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

Mrs. Gamble moved, with a second by Mrs. Shaver, that the Kansas State Board of Education adopt the findings of fact and conclusions of the Professional Practices Commission and approve the recommendations of the Commission in cases 08-FC-03, 08-FC-05, 08-O-06, and 08-O-07. The motion carried.

FY 2010 BUDGET

After reviewing projected State General Fund balances, Deputy Commissioner Dennis discussed the state law that requires that school funding be increased by no less than a percentage equivalent to the percentage increase in the CPI-U (Consumer Price Index-Urban) during the preceding school year. He revised upward the percentage increase he had presented in June to 3.64%, which would make available \$106,369,344. Mr. Dennis recommended an increase in BSAPP to \$11 as well as funding the costs of programs necessary to comply with current law. It was pointed out that reducing the BSAPP by one dollar would provide funding for the combined FY 2009 and FY 2010 KELC action plan. After discussing options, Mrs. Gamble moved, with a second by Mrs. Rupe, that the State Board approved the recommendations of staff regarding the FY 2010 budget request, modifying it to reduce the suggested increase in BSAPP from \$11 to \$10, with the savings, \$630,000, to be dedicated to leadership initiatives. Mr. Bacon said he would not vote for the motion because he felt the total amount should go BSAPP to allow local districts the discretion to decide where funds were most needed. The motion carried 9-1, with Mr. Bacon voting "no"

CONSENT AGENDA

Chairman Wagnon asked to add an item to the consent agenda regarding school buildings at USD 473 Chapman. Mrs. Waugh asked for a Friday letter update on the Chapman district. Mrs. Gamble moved, with a second by Mr. Willard, that the State Board approve the consent agenda as amended. The motion carried. In the consent agenda the State Board:

- Received the FY 2008 Personnel report.
- Received the FY 2008 Personnel Turnover Report
- Confirmed the appointments of Carla Sullivan to the position of Education Program Consultant on the Title Programs & Services team effective June 2, 2008, at an annual salary of \$48,443.20; Mary Wilson to the position of Education Program Consultant on the Innovation & Improvement team effective June 2, 2008, at annual salary of \$48,443.20; and Gayle Stuber to the position of Coordinator of Early Childhood on the Special Education Services team effective July 13, 2008, at an annual salary of \$60,382.
- Confirmed the appointments of Julie Ford to the position of Director of the Title Programs & Services team effective June 16, 2008, at an annual salary of \$92,000, and Diane DeBacker to the position of Deputy Commissioner of the Division of Learning & Innovative Services effective June 30, 2008, at an annual salary of \$120,000.
- Approved school construction plans for USD 458, Basehor-Linwood; USD 491, Eudora; and USD 101, Erie.

- Approved the vocational education service agreements between USD No. 233, Olathe, and Spring Hill USD 230, De Soto USD 232 and Wellsville, USD 289.
- Approved the agreement for the Technology Excellence in Education Network (TEEN) Interlocal Agreement #632.
- Accepted the recommendations of the Evaluation Review Committee for "Program Approval" for The University of Kansas, Early Childhood Unified (I, Birth-Kdg); MidAmerica Nazarene University, School Counselor (A, PreK-12); and Pittsburg State University, Adaptive (I, 6-12).
- Accepted the recommendations of the Licensure Review Committee in cases 2499, 2508, 2511, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2529, 2531, 2533, and 2535.
- Approved the in-service education plans for Derby USD 260, Maize USD 266, Plainville USD 270, Wheatland USD 292, Phillipsburg USD 325, Atchison County USD 377, Vermillion USD 380, Shawnee Mission USD 512, Northeast Kansas Education Service Center #608, Brown County Interlocal #615, and Catholic Diocese of Wichita.
- Approved the Model World Languages Standards.
- Approved funding of Migrant Family Literacy grants for USD 209, Moscow Public Schools, \$80,000; USD 214, Ulysses Public Schools, \$81,693; USD 216, Deerfield Public Schools, \$88,000; USD 218, Elkhart Public Schools, \$55,000; USD 253, Emporia Public Schools, \$49,635; USD 443, Dodge City Public Schools, \$200,000; USD 457, Garden City Public Schools, \$119,747; USD 470, Arkansas City Public Schools, \$70,586; and Johnson County Community College, \$238,160.
- Approved funding of Migrant Summer Services grants for USD 457, Garden City Public Schools, \$17,631; and USD 500 Kansas City Public Schools, \$30,000.
- Approved Year One funding of 21st Century Community Learning Centers Grants for 2008-2009 for USD 466 Scott City, USD 500 Kansas City, Boys and Girls Club of Hutchinson (Lincoln Elementary School), and Boys and Girls Club of Hutchinson (McCandless Elementary School), with the total not to exceed \$386,000.
- Issued an FY 2008 license to KDR Driving School, Salina, KS from July 9, 2008 through December 31. 2008.
- Approved a 2008-2009 Learn and Serve America School-based grant for Wichita Public Schools, USD 259, for \$9,644.
- Approved 2008-2009 AmeriCorps*Kansas planning grants for the Cerebral Palsy Research Foundation, \$50,000; and the Volunteer Center of Hutchinson Community College, \$50,000.
- Issued Orders authorizing USD 383, Manhattan, USD 453, Leavenworth, and USD 498, Valley Heights, to hold elections on the question of issuing bonds in excess of the districts' general bond debt limitation.
- Approved for the next 12 months all plans for temporary buildings, structures, and facilities used for school purposes in Chapman, if those buildings, structures and facilities are found to be codecompliant by the KSDE architect

Contracts Approved

The State Board authorized the *Superintendent of the Kansas State School for the Deaf to* receive payment for services as follows:

Center School District, Kansas City, Missouri: 2008-2009 School Year, One Student - \$18,960, and One Student at \$17,160; and

Raytown School District Raytown, Missouri: 2008-2009 School Year, One Student at \$12,840.

The State Board authorized the Commissioner of Education to negotiate and

- continue a contract with Families Together, Inc. (FT) to serve as parental involvement consultants to the State Personnel Development Grant activities, in an amount not to exceed \$20,000;
- enter into a contract with the Technical Assistance for Excellence in Special Education Center for Persons with Disabilities Center (TAESE), Mountain Plains Regional Resource Center (MPRRC) for technical assistance and support, and data analysis for the Kansas State Performance Plan (SPP) and Annual Performance Report (APR), in an amount not to exceed \$644,588;
- continue a contract with The University of Kansas Institute for Positive Behavior Support (PBIS) to continue to train and support 20 schools currently in various phases of Schoolwide Positive Behavior Support (SWPBS) implementation; initiate SWPBS training and support for up to 30 additional schools; train additional trainers and additional district-level SWPBS coaches; plan and assist in developing a statewide infrastructure of support for MTSS; develop additional resources and supports; collect data and compile evaluation results of training effectiveness; and contribute to the achievement of the goals and objectives of the federal State Personnel Development Grant; in an amount not to exceed \$209,167.
- continue a contract with the Kansas Institute for Positive Behavior Support (KIPBS) at the University
 of Kansas to further develop and enhance MTSS (Multi-Tiered Systems of Support) implementation
 through school-wide positive behavior support (PBS) systems in Kansas districts and schools, with
 contract amount not to exceed \$33,000; and
- continue a contract with Kansas State University to provide Carl D. Perkins Leadership Grant activities, with the contract amount not to exceed \$74,134.

EXECUTIVE SESSION

Mrs. Waugh moved, with a second by Mrs. Shaver, that the State Board of Education recess into Executive Session at 4:00 p.m. for a period of fifteen minutes for the purpose of discussing personnel matters of nonelected personnel so the privacy, confidentiality and other rights of such personnel are not violated, and that the open meeting of the Board resume in the Board Room at 4:15 p.m. The motion carried. At 4.15 p.m. the open meeting resumed. Mrs. Waugh moved, with a second by Mr. Willard, that the executive session be extended ten minutes until 4:25 p.m. The motion carried. The open meeting resumed at 4:25 p.m. Mrs. Waugh moved, with a second by Mrs. Shaver, that the executive session be extended an additional ten minutes. The motion carried. The open meeting resumed in the Board Room at 4:35 p.m.

APPROVED

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RECESS There being no further business, Cha	airman Wagnon recessed the meeting at 4:35.m.
Bill Wagnon, Chairman	Penny Plamann, Secretary

MINUTES

KANSAS STATE BOARD OF EDUCATION MEETING MINUTES

July 9, 2008

Chairman Wagnon called the meeting to order at 9:01 a.m. on Wednesday, July 9, 2008, in the Board Room of the State Board of Education Building, 120 SE 10th Avenue in Topeka, Kansas.

ROLL CALL

Members present were:

Steve Abrams Carol Rupe
John Bacon Jana Shaver
Sally Cauble Bill Wagnon
Sue Gamble Janet Waugh
Kathy Martin Ken Willard

APPROVAL OF AGENDA

Mrs. Shaver moved, with a second by Mrs. Rupe, that the agenda be adopted as presented. The motion carried.

BOARD REPORTS

Chairman

NASBE Professional Development Fund

Chairman Wagnon reported that the NASBE Professional Development Fund currently had a balance of \$623. He recommended that no additional dollars be added to the fund because of state budget problems. He suggested that members charge their NASBE activities against their travel allocations from the State General Fund and that the remaining \$623 be used to partially subsidize Mr. Willard's expenses for the NASBE annual meeting.

Chairman Wagnon reported that Mrs. Rupe was unable to read the Milken nominations and volunteered to take her place. He also updated Board members on the first meeting of the P-20 Council, noting his membership will continue for the next two years. He asked that Commissioner Posny share with the Board the presentation she made to the P-20 Council. Dr. Wagnon indicated he would remain on the ECS Steering Committee until a replacement was named and he would recommend Commissioner Posny for the position. Dr. Wagnon noted that international benchmarking of academic standards had been a focus of the Education Commission of the State's National Policy Forum he had recently attended.

Chairman Wagnon also shared information about an upcoming Community Heritage program commemorating the 150th anniversary of an Underground Railroad event that had taken place in Topeka.

Legislative Coordinator

Mrs. Gamble said she had nothing to report since the Legislative Education Planning Committee had not yet scheduled any meetings.

Board Attorney's Report

Mr. Biles reviewed his written report. Dr. Abrams moved, with a second by Mrs. Rupe, that the Board accept Mr. Biles' report and approve payment for services for June as presented. The motion carried.

Other Board Member Reports

There were no other Board member reports.

Requests for Future Agenda Items

Dr. Wagnon requested a discussion of the Board secretary's responsibilities in order to come to a consensus on what they should include prior to any action on the Policy Committee recommendations. Mrs. Shaver requested a presentation on the kindergarten readiness study. Mrs. Gamble asked for a report on the information on the items that Kansas does not get credit for in *Education Week's* "Diplomas Count".

Mrs. Rupe brought up the confusion over several things that were referred to in similar ways—P-20, P-16, and P-21. Commissioner Posny indicated she would not refer to P-21 without using the whole title - Partnership for the 21st Century Skills.

Board Policy Committee Recommendations

Mrs. Waugh, Chairman of the Board Policy Committee, reviewed changes proposed to Policy No. 1007, "Officers - Election, Tenure, and Duties", and Policy No. 2002, "Monitoring and Evaluating Commissioner Performance". Attachments included with the policy changes, but not part of policy, were the position descriptions for the Commissioner and Secretary and the evaluation instruments for the Secretary, Attorney and Commissioner.

Issues brought up in the discussion that followed included the need for a written set of procedures to guide the Board in the evaluation process. Chairman Wagnon asked if the Policy Committee would work on developing them, as well as reviewing and updating the existing guidelines.. Other issues discussed were who would have the responsibility of supervising the Board Secretary and to whom that position would report; duties of the secretary beyond recording action of the Board, arranging for meetings, taking care of the day-to-day needs of the Board and the Board office; and who the Commissioner would have the responsibility for directive supervision, with the mention that the superintendents of the two special schools had been left out. It was anticipated that Board action on the recommended changes to policies 1007 and 2002 would take place at the August meeting.

The Board took a break from 10:04 to 10:13 a.m.

VIRTUAL SCHOOLS GUIDELINES

Commissioner Posny began her discussion with the Board about the Virtual School guidelines, by addressing issues that had been raised in Open Forum by two district superintendents. One question was about how the quality of virtual schools could be assured. Dr. Posny mentioned the Kansas QPA process and also shared information about a new US DOE document providing guidelines for evaluating on-line programs. Several members asked for hard copies of the document and she indicated she would also provided the web link to it in her Friday letter.

Dr. Posny answered Board member questions and discussed the proposed changes to the Virtual Schools Guidelines. Changes included: the addition of the statutory language defining a virtual school; how virtual students are to be counted for FTE purposes; professional development for district teachers who teach in virtual schools; examples to help determine whether a student is a vitural student or a traditional student; and recruitment and advertising. Additionally, Mrs. Cauble brought up a concern about the provision that virtual schools "make conference contact with students/parents each semester", stating she would like to see the wording strengthened.

After discussing issues with Mr. Biles about concerns he had with the new language proposed under Recruitment/Advertising, it was decided he would work out a substitute for the Board to consider. Dr. Posny stated the guidelines would be brought back in August with changes in the proposed language.

UPDATE ON POSTSECONDARY TECHNICAL EDUCATION AUTHORITY (PTDA)

At the invitation of the International Association of Machinist and Aerospace Workers (IAM), Cessna, and the Governor were invited to attend a briefing and tour of New York City's Aviation High School. Kansas Secretary of Commerce Dave Kerr attended for the Governor and Bill Quattlebaum, both members of PTDA, attended for Cessna. The IAM extended the invitation in an effort to help the Wichita aviation industry find skilled aviation workers and avoid outsourcing work because they are unable to find the skilled labor in the local labor market. Mr. Quattlebaum and Secretary Kerr gave a PowerPoint presentation on their visit and answered questions about what might be done in Kansas

STATE BOARD MEMBER TRAVEL

ADIOUDNMENT

Mrs. Waugh asked that a Policy Committee meeting on July 22nd be added for Mrs. Shaver, Mr. Bacon and herself. She also asked that a KACEE meeting in Salina on July 31st be added to her travel requests. Mrs. Shaver moved, with a second by Mrs. Waugh, that the travel requests be approved as amended. The motion carried.

The Board took a break from 11:47 until 11:56 a.m.

VIRTUAL SCHOOL GUIDELINES (continued)

During the break Mr. Biles prepared and passed out to Board members some substitute language, with an optional addition, for the proposed change to the Recruitment/ Advertising section. Mrs. Gamble moved, with a second by Mrs. Cauble that the Board approve adoption of the proposed change, deleting the word "unique". The optional addition was not part of the motion. After discussing the change, the motion carried. The language adopted was:

Once KSDE approves the school/program, enrollment may begin taking place. Virtual programs/schools may advertise their programs prior to publicly distributing any written materials to advertise or promote a virtual program/school. Such written materials must be provided to the school district or districts located within the geographic area where the materials will be distributed. Materials such as laptops should be listed as a loaner and not free.

Mrs. Shaver moved, with a second by Mrs. Rupe, that the Board also include the optional language defining false or misleading communication. The motion failed on a vote of 4-6, with Dr. Abrams, Mr. Willard, Mr. Bacon, Dr. Wagnon, Mrs. Gamble and Mrs. Martin voting "no".

ADJOCKINENT	
There being no further business, Chairman Wagnon adju	ourned the meeting at 12:22 p.m.
Bill Wagnon, Chairman	Penny Plamann, Secretary

Agenda Number: 5
Meeting Date: 09/9/2008



To: Kansas State Board of Education

From: Alexa Posny

Subject: Commissioner's Report

Date: 08/25/2008

Board Goals: Board matters

Kansas Special Education Funding Task Force

As you are aware, Kansas SB 531 provided for the Special Education Funding Task Force, which consists of twelve members, one of which is the Commissioner of Education. The duties of the Task Force are to:

- Study and recommend changes in the existing formulas for funding special education and related services including (but not limited to) Medicaid replacement state aid.
- Conduct hearings, receive and consider suggestions from teachers, parents, the general public, Department of Education, State Board of Education, and other governmental officers and agencies for funding special education and related services.
- Develop and submit reports to the Legislature regarding the Task Force's work and recommendations for legislative changes on or before January 14th of each year.

The first meeting was held on August 8. Dr. Jay Chambers, Director, Special Education Expenditure Project and former Director of the Center for Special Education Finance for the US Department of Education, discussed the need to see special education in the larger concept within general education. He also shared state financing systems for special education, patterns of special education spending, and adequacy related to special education funding. Additionally, he outlined federal versus state and local roles including various funding formulas such as pupil weighting, census-based, resource-based, percentage reimbursement, and variable block grants. Considerable discussion was heard regarding the census-based formula in which a fixed amount is applied to all students.

Following Dr. Chambers, I shared information on the critical changes that have occurred historically in education over the past thirty years. One of the most important changes has been in special education, from a focus on access to the public school system to ensuring high expectations for all students. Additionally, it was shared that an effective educational system must establish placement neutral funding formulas and cost-effective strategies for meeting the needs of children with disabilities. I also shared with them a paper that summarizes the various ways special education is funded across the US. A copy of the paper is attached for your information.

Dale then shared information on estimated special education excess costs as well as projections for the future. Considerable time was spent discussing the hours spent by school districts in order to attempt to capture all the available dollars.

Finally, discussion was heard regarding various funding formulas, the conflict created with funding on a per-pupil basis for general education and resource-based for special education, a funding formula built on the MTSS model with funding allocated to tiers, and how funding changed when MTSS was implemented with the onus of responsibility placed on the general educator.

The Task Force has its next meeting scheduled for September 22 in room 545 at the Statehouse. Included on the agenda is discussion of five other states' funding of special education and a comparison of Kansas' current special education funding formula with a census-based formula. Following that, three Directors of Special Education representing Shawnee Mission, Hays and Cowley County Special Services Cooperative will share suggestions for improving the Kansas funding formula. The afternoon session will be an open hearing for anyone to offer suggestions for improving special education funding in Kansas.

Next month's schedule

Sept 2: Greenbush of Topeka Leadership Institute, Forbes, Top

Sept 3: KS Foundation for Excellence in Ed. Board of Directors meeting, Topeka

Postsecondary Technical Education Authority meeting, Topeka American Business Women's Association (ABWA) luncheon

Sept 4: MTSS Statewide Conference, Wichita

Sept 8: United School Administrators meeting, Lecompton

Sept 9-10: State Board meeting, Topeka

Sept 13-14: Kansas Teacher of the Year Regional Banquets, Salina, Wichita, Topeka, Overland

Park

Sept 15: Kansas P20 Education Council meeting, KBOR Sept 16: United School Administrators meeting, Clearwater

Sept 17-19: McREL Board meeting, Kansas City

Sept 22: Education Service Center Directors meeting, Topeka

Special Education Funding Task Force meeting, Topeka

Sept 23: RTI Web Seminar, JD Solomon, District Administrator Magazine

Sept 24: Council of Superintendents meeting, Topeka

Office of the Commissioner

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Special Education Funding Dr. Alexa Posny

"...An effective educational system...must...establish placement-neutral funding formulas and cost-effective strategies for meeting the needs of children with disabilities..." [P.L. 105-17, Sec. 651, (a)(6)(I)].

The United States (US) Individuals with Disabilities Education Act (IDEA) is an entitlement program that provides students with disabilities—those who are found eligible and who are in need of specially designed instruction—a **free** appropriate public education (FAPE). The IDEA states that special education is a system of services and supports for students eligible for and in need of, special education. It is not a program, nor is it tied to disability areas or age categories. We know that the key to special education is to ensure students receive the services they need while not identifying students in ways that may have long-term detrimental consequences.

The movement towards providing quality education for all students has evolved in many ways. Today, not only are students with disabilities entitled to FAPE, they are to be provided quality special education services. What is required today includes:

- Having high expectations for students with special needs
- Ensuring access to the general education curriculum for students with special needs
- Strengthening parent roles in the decision-making process
- Coordinating IDEA with other reform efforts
- Redefining special education as a service as opposed to a place students are sent
- Focusing resources on teaching and learning

Ultimately, any funding system should ensure and promote a unified system of education that does whatever it takes for every student to succeed. Funding should not be the driving force for providing services for students with disabilities. What policies and beliefs are to be fostered will also be determined by the formula chosen.

Total Spending on Students with Disabilities

The total cost and per pupil cost of special education services has risen since Public Law 94-142 (now known as the Individuals with Disabilities Education Act or IDEA) was enacted in 1975. While a primary factor in this growth has been increased identification, especially among very young children, several other factors contribute to these costs, including: changes in the sociodemographic characteristics of the population; a wider variety of education related services provided; a recognition of new and additional categories (i.e., autism, aspergers, pervasive developmental disorders, oppositional defiant disorder); the incorporation of early childhood and infant-toddler services; an increased number of premature babies who survive often with multiple and severe physical and cognitive disabilities; and an emphasis on providing special education supports and services within the general education environment.

During the 1999-2000 school year, the "total spending to educate all students with disabilities (in the US)...amounted to \$78.3 billion." (*Chambers, J.G., et al, 2004, What Are We Spending on Special Education Services in the US?, Special Education Expenditure Project)* In 2008, approximately \$10.5 billion was provided by the US Department of Education. Per pupil, the "total spending used to educate the average student with a disability amounts to \$12,639," which includes special education services and general education services combined. In comparison to general education expenditures, the "ratio of total expenditure to educate a student with a disability to the total expenditure to educate the typical regular education student is 1.9 or 90 percent more than general education alone.

Components of Special Education Spending

Special education spending includes central office administration and support of the program, direct instruction and related services for students' ages 3-21, special education summer school, programs for students who are homebound or hospitalized, special transportation services and assessments, evaluations and IEP related activities. The follow breakdown highlights the dollar amount and percentage of special education spending on each of these components:

 School-aged programs operated within public schools 	61%	\$ 30.7 billion
• School-aged programs operated outside public schools	11%	\$ 5.3 billion
 Preschool programs operated within public schools 	8%	\$ 4.1 billion
 Preschool programs operated outside public schools 	1%	\$263 million
• Other instructional programs (summer, homebound)	2%	\$912 million
• Transportation services	7%	\$ 3.7 billion
 Administration and support services 	10%	\$ 5.0 billion

Over 83% of total special education expenditures are allocated to direct instruction and related services (e.g., preschool programs, school-aged programs, summer school programs, and homebound/hospital programs). These expenditures take into account the salaries of special education teachers, related service personnel, and special education paraeducators. It also takes into account other expenditures including supplies, materials, and capital outlay for specialized equipment.

Transportation services account for almost 7% of the total expenditure. Administration and support (central office administration, related service personnel and special education schools) account for about 10% of special education spending. Central office functions include administration, coordination, staff supervision, monitoring and evaluation, due process, mediation, litigation support, assessment of student progress and eligibility determination.

By far, the highest cost for a special needs student is spent on a school-aged student served in programs outside the public schools at an average amount of \$26,440. In contrast, special education spending on direct instruction and related services for school-aged students served within public schools amount to \$5,709 per pupil. The expenditures on central office administration amounts to \$662 per pupil.

Expenditures on Assessment, Evaluation, and IEP Related Activities

Historically, studies have suggested that the determination of the eligibility of students to be provided special education services take up a substantial share of total special education spending. These activities include pre-referral and referral activities; initial screening; ongoing assessment, evaluations and reviews; and preparation of the Individualized Education Program (IEP). Also included within these costs are the costs of many central office staff such as directors of special education who spend substantial portions of their time involved in activities related to eligibility determination. Additionally, regular education staff spend some portion of their time in activities related to eligibility determination, as well as school psychologists, counselors, social workers and consulting teachers.

Based on this, it is estimated that total spending on eligibility determination activities is about \$6.7 billion, or \$1,086 per special education student.

- 28% Salaries and benefits of special education related services providers
- 27% Special education teachers
- 23% Regular education teachers
- 22% Central office special education staff

State Funding Formulas

Under IDEA, states and districts have the primary responsibility for providing special education services to eligible school-age children with disabilities. Across the US, states provide about 45% of the funding and local districts about 46% of the support for these services, with the remaining 9% provided through federal IDEA funding.

The formulas used by states to distribute funds for special education vary considerably. Funding formulas directly impact decisions made by school districts. Determination of what is to be promoted will be determined ultimately by the funding system employed. IDEA recognized that identifying students by category and providing financial aid based upon categorical identification (i.e., categorical aid) often results in the over-identification of students to gain more aid. The same is true of financial aid given based upon identification of staff and/or program.

In the United States, funding formulas were developed so to discourage practices such as providing more money for more restrictive placements over general education placements; hiring more staff or creating new programs to receive additional funds; or that drive the maintenance of dual systems—general and special education—creating barriers to the establishment of inclusive educational systems for all.

It must be remembered that specific provisions underlying educational financing mechanisms are just as important in affecting the provision of services as the amounts allocated. The following principles often guide the funding system for special education across states:

- ✓ Equity among districts
- ✓ Catastrophic and extraordinary services
- ✓ Responsibility among federal, state, and local entities

- ✓ Provision of appropriate services in the least restrictive environment
- ✓ "Hold-harmless"

The following questions can be used as a guide in determining the adequacy of any special education funding system. When considering effective state special education funding formulas, specific criteria must be determined upon which the formula should be based. It must be kept in mind that having a focus on one criterion alone will be at the expense of one or more of the others.

- > Do all districts receive comparable resources for comparable students?
- ➤ Are allocations provided in time to plan for services?
- > Are local districts able to deal with unique local conditions in a cost-effective manner?
- Are local districts responsible for outcome accountability?
- Are data requirements, record keeping, and reporting reasonable?
- ➤ Does the special education funding system have a clear link to the general education funding system?

Tom Parrish, et al, in 2004, attempted to classify state funding formulas into 6 broad categories, noting that states often use a combination of these approaches. Following are brief descriptions of each basic type:

- Pupil weights: State aid is allocated on a per student basis, based on the funding weight associated with each student.
 - o Single weight: Each student is assigned the same weight, regardless of severity of disability
 - o Multiple weights: More funding is provided for those students who are expected to cost more to serve.
 - o Tiers: Different amounts of dollars are provided based on student placement or disability.
- Flat grant: Funding is based on a fixed funding amount per student.
- Census-based: Funding is based on a count of all students in a district in which a percentage is assumed to represent the special education population.
- Resource-based: Funding is based on an allocation of specific education resources, such as teachers or classroom units.
- Percentage reimbursement: Funding is based on its expenditures for the services provided.
- Variable block grant: Funding is determined by base year allocations, expenditures, and/or enrollment.

Attached is a chart that describes the major funding formulas used by states including the benefits and caveats of each method. Finally, links to the national special education funding studies as well as state-specific studies are included.

Personnel Based: Reimbursement is based on the number of personnel employed to serve students with disabilities including professionals and paraeducators. The total amount reimbursed is based upon the total number of staff employed divided into the total amount of dollars allocated. It results in an amount per professional and an amount per paraeducator. Catastrophic funds for high-cost needs for specific students may also be included.

Every staffing unit results in some reimbursement. If additional staff members are needed throughout the year, staff can be added and districts are guaranteed reimbursement. Allows for meeting the needs of students who move in throughout the year as well as high-cost services that may be needed. Budgeting the previous year can be approximated.

It includes a financial incentive to place students in special education programs to receive additional dollars for staff; has few controls for over-staffing as each district or entity can choose the number of staff needed for any number of students; could result in one-on-one staffing per pupil especially with the use of paraeducators. The more staff added throughout the year results in fewer dollars for every district thus creating a need to tap into general fund dollars.

Census Based: Reimbursement is based on the assumption that a certain percentage of all students will require special education (the national average is approximately 12.5%). State special education revenues are then often incorporated into the overall state education allocation. Often translated into a percent increase of the full-time equivalent enrollment.

Is identification and placement neutral and generally leads to a reduction in the number of students classified as having disabilities; funding is the same regardless of how students are served; supports the IDEA amendments of 1997 and 2004 requirement that districts maintain students in the general education environment; reduces the financial encouragement to place students in programs to obtain aid based on greater numbers of special education staff as the number of personnel used would not be the primary or only basis for determining the amount of special education funding to be received; is more predictable year-to-year; is not wealth or size adjusted as more students may be identified in districts that can afford to provide those services; if special education funding is directly dependent on the general education funding it may encourage both groups to work together to maintain overall funding levels for education; promotes the removal of subjectivity of identification: ensures that all districts receive comparable resources for comparable students; enables districts the latitude to deal with unique local conditions in an appropriate and costeffective manner; gives districts greater flexibility as to how funds can be used; gives local budgeting autonomy; provides locals with the discretion to blend funds as long as the needs of special education students are met; breaks down the barrier between categorical and general education and creates a unified system in which all staff work together to meet the needs of all students; has the potential to encourage the state to not require any more paperwork than required under federal law thus allowing more student contact time; minimizes data requirements

Requires a separate funding system for students who are high-cost; because the funding level is the same regardless of the level of service provided, the fiscal incentive may be to provide less service at a lower cost; funding must be sufficient for all districts to enable them to provide appropriate services: implementation of funding changes must avoid any major short-term loss of funds (hold harmless clause); it may not result in equal dollars equaling resources as the cost of providing comparable levels of educational services in high cost areas is not the same as in low cost districts; does not address the cost of specialized equipment, extended school year costs, early childhood or capital outlay; does not include sufficiency of funding yearto-year; is not wealth or size adjusted; does not take into account that more students are identified in areas of low SES; may not allocate funds specifically to cover special education costs.

Weighting Formulas: Reimbursement is based on varying weighting formulas including: categorical weighting where dollars are determined by low incidence such as multiple disabilities or deaf-blindness generating, for example, 2.3 times as many dollars as high incidence such as learning disabilities; placement weighting which is greater for those students who spend, for example, over 60% of their time in a special class and less weighting for those who spend 20-60% of their time in a special class; single weighting which provides funds for special education by granting districts a multiplier times the regular per student allocation (i.e., a funding weight of 2 times the regular per pupil allocation) up to a certain percent of the total school population.	such as teacher and paraeducators full time equivalency (FTE) reported on a quarterly basis; enables districts to remain focused on service provision rather than maintaining logs, fulfilling billing procedures and counting hours. Creates a greater incentive for inclusion; can better integrate services; minimizes bookkeeping burden associated with separate funding streams; is based on research which shows that special education costs per student are approximately equal to twice the cost of regular education; creates a relatively even distribution; is neutral regarding disability or placement; less paperwork; funds can be targeted for all.	Is based on categories of disability that drives placement decisions; is based on being served in more restrictive settings (i.e., in a classroom with students who were all disabled); can encourage overidentification toward the categories that generate more dollars; does not eliminate the link between funding and number of students except in districts that identify more than the maximum percent; leaves out funding for related services, assistive technology, staff development and instructional materials.
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National SEEP Reports

- The Purpose and Design of the Special Education Project (453 KB) December 2003
- No. 1: What Are We Spending on Special Education Services in the United States, 1999-2000? (246 KB) Updated June 2004
- No. 2: How Does Spending on Special Education Students Vary Across Districts? An Analysis of Spending by Urbanicity, District Size, Median Family Income, and Student Poverty Levels in 1999-2000 (134 KB) Updated November 2002

State SEEP Reports

- Alabama SEEP Report (395 KB) June 2002
- Indiana SEEP Report (382 KB) May 2002
- Kansas SEEP Report (378 KB)
- Maryland SEEP Report (222 KB) February 2003
- Missouri SEEP Report (359 KB) July 2002
- Rhode Island SEEP Report (359 KB) May 2002
- Wyoming SEEP Report (630 KB) November 2002
 - Wyoming SEEP Report Appendices (311 KB)
 - Briefing Paper #1 Options Available in Funding Special Education Services in the State. (17 KB)
 - Briefing Paper #2- Issues Concerning the Implementation of Recommended Cost-Based Funding Model. (15 KB)

Agenda Number: 6
Meeting Date: 09/9/2008



To: Commissioner Alexa Posny **From:** Karla Denny, Dale Dennis

Subject: Recognition of National Finalists for Presidential Awards for Excellence in

Mathematics and Science Teaching

Date: 08/21/2008

Board Goals: Providing a caring, competent teacher in every classroom

At its September 9 meeting, the Kansas State Board of Education will have the opportunity to hear from the two National Finalists for the Presidential Awards for Excellence in Mathematics and Science Teaching. Each Kansas finalist received a \$10,000 unrestricted award from the National Science Foundation, attended a week-long conference in Washington, D.C., and was provided the opportunity to network with finalists from other states. The awards ceremony was held in May 2008, in Washington, D.C.

Carrie Newdigger, Macksville High School, USD 351 Macksville, received the finalist award in secondary science, and **Steven Obenhaus**, USD 233 Olathe North High School, Olathe, received the finalist award in secondary mathematics. They will be sharing some of the innovative programs they use in mathematics/ science instruction to foster student achievement. They will be available to respond to questions from the Board.

Communications and Recognition Programs

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Agenda Number: 7
Meeting Date: 09/09/2008

Kansas State Board of Education

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To: Kansas State Board of Education

From: Penny Plamann

Subject: Citizens' Open Forum

Date: 08/25/08

Board Goals: Improve communication with all constituent groups

Time has been set aside for public comments.

Office of the Commissioner

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