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

Danny Zeck, District 1
Melanie Haas, District 2
Michelle Dombrosky, District 3
Ann E. Mah, District 4
Cathy Hopkins, District 5
Dr. Deena Horst, District 6
Dennis Hershberger, District 7
Betty J. Arnold, District 8
Jim Porter, District 9
Jim McNiece, District 10

TUESDAY, SEPTEMBER 12, 2023
MEETING AGENDA

10:00 a.m.		1.	Call to Order – Chair Melanie Haas
		2.	Roll Call
		3.	Mission Statement, Moment of Silence and Pledge of Allegiance
		4.	Approval of Agenda
		5.	Approval of Minutes (August 8-9, 2023)
10:05 a.m.		6.	Commissioner's Report – Dr. Randy Watson
10:30 a.m.		7.	Citizens' Open Forum
10:45 a.m.	(AI)	8.	Act on Licensing Test Change Recommendations
11:00 a.m.			**BREAK**
11:10 a.m.	(IO)	9.	2023 Sunflower Summer Recap
11:30 a.m.	(IO)	10.	Early Childhood Transition Task Force Update
Noon			**LUNCH - POLICY COMMITTEE MEETS**

Location:	Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, Kansas.
References:	(AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only
Services:	Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact Barbara Hughes at (785) 296-3203, at least seven business days prior to a State Board meeting.
Website:	Electronic access to the agenda and meeting materials is available at www.ksde.org/Board
Next Meeting:	October 10-11, 2023

Kansas leads the world in the success of each student.

1:30 p.m.	(RI)	11.	Receive Kansas Standards for Library and Information Literacy Review
2:00 p.m.	(IO)	12.	School Improvement/KESA Update
2:45 p.m.			**BREAK**
3:00 p.m.	(IO)	13.	Student Showcase: Noor Haideri
3:30 p.m.	(IO)	14.	Policies and Procedures for Instructional Materials Use
4:00 p.m.			**BREAK**
4:15 p.m.	(DI)	15.	Considerations for Use of Technology Devices by Children and Youth
5:45 p.m.			**RECESS**

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WEDNESDAY, SEPTEMBER 13, 2023
MEETING AGENDA

9:00 a.m.		1. Call to Order – Chair Melanie Haas
		2. Roll Call
	(AI)	3. Approval of Agenda
9:05 a.m.	(AI)	4. Act on Accreditation Review Council's August Recommendations for KESA
9:25 a.m.	(RI)	5. Receive Accreditation Review Council's Recommendations for KESA
9:30 a.m.	(IO)	6. Recognition of the Accreditation Review Council
9:40 a.m.	(IO)	7. Learning Series: Kansas Volunteer Commission
10:15 a.m.		**BREAK**
10:30 a.m.	(IO)	8. Preview of Legislative Interim Committees
11:00 a.m.	(AI)	9. Act to Approve Request to Contract with Kansas Educational Leadership Institute (KELI) for Mentoring Services
11:10 a.m.	(AI)	10. Act to Approve AP Seminar: English 10 Assessment Funding
11:20 a.m.	(AI)	11. Consent Agenda a. Receive Monthly Personnel Report b. Receive Report of Personnel Filling Unclassified Positions c. Act to Approve Visiting Scholar Licenses d. Act to Approve Recommendations for Licensure Waivers e. Act to Approve Amending the State Assessment Contract with the Achievement and Assessment Institute f. Act on Request from USD 219 Minneola, for Capital Improvement (Bond and Interest) State Aid

g. Act on Request from USD 219 Minneola, to Hold a Bond Election
h. Act on Request from USD 372 Silver Lake, for Capital Improvement (Bond and Interest) State Aid
i. Act on Request from USD 372 Silver Lake, to Hold a Bond Election
j. Act on Request from USD 395 La Crosse, for Capital Improvement (Bond and Interest) State Aid
k. Act on Request from USD 395 La Crosse, to Hold a Bond Election
l. Act on Request from USD 418 McPherson, for Capital Improvement (Bond and Interest) State Aid
m. Act on Request from USD 418 McPherson, to Hold a Bond Election
n. Act on Request from USD 479 Crest, for Capital Improvement (Bond and Interest) State Aid
o. Act on Request from USD 479 Crest, to Hold a Bond Election
p. Act on ESSER III Change Request for Use of Federal COVID-19 Relief Funds
q. Act on Request from USD 235 Uniontown, for Capital Improvement (Bond and Interest) State Aid
r. Act on Request from USD 235 Uniontown, to Hold a Bond Election

11:40 a.m. 12. Chair Report

A. Remarks from the Chair
(AI) B. Act on National Association of State Boards of Education 2024 Dues
(AI) C. Act on Board Travel
D. Committee Reports
E. Board Attorney Report
F. Requests for Future Agenda Items

12:00 p.m. **ADJOURN**

KANSAS STATE BOARD OF EDUCATION

MISSION

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

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans CAN.

SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

A successful Kansas high school graduate has the

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

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

OUTCOMES FOR MEASURING PROGRESS

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

MINUTES

Kansas State Board of Education
Tuesday, August 8, 2023

CALL TO ORDER (00:08:03)

Chair Melanie Haas called the monthly meeting of the Kansas State Board of Education to order at 10:00 a.m. on Tuesday, August 8, 2023, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

ROLL CALL

The following Board members were present:

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

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

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

APPROVAL OF AGENDA

Chair Haas asked to amend agenda item 8 to reflect the addition of an ESSER II change request to the action. Mrs. Arnold moved to approve the day's agenda as amended. Mr. Porter seconded. Motion carried 10-0. **MOTION** (00:10:02)

APPROVAL OF THE JULY MEETING MINUTES

Mrs. Arnold moved to approve the minutes of the July 11 and 12, 2023 regular Board meeting. Dr. Horst seconded. Motion carried 10-0. **MOTION** (00:10:23)

COMMISSIONER'S REPORT (00:10:52)

Dr. Randy Watson's monthly Commissioner's Report to the Board started out by discussing the concept of "Collective Teacher Efficacy." Collective efficacy in a school is the perceptions of teachers that the faculty as a whole can execute courses of action required to positively affect student success. He applauded Caney Valley USD 436 as they are a great example of this. He then discussed the action the Board took to provide the LETRS literacy training to Kansas teachers for free and shared district participation numbers and session survey feedback. Only about half of the eligible teachers in Kansas have done this free training. He urged Board members to encourage the schools in their districts make use of this and get their teachers trained.

CITIZENS' OPEN FORUM (00:46:40)

Chair Haas declared the Citizens' Forum open at 10:38 a.m. There were no speakers this month. The forum was closed at 10:39 a.m.

ACTION ON ESSER II AND III CHANGE REQUESTS FOR USE OF FEDERAL COVID-19 RELIEF FUNDS (00:47:21)

Board Vice Chair and ESSER Task Force Chair Jim Porter discussed with the Board the ESSER materials that are provided to the Board in advance of the meeting. The consensus was that the Board will receive the condensed version of materials that the Task Force will also receive. Assistant Director Doug Bodine reported on the most recent ESSER Task Force recommendations, which included 1 ESSER II change request with a net change of $0. There were 32 ESSER III change requests this month with a net change of $7.2M.

Mr. Porter moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER II change request as presented for use of federal COVID-19 relief funds. Mrs. Arnold seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining. **MOTION** (00:52:22)

Mrs. Arnold moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER III change requests as presented for use of federal COVID-19 relief funds. Dr. Horst seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining. **MOTION** (01:01:48)

PRESENTATION OF CHILD NUTRITION AND WELLNESS KANSANS CAN BEST PRACTICE AWARDS (01:22:35)

Cheryl Johnson, Director Child Nutrition and Wellness, presented the following Kansans CAN 2022-2023 Best Practice Awards: USD 232 DeSoto - Kansans Can Serve Local Foods, USD 469 Lansing-Kansans Can Impact Wellness, Quality Care Services, Inc - Kansans Can Serve Local Foods, First Choice Support Services, Inc. - Kansans Can Step up to Lead, and USD 326 Logan - Kansans Can Serve Local Foods.

ACTION ON ACCREDITATION REVIEW COUNCIL (ARC) RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEM ACCREDITATION (KESA) (01:45:45)

During the State Board meeting in July, Dr. Jay Scott, Director of Accreditation and Design, presented information on 30 (22 public systems, 8 private systems) being recommended by ARC for approval of an accredited status. The systems that were received by the Board in July for an "Accredited" status were Rawlins County USD 105, Thunder Ridge USD 110, Norton USD 211, Lebo-Waverly USD 243, Ell-Saline USD 307, Jefferson County North USD 339, St. John-Hudson USD 350, Sterling USD 376, Osborne County USD 392, Marion-Florence USD 408, Little River USD 444, Dexter USD 471, Shawnee Mission USD 512, Good Shepherd Lutheran Elementary Z0026-4560, Zion Lutheran Elementary Z0026-6862, Trinity Lutheran Elementary-Winfield Z0026-7344, Topeka Lutheran Elementary Z0026-8570, Faith Lutheran Z0026-9886, Dodge City Diocese Z0028-0000, St. Michael the Archangel Catholic Z0029-9887; and "Conditionally Accredited" to Bluestem USD 205, Ulysses USD 214, Grinnell USD 291, Wheatland (Grainfield) USD 292, Kinsley-Offerle USD 347, Centre (Lost Springs) USD 397, Peabody-Burns USD 398, Paradise USD 399 and Canton-Galva USD 419. Dr. Scott brought these 30 systems back to the Board for action. Mrs. Hopkins disagreed with conditionally accrediting some of the systems and specifically discussed Ulysses USD 214 and Paradise USD 399 and moved to fully accredit all systems. Mr. Zeck seconded. Dr. Scott responded to the concerns of the conditional accreditation. Motion failed 4-6 with Mr. McNiece, Mrs. Haas, Mr. Porter, Dr. Horst, Mrs. Arnold and Mrs. Mah in opposition. Mrs. Arnold then moved to accept the recommendations of the Accreditation Review Council and award the status as presented. Mr. McNiece seconded. Motion carried 6-4 with Mrs. Dombrosky, Mr. Hershberger, Mrs. Hopkins and Mr. Zeck in opposition.

MOTION (01:56:33)

MOTION (02:11:34)

RECEIPT OF ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEM ACCREDITATION (KESA) (02:12:21)

The Accreditation Review Council (ARC) has recommended an accredited status for the following 12 systems awaiting recommendation (8 public systems and 4 private systems). Executive summaries, accountability reports and other narratives were provided to Board members for the 12 systems. The ARC considers compliance and foundational structures to support a five-year process of continuous improvement. Board members will act on the ARC recommendations in September 2023. The systems that were received for the status of "Accredited" are Wabaunsee (Alma) USD 329, Maur Hill – Mount Academy Z0029-5801, Most Pure Heart of Mary Elementary Z0029-8556 and Good Shepherd School Z0029-9015. The systems that were received for the status of "Conditionally Accredited are Deerfield USD 216, Haysville USD 261, Brewster USD 314, Southern Cloud USD 334, Burrton USD 369, Otis-Bison USD 403, Kansas City, KS USD 500 and Life Preparatory Academy Z0066-9929.

ACTION TO APPROVE KESA "LEARNING YEAR" FOR 2023-2024 (03:38:48)

Dr. Jay Scott, Director of Accreditation and Design, went over Spring 2022 feedback received on improving KESA. He then presented to the Board that for the 23-24 school year the Accreditation and Design team is proposing that no "Year 5" systems (17) be reviewed by the ARC for an accreditation determination as the State Board establishes more clear, objective criteria for systems accreditation to be in place beginning with the 24-25 school year. By regulation, the State Board "determines the length of the accreditation cycle". Through the first cycle of KESA, the State Board established the length of the cycle to be 5 years. According to this cycle, 17 systems are in "Year 5" in 23-24 so changing their accreditation year requires State Board action.

Next year, instead of following the current cycle and accreditation criteria, all systems would follow the "KESA Learning Year" expectations as outlined in the KESA Learning Year Timeline accompanying this State Board item. The only systems to be reviewed by the ARC for an accreditation recommendation in 23-24 would be redeterminations of systems conditionally accredited during the 22-23 school year. Mr. Hershberger moved that the Kansas State Board of Education approve adjusting the current KESA cycle to allow for systems to follow the KESA Learning Year Timeline for 23-24. Mr. McNiece seconded. Motion carried 9-1 with Mrs. Mah in opposition.

MOTION (04:27:20)

ACTION ON EVALUATION REVIEW COMMITTEE'S (ERC) JULY RECOMMENDATIONS FOR ACCREDITATION AND PROGRAM APPROVAL (04:31:57)

Dr. Catherine Chmidling, Assistant Director of Accreditation and Design, briefed the Board on the process higher education accreditation and program approval. She then went through information considered by the ERC on both schools up for accreditation/program approval. Mrs. Mah moved that the Kansas State Board of Education accept the recommendations of the Evaluation Review Committee for Accreditation status for Barclay College, and Program approval for Wichita State University. Dr. Horst seconded. Motion carried 10-0.

MOTION (04:50:35)

GUIDELINES FOR GRADUATION REQUIREMENTS (05:01:28)

Beth Fultz, Director of Career Standards and Assessment Services (CSAS), began with a summary of the work of the CSAS team. She then updated the Board on work being done on guidelines, course codes, 9-12 content competencies and post secondary assets necessary related to implementation of the new graduation requirements approved by the Board in 2022 that are scheduled to be in effect for the graduating class of 2028.

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION (05:22:39)
General Counsel Scott Gordon presented three cases for action. Mrs. Hopkins moved the Kansas State Board of Education denies or revokes the licenses in the cases of 23-PPC-21; 23-PPC-24; 23-PPC-05. Mrs. Dombrosky seconded. Motion carried 10-0. **MOTION** (05:23:21)

KSDE DATA MANAGEMENT OVERVIEW (05:24:30)
KSDE General Counsel Scott Gordon and Director of Information and Technology Kathi Grossenbacher presented an overview of the data collection and management process at KSDE. Information included federal and state student data privacy laws, data governance, and the data collection process (current and future), federal reporting requirements, data dictionaries and data use.

EXECUTIVE SESSION FOR PERSONNEL MATTERS OF NON-ELECTED PERSONNEL **MOTION**
Mr. Porter moved that the Kansas State Board of Education recess into Executive Session to discuss the subject of non-elected personnel matters, which is justified pursuant to the non-elected personnel exception under KOMA, in order to protect the privacy interest of the individual(s) to be discussed. Commission Randy Watson was invited into the session. Dr. Horst seconded. Motion carried 10-0. The executive session began at 4:50 p.m. and lasted until 5:00 p.m. (06:49:14)

RECESS (07:09:54)
The meeting recessed at 5:05 p.m. until 9:00 a.m. Wednesday.

_____ _____
Melanie Haas, Chair Barbara Hughes, Board Secretary

MINUTES

Kansas State Board of Education

Wednesday, August 9, 2023

CALL TO ORDER (00:09:25)

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

ROLL CALL

The following Board Members were present:

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

Note: Jim McNiece arrived after the approval of the agenda at 9:05 a.m.

APPROVAL OF AGENDA

Chair Haas asked to vote on consent agenda items c, m and o separately from all other items per Mrs. Dombrosky's request. Dr. Horst moved to approve the day's agenda as amended. Mrs. Hopkins seconded. Motion carried 8-0. Mrs. Mah was not in the Board room when the vote occurred. **MOTION** (00:10:09)

USD BUDGET TIMELINE INFORMATION (00:11:40)

Deputy Commissioner Craig Neuenswander and Dale Brungardt, Director of School Finance, reviewed the law, process and timelines that school officials and local boards must follow to adopt and certify their budget to the county clerk and KSDE. They also explained the steps necessary to notify the county clerk by July 20 about whether the district intends to exceed the revenue neutral rate (RNR).

LICENSING TEST CHANGE RECOMMENDATIONS (00:47:43)

Shane Carter, Director of Teacher Licensure, shared with the Board that the teacher licensure team met with education stakeholders during the Summer of 2022. As part of the meetings, it was determined the teacher licensure team should create a working group to examine test issues and make recommendations to adjust test requirements as needed. Beginning in September of 2022, the teacher licensure team, a group of school district administrators, educator preparation providers, and additional stakeholders, reviewed test data completed over the last five years and reported test issues. The team met through January of 2023, and the group submitted recommendations to the Professional Standards Board. The Professional Standards board received the recommendation at the February 2023 meeting. In June 2023, the Professional Standards Board approved recommendations for submission to the SBOE. The recommendations include no longer requiring the Principles of Learning and Teaching (PLT) test and changes to the use of Praxis Content Exams.

SPECIAL EDUCATION ADVISORY COUNCIL (SEAC) UPDATE (01:35:40)

The State Board of Education received an update on the 2023-2024 priorities of the Special Education Advisory Council (SEAC) from Bert Moore, KSDE Director of Special Education and Title Services and Marvin Miller, SEAC Chair. The purpose of the SEAC is to provide policy guidance to the State Board with respect to special education and related services for children with exceptionalities in the state. The Council meets as mandated by both the state and federal legislation. Council membership is made up of stakeholders throughout the state with the majority being individuals with disabilities and parents of children with disabilities.

LEARNING SERIES: SCHOOL AUDITS 101 (02:03:51)

Laurel Murdie, KSDE's Director of Fiscal Auditing provided information to the Board on KSDE's process of auditing school districts, what all is audited and the purpose of the audits.

ACT ON PROFESSIONAL STANDARDS BOARD (PSB) NOMINATIONS (02:41:11)

Shane Carter, Director of Teacher Licensure, began by reviewing with the Board the state statutes, responsibilities and requirements that relate to the PSB. He then discussed the vacant positions to be filled and applicable nominees. He updated the Board that the previously shared materials included Kimberly Reazin as a nominee for the Public Elementary School Administrator position, but she has taken a different position and her name needs to be moved to the list of nominees for the two Classroom At-Large positions.

Public Elementary School Administrator

Mrs. Arnold moved that the Kansas State Board of Education act to appoint Jason Wheeler to the Professional Standards Board representing a Public Elementary School Administrator position. The appointed nominee would fill a three year-year term through June 30, 2026. Dr. Horst seconded. Motion carried 10-0 **MOTION** (02:45:40)

Classroom Teacher At-Large #1

Mrs. Mah moved that the Kansas State Board of Education act to appoint Karen Wilson to the Professional Standards Board representing a Classroom Teacher At-Large position. The appointed nominee would fill a three year-year term through June 30, 2026. Mr. McNiece seconded. Motion carried 7-3 with Mrs. Dombrosky, Mrs. Hopkins and Mr. Zeck opposing. **MOTION** (02:50:48)

Classroom Teacher At-Large #2

Mrs. Dombrosky moved that the Kansas State Board of Education act to appoint Kimberly Reazin to the Professional Standards Board representing a Classroom Teacher At-Large position. The appointed nominee would fill a three year-year term through June 30, 2026. Mrs. Hopkins seconded. Motion carried 8-0-2 with Mr. McNiece and Dr. Horst abstaining. **MOTION** (02:52:20)

ACT ON LICENSURE REVIEW COMMITTEE (LRC) NOMINATIONS (02:53:45)

Shane Carter, Director of Teacher Licensure, presented the nomination of Kellen Adams to serve on the Licensure Review Committee. Dr. Randy Watson updated the Board that Kellen Adams was no longer the Superintendent at Chanute USD 413 but is now the Superintendent at Leavenworth USD 453. Dr. Horst moved that the Kansas State Board of Education act to appoint Kellen Adams to serve on the Licensure Review Committee representing the chief school (district) administrator position. The appointed nominee will serve a three-year term through June 30, 2026. Mrs. Arnold seconded. Motion carried 6-2-2 with Mr. Hershberger and Mr. Zeck opposing and Mrs. Dombrosky and Mrs. Hopkins abstaining. **MOTION** (02:56:21)

DISTRICT DISORGANIZATION UPDATE (02:58:15)

KSDE's General Counsel R. Scott Gordon updated the Board on the situation pertaining to USD 112 and the failed local effort to dissolve the district. He also shared options for patrons to request changes to school district boundaries.

ACTION ON CONSENT AGENDA (03:14:47)

Before she introduced action on the consent agenda, Chair Haas stated that next month the agenda for both Tuesday and Wednesday will be voted on at the beginning of the meeting on Tuesday so that the items pulled from the consent agenda for separate vote will be known at that time.

At the beginning of the meeting, Chair Haas asked to remove items 11c, m and o for a separate vote from the other submissions per Mrs. Dombrosky's request. Mrs. Mah moved to approve consent agenda items minus c, m and o. Mrs. Arnold seconded. Motion carried 10-0. In this action, the Board: **MOTION** (03:27:15)

- Received the monthly personnel report.
- Received report of personnel filling unclassified positions.
- Authorized Kansas School for the Deaf 2023-2024 out-of-state tuition contracts.
- Authorized Kansas State School for the Blind (KSSB) 2023-2024 out-of-state tuition contracts.
- Authorized Kansas State School for the Blind's (KSSB) 2023-2024 contract with Prime Healthcare Services.
- Authorized Kansas State School for the Blind's (KSSB) 2023-2024 contract with Quantum Health Professionals, Inc.
- Authorized Kansas State School for the Blind's (KSSB) 2023-2024 contract with Accessible Arts, Inc. for facility use and arts instruction.
- Authorized KSSB to Enter into contract with the Kansas City, Kansas Police Department for a school resource officer (SRO).
- Authorized KSSB to Enter into contract with the Zack Staffing Group.
- Approved Education Flexibility Partnership (Ed-Flex) Waivers – USD 465 Winfield, USD 497 Lawrence and USD 373 Newton.
- Approved request to contract with a Kansas institution to support the state advisor of DECA, Kansas Career and Technical Student Organization.
- Approved Recommendation for Visiting Scholar licenses.
- Approved request from USD 368 Paola, Miami County, for Capital Improvement (Bond and Interest) State Aid.
- Approved request from USD 368 Paola, Miami County, to hold a bond election.

Chair Haas then requested that someone from KSDE give a brief overview of the items to be voted on separately. Maureen Tabasko addressed item 11c, Natalie Clark addressed item 11m and Shane Carter addressed item 110.

Mr. McNiece moved to approve consent agenda item c. Mr. Porter seconded. Motion carried 6-3-1 with Mrs. Dombrosky, Mr. Hershberger and Mr. Zeck opposing and Mrs. Hopkins abstaining. In this action, the Board: **MOTION** (03:28:25)

- Approved recommendations for funding 2023-2024 McKinney Vento Homeless Children and Youth Grants.

Mrs. Mah moved to approve consent agenda item m. Mrs. Arnold seconded. Motion carried 8-2 with Mrs. Dombrosky and Mr. Zeck opposing. In this action, the Board: **MOTION** (03:29:45)

- Approved request to contract with Sprout Communications LLC for the development of state leadership resources.

Mrs. Arnold moved to approve consent agenda item o. Mrs. Mah seconded. Motion carried 8-2 with Mrs. Dombrosky and Mr. Zeck opposing. In this action, the Board:

MOTION
(03:30:30)

- Approved changes to the Kansas Registered Teacher Apprenticeship Pilot Governor's Emergency Education Relief Funds (GEER).

CHAIR REPORT

(03:31:13)

Remarks from the Chair –
Chair Haas expressed her desire to make sure that all Board members have the information they need for the consent agenda items.

Action on Board Travel —

MOTION
(03:31:50)

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

Committee Reports —
Mrs. Arnold reported on recent work of the Policy Committee and asked the Board to let her, or other committee members, know before the next Board meeting if they have any questions regarding policies that might not be clear or missing information to let them know.

Board Attorney's Report —
Board Attorney Mark Ferguson provided an exercise for the Board regarding the jurisdiction of the State Board provided in statute versus local school boards' authority.

Requests for Future Agenda Items —

- Mrs. Hopkins requested that the agenda go back to how it was before with the consent items listed out.
- Mrs. Dombrosky asked for confirmation that there would be a screen time discussion in September. Dr. Watson confirmed and discussed what all it would entail.

ADJOURNMENT
Chair Haas adjourned the meeting at 1:00 p.m.

The next regular meeting for the State Board of Education is September 12 and 13, 2023.

_____ _____

Melanie Haas, Chair

Barbara Hughes, Board Secretary

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8

Staff Initiating:	Director:	Commissioner:	Meeting Date:	9/12/2023
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act on Licensing Test Change Recommendations

Recommended Motion:

It is moved that the Kansas State Board of Education approve the following test changes recommended by the Professional Standards Board: 1. Remove the Principles of Learning and Teaching pedagogy exam as a requirement for licensure. 2. Establish a process through the Licensure Review Committee to address educators who completed Kansas approved teacher preparation programs but have not passed the required content exam after two attempts to qualify for a standard Kansas teaching license.

Explanation of Situation Requiring Action:

Statutory and Regulatory test requirements.

K.S.A 72-2162, Examination for licensure; duties of state board; confidentiality; availability of specifications and results, states, "the state board of education shall prescribe an examination designed to ensure that the licensure of a person as a teacher is a reliable indicator that the person has the basic knowledge and qualifications necessary to engage in the profession of teaching in this state".

Licensure Regulation 91-1-203: Licensure requirements as well as **91-1-204: Licensure of out of state and foreign applicants,** require verification of successful completion of a pedagogical assessment, and verification of successful completion of a content assessment. To meet the pedagogical assessment requirement, the SBOE adopted Educational Testing Services' (ETS) Principles of Learning and Teaching exam (PLT). To meet the content assessment requirements, the SBOE adopted numerous ETS' content exams.

In addition to the Principles of Learning and Teaching, Education Program Providers (EPPs), are required to have teacher candidates completes a Teacher Work Sample (TWS) which requires the candidate to demonstrate understanding of pedagogical concepts. The TWS must be passed for a teacher candidate to be recommended for program completion; thus, if the TWS is not passed, a teacher candidate would not qualify for a Kansas teaching license.

Recommendations:

The Professional Standards board reviewed the Testing Working Group's recommendations and made the following recommendation after careful review and consideration to upholding the high standards Kansas teachers must achieve to meet the needs of Kansas students.
1. The TWS aligns with the PLT exam and should replace the PLT exam. The group believed an individual who demonstrated the ability to be an effective teacher with the TWS should not be

required to complete a second assessment to measure knowledge of pedagogical concepts. Additionally, the TWS is a high-quality measure that is valid, reliable, and approved during the accreditation process.

2. The recommendation is not to take away the Praxis content exam, but to have an alternative assessment process to verify content knowledge, after teacher candidates have tried and not been able to pass the Praxis content exam a minimum of two times. The alternative assessment will utilize holistic scoring in which a rubric will be made, to award points for the following components:

a. Teacher Candidates' highest score on the content exam.

b. Teacher Candidates' grade point average of college credit hours completed as part of the teacher preparation program.

c. Keep 2 rubric completed by teacher candidates' building/district administrator.

d. Interview conducted by the Licensure Review Committee (LRC) to address teacher candidates' knowledge of instruction to meet content standard requirements. The teacher candidate

Once the LRC completes the interview, a recommendation will be made to the SBOE to approve or disapprove the teacher candidate for an initial Kansas license.

Background:

The teacher licensure team met with education stakeholders during the Summer of 2022. As part of the meetings, it was determined the teacher licensure team should create a working group to examine test issues and make recommendations to adjust test requirements as needed. Beginning in September of 2022, the teacher licensure team, a group of school district administrators, educator preparation providers, and additional stakeholders, reviewed test data completed over the last five years and reported test issues.

The team met through January of 2023, and the group submitted recommendations to the Professional Standards Board. The Professional Standards board received the recommendation at the February 2023 meeting. In June 2023, the Professional Standards Board approved recommendations for submission to the SBOE.

Agenda Number: 9

Meeting Date: 9/12/2023

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: 2023 Sunflower Summer Recap

From: Denise Kahler

Janine Hron, Associate Director, University of Kansas Center for Public Partnerships and Research, and Michael Koonce, Director of Administrative Services, Greenbush Education Service Center will provide an overview of the 2023 Sunflower Summer program.

Sunflower Summer was created in 2021 at the request of Kansas educators to provide opportunities for student learning during the summer months and to encourage family engagement in the process. This is an experiential approach to learning that can support the transition of school-aged children into the fall school term.

The Kansas Legislature has allocated $6 million to fund Sunflower Summer for 2024 and 2025. Beginning with the 2024 program year, the administration of the Sunflower Summer program will transfer to the Kansas Department of Commerce Tourism division.

Agenda Number: **10**

Meeting Date: **9/12/2023**

KANSAS STATE DEPARTMENT OF EDUCATION

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Topeka, Kansas 66612-1212
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Item Title: Early Childhood Transition Task Force Update

From: Amanda Petersen

In January 2023 Governor Laura Kelly signed Executive Order 23-01 establishing the Early Childhood Transition Task Force. The Task Force is charged with reviewing Kansas' early childhood programs and developing a roadmap for the creation of a new state, cabinet-level agency focused solely on supporting the success of our youngest Kansans. The Task Force met in March, May, and August (meeting materials linked here) and produced an interim report summarizing work to date in July.

KSDE Director of Early Childhood Amanda Petersen serves as a member on the Task Force and will provide an update.

Agenda Number: **11**

Meeting Date: **9/12/2023**

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
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Item Title: Receive Kansas Standards for Library and Information Literacy Review

From: David Fernkopf

The current Library/Information and Technology Education has not been reviewed since the last adoption in 2017. Requests were made from Kansas Library Educators to conduct a review of the standards. The board presentation will cover introduction of the review co-chairs and their credentials, the review process that began last May and was concluded in early August, example standards revisions and changes through the review process, and a proposed timeline for next steps.

The first section of the presentation will cover information regarding the committee makeup, their structure, and timetable for review work. The committee was made up of volunteer library educators representing all grade levels. Much of the work was conducted over the summer and all of the committee meetings took place over zoom with a significant amount of time spent working independently. The second section of the presentation will cover information regarding the structure of the standards and example revisions that happened through the review process. These revisions and changes include the title of the standards, a new coding system, the addition of anchor standards, and grade band standards revisions.

Kansas Standards for Library and Informational Literacy

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August 25, 2023

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

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MOTTO

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SUCCESS DEFINED

A successful Kansas high school graduate has the

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

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

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success

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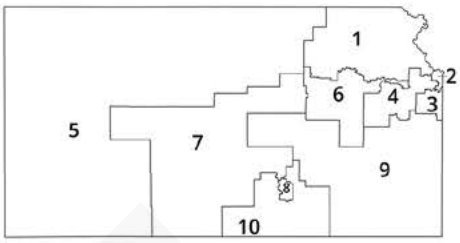

DISTRICT 1

Danny Zeck
dzeck@ksde.org

DISTRICT 2

Melanie Haas
Chair
mhaas@ksde.org

DISTRICT 3

Michelle Dombrosky
mdombrosky@ksde.org

DISTRICT 4

Ann E. Mah
Legislative Liaison
amah@ksde.org

DISTRICT 5

Cathy Hopkins
chopkins@ksde.org

DISTRICT 6

Dr. Deena Horst
Legislative Liaison
dhorst@ksde.org

DISTRICT 7

Dennis Hershberger
dhershberger@ksde.org

DISTRICT 8

Betty Arnold
barnold@ksde.org

DISTRICT 9

Jim Porter
Vice Chair
jporter@ksde.org

DISTRICT 10

Jim McNiece
jmcniece@ksde.org

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

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Jan. 13, 2023

Contents

5 Introduction

6 Anchor Standards and Benchmarks
8 Standards Coding Guide

9 Pre-Kindergarten

10 Grades K-2

12 Grades 3-5

14 Grades 6-8

16 Grades 9-12

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Introduction

Education, including schools and school libraries, enables students to become productive citizens. To accomplish this goal, today's students must learn to persist in searching for appropriate information sources necessary to conduct the learning process.

Information and technology literacy skills are embedded in all content standards. These skills have become more complex as the definition of information literacy continues to change. Changes include multiple literacies in critical, information, visual, media, digital and multimodal literacy skills that are crucial for learners in achievement of personal, academic and career success. Certified school librarians are effective educators who lead and guide organizational and personal change. They foster a positive learning environment and through quality instruction prepare learners for postsecondary success.

- School libraries are spaces where children and youth can read, think, learn, create, explore and grow either individually or collaboratively.
- In school libraries, what is learned in content areas becomes reinforced and enhanced with informational literacy skills instructed by a school library media professional.
- School librarians are teachers with specialized knowledge and skills for partnering with other teachers and for co-teaching within content areas. They provide students innovative opportunities to develop intellectual curiosity and deep-thinking skills.
- School librarians teach information and technology skills useful across contexts in school, home, work and recreational activities.
- School librarians focus on information access and literacy. Information literacy is a set of critical thinking skills necessary to locate and use information effectively. Information literacy means knowing when one needs information and knowing where to look for and how to evaluate information.
- School librarians teach how to use both primary and secondary sources in many modalities, including print, audio and visual resources. Potential resources can include social media sites, podcasts, webinars, news footage, articles, music, graphs, visuals, artifacts, personal interviews and novels.
- School librarians collaborate with other educators to teach reading, writing, thinking, listening and speaking.
- School librarians collaborate with other educators to encourage students to read for personal growth and academic competency, becoming lifelong learners and readers.
- To have a positive impact, students need access to school library spaces, effective school library programs, and certified school librarians. They also need support staff who allow for rigorous learning experiences, equitable access to resources for all students, and opportunities to think, create, share and grow across grade levels.

These standards are designed to provide a framework for school librarians and other co-teaching partners to design, implement and evaluate inquiry-based instruction that is aligned to content area standards and assessments. The instruction can include assignment of a task and/or projects that connect content, information, and technology skills toward student success in becoming independent lifelong learners.

KANSAS STANDARDS FOR LIBRARY AND INFORMATIONAL LITERACY

Anchor Standards and Benchmarks

Learners who are developing information, media and technology literacy skills are able to think, create, share and grow as engaged and informed citizens to ...

Anchor Standard 1: Inquire

Build new knowledge by inquiring, thinking critically, identifying problems and developing strategies for solving problems.

BENCHMARK CODE	DESCRIPTION
1.1	Students develop and refine questions about a personal interest or to investigate a problem.
1.2	Students apply an ongoing inquiry process for individual or collaborative research.

Anchor Standard 2: Include

Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

BENCHMARK CODE	DESCRIPTION
2.1	Students recognize information as a means for developing empathy, equity and knowledge building within the global learning community.
2.2	Students interact with, include and evaluate diverse perspectives during learning activities.
2.3	Students use information as a means of discussing and understanding life situations to make informed choices.

Anchor Standard 3: Collaborate

Work effectively with others to broaden perspectives and work toward common goals.

BENCHMARK CODE	DESCRIPTION
3.1	Students read and contribute to conversations to broaden and deepen understanding at an appropriate contextual level.
3.2	Students involve diverse perspectives in their own inquiry processes.
3.3	Students give and receive information with each other, establishing connections between information users and the topic.

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Anchor Standard 4: Curate

Make meaning for oneself and others by collecting, organizing and sharing resources of personal relevance.

BENCHMARK CODE	DESCRIPTION
4.1	Students recognize information as a product or service.
4.2	Students assess and organize information sources to address a particular need and make critical choices about what information sources to use.
4.3	Students use appropriate technology tools to access, retrieve, evaluate and organize information to create new knowledge across academic disciplines.

Anchor Standard 5: Explore

Discover and innovate in a growth mindset developed through experience and reflection.

BENCHMARK CODE	DESCRIPTION
5.1	Students read widely and deeply for nonacademic, academic or career goals.
5.2	Students develop and satisfy personal curiosity by engaging in inquiry-based processes.
5.3	Students identify and question information experts.
5.4	Students utilize information across contexts and as a means for education, influence or entertainment.

Anchor Standard 6: Engage

Demonstrate safe, legal and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

BENCHMARK CODE	DESCRIPTION
6.1	Students identify the expertise and credibility of the creators of an information resource.
6.2	Students correctly cite and refer to information from a variety of communication tools and resources.
6.3	Students follow internet safety guidelines and demonstrate responsible digital citizenship.
6.4	Students critically evaluate information resources based on information need and context for which information is used.
6.5	Students use information ethically and responsibly to address problems.

ANCHOR STANDARDS AND BENCHMARKS

Standards Coding Guide

Example #1 (Code: PK.1.2)

CODE	DESCRIPTION
PK	End of Grade Level (pre-K).
1	Anchor Standard (inquire).
2	Standard (seek information related to personal interest).

Example #2 (Code: 8.2.3)

CODE	DESCRIPTION
8	End of Grade Level (Eighth grade).
2	Anchor Standard (include).
3	Standard (interact with learners who reflect a range of perspectives).

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Pre-Kindergarten

By the end of pre-kindergarten, students will know and be able to ...

Anchor Standard 1: Inquire

CODE	DESCRIPTION
PK.1.1	State a simple problem or need for information.
PK.1.2	Seek information related to personal interest.
PK.1.3	Gather information from provided resources for a specific topic.
PK.1.4	Ask and answer questions about key details in a text.

Anchor Standard 2: Include

CODE	DESCRIPTION
PK.2.1	State a simple problem or need for information.

Anchor Standard 3: Collaborate

CODE	DESCRIPTION
PK.3.1	Actively engage in large- and small-group reading activities with purpose and understanding.
PK.3.2	Predict and share what will happen next in a story.

Anchor Standard 4: Curate

CODE	DESCRIPTION
PK.4.1	Locate the library media center.
PK.4.2	Identify sources of information (e.g., print, electronic, people).
PK.4.3	Use various formats to gain new information.
PK.4.4	Check out materials with assistance and return materials on time.
PK.4.5	Identify the front cover, back cover and title page of a book.
PK.4.6	Identify characters, settings or illustrations to retell major events of the story.
PK.4.7	Be aware of points of view (e.g., who is telling the story).

Anchor Standard 5: Explore

CODE	DESCRIPTION
PK.5.1	Interact with different types of text.
PK.5.2	Answer questions based on information presented in various types of texts.
PK.5.3	Compare and contrast adventures and experiences of characters in familiar stories.

Anchor Standard 6: Engage

CODE	DESCRIPTION
PK.6.1	Recognize the roles of the author and illustrator.

Grades K-2

By the end of second grade, students will know and be able to ...

Anchor Standard 1: Inquire

CODE	DESCRIPTION
2.1.1	Recognize the need for information.
2.1.2	Formulate broad questions with prompting.
2.1.3	Follow steps of a basic inquiry (research) model in a group setting.
2.1.4	Seek and evaluate information related to personal interest.
2.1.5	Demonstrate knowledge and skills to draw conclusions by integrating prior knowledge with new information from materials viewed, read or heard.

Anchor Standard 2: Include

CODE	DESCRIPTION
2.2.1	Describe other's ideas accurately and completely.
2.2.2	Recognize the value of cultural differences.
2.2.3	Explore examples of global folklore.

Anchor Standard 3: Collaborate

CODE	DESCRIPTION
2.3.1	Create and share information that contributes to the success of the group (e.g., share appropriate text; share appropriate pictures).

Anchor Standard 4: Curate

CODE	DESCRIPTION
2.4.1	Explain the layout and basic organization of the library.
2.4.2	Exhibit proper respect for and care of library materials, facilities and equipment.
2.4.3	Check out materials with assistance and return materials on time.
2.4.4	Explain and discuss various examples of fiction.
2.4.5	Identify elements of a story or illustration (e.g., characters, problem, setting, main idea, and sequence of events).
2.4.6	Describe ideas of characters in a story accurately and completely.
2.4.7	Identify who is telling a story.
2.4.8	Locate and select information appropriate to a problem or question.
2.4.9	Identify and use parts of a book to gather information (e.g., title page, glossary, index).

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CODE	DESCRIPTION
2.4.10	Identify simple reference sources (e.g., encyclopedias, maps, bookmarked websites and local experts.).
2.4.11	Recognize information appropriate to a task (e.g., fiction, nonfiction).
2.4.12	With guidance, take notes to gather relevant information from a variety of sources.
2.4.13	Use and evaluate multiple formats and share new information.
2.4.14	Demonstrate in a group setting the knowledge and basic skills to organize information.

Anchor Standard 5: Explore

CODE	DESCRIPTION
2.5.1	Read for lifelong educational and personal enjoyment.
2.5.2	Listen, view and interact with media of various types and lengths to gain information for pleasure and personal growth.
2.5.3	Explain fiction and nonfiction.
2.5.4	Compare and contrast personal experiences to experiences of characters in stories.
2.5.5	Interpret a visual and/or aural message in a different format (e.g., write a poem influenced by an image; illustrate song lyrics).

Anchor Standard 6: Engage

CODE	DESCRIPTION
2.6.1	Distinguish the roles of author and illustrator.
2.6.2	Recognize facts, opinions and authors' points of view in various information sources.
2.6.3	Define and give examples of accurate information.
2.6.4	Recognize the importance of accurately expressing information in the student's own words.
2.6.5	Discuss the concept of giving credit to the author of an information source (e.g., author and title).
2.6.6	Discuss the basic concept of intellectual freedom (e.g., your ideas are your own).
2.6.7	Identify and apply internet safety rules.

KANSAS STANDARDS FOR LIBRARY AND INFORMATIONAL LITERACY

Grades 3-5

By the end of fifth grade, students will know and be able to ...

Anchor Standard 1: Inquire

CODE	DESCRIPTION
5.1.1	Explore a variety of resources related to one's information needs, personal interests, and well-being.
5.1.2	Determine the need for additional information.
5.1.3	Individually, with minimal guidance, follow steps of a basic inquiry (research) model.
5.1.4	Use background knowledge as context for new learning.
5.1.5	Make connections among materials that are read, heard, and viewed.
5.1.6	Refine questions as information needs change.
5.1.7	With assistance, summarize and paraphrase information.

Anchor Standard 2: Include

CODE	DESCRIPTION
5.2.1	Identify and respond to texts representing a variety of cultures and time periods.
5.2.2	Respond respectfully to the points of views of others, to the ideas of others, and acknowledge the contributions of others.

Anchor Standard 3: Collaborate

CODE	DESCRIPTION
5.3.1	Communicate reactions to books read individually or in a small group.
5.3.2	Discuss ideas with others in a group, listen well, and change ideas when appropriate.

Anchor Standard 4: Curate

CODE	DESCRIPTION
5.4.1	Independently find library resources and materials.
5.4.2	Identify and use subject headings, keywords, author and title when using the catalog.
5.4.3	Explain subject classification and information location in the library.
5.4.4	Check out materials and understand how to reserve (on hold) and share materials with others.
5.4.5	Analyze elements of a story, including characters, setting, theme and plot.
5.4.6	Identify and respond to characteristics of a variety of genres.

CODE	DESCRIPTION
5.4.7	Interact independently with media of various types and lengths to gain information.
5.4.8	Demonstrate how different types of resources can be used for different purposes (e.g., books, databases, periodicals, websites).
5.4.9	Identify the use of parts of a book to gain information, including the bibliography, glossary, copyright date, publisher, title page, table of contents and index.
5.4.10	Seek and select the most appropriate reference sources of information.
5.4.11	Demonstrate the knowledge and skills to apply information from more than one source.
5.4.12	Take notes to utilize relevant information from a variety of sources.
5.4.13	Organize information in a way that is appropriate for the assignment or project (e.g., graphic organizer; story map, etc.).

Anchor Standard 5: Explore

CODE	DESCRIPTION
5.5.1	Read for lifelong educational and personal enjoyment.
5.5.2	Listen, view and interact with media of various types and lengths to gain information for pleasure and personal growth.
5.5.3	Identify the author's purpose for creating a text.
5.5.4	Compare and contrast experiences of characters in stories (text to text, text to self, text to world).

Anchor Standard 6: Engage

CODE	DESCRIPTION
5.6.1	Explain differences in facts, opinions and authors' points of view.
5.6.2	Evaluate resources for currency, credibility and authority.
5.6.3	Compare and contrast multiple information sources to verify accuracy and relevance.
5.6.4	Give credit using appropriate citations (author, title, etc.).
5.6.5	Define or give examples of plagiarism.
5.6.6	Define or give examples of intellectual freedom.
5.6.7	Identify and apply Internet safety rules and digital citizenship.

KANSAS STANDARDS FOR LIBRARY AND INFORMATIONAL LITERACY

Grades 6-8

By the end of eighth grade, students will know and be able to ...

Anchor Standard 1: Inquire

CODE	DESCRIPTION
8.1.1	Explore a range of resources related to one's information needs, personal interests and well-being.
8.1.2	Develop essential questions that go beyond fact finding.
8.1.3	Review and extend skills in stating the problem or need for information.
8.1.4	Read and use evidence to support claims.
8.1.5	Create products that illustrate new understandings.

Anchor Standard 2: Include

CODE	DESCRIPTION
8.2.1	Seek diverse perspectives to resolve an information problem or question.
8.2.2	Recognize that there might be more than one published perspective on an issue.
8.2.3	Interact with learners who reflect a range of perspectives.

Anchor Standard 3: Collaborate

CODE	DESCRIPTION
8.3.1	Encourage consideration of ideas, giving and receiving information as a member of a group.
8.3.2	Use information resources efficiently so that resources are available for others to use.
8.3.3	Seek, communicate actively and integrate information within a group to create a common product.

Anchor Standard 4: Curate

CODE	DESCRIPTION
8.4.1	Independently use information from a variety of sources for academic subjects and personal knowledge.
8.4.2	Identify and respond to characteristics of a variety of genres.
8.4.3	Perform advanced search techniques and queries.
8.4.4	Select and explain information presented in various formats.
8.4.5	Recognize the relationships of parts and the whole in visual and/or aural messages.
8.4.6	Independently analyze and synthesize information on given topics from multiple sources.
8.4.7	Identify the difference between primary and secondary sources.
8.4.8	Analyze multiple sources and formats for information quality, accuracy and relevance.

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CODE	DESCRIPTION
8.4.9	Determine how different points of view can influence the facts and opinions present in various sources.
8.4.10	With guidance, evaluate resources for points of view, bias, value or intent of information.
8.4.11	Systematically organize information in a way that is appropriate for the task.

Anchor Standard 5: Explore

CODE	DESCRIPTION
8.5.1	Read widely and deeply in multiple formats for lifelong educational and personal enjoyment.
8.5.2	Recognize characteristic styles of various authors and illustrators.
8.5.3	Apply an inquiry model to issues found in various nonacademic and academic situations.
8.5.4	Apply prior and new information to planning, creation and evaluation of a particular information product.
8.5.5	Display emotional resilience by persisting in information searching despite challenges.

Anchor Standard 6: Engage

CODE	DESCRIPTION
8.6.1	Evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.
8.6.2	Independently demonstrate competency and communicate knowledge in the most appropriate format for the message and audience.
8.6.3	Independently summarize and paraphrase information in students' own words avoiding plagiarism.
8.6.4	Analyze sources and/or products to determine the steps necessary to respect intellectual property rights.
8.6.5	Give credit to original ideas of others through proper attribution.
8.6.6	Use appropriate style for citations of text and image sources to avoid plagiarism.
8.6.7	Participate in discussion about first amendment rights, responsibilities and intellectual freedom.
8.6.8	Practice internet safety and digital citizenship.

KANSAS STANDARDS FOR LIBRARY AND INFORMATIONAL LITERACY

Grades 9-12

By the end of 12th grade, students will know and be able to ...

Anchor Standard 1: Inquire

CODE	DESCRIPTION
12.1.1	Review and extend skills in stating a problem or need for information.
12.1.2	Revise questions and inquiry as information needs change.
12.1.3	Recognize gaps in one's own knowledge and information gathered.
12.1.4	Analyze and evaluate data as the basis for evidence, using it to make valid and reliable claims.
12.1.5	Demonstrate new understanding gained through information from real-life situations.
12.1.6	Use speaking and writing skills to communicate new understandings effectively.
12.1.7	Publish and share work with an authentic audience.

Anchor Standard 2: Include

CODE	DESCRIPTION
12.2.1	Acknowledge and encourage the contributions of diverse perspectives during learning activities.
12.2.2	Actively support and/or create strategies for ensuring equitable access to information resources.
12.2.3	Recognize one's own personal biases and cultural context in relation to finding, gathering and processing information.
12.2.4	Identify and evaluate more than one published perspective on an issue.
12.2.5	Build cultural understanding by collaborating locally and globally with learners from different regions and backgrounds.

Anchor Standard 3: Collaborate

CODE	DESCRIPTION
12.3.1	Recognize and encourage the contributions of all group members in creating an information product.
12.3.2	Participate and collaborate as members of a network of learners, giving and receiving information, to reach goals and pursue lifelong learning.
12.3.3	Help groups move to consensus of information after substantive conversation and sharing by group members.

Anchor Standard 4: Curate

CODE	DESCRIPTION
12.4.1	Assemble facts, opinions and points of view and determine when appropriate in one's own work (e.g., essay; report; presentation).
12.4.2	Assess the value of various types of information resources.
12.4.3	Access, evaluate and use outside information sources for organizing information to resolve a problem or question.

CODE	DESCRIPTION
12.4.4	Monitor one's own information-seeking processes for effectiveness and progress and make necessary adjustments.
12.4.5	Evaluate and select information based on the source's quality, credibility, accuracy, appropriateness for needs and social and cultural perspective.
12.4.6	Identify the difference between relevant and irrelevant information.
12.4.7	Realize that conflicting facts, inconsistencies, and/or false claims are found in a multitude of sources.
12.4.8	Select primary and secondary sources as appropriate for a given task.
12.4.9	Analyze, synthesize and use information on given topics from multiple sources to create new meanings.

Anchor Standard 5: Explore

CODE	DESCRIPTION
12.5.1	Read widely and deeply in multiple formats for lifelong educational and personal enjoyment.
12.5.2	Explore works of authors who write in different fictional genres and literary styles.
12.5.3	Demonstrate motivation by seeking information to answer questions and interests.
12.5.4	Apply an inquiry model to issues found in various nonacademic and academic situations.
12.5.5	Maintain openness to new ideas when evidence supports change.
12.5.6	Judge the quality of one's own information products and solutions.
12.5.7	Demonstrate a willingness to seek information beyond academic requirements.
12.5.8	Display emotional resilience by persisting in information searching despite challenges.

Anchor Standard 6: Engage

CODE	DESCRIPTION
12.6.1	Access, evaluate and use information in real-life situations.
12.6.2	Organize information in new ways that others can view, use and evaluate.
12.6.3	Give credit to original ideas of others through proper attribution and citation.
12.6.4	Cite text and image sources properly and construct appropriate bibliographic citations, including in-text citations, to avoid plagiarism.
12.6.5	Communicate and disseminate new knowledge and essential ideas through means appropriate for the intended audience.
12.6.7	Use information ethically and responsibly.
12.6.8	Actively foster a positive digital identity and reputation.
12.6.9	Practice internet safety and digital citizenship.

DRAFT

For more information, contact:

Nathan McAlister
Humanities Program Manager
History, Government and Social Studies
Career, Standards and Assessment Services
(785) 296-3892
nmcalister@ksde.org

Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212

https://www.ksde.org

2023 Kansas Standards for Library and Information Literacy

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1

Standards in Kansas are developed by a committee of educators and are used to help schools prepare students with the most important knowledge and skills to attain higher education or careers and compete in an increasingly competitive work environment.

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2

Model Standards (Non Assessed)

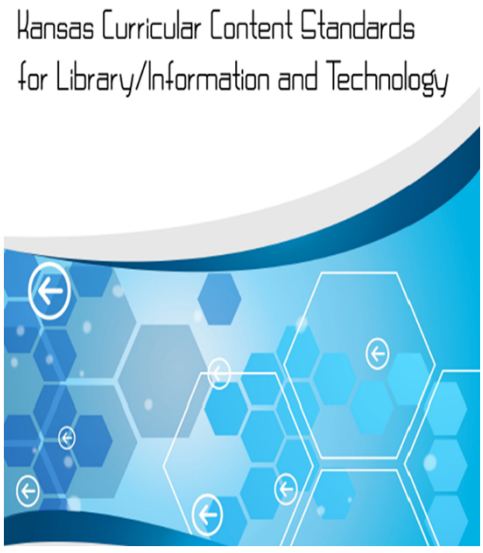
- Curricular Standards
  - Kansas curricular standards are guidelines school districts can use to develop their curriculum. They are not the curriculum.
  - In Kansas, each school district develops its own curriculum and teachers decide how they will provide instruction to ensure student learning.
  - The Library and Information Literacy Standards are non-assessed (at the state level) curricular standards.

3

Library Standards Review

The last review and adoption of the Library Standards was in 2017.

To support the best learning experiences of Kansas students, the current review was requested by Kansas library educators.



4

Library Review Committee Co-Chairs

Co-Chair Rachel Yoder,
Library Media Specialist for grades 5-12,
Hesston USD 460
2022-2024 President of the Kansas Association of School Librarians (KASL)

Co-Chair Mirah Dow,
BSE, MLS, PhD Professor,
Director, PhD Program
Emporia State University,
School of Library and Information Management

Library Standards Review Committee

Timeline of Work

- February, 2023: Review Committee guidelines and invitations sent
- March and April, 2023: Review Committee finalized
- May, 2023: First Review Committee Meeting
- June, 2023: First Draft
- July, 2023: Review and Edits
- August, 2023: Final Draft
- September, 2023: Board Presentation

7

Library Standards Review Committee

Committee Members:

- Melanie Borror, USD 383
- Jennifer Burns, USD 214
- Kim Ford, USD 470
- Andrew Gonzalez, USD 259
- Nikki Leisten, USD 232
- Mindy Westerman, USD 389
- Karen Wilson, USD 489

Meetings:

- All Virtual
  - Elementary and Secondary Focused.
  - Subcommittees and the committee as a whole met for a total of nine meetings over the course of three months.
  - This does not include time spent by each committee member reviewing standards independently.

8

Library Standards Review Process

9

2023 Kansas Standards for Library and Information Literacy

Throughout, there are well organized, clearly articulated

- information literacy skills outcomes.
- reading as lifelong learning outcomes.
- vertical alignment of learning outcomes across all grade bands.

A new title emphasizes teaching and learning of information literacy skills as indicated across all content areas.

10

Example Anchor Standards Revisions

Anchor Standards, 2017

- **Information Research as Inquiry:**
  - Pursue, study and investigate problems for new understandings.
    - Students develop and refine questions to investigate a problem.
- **Information as Exploration:**
  - Know the scope of the task required to meet an information need.
    - Students explore information for nonacademic, academic or career goals.

Anchor Standards, 2023

- **Inquire:**
  - Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
    - Students develop and refine questions about a personal interest or to investigate a problem.
- **Explore:**
  - Discover and innovate in a growth mindset developed through experience and reflection.
    - Students read widely and deeply for nonacademic, academic or career goals.

11

Example Grade Level Revisions

- Grade Level Standards, 2017
  - **Pre-K**, Information Research as Inquiry:
    - Gather information from provided resources for a specific topic.
    - State a simple problem or need for information.
  - **6-8**, Information as Exploration:
    - Explore a range of resources related to one's information needs, personal interest and well-being (e.g., nutrition, activities, hobbies).
- Grade Level Standards, 2023
  - **Pre-K**, Inquire:
    - PK.1.1 State a simple problem or need for information.
    - PK.1.3 Gather information from provided resources for a specific topic.
  - **6-8**, Explore:
    - 8.5.1 Read widely and deeply in multiple formats for lifelong educational and personal enjoyment.

12

2023 Kansas Standards for Library and Information Literacy: Codes

Example Grade Band Standard Code and Meaning:

- Grade Band Standard 8.6.3: *Independently summarize and paraphrase information in students' own words avoiding plagiarism.*
  - Code and Meaning:
    - The "8" in "8.6.3" represents the end of the grade band, so 8 represents 8th grade, which is the end of the 6-8 Grade Band.
    - The "6" in "8.6.3" represents the Anchor Standard that this Grade Band Standard is tied to. So, 6 represents Anchor Standard 6: Engage.
    - The "3" in "8.6.3" represents the third Grade Band Standard in the series under Anchor Standard 6: Engage within 6-8 Grade Band.

Next Steps

Posting for Public Comment

The Library Standards will be posted on the KSDE website for 30 days for feedback from the public.

Public Comment Forums

We will host two, one-hour zoom calls to receive feedback from the public.

KANSAS STATE DEPARTMENT OF EDUCATION

Questions

15

Thank you!

16

Nathan McAlister
Humanities Program Manager - History, Government, and Social Studies
Career Standards and Assessment
(785) 296-3892
nmcalister@ksde.org

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Agenda Number: 12

Meeting Date: 9/12/2023

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

Item Title: School Improvement/KESA Update

From: Ben Proctor

This presentation will be an update to the School Improvement Working Group board agenda item from June 2023. There will be an overview of current work related to school improvement in Kansas, along with a connection to the accreditation model KESA. Components of this presentation will include the following elements as part of a proposed school improvement framework:

Fundamentals
Structures
Lead Indicators

Additionally, this presentation will include initial feedback from educators across Kansas, as KSDE staff engage practitioners in discussion around school improvement priorities and processes.

Agenda Number: 13

Meeting Date: 9/12/2023

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

Item Title: Student Showcase: Noor Haideri

From: Denise Kahler

The Kansas State Board of Education will hear from Miss Noor Haideri, an Overland Park Senior at Blue Valley High School, USD 229.

In February this year, Miss Haideri, a junior at the time, was named the 2022 winner of the Breakthrough Junior Challenge, a global, science video competition for high school students. The competition challenges students to explain a complex scientific idea in two minutes or less using a video format.

In her video, Miss Haideri explained how blue light emitted from technology devices can disrupt sleep patterns. Her winning entry secured her a $250,000 college scholarship, the installation of a new state-of-the-art science lab for her high school, and a $50,000 cash award for her science teacher Dianne Dunne.

Miss Haideri will share about her experience participating in the Breakthrough Junior Competition and her future plans.

Agenda Number: **14**

Meeting Date: **9/12/2023**

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

Item Title: Policies and Procedures for Instructional Materials Use

From: Ben Proctor

This presentation will be an overview of recommended policy related to Instructional Materials Use. Components will include:

Selection Criteria
Collection Development
Challenges of Materials
Composition and Purview of the Review Committee
Written Reports
Local Board Review and Action
Removing Challenged Materials
Impact of Simultaneous Requests

Policies and Procedures for Instructional Materials Use

Kansas State Board of Education

September 12, 2023

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1

Local Policy Recommendations

- Selection Criteria: Textbooks and Instructional Materials.
- Selection Criteria: Media Center Materials.
- Collection Development.
- Challenges of Materials.
- Composition and Purview of Review Committee.
- Written Report.
- Local Board Review and Action.
- Removing Challenged Materials.
- Impact of Simultaneous Requests.

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2

Selection Criteria: Textbooks and Instructional Materials

- Role of the local board of education.
- Purpose and goals of textbooks and instructional materials.
- Superintendent role in reviewing materials with staff members.

Selection Criteria: Media Center Materials

- Standards for choosing materials.
- Evaluation process and utilizing selection tools.
- Role of the media center and media specialist.

Collection Development

- Systematic development.
- Well balanced in coverage of subjects.
- Include various types of materials and formats.
- Quality and quantity of materials.

Challenges of Materials

- First step – Meet with the teacher or media specialist.
- If not resolved, report to the principal.
- If not resolved, the principal reports to the superintendent.
- Complete a request for review form for review by the superintendent.
- If not resolved, the requestor may seek review by the local board.
- The board may forward the concern to the review committee.

Composition of the Review Committee

- Building Principal.
- Library Media Specialist.
- Two Subject Area Specialists.
- Two Community Members.
- One Student (If Appropriate).

The Superintendent is responsible to appoint committee members, unless otherwise determined by the local board.

Purview of the Committee

- Examine and evaluate the material.
- Consider district policies, procedures, philosophies on material selection.
- Form opinion based on the selection criteria.

Written Report

- Timeline for the process.
- 30 days from receipt of the materials.
- Written report with the conclusions and recommendations for the local board of education.
- No reviews during the summer break or when school is out for one week or longer.

Board Review and Action

- The local board of education shall review the recommendation of the review committee within 30 days of receipt.
- The local board may accept or reject the recommendation or make its own determination.
- The decision of the local board of education is final.

Removing Challenged Materials

- Challenged materials may be removed from use during the review period, at the discretion of the superintendent.

Impact of Simultaneous Requests

- If more than one request for review is received simultaneously, or, if one or more requests for review is received while another review is pending, timelines established in this policy may be extended by the superintendent or the board to allow the requests to be processed in turn.
- When more than one request for review is received on the same book or material, such requests may be consolidated to reduce redundancy in review at any stage of this process.

Agenda Number: **15**

Meeting Date: **9/12/2023**

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: Considerations for Use of Technology Devices by Children and Youth

From: Jake Steel

The upcoming discussion will center around critical considerations regarding the utilization of technology devices among children and youth. Our conversation will delve into a range of well-researched topics, including recommendations for screen time, appropriate engagement methods, district acceptable use policies, and the potential effects of technology on mental health. With the participation of experts, notably pediatricians, we aim to gather informed perspectives on these matters. Additionally, we will discuss the most recent data on screen time trends collected by KSDE. Throughout our conversation, we will emphasize the benefits that technology offers in terms of education and development, while also thoughtfully addressing the challenges and concerns it poses, including potential negative impacts on well-being. Furthermore, we will explore essential insights that school districts and administrators may want to receive from the state board on this subject, ensuring that any decisions made are well-informed, balanced, and tailored to holistic needs of the students.

POLICY STATEMENT Organizational Principles to Guide and Define the Child Health Care System and/or Improve the Health of all Children

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN™

Media Use in School-Aged Children and Adolescents

COUNCIL ON COMMUNICATIONS AND MEDIA

This policy statement focuses on children and adolescents 5 through 18 years of age. Research suggests both benefits and risks of media use for the health of children and teenagers. Benefits include exposure to new ideas and knowledge acquisition, increased opportunities for social contact and support, and new opportunities to access health-promotion messages and information. Risks include negative health effects on weight and sleep; exposure to inaccurate, inappropriate, or unsafe content and contacts; and compromised privacy and confidentiality. Parents face challenges in monitoring their children's and their own media use and in serving as positive role models. In this new era, evidence regarding healthy media use does not support a one-size-fits-all approach. Parents and pediatricians can work together to develop a Family Media Use Plan (www.healthychildren.org/MediaUsePlan) that considers their children's developmental stages to individualize an appropriate balance for media time and consistent rules about media use, to mentor their children, to set boundaries for accessing content and displaying personal information, and to implement open family communication about media.

INTRODUCTION

Today's generation of children and adolescents are growing up immersed in media, including broadcast and social media. Broadcast media include television and movies. Interactive media include social media and video games in which users can both consume and create content. Interactive media allow information sharing and provide an engaging digital environment that becomes highly personalized.

Media Use Patterns

The most common broadcast medium continues to be TV. A recent study found that TV hours among school-aged children have decreased in the past decade for children younger than 8 years.[1] However, among children aged 8 years and older, average daily TV time remains over 2 hours per

abstract

FREE

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day.[2] TV viewing also has changed over the past decade, with content available via streaming or social media sites, such as YouTube and Netflix.

Overall media use among adolescents has continued to grow over the past decade, aided by the recent increase in mobile phone use among teenagers. Approximately three-quarters of teenagers today own a smartphone,[3] which allows access to the Internet, streaming TV/videos, and interactive "apps." Approximately one-quarter of teenagers describe themselves as "constantly connected" to the Internet.[3]

Social media sites and mobile apps provide platforms for users to create an online identity, communicate with others, and build social networks. At present, 76% of teenagers use at least 1 social media site.[3] Although Facebook remains the most popular social media site,[3] teenagers do not typically commit to just 1 social media platform; more than 70% maintain a "social media portfolio" of several selected sites, including Facebook, Twitter, and Instagram.[3] Mobile apps provide a breadth of functions, such as photo sharing, games, and video-chatting.

Video games remain very popular among families; 4 of 5 households own a device used to play video games.[4] Boys are the most avid video game players, with 91% of boys reporting having access to a game console and 84% reporting playing video games online or on a cell phone.[3]

Benefits of Media

Both traditional and social media can provide exposure to new ideas and information, raising awareness of current events and issues. Interactive media also can provide opportunities for the promotion of community participation and civic engagement. Students can collaborate with others on assignments and projects on many online media platforms. The use of social media helps families and friends who are separated geographically communicate across the miles.

Social media can enhance access to valuable support networks, which may be particularly helpful for patients with ongoing illnesses, conditions, or disabilities.[5] In 1 study, young adults described the benefits of seeking health information online and through social media, and recognized these channels as useful supplementary sources of information to health care visits.[6] Research also supports the use of social media to foster social inclusion among users who may feel excluded[7] or who are seeking a welcoming community: for example, those identifying as lesbian, gay, bisexual, transgender, questioning, or intersex. Finally, social media may be used to enhance wellness and promote healthy behaviors, such as smoking cessation and balanced nutrition.[8]

Risks of Media

A first area of health concern is media use and obesity, and most studies have focused on TV. One study found that the odds of being overweight were almost 5 times greater for adolescents who watch more than 5 hours of TV per day compared with those who watch 0 to 2 hours.[9] This study's findings contributed to recommendations by the American Academy of Pediatrics that children have 2 hours or less of sedentary screen time daily. More recent studies have provided new evidence that watching TV for more than 1.5 hours daily was a risk factor for obesity, but only for children 4 through 9 years of age.[10] Increased caloric intake via snacking while watching TV has been shown to be a risk factor for obesity, as is exposure to advertising for high-calorie foods and snacks.[11,12] Having a TV in the bedroom continues to be associated with the risk of obesity.[13]

Evidence suggests that media use can negatively affect sleep.[14] Studies show that those with higher social media use[15] or who sleep with mobile devices in their rooms[16] were at greater risk of sleep disturbances. Exposure to light (particularly blue light) and activity from screens before bed affects melatonin levels and can delay or disrupt sleep.[17] Media use around or after bedtime can disrupt sleep and negatively affect school performance.[13]

Children who overuse online media are at risk of problematic Internet use,[18] and heavy users of video games are at risk of Internet gaming disorder.[19] The *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition*,[20] lists both as conditions in need of further research. Symptoms can include a preoccupation with the activity, decreased interest in offline or "real life" relationships, unsuccessful attempts to decrease use, and withdrawal symptoms. The prevalence of problematic Internet use among children and adolescents is between 4% and 8%,[21,22] and up to 8.5% of US youth 8 to 18 years of age meet criteria for Internet gaming disorder.[23]

At home, many children and teenagers use entertainment media at the same time that they are engaged in other tasks, such as homework.[24] A growing body of evidence suggests that the use of media while engaged in academic tasks has negative consequences on learning.[25,26]

Media Influence

Evidence gathered over decades supports links between media exposure and health behaviors among teenagers.[27] The exposure of adolescents through media to alcohol,[28,29] tobacco use,[30,31] or sexual behaviors[32] is associated with earlier initiation of these behaviors.

Adolescents' displays on social media frequently include portrayal

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of health risk behaviors, such as substance use, sexual behaviors, self-injury, or disordered eating.[33–36] Peer viewers of such content may see these behaviors as normative and desirable.[37,38] Research from both the United States and the United Kingdom indicates that the major alcohol brands maintain a strong presence on Facebook, Twitter, and YouTube.[29,39]

Cyberbullying, Sexting, and Online Solicitation

Cyberbullying and traditional bullying overlap,[40] although online bullying presents unique challenges. These challenges include that perpetrators can be anonymous and bully at any time of day, that information can spread online rapidly,[41] and that perpetrator and target roles can be quite fluid in the online world. Cyberbullying can lead to short- and long-term negative social, academic, and health consequences for both the perpetrator and the target.[42] Fortunately, newer studies suggest that interventions that target bullying may reduce cyberbullying.[43]

"Sexting" is commonly defined as the electronic transmission of nude or seminude images as well as sexually explicit text messages. It is estimated that ~12% of youth aged 10 to 19 years have ever sent a sexual photo to someone else.[44] The Internet also has created opportunities for the exploitation of children by sex offenders through social networking, chat rooms, e-mail, and online games.[45]

Social Media and Mental Health

Research studies have identified both benefits and concerns regarding mental health and social media use. Benefits from the use of social media in moderation include the opportunity for enhanced social support and connection. Research has suggested a U-shaped relationship between Internet use and depression, with increased risks of depression at both the high and low ends of Internet use.[46,47] One study found that older adolescents who used social media passively (eg, viewing others' photos) reported declines in life satisfaction, whereas those who interacted with others and posted content did not experience these declines.[48] Thus, in addition to the number of hours an individual spends on social media, a key factor is how social media is used.

Social Media and Privacy

Content that an adolescent chooses to post is shared with others, and the removal of such content once posted may be difficult or impossible. Adolescents vary in their understanding of privacy practices[49]; even those who know how to set privacy settings often don't believe they will work.[50] Despite efforts by some social media sites to protect privacy or to delete content after it is viewed, privacy violations and unwelcome distribution are always risks.[51,52]

Parent Media Use and Child Health

Social media can provide positive social experiences, such as opportunities for parents to connect with children via video-chat services. Unfortunately, some parents can be distracted by media and miss important opportunities for emotional connections that are known to improve child health.[53,54] One research study found that when a parent turned his or her attention to a mobile device while with a young child, the parent was less likely to talk with the child.[55] Parental engagement is critical in the development of children's emotional and social development, and these distractions may have short- and long-term negative effects.

CONCLUSIONS

The effects of media use are multifactorial and depend on the type of media, the type of use, the amount and extent of use, and the characteristics of the individual child. Children today are growing up in an era of highly personalized media use experiences, so parents must develop personalized media use plans for their children that attend to each child's age, health, temperament, and developmental stage. Research evidence shows that children and teenagers need adequate sleep, physical activity, and time away from media. Pediatricians can help families develop a Family Media Use Plan (www.HealthyChildren.org/MediaUsePlan) that prioritizes these and other health goals.

RECOMMENDATIONS

Pediatricians

- Work with families and schools to promote understanding of the benefits and risks of media.
- Promote adherence to guidelines for adequate physical activity and sleep via a Family Media Use Plan (www.HealthyChildren.org/MediaUsePlan).
- Advocate for and promote information and training in media literacy.
- Be aware of tools to screen for sexting, cyberbullying, problematic Internet use, and Internet gaming disorder.

Families

- Develop, consistently follow, and routinely revisit a Family Media Use plan (see the plan from the American Academy of Pediatrics at www.HealthyChildren.org/MediaUsePlan).
  - Address what type of and how much media are used and what media behaviors are appropriate for each child or teenager, and for parents. Place consistent limits on hours per day of media

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use as well as types of media used.

- Promote that children and adolescents get the recommended amount of daily physical activity (1 hour) and adequate sleep (8–12 hours, depending on age).
- Recommend that children not sleep with devices in their bedrooms, including TVs, computers, and smartphones. Avoid exposure to devices or screens for 1 hour before bedtime.
- Discourage entertainment media while doing homework.
- Designate media-free times together (eg, family dinner) and media-free locations (eg, bedrooms) in homes. Promote activities that are likely to facilitate development and health, including positive parenting activities, such as reading, teaching, talking, and playing together.
- Communicate guidelines to other caregivers, such as babysitters or grandparents, so that media rules are followed consistently.

- Engage in selecting and co-viewing media with your child, through which your child can use media to learn and be creative, and share these experiences with your family and your community.
- Have ongoing communication with children about online citizenship and safety, including treating others with respect online and offline, avoiding cyberbullying and sexting, being wary of online solicitation, and avoiding communications that can compromise personal privacy and safety.
- Actively develop a network of trusted adults (eg, aunts, uncles, coaches, etc) who can engage with children through social media and to whom children can turn when they encounter challenges.

Researchers, Governmental Organizations, and Industry

- Continue research into the risks and benefits of media.
  - Prioritize longitudinal and robust study designs, including new methodologies for understanding media exposure and use.
  - Prioritize interventions including reducing harmful media use and preventing and addressing harmful media experiences.
- Inform educators and legislators about research findings so they can develop updated guidelines for safe and productive media use.

LEAD AUTHORS

Megan A. Moreno, MD, MSEd, MPH, FAAP
Yolanda (Linda) Reid Chassiakos, MD, FAAP
Corinn Cross, MD, FAAP

COUNCIL ON COMMUNICATIONS AND MEDIA EXECUTIVE COMMITTEE, 2016–2017

David Hill, MD, FAAP, Chairperson
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Justin Smith, MD, FAAP
Wendy Sue Swanson, MD, MBE, FAAP

LIAISONS

Kristopher Kaliebe, MD – *American Academy of Child and Adolescent Psychiatry*
Jennifer Pomeranz, JD, MPH – *American Public Health Association*
Brian Wilcox, PhD – *American Psychological Association*

STAFF

Thomas McPheron

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POLICY AND PROCEDURES
MEMORANDUM
8200.00

Effective Date
31 July 2023

Approval Date
25 July 2023

Type of Action
Revision

1.0 SUBJECT: Generative Artificial Intelligence Policy

2.0 DISTRIBUTION: Executive Branch Cabinet and Non-Cabinet Agencies

3.0 FROM: DocuSigned by: Jeff Maxon 670B8750658E441

Jeff Maxon, Interim Chief Information Technology Officer

4.0 PURPOSE:

The purpose of this policy is to outline the acceptable use of generative artificial intelligence (AI). The policy is created to protect the safety, privacy, and intellectual property rights of the State of Kansas.

5.0 BACKGROUND:

As generative AI technology progresses, chatbots, virtual assistants, and other systems based on it are becoming more prevalent. These can include standalone systems, be integrated as features within search engines, or be overtly or transparently embedded in all manner of other software tools. Examples include ChatGPT and DALL-E from OpenAI, Microsoft Bing's chat, Microsoft 365 Copilot, and Bard from Google.

Generative AI tools have the potential to enhance productivity by assisting with tasks like drafting documents, editing text, generating ideas, and software coding. However, these technologies also come with potential risks that include inaccuracies, bias and unauthorized use of intellectual property in the content generated. In addition, content created by AI, and the public availability of information submitted to the AI, could pose security or privacy concerns.

6.0 ORGANIZATIONS AFFECTED: Executive Branch Cabinet and Non-Cabinet Agencies

7.0 REFERENCES:

7.1 ITEC Policy 7230A

7.2 State of Kansas Social Media Policy

8.0 DEFINITIONS:

8.1 Generative artificial intelligence (AI) uses advanced technologies such as predictive algorithms, machine learning, and large language models to process natural language and produce content in the form of text, images, or other types of media. Generated content is typically remarkably similar to what a human creator might produce, such as text consisting of entire narratives of naturally reading sentences.

8.2 Restricted Use Information as defined in ITEC 7230A.

8.3 Entity is defined as agencies, boards, commissions under the direction of the Governor or agents and contractors acting on behalf of those agencies, boards or commissions.

9.0 POLICY: This policy shall serve as the primary governing document for usage of generative artificial intelligence technology as a user or related activities by the entities. While any entity may impose additional restrictions through their own policy, such policies must not conflict with the provisions outlined in this policy.

9.1 This policy applies to all business use cases involving the State of Kansas, including but not limited to:

9.1.1 development of software code,

9.1.2 written documentation (i.e., policy, legislation, or regulations) and correspondence (such as memorandums, letters, text messages, and emails),

9.1.3 research,

9.1.4 summarizing and proofreading documents,

9.1.5 making business decisions that impact short-term or long-term activities or policies and procedures.

9.2 Responsibilities

9.2.1 Responses generated from generative AI outputs shall be reviewed by knowledgeable human operators for accuracy, appropriateness, privacy and security before being acted upon or disseminated.

9.2.2 Responses generated from generative AI shall not:

9.2.2.1 be used verbatim,

9.2.2.2 be assumed to be truthful, credible, or accurate,

9.2.2.3 be treated as the sole source of reference,

9.2.2.4 be used to issue official statements (i.e. policy, legislation, or regulations),

9.2.2.5 be solely relied upon for making final decisions,

9.2.2.6 be used to impersonate individuals or organizations.

9.2.3 Restricted Use Information (RUI) shall not be provided when interacting with generative AI. Refer to ITEC Policy 7230A Section 9.16 Account Management - RUI.

9.2.4 Material that is inappropriate for public release shall not be entered as input to generative AI. All information that is provided shall be subjected to the same standard as referenced in the State Social Media Policy and shall be treated as publicly available.

9.2.5 Material that is copyrighted or the property of another, shall not be entered as input to generative AI.

9.2.6 Generative AI shall not be used for any activities that are harmful, illegal, or in violation of state policy or agency acceptable use policy.

9.2.7 Agencies shall ensure contractors disclose in their contracts the utilization of generative AI or integrations with generative AI platforms.

9.2.8 Agency contracts shall prohibit contractors from using State of Kansas RUI or other confidential data in generative AI queries or for building or training proprietary generative AI programs unless explicitly approved by the agency head with consultation from the Chief Information Security Officer.

9.2.9 Contractors utilizing Generative AI to build software explicitly for the State of Kansas must demonstrate positive control over all data input into the system.

9.3 Software Code development

9.3.1 Software code generated by generative AI shall only be implemented after the entity has identified and mitigated all business and security risks related to its use.

9.3.2 All usage of software code generated by generative AI shall be annotated.

10.0 RESPONSIBILITIES:

10.1 Heads of entities are responsible for establishing procedures for their organization's compliance with the requirements of this policy.

10.2 OITS is responsible for the maintenance of this policy.

11.0 HISTORY: This PPM was originally issued #8200.00, dated 19 May 2023.

12.0 CONTACT: Chief Information Technology Architect

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

Danny Zeck, District 1
Melanie Haas, District 2
Michelle Dombrosky, District 3
Ann E. Mah, District 4
Cathy Hopkins, District 5
Dr. Deena Horst, District 6
Dennis Hershberger, District 7
Betty J. Arnold, District 8
Jim Porter, District 9
Jim McNiece, District 10

WEDNESDAY, SEPTEMBER 13, 2023
MEETING AGENDA

9:00 a.m.		1. Call to Order – Chair Melanie Haas
		2. Roll Call
	(AI)	3. Approval of Agenda
9:05 a.m.	(AI)	4. Act on Accreditation Review Council's August Recommendations for KESA
9:25 a.m.	(RI)	5. Receive Accreditation Review Council's Recommendations for KESA
9:30 a.m.	(IO)	6. Recognition of the Accreditation Review Council
9:40 a.m.	(IO)	7. Learning Series: Kansas Volunteer Commission
10:15 a.m.		**BREAK**
10:30 a.m.	(IO)	8. Preview of Legislative Interim Committees
11:00 a.m.	(AI)	9. Act to Approve Request to Contract with Kansas Educational Leadership Institute (KELI) for Mentoring Services
11:10 a.m.	(AI)	10. Act to Approve AP Seminar: English 10 Assessment Funding
11:20 a.m.	(AI)	11. Consent Agenda a. Receive Monthly Personnel Report b. Receive Report of Personnel Filling Unclassified Positions c. Act to Approve Visiting Scholar Licenses d. Act to Approve Recommendations for Licensure Waivers e. Act to Approve Amending the State Assessment Contract with the Achievement and Assessment Institute f. Act on Request from USD 219 Minneola, for Capital Improvement (Bond and Interest) State Aid

g. Act on Request from USD 219 Minneola, to Hold a Bond Election
h. Act on Request from USD 372 Silver Lake, for Capital Improvement (Bond and Interest) State Aid
i. Act on Request from USD 372 Silver Lake, to Hold a Bond Election
j. Act on Request from USD 395 La Crosse, for Capital Improvement (Bond and Interest) State Aid
k. Act on Request from USD 395 La Crosse, to Hold a Bond Election
l. Act on Request from USD 418 McPherson, for Capital Improvement (Bond and Interest) State Aid
m. Act on Request from USD 418 McPherson, to Hold a Bond Election
n. Act on Request from USD 479 Crest, for Capital Improvement (Bond and Interest) State Aid
o. Act on Request from USD 479 Crest, to Hold a Bond Election
p. Act on ESSER III Change Request for Use of Federal COVID-19 Relief Funds
q. Act on Request from USD 235 Uniontown, for Capital Improvement (Bond and Interest) State Aid
r. Act on Request from USD 235 Uniontown, to Hold a Bond Election

11:40 a.m. 12. Chair Report

A. Remarks from the Chair
(AI) B. Act on National Association of State Boards of Education 2024 Dues
(AI) C. Act on Board Travel
D. Committee Reports
E. Board Attorney Report
F. Requests for Future Agenda Items

12:00 p.m. **ADJOURN**

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4

Staff Initiating:	Director:	Commissioner:	Meeting Date:	9/13/2023
Jay Scott	Jay Scott	Randy Watson		

Item Title:

Act on Accreditation Review Council's August Recommendations for KESA

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Accreditation Review Council and award the status as recommended by the ARC as presented.

Accredited: 329 Wabaunsee (Alma), Z0029-5801 Maur Hill – Mount Academy, Z0029-8556 Most Pure Heart of Mary Elementary, Z0029-9015 Good Shepherd School, and

Conditionally Accredited: 216 Deerfield, 261 Haysville, 314 Brewster, 334 Southern Cloud, 369 Burrton, 403 Otis-Bison, 500 Kansas City Kansas, and Z0066-9929 Life Preparatory Academy.

Explanation of Situation Requiring Action:

In accordance with the Kansas Educational Systems Accreditation (KESA) process, systems reviewed by the Accreditation Review Council (ARC) for an accreditation status recommendation, are forwarded to the State Board of Education one month prior to the board acting. Last month, 12 systems were forwarded to the State Board of Education for their review of an accredited status recommendation.

The following systems are once again being presented for action on an accreditation status:

Accredited:

329	Wabaunsee (Alma)
Z0029-5801	Maur Hill – Mount Academy
Z0029-8556	Most Pure Heart of Mary Elementary
Z0029-9015	Good Shepherd School

Conditionally Accredited:

216	Deerfield
261	Haysville
314	Brewster

334	Southern Cloud
369	Burrton
403	Otis-Bison
500	Kansas City Kansas
Z0066-9929	Life Preparatory Academy

This school year (2022-2023) there are 179 public and private systems scheduled for review by the ARC to provide an accreditation status recommendation. Staff will be available for any questions.

Agenda Number: 5

Meeting Date: 9/13/2023

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

Item Title: Receive Accreditation Review Council's Recommendations for KESA

From: Jay Scott

This school year, 2022-2023, one hundred and seventy-nine (179) systems (157 public, 1 state, and 21 private) are scheduled for accreditation. Of these 179 systems, 174 entered the KESA process as year one and did pause. Five systems are going through their second cycle of accreditation and did not pause; these five systems are also utilizing Cognia.

Beginning in November 2022 and through September 2023, it is expected that the State Board will receive the Accreditation Review Council's (ARC) accreditation recommendation for all 179 systems. The State Board will have the opportunity to receive the ARC's recommendation (Executive Summary) a month prior to taking action on the accreditation recommendation.

In August, the ARC met and took its action on the accreditation recommendation for two (2) systems (1 public and 1 private). Today, taking into account systems that went through an appeal process prior to the August ARC meeting, we are bringing the following 5 systems:

Accredited:

499 Galena

Z0026-3676 St. John's Lutheran Elementary

Conditionally Accredited:

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

Not Accredited:

X0445-0273 Urban Preparatory Academy (timeline included)

Attachments:

ARC Report

Accountability Report

Kansas leads the world in the success of each student.

Accreditation Summary

Date: 04/10/2023

System: D0499 Galena (0000)

City: Galena

Superintendent: Toby VanCleave

OVT Chair: Delania Smith

Executive Summary/AFI

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

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

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

ARC Comment

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

Tiered Framework of Supports
All buildings have a tiered framework of supports in place for all students and use data to determine students' tiers. According to the OVT and System's reports, teachers and teacher teams continuously progress, review data, and develop interventions to improve learning for all students. Special education teachers are included in the team meetings and also provide additional Tier 3 support as per student IEP. The implementation of the PLC process has been supported by two ESSER positions and is key to weekly MTSS meetings. The MTSS process is the most formalized in the PLC process at the K-5 levels. Students are assessed and grouped weekly into 3 tiers according to their instructional needs. Academic coaches in ELA (added 2022) and Math (added 2021) work with teacher teams at the Middle School to identify resources and teaching strategies to support Tier 2, student groups. At the High School, content area teachers and seminar teachers monitor student learning and have conversations with students and parents. Tier 3 students work with the credit recovery teacher.

Family, Business, and Community Partnerships
For the past several years site, council meetings have been scheduled and shareholder input is shared with System administrators. Shareholder ideas and perspectives are used to help shape the direction and decisions in the System. An example would be the programs/activities that have been developed in Middle School to recognize positive student behaviors, high school conferences were redesigned for freshman and sophomore students, and redesigning the district webpage. The System partners with a number of stakeholder groups to provide opportunities for their students. Newsletters, school website, social media, and occasiona press releases (newspaper) to ensure that their stakeholders are aware of what is happening and to get feedback if needed.

Diversity, Equity, and Access
The Accountability Report shows minimal racial diversity. Some years Galena USD499 has data for Hispanic students and other years there is none. There are students from single-parent homes, students who are in foster care, and many being raised by grandparents. A distinguishing factor for Galena is that

68-70% of their students receive free and reduced lunches. The percentage of students receiving special education services is 20% and 1% have an IEP for gifted and talented. The System has begun to monitor subgroup data on the KSDE Accountability Report and pay attention to student groups. There has been an effort to ensure that special education students receive as much of their instruction in the least restrictive environment and KAP data (Accountability Report) shows that improvement has been made for students with disabilities The System believes that all students and their individual growth is important. One of the tools the System uses to help teachers and counselors pay attention to student needs is Panorama. It houses all grades, behavior logs, state test scores and SEL data. It enables teacher teams to have all relevant information about a learner at their meeting and plan interventions. All students have equal opportunity and access to quality instruction, extracurricular activities and all System programs. All students have equal opportunity and access to quality instruction, extracurricular activities and all district programs.

Communication and Basic Skills
Curricula that support the structures in communication and basic skills are somewhat evident. During the 2020-21 school year the middle school and high school ELA teachers worked to align courses to state standards. Units of teaching were revised with particular focus on vertical transitions and the level of rigor demanded of student learning. In 2021-22 K-5 teachers worked monthly with a Greenbush reading specialist and studied Structured Reading. Teachers studied several reading programs. At the end of the school year a selection was made for grades K-5. Reports did not mention the alignment of the math and science curriculum. The System is substantially below the state average of being Academically Prepared on state assessments at levels 3 & 4.

Civic and Social Engagement
The Galena 499 school district provides Social Studies curricula and activities Kindergarten through High School that addresses civic and social engagement. System-wide students participate in STUCO activities such as a toy and food drive and Bulldog Buddies. Counselors work to provide opportunities for students to engage socially and practice key skills to become part of a school group and member of their community. The OVT and System report provided many examples of activities for students to be aware that they are members of a community family.

Physical and Mental Health
According to the OVT and System's report, curricula that support the structures in Physical and Mental Health are somewhat evident. The PE and health teachers use the state standards to develop lessons and units of instruction. The HS assistant principal meets with the PE teachers to discuss tcurriculum and activities for students. The district partners with the Community Health Center of Southeast Kansas (CHC/SEK) for student health services. A nurse and an assistant provide screening and interventions for the health needs of our students.
The System has made great strides forward to support the social-emotional needs of students. In the spring of 2019, the System initiated a conversation with Spring River Mental Health (SRMH) to seek support for some of the students who are most in need of intensive interventions. That collaboration is now in its fifth school year with a full-time person and SRMH has added an additional counselor. This collaboration has resulted in being able to work more closely with families, help them procure services, and keep students with traumatic experiences in school. The district has also worked with SRMH on two grants that have provided training to students and staff on trauma-informed services, suicide prevention, and Teen Mental Health First Aid. Galena School District also implemented the Panorama SEL program in the Spring of 2021. The data is used to provide counseling interventions for individual students, student small group work on specific topics, and whole group instruction tailored to student interest and development.

Arts and Cultural Appreciation
According to the OVT and System's reports, curricula that support the structures in Arts and Cultural Appreciation are evident. The System provides instruction and activities for students in the areas of the arts and cultural appreciation. The art, music, and theater teachers use the state standards to develop

their units and teaching activities. Examples of activities students experience in the different classes were provided in the reports. Opportunities beyond the instructional day provide experiences for students including after-school play practices, travel to music competitions, and an art fair with area artists coming in to talk with students.

Postsecondary and Career
The Galena 499 District is focused on students being prepared for careers and postsecondary life through curricula and various programs and activities. The reports indicate that curricula that support the structures in Postsecondary and Career Preparation are evident. The System has seen greater student engagement in the planning of their postsecondary life. All students have an IPS and are more involved in considering various career opportunities. Elementary schools learn about character traits through counseling activities, they hold Little Families and class discussions, take field trips to learn about community helpers and have social studies lessons that encompass career ex

Areas For Improvement

Comment	The System is substantially below the state average of being Academically Prepared on levels 3 & 4.
Rationale	The Accountability Report indicated that the state assessment scores at levels 3 and 4 are below the state average in all tested areas.
Tasks	The System must align the curriculum in all assessed subjects to state standards. Continue to align vertical transitions of units for all tested subjects and monitor the level of rigor to ensure student learning. Monitor student learning in the different student subgroups. Identify the root cause(s) of why this data is low or declining. Engage all staff in developing strategies to impact this data and then implement those strategies, monitoring effectiveness along the path to improving this student outcome.
Timeline	
System Response	Dear Accreditation Review Council, Respectfully, the Galena School District 499 would like to appeal the findings and recommendation of "Conditionally Accredited." The staff of Galena USD 499 does not feel that the status of "Conditionally Accredited" accurately reflects our five-year KESA journey. As we emerge from the pandemic, Galena USD 499 has been working to help our students adjust to the new normal in school. Our student population faces intense poverty. It was revealed at the Greenbush budget meeting in June that Galena USD 499 is currently the poorest school district in Kansas, serving as a benchmark for school finance. Our families and community are still struggling and adjusting to life after the pandemic. As a system, we have been working on programs, curriculum, and classroom pedagogy to enhance student learning. We have also added numerous social-emotional programs and personnel to address the growing mental health needs of our students since the pandemic. Our 2021 graduation rate is back to pre-pandemic levels at 92.4%, which will positively affect our effective rate in the next five-year average. Galena High School partnered with Labette Community College when Kansas began emphasizing the importance of industry-recognized certifications. Labette Community College paid for and awarded one credit hour to each senior who passed the OSHA 10 General Safety certification, which was originally included in the approved list of

certifications. Despite being removed from the approved list later on, we chose to continue providing this certification to our seniors because we believed it benefited our students, even though Kansas no longer counted it as a measure of a successful graduate. We had a similar experience with ServSafe. The ever-changing list of approved certifications has posed challenges for us, as not all our students are being recognized as successful high school graduates in our five-year report.

Our most recent five-year effectiveness rate and five-year post-secondary average are directly affected by the pandemic. We saw an increase in chronic absenteeism as students and families stayed home from school. However, they have now returned to school and are actively learning. Our numbers are improving, and we expect further increases as early as next year. During the 2022-23 school year, over half of the juniors and seniors earned industry-recognized certifications. Due to high ACT WorkKeys scores, many of these students will be certified as paraprofessionals upon graduation. District-wide, we are seeing our attendance rate moving back to pre-pandemic levels.

The Accreditation Summary on page three incorrectly states that our state assessment scores at levels 3 and 4 are below the state average in all tested areas. In fact, our accountability report for 2021-22 shows that our district surpasses the state average in science, specifically among students scoring 3 and 4 on the state assessment. Although we are slightly below the state average in math and ELA, we have implemented programs to address those needs. Our KESA report provides several examples of grade levels showing gains on NWEA MAP and Star assessments, as we test students three times each school year.

As a district, we have been specifically tracking the growth of individual students, grade levels, and cohorts in ELA and Math using Renaissance STAR Assessments and the Northwest Evaluation Association (MAP) for growth measurements over the past three years to determine student needs and drive instruction.

The artifact we ask the ARC to consider for evidence, other than the KAP measurement, would represent a more accurate reflection has been uploaded as an artifact that was presented to our Board of Education using STAR and MAP scores. (the rationale and key to information is included in the artifact). Attention could also be noted in the original artifacts to the OVT and ARC of Final KESA Goal 2 BOE that address data and student growth.

We kindly request that you adjust your initial rating for Galena USD 499 and recommend "Accredited" to the state board.

Sincerely,

Mr. Toby VanCleave
Superintendent
Galena School District 499

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were

identified, implemented and produced reasonable results.

ARC Comment

Goal 1 Graduation Rate: All students will persist in their respective educational plans; complete their programs of study and graduate from high school college and career ready.

The OVT and System reports provided evidence to support the impact goal 1 had on buildings and the alignment to the system that all students will persist in their respective educational plans; complete their programs of study and graduate from high school college and career ready.

The base year for this KESA cycle was Spring 2019 data. The graduation rate was 89.2, the success rate was 32.8 and the effectiveness rate was 29.2. According to the 2021 Accountability Report, the graduation rate dropped to 83.8 but their success and effect rates improved to 44.3 and 38.7 respectively. Our dropout rate was 2.5 in 2018 and it decreased to 1.3 in 2021. The success and effect rates remain well below state averages.

The System team determined that good school attendance is an indicator of students staying "on track" to learn and complete their high school graduation requirements. Each school building team began monitoring their attendance rates and analyzing their data. Teams met to discuss trends, and student needs, and develop strategies to improve attendance. The 2022 graduation rate improved to 92.4. High school teachers, counselors, and high school principals monitor student progress toward graduation. Many efforts were made for students to stay in school and complete the requirements for their diplomas. The most effective one was having a seminar class for teachers to work with a student all four years of high school to communicate with parents and monitor student progress. The System has determined the goals they from the current cycle that needs to be continued and potential new goals as they continue their improvement process into the next cycle. Continued goals include monitoring attendance, maintaining the practices in providing off-site instruction, and providing professional development to support teachers. Potential new goals as they continue their improvement process include providing their own virtual learning teacher to deliver instruction, monitor credits, and work with students and families to define a path for obtaining a high school diploma.

Goal 2 -All students will meet or exceed the state average as measured by the Kansas Assessment Program.
When the System considered their achievement for K-12 students, ELA is at the state average and the areas of math and science are within reach over the next couple of years. When they looked at building and grade level scores, they have pockets of improvement and areas that need more growth. The greatest evidence of the impact of instructional focus on their buildings and system is the collection of data. Each fall building teacher teams meet with their administrators to review spring KAP data, discuss areas of growth and areas of concern, and write new data goals for the school year. Student learning data is formally assessed and tracked three times a year. The district is focused on the continuous progress monitoring of student learning data. Data from STAR, IXL, Dibels, and MTSS groups are also analyzed. Results of the data tracking are presented to the Board of Education annually. Data provided by the OVT and System indicated that ELA, science, and math scores have improved on recent state assessments.

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

ARC Comment

Goal 3 Social Emotional: All students will be provided with opportunities for social-emotional learning

Input from teachers, counselors, and administrators indicated that students were in need of social-emotional support and improvement in social-emotional learning. Each year and at different times throughout the year individual students and student groups need various interventions and support.

The individual needs of students make the SEL area difficult to define in terms of hard data for an improvement goal, but it was important to the System teams that SEL be addressed and support provided to students.

Goal 4 Postsecondary Success: The district will meet or exceed the Post Secondary Success Effectiveness rate.

The Galena 499 District is working to improve post-secondary student success. Some graduates attend college, some seek technical training, some go to the military and others find employment. One area that the BOE is interested in monitoring and has been emphasized for improvement is the ACT scores. Since the last 5-year cycle the System began providing summer ACT study sessions for students. This has positively
impacted student performance for those who are planning to go to college.

Reading skills are paramount to success on the ACT. The district examined the data provided in the ACT Profile Report. Because ELA classes support a student's ability to read the assessment and comprehend complex texts, the middle school and high school ELA teachers met to work in a 7-12th grade team. They reviewed the curriculum, mapped the development of the standards, and aligned instructional units. This effort has had a positive impact on student ACT performance. In 2022 the System exceeded the State percent average in English and Reading on the ACT.

Challenges have been identified and the System will develop strategies for improvement. In many ways, the strategies are processes the district needs to put in place. One example is creating an in-house process to monitor IRC choices and completions. Another process would be to check in with graduates who have
enrolled in college.

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

ARC Comment

The System and OVT provided evidence that the System effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan. Time-driven events are built into the district calendar to support the improvement process. Sustainability is built into the annual monthly processes of the district. At the beginning of teachers' meetings in August, time is provided for principals to review spring KAP data, look at the end-of-year data for students in their new grade level and analyze that data in regards to developing building goals. Student screening using Dibels, Panorama, STAR, and MAP/IXL begins within a few weeks of school starting. Data and action plans for Goals 1, 3, and 4 are presented to the BOE in January and February. Goal 2 data and action plans are presented to the BOE in October. The System believes through state funding and ESSER funds, it will be possible to continue to sustain this progress of the KESA process.

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

ARC Comment

Data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining. The system understands and can explain its data results for some State Board outcomes. The system is beginning to collect evidence, and data and is working on a

plan to address all five (5) State Board outcomes to create change.

Board Outcomes

Social-Emotional Growth	The System has had a partnership with Spring River Mental Health & Wellness since 2019 to provide a full-time mental health counselor to be on campus for students and families. The Panorama program was purchased in the Spring of 2021 to form the basis of their comprehensive SEL program to survey students, provide curriculum and hold data for planning student support and interventions. During the 2022-23 school year, the system began collaborating with SEK Cherokee Community Health to obtain a second mental health counselor. This school year, System counselors are tasked to investigate and research Positive Behavior Support programs with the goal to train and implement a K-12 program in the 2023-24 school year.
Kindergarten Readiness	The System has shown a 52% improvement in participation from caregivers to complete the ASQ-3 and ASQ:SE-2 due to having a Kindergarten Parent night to get them completed, having an online option, contacting parents at least 3 times encouraging them to participate, and sending home paper copies encouraging participation. During the 2020-21 school year, the System switched to the DIAL-4 for kindergarten screening. The System is using kindergarten screening data and ASQ data to reach out to students with low Kindergarten readiness skills and offer the summer Jump Start program. The System is implementing several programs to facilitate kindergarten readiness including the PreK Frog Street curriculum and the Haggerty phonemic awareness program. To facilitate the transition to kindergarten, the System developed a data chart to track PreK program student progress and share the data during transition meetings with staff from Head Start to discuss students who will be coming to kindergarten.

Individual Plans of Study

Over the KESA cycle, the district has worked to ensure that 100% of students have
Individual Plans of Study. Middle School and High School worked together to develop student plans. The IPS process was created through Career Cruising and the district changed to Xello (a digital way to store our IPS). This has been an improvement in supporting students in developing their interests and their plans. To support the IPS process, middle school students have a 45-minute seminar period Monday through Thursday. Each Monday is called "Monitor Monday" which allows time for each student to complete Xello activities or add any artifacts or additional information they would like to include in their profile.

The Middle School and High School counselors work together to host a career fair during the spring semester. Presenters represent careers that are either college educated, technically trained or are school-to-workforce personnel. They share their experiences and help educate students about various careers. This opportunity allows students to ask questions and it can pique interest in areas they had not previously considered.

The High School also uses seminar classes to support student IPS portfolios. During seminar class, the counselor and staff create learning opportunities for students using Xello. The teachers, counselors, parents, and administrators help students complete transcript audits each semester. The profile becomes much more individualized as there are many more interest-based electives and more opportunities for the curriculum to be highly individualized. Along with parents, the seminar advisor and counselor monitor student progress toward their IPS. The vocational teachers take students on visits to sites, fairs, and businesses each year. Some of our students participate in a work-study program. Representatives from colleges and the military come to campus to talk with students during the lunch period.

The High School partners with two colleges to provide 4 vocational opportunities for juniors and seniors. Labette Community College provides dual and concurrent class opportunities for students. Galena Middle School also partners with Labette Community College and its TRIO program. The TRIO program helps students navigate life successfully from middle school through college by providing help with completing paperwork, building self-efficacy, and visiting colleges and universities.

High School Graduation Rate	The System's graduation rate is 92.4. The System worked diligently to monitor student course completion, and student absences, contact parents when there are concerns, and work with students to help them understand the value of a high school education. Seminar teachers consistently track student grades and counsel students to keep up with assignments. A number of strategies provided that the System has found to be effective were included in the report. Some of the strategies include; an on-campus credit recovery program, a virtual school option for some students, and working with the Board of Education to adjust graduation requirements. The System is committed to adjusting strategies, interventions, and classroom techniques to reach the goal of 100% of Galena students graduating.
Postsecondary Success	The System is substantially below the post-secondary average and their predicted range is Postsecondary Effectiveness percent. The System's five-year post-secondary average is 39.4 and the five-year effectiveness rate is 34.6%. According to the OVT and System reports, the System sees the scores as unacceptable. They believe their graduation rate is strong and their academics are improving and commensurate with the state. The two reports included strategies the System intends to implement to improve their post-secondary average and the five-year effectiveness rate.

Areas For Improvement

Comment	The System is substantially below their predicted range is Postsecondary Effectiveness %.
Rationale	The Accountability Report indicated that the Postsecondary Effectiveness % is well below the Confidence Interval for the Predicted Effectiveness Rate. The system recognizes that their Effective Rate is substantially below their predicted rate and appears to be trending downward.
Tasks	The System must monitor the rigor and mastery levels in ELA, Math, and Science classes for all students to be successful. The System has developed some strategies for improving the data. Strategies include monitoring the rigor and mastery levels in ELA, Math, and Science classes for students who are college bound to ensure that they have the skills to experience success in college, develop processes to monitor post-graduation data concerning student employment, career training, college completion, and employment where students use their Industry Recognized certifications, expand opportunities for students to graduate with industry-recognized certification, become more intentional in planning strategies to address the four student outcomes within two years of graduation. Implementation of these strategies will be important for student success and for improving their Postsecondary Effectiveness rate.
Timeline	
System Response	Galena High School partnered with Labette Community College when Kansas began emphasizing the importance of industry-recognized certifications. Labette Community College paid for and awarded one

credit hour to each senior who passed the OSHA 10 General Safety certification, which was originally included in the approved list of certifications. Despite being removed from the approved list later on, we chose to continue providing this certification to our seniors because we believed it benefited our students, even though Kansas no longer counted it as a measure of a successful graduate. We had a similar experience with ServSafe. The ever-changing list of approved certifications has posed challenges for us, as not all our students are being recognized as successful high school graduates in our five-year report.

Our most recent five-year effectiveness rate and five-year post-secondary average are directly affected by the pandemic. We saw an increase in chronic absenteeism as students and families stayed home from school. However, they have now returned to school and are actively learning. Our numbers are improving, and we expect further increases as early as next year. During the 2022-23 school year, over half of the juniors and seniors earned industry-recognized certifications. Due to high ACT WorkKeys scores, many of these students will be certified as paraprofessionals upon graduation. District-wide, we are seeing our attendance rate moving back to pre-pandemic levels.

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

ARC Comment

The System reported learning that scheduling regular meetings of site councils is helpful in showing that the System welcomes ideas outside their campus walls. Monthly BOE meetings are held where students present and parents attend the board meetings helps to create good conversations. Also, teachers work in teams allows for conversations about resource needs and PD needs which are shared with the administrative team. The System has created trust with stakeholders to ensure that communication is coming from the System, as well as received by the System. The system's administration has communicated plans, progress, and data with stakeholders in various modes, including annual board reports, community meetings, and printed reports.

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

ARC Comment

The System reported finding the OVT last spring visit to be very helpful. The feedback reassured them that they were headed in the right direction and to continue with the work they had started. It was also a benefit for them to hear about the OVT ideas and the things they were doing in their Systems.

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

ARC Comment

Galena Schools have demonstrated a commitment to a district-wide approach to student and system improvement. The System has ensured a continuous plan is in place to continue moving forward. The administrative team works well together and has created teams within each building to help further the work being accomplished. Additionally, the System has utilized ESSER funds in a manner that has continued to expand leadership and growth throughout the district as a whole.

ARC Recommendation

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

Justification

The System has demonstrated a commitment to a district-wide approach to implementing the KESA process to ensure student learning and system improvement. The district has ensured a continuous improvement plan is in place to persist in moving the district forward. A variety of teams, throughout the district and community, have been used to collect meaningful insight and share successes. The System is substantially below the post-secondary average and their predicted range is Postsecondary Effectiveness percent. The System's five-year post-secondary average is 39.4 and the five-year effectiveness rate is 34.6%. The System is also below the state average of being Academically Prepared on state assessments at levels 3 & 4.

Strengths

The System has Collaboration and purpose are definite strengths of USD 499.
Through the district level collaboration, teams in each building are working towards the four goal areas in a manner that is most effective for their students.
This shared purpose, intentionally aligned to the KSDE areas of focus, has created an additional strength in the work being done. All stakeholder working toward the same goal creates unity throughout the district. This shared purpose has played a large role in the successful results seen in the district. All staff members are working towards the same outcome. There is an understanding that all grade levels have a role in meeting the goals of successful graduates.

Challenges

Challenges that the district continues to work to improve: Only 50% of new K students have participated in preschool programs or Head Start. They lack exposure to pre-academic skills and have low fine motor skills. Explore avenues to expand the preschool program to enable pre-K services for more students.

Writing Smart goals that are Specific, Measurable, Achievable, Relevant, Time-Bound, and related to student learning. Defining these parameters will help ensure that your objectives are attainable within a certain time frame. Including a needs assessment, professional development experiences, timeline for implementation, and data collection.

Align curriculum in state-assessed areas to state standards.

The System determined that student learning is not meeting expectations in math and curriculum conversations led to identifying that they do not have a conceptually-based program for student exposure to higher-level math problem-solving skills.

System Appeal

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

Appeal Summary

Dear Accreditation Review Council,

Respectfully, the Galena School District 499 would like to appeal the findings and recommendation of "Conditionally Accredited."

The staff of Galena USD 499 does not feel that the status of "Conditionally Accredited" accurately reflects our five-year KESA journey. As we emerge from the pandemic, Galena USD 499 has been working to help our students adjust to the new normal in school. Our student population faces intense poverty. It was revealed at the Greenbush budget meeting in June that Galena USD 499 is currently the poorest school district in Kansas, serving as a benchmark for school finance. Our families and community are still struggling and adjusting to life after the pandemic.

As a system, we have been working on programs, curriculum, and classroom pedagogy to enhance student learning. We have also added numerous social-emotional programs and personnel to address the growing mental health needs of our students since the pandemic. Our 2021 graduation rate is back to pre-pandemic levels at 92.4%, which will positively affect our effective rate in the next five-year average.

Galena High School partnered with Labette Community College when Kansas began emphasizing the importance of industry-recognized certifications. Labette Community College paid for and awarded one credit hour to each senior who passed the OSHA 10 General Safety certification, which was originally included in the approved list of certifications. Despite being removed from the approved list later on, we chose to continue providing this certification to our seniors because we believed it benefited our students, even though Kansas no longer counted it as a measure of a successful graduate. We had a similar experience with ServSafe. The ever-changing list of approved certifications has posed challenges for us, as not all our students are being recognized as successful high school graduates in our five-year report.

Our most recent five-year effectiveness rate and five-year post-secondary average are directly affected by the pandemic. We saw an increase in chronic absenteeism as students and families stayed home from school. However, they have now returned to school and are actively learning. Our numbers are improving, and we expect further increases as early as next year. During the 2022-23 school year, over half of the juniors and seniors earned industry-recognized certifications. Due to high ACT WorkKeys scores, many of these students will be certified as paraprofessionals upon graduation. District-wide, we are seeing our attendance rate moving back to pre-pandemic levels.

The Accreditation Summary on page three incorrectly states that our state assessment scores at levels 3 and 4 are below the state average in all tested areas. In fact, our accountability report for 2021-22 shows that our district surpasses the state average in science, specifically among students scoring 3 and 4 on the state assessment. Although we are slightly below the state average in math and ELA, we have implemented programs to address those needs. Our KESA report provides several examples of grade levels showing gains on NWEA MAP and Star assessments, as we test students three times each school year.

As a district, we have been specifically tracking the growth of individual students, grade levels, and cohorts in ELA and Math using Renaissance STAR Assessments and the Northwest Evaluation Association (MAP) for growth measurements over the past three years to determine student needs and drive instruction.

The artifact we ask the ARC to consider for evidence, other than the KAP measurement, would represent a more accurate reflection has been uploaded as an artifact that was presented to our Board of Education using STAR and MAP scores. (the rationale and key to information is included in the artifact). Attention could also be noted in the original artifacts to the OVT and ARC of Final KESA Goal 2 BOE that address data and student growth.

We kindly request that you adjust your initial rating for Galena USD 499 and recommend "Accredited" to the state board.

Sincerely,

Mr. Toby VanCleave
Superintendent
Galena School District 499

Final Recommendation

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

Justification

After consideration of the Systems response, artifacts presented, and reappraisal of reports, the ARC is recommending USD 499 Galena be fully Accredited. The System has fully addressed all of the requirements to be considered fully Accredited.

The System has worked diligently to make improvements in student learning, working to help students adjust to the new normal in school, and providing opportunities for social-emotional learning. The System has worked on programs, curriculum, and classroom pedagogy to enhance student learning. They have also added numerous social-emotional programs and personnel to address the growing mental health needs of students since the pandemic. Their 2021 graduation rate is back to pre-pandemic levels at 92.4%, which will have a positive effect on their effective rate in the next five-year average. Galena High School partnered with Labette Community College to provide students with opportunities to earn industry-recognized certifications. During the 2022-23 school year, over half of the juniors and seniors earned industry-recognized certifications. Due to high ACT WorkKeys scores, many of these students will be certified as paraprofessionals upon graduation.

The System recognized that they had an increase in chronic absenteeism as students and families stayed home from school. However, the System reported that the number of students returning to the classroom is improving and attendance rates are moving back to pre-pandemic levels. The accountability report for 2021-22 indicates that the System surpasses the state average in science, specifically among students scoring 3 and 4 on the state assessment. Although they are slightly below the state average in math and ELA, they have implemented programs to address those needs.

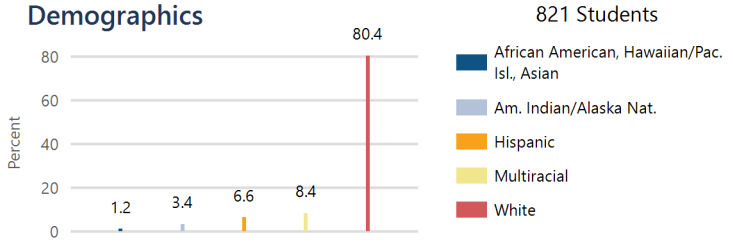
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Galena USD 499

702 E. 7th Street, Galena, KS 66739
(620) 783-4499
usd499.org

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

Demographics

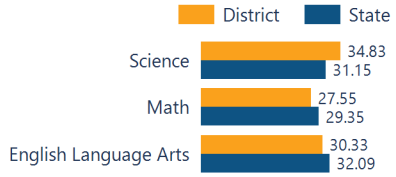


District Kansans Can Star Recognition

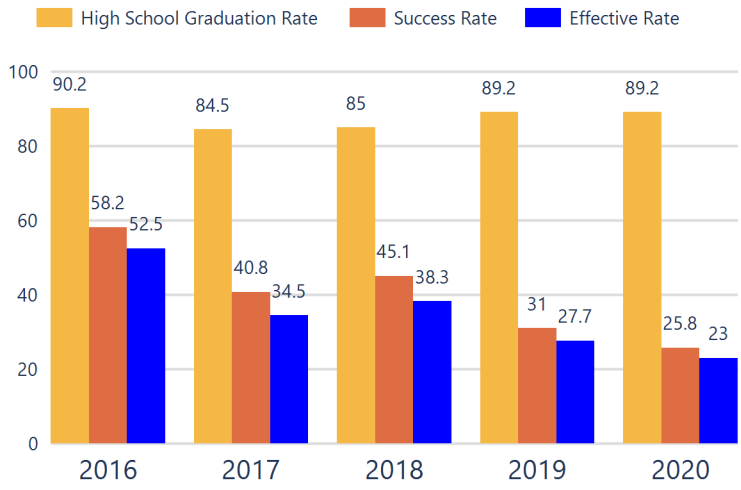
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **87.7%**

Five-Year Success Avg **39.4%**

Five-Year Effective Avg **34.6%**

95% Confidence Interval for the Predicted Effectiveness Rate **44.0 - 48.5%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- **Success Rate**:A student must meet one of the four following outcomes within two years of High School graduation.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. Student enrolled in Postsecondary in both the first and second year following High School graduation.
- **Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE
The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

92.4% State: 89.3

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

91.5% State: 92.1

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

32.3% State: 25.4

DROPOUT RATE
The dropout rate is calculated annually and reflects the number of seventh– twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

2.6% State: 1.4

District ESSA Operating Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

$11,072
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Galena USD 499

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	32.26	22.25	35.82	34.87	31.79	37.41
Level 2	N/A	N/A	N/A	44.82	42.35	32.62	37.56	37.86	27.74
Level 3	N/A	N/A	N/A	18.71	31.63	26.73	22.19	24.02	23.87
Level 4	N/A	N/A	N/A	4.18	3.75	4.81	5.36	6.31	10.96

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	37.87	26.41	46.80	42.97	40.08	40.22
Level 2	N/A	N/A	N/A	42.97	47.16	31.91	34.89	34.17	31.03
Level 3	N/A	N/A	N/A	16.17	23.58	18.08	19.14	21.51	18.39
Level 4	N/A	N/A	N/A	2.97	2.83	3.19	2.97	4.21	10.34

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	78.75	52.17	72.97	73.07	70.51	77.41
Level 2	N/A	N/A	N/A	15.00	32.60	16.21	20.51	20.51	16.12
Level 3	N/A	N/A	N/A	6.25	15.21	5.40	6.41	8.97	6.45
Level 4	N/A	N/A	N/A	0.00	0.00	5.40	0.00	0.00	0.00

AFRICAN-AMERICAN STUDENTS

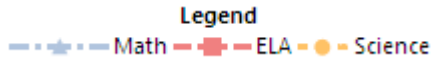
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

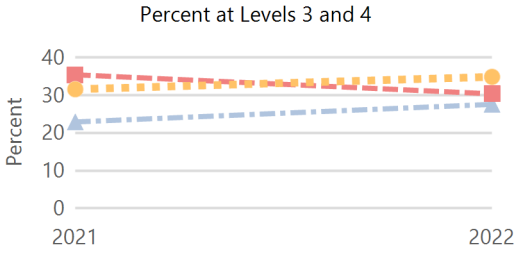
HISPANIC STUDENTS

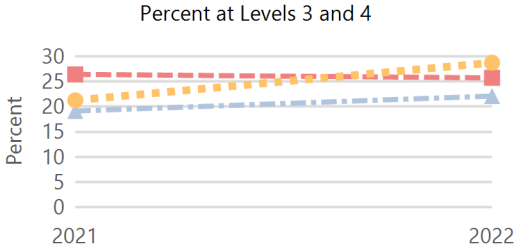
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	21.73	25.00	N/A	34.61	33.33	45.45
Level 2	N/A	N/A	N/A	60.86	50.00	N/A	42.30	48.14	36.36
Level 3	N/A	N/A	N/A	17.39	25.00	N/A	19.23	18.51	0.00
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	3.84	0.00	18.18

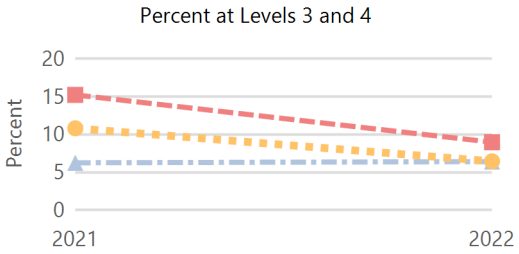
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



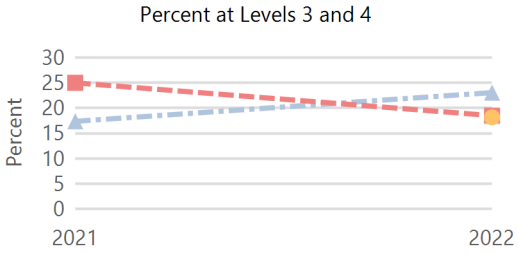






Percent at Levels 3 and 4

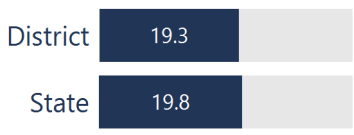
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 06/22/2023

System: Z0026 Lutheran Schools (Topeka) (3676)

City: Topeka

Superintendent: James Bradshaw

OVT Chair: Jeff Travis

Executive Summary/AFI

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

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

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

ARC Comment

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

Tiered Frameworks of Support: Assuredly
Over the course of this five-year accreditation cycle, the system has partnered with Wabaunsee USD 329 to offer services to students who are not meeting grade level benchmarks. Additionally, USD 329 provides a
an interventionist to work with students, and Title I supports occur in the regular classroom.

Family, Business, and Community Partnerships: Assuredly
The system has developed partnerships within the church and community. The Board, parents, and congregational members are committed to the success of the school. A 25% growth in enrollment over this cycle and an increase in technology and staff training, as well as financial commitments of stakeholders shows the determination of the full community.

Diversity, Equity and Inclusion: Assuredly
The system is a private, Catholic school and welcomes all students, regardless of race or disability. Diversity is celebrated through Bible studies on differences in culture and race.

Communication and Basic Skills: Assuredly
The system has adopted one-to-one laptops for all students in grades 2-8. They teach oral and written communication skills throughout the curriculum and students work on presentations individually and in teams. The Spring Fling includes class skits and individual performances. Students in grades 6-8 are responsible for using the intercom system for leading the pledge of allegiance and opening prayers each day. Additionally, students in grades 6-8 take a 6-8 class in German language and culture.

Civic and Social Engagement: Generally
Students are involved in 4-H, they have helped at the local library, and they talk about current events (grades K-3) and political issues (grades 4-8).

Physical and Mental Health: Assuredly

All students participate in physical education 2-3 days per week. Students are involved in team building activities, talk about nutrition, and are involved in team sports. Each grade gets two 20 minute recesses per day.

Arts and Cultural Appreciation: Assuredly
All students in the system participate in choirs, hand bell, recorders, and kinder bells. The music program includes performances during chapel, the annual Veterans Day chapel, Christmas services, and the Spring Fling Talent Show.

Postsecondary and Career Preparation: Assuredly
This is a PK-8 system. Students are exposed to various careers as local individuals (clergy, police, city work, county 4-H extension office, ranchers, farmers) give presentations to students about their chosen careers. The system also utilizes Zoom to bring individuals outside the community to speak with students.

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

ARC Comment

ARC Comment:
Responsive culture is evident throughout the system. The Parent Teacher League (PTL) and church congregation have raised money for several projects during this cycle. These include replacing the retaining wall, replacing the play area surface, and installing a fence around the playground.

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

ARC Comment

Data shows that Kansas Assessment scores are above the state average in both English Language Arts and Mathematics.

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

ARC Comment

The support from the PTL and Church Board enables the system to have sustainability in school improvement. Staff meetings focus on school improvement efforts.

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

ARC Comment

See comments for each individual State Board Outcome.

Board Outcomes

Social-Emotional Growth	The system utilizes a faith-based approach to education and stresses love and compassion for everyone through their mission statement.
Kindergarten Readiness	The system has a Kindergarten Roundup and uses Kindergarten screenings.

Individual Plans of Study	The system uses an informal IPS process of career awareness. Additionally, the system is in the process of working with USD 329 to implement an IPS process with 6-8 grade students.
High School Graduation Rate	This is a K-8 system.
Postsecondary Success	This is a K-8 system.

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

ARC Comment

The church and parents are the main stakeholders in the system. Feedback is obtained through Church Board and PTL meetings, as well as teachers during staff meetings.

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

ARC Comment

The system had an OVT chair and team that conducted yearly visits. All reports have been completed.

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

ARC Comment

The system has a plan with action steps and goals that drive academic improvement.

ARC Recommendation

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

Justification

The ARC recommends full accreditation for St. Johns Lutheran Elementary School. State assessment scores are above the state average and have shown an increase over this KESA cycle. The system received a Bronze Star in the area of academic preparedness.

Most state assessment scores have increased, especially for Hispanic students. The OVT noted that collaboration has increased on their course of the accreditation cycle and communication with stakeholder groups also improved. They collaborate with the local public schools to offer services to their students.

Strengths

The OVT noted that Goal 1 is an area of strength and should be continued in the next cycle as the system builds on the successes they have within the school culture.

Challenges

The system uses an informal IPS process. They are in the process of collaborating with USD 329 to implement an IPS for students in grades 6-8. We encourage the system to follow through on this collaboration to fully implement an IPS.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

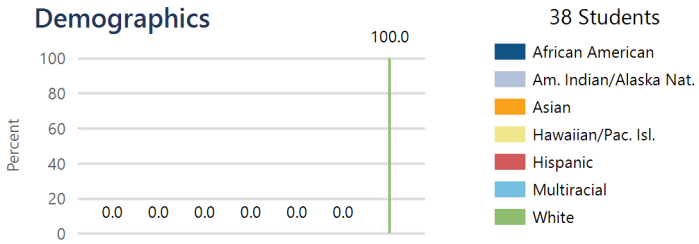
St Johns Lutheran Elem - Lutheran Schools (Topeka) - Z0026

218 W. 2nd St, Alma, KS 66401-0368
(785) 765-3914

Principal: **Harmon Butler**

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation:
Grades: **K-8**
Superintendent: **James Bradshaw**

Demographics

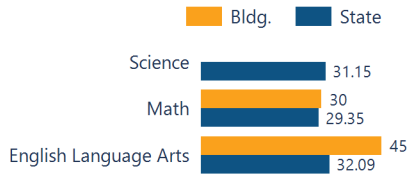


District Kansans Can Star Recognition

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

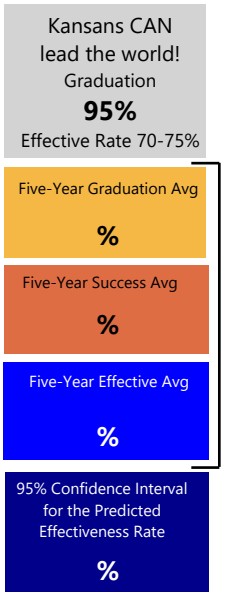
Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness

No Data Available



The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- **Success Rate**:A student must meet one of the four following outcomes within two years of High School graduation.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. Student enrolled in Postsecondary in both the first and second year following High School graduation.
- **Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE
The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

N/A State: 89.3

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

94.6% State: 92.1

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

13.9% State: 25.4

DROPOUT RATE
The dropout rate is calculated annually and reflects the number of seventh– twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

N/A State: 1.4

School ESSA Operating Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

N/A
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

St Johns Lutheran Elem

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

School Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	45.00	21.05	N/A	20.00	20.00	N/A
Level 2	N/A	N/A	N/A	40.00	36.84	N/A	50.00	35.00	N/A
Level 3	N/A	N/A	N/A	15.00	31.57	N/A	25.00	40.00	N/A
Level 4	N/A	N/A	N/A	0.00	10.52	N/A	5.00	5.00	N/A

FREE AND REDUCED LUNCH STUDENTS

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

STUDENTS WITH DISABILITIES

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

AFRICAN-AMERICAN STUDENTS

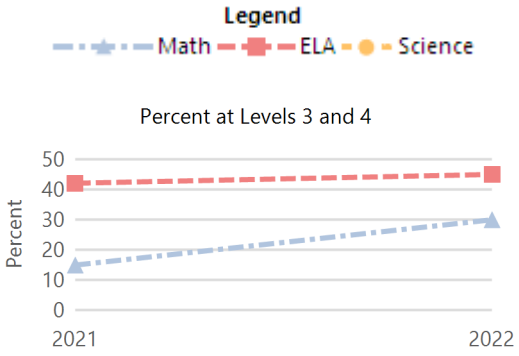
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

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

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

Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

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Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

Building

State 19.8

Accreditation Summary

Date: 06/23/2023

System: D0462 Central (0000)

City: Burden

Superintendent: Rick Shaffer

OVT Chair: Lori Jensen

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

All Foundational Structures are evident in the system, and there is evidence that the work is moving in a positive direction. Work is part of the school culture, and efforts are being made to maintain, embed, and improve quality.

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

ARC Comment

By the school year 2028 - 2029, USD 462's Five Year Effective Rate in Post Secondary Success measure will be 75%.

The system has data to support the selected goals, but all active goals do not have a strategic plan to support improvement. A reconfiguration of the goals and needs of the district should to be addressed. The district needs to review the Accountability report and refocus the district goals to match the area of need.

The evidence to support progress made toward reaching their goal: The JH / HS is not quite where they want it to be. All students have an IPS portfolio in place this year. All Seniors have job shadowed as well. The counselor/principal have met to continue developing the program. A majority of students are taking either college courses and/or earning
certifications. The CTE staff have met to discuss certifications and articulation agreements.
Data in postsecondary success was above the expected range in the first 3 years of the cycle. In the last 2 years of the cycle postsecondary success decreased significantly and dropped below the expected success rate.
Three new pathways were approved for CTE for eight total, and a few new courses have been added.

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

ARC Comment

By the school year 2025-2026- 70% of students will meet the benchmark (45th percentile and above) on district reading assessments.

By the school year 2025-2026- 75% of students will meet the benchmark (45th percentile and above) on district math assessments.

The system has data to support the selected goals, but all active goals do not have a strategic plan to support improvement. A reconfiguration of the goals and needs of the district should to be addressed. The district needs to review the Accountability report and refocus the district goals to match the area of need.

The evidence to support progress made toward reaching their goal:
The district saw a dip in data, but they are actively monitoring this goal, including changing the focus throughout the cycle. The elementary school came to some significant realizations about the lack of curriculum alignment with structured literacy, and addressed this by adopting CKLA and providing LETRS training.
Secondary has gone through a curriculum analysis and is one of the few schools in the state to implement a true MTSS for reading. Due to changes in ELA teachers, growth is slow, but there is strong evidence that the MTSS system is working!
Math is in progress as far as curriculum alignment and pedagogy. The district is concerned about teacher turnover, but will address this in the future.

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

ARC Comment

- BLTs and DLTs meet regularly.
- Finances have been dedicated to the process.
- BOE members have been taught about the importance of accreditation and focus on academics.
- The district has been very conscious of the use of ESSER funds.

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

ARC Comment

Data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining. System understands and can explain its data results for some State Board outcomes. The system is beginning to collect evidence and data and is working on a plan to address all five (5) State Board outcomes to create change. This can be seen by the 2022 data.

Board Outcomes

Social-Emotional Growth	Through the implementation of "Leader In Me" and the hiring of two social workers, the district has truly pivoted in their focus and strategies related to social-emotional growth. The DLT made several comments about the change in the environment that is starting to spill over into the community. While the staff is concerned about the growing needs of their students, they feel they have the right protocol in place to help.

Kindergarten Readiness	ASQ has been administered, but the district does not feel the data is meaningful and consistent. Parents have been administered the ASQ on-site with the teacher. Looking at other options: - Have a 1/2-day 3-year-old and an all-day 4-year-old. - All students attend 4 days a week. The school psychologist has noted that students are developmentally behind, so the school feels great about what they're offering for preschool options. This is a great option for district parents and has kept kids in the district.
Individual Plans of Study	100% of 7-12 students have a developing IPS. The system is working on more refined lessons and activities for advisors as well as adding on postsecondary and work-based learning opportunities. Since this is a goal, there has been a great deal of focus on this area.
High School Graduation Rate	The graduation rate is hovering in the high 80s. The district is counting on the fact that they are implementing several strategies for IPS, and trusting the graduation rate will rise. MTSS is in place for reading and will be for math next year at the high school. Taking in students in the district that need second and third chances will have an impact on graduation rates. The district is willing to take the hit in the data if it means giving students this chance.
Postsecondary Success	Post-secondary success has shown a significant decline over the past 2 year. It is important to note that they had been above their predicted effective rate in the first 3 years of the cycle, but have seen a decrease over the past two years. They are addressing this with their goals.

Areas For Improvement

Comment	Postsecondary Success
Rationale	With state assessment scores being at or below the state average, a root cause analysis should be conducted to identify why this data is low or declining. Identify benchmarks the system intends to reach in one year and three year increments. Engage all staff in developing strategies to impact this data, implement strategies, and monitor effectiveness in improving this student outcome. Careful attention should be paid to the district's Postsecondary Effectiveness Rate as significant declines are being seen, with the predicted effectiveness rate being well below the confidence interval. The district needs to set actionable improvement steps with data benchmarks and evaluation.
Tasks	By June 30, 2024, design a comprehensive action plan with goals, strategies, and benchmark measures to determine progress. The ARC

	will review the identified outcome measure(s) in January 2024, when the new accountability report is posted, to determine if progress has been made and if there should be a change in accreditation status.
Timeline	01-15-2024
System Response	After reviewing and reorganizing data to reflect the ARC's lens in data analysis, we have decided to accept the accreditation status of Conditionally Accredited with a plan for a deep system root cause analysis. We feel that we have implemented several new programs, practices, and strategies, however, we still need time to see the results of those actions. However, we also feel there are areas that need more, immediete attention as well to truly improve our ACT scores, Graduation Rates, Post Secondary Success scores, as well as our Kansas Assessment Scores in comparison to the state averages. We look forward to recieving guidance and support from the state with our improvement endeavors.

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

ARC Comment

The DLTs and BLTs are on solid footing after some years of not being that way. The next steps are to establish a better site council for both buildings. Parents are active in PTO but do not come to meetings. BOE is supportive of the school's efforts.

Secondary surveys students, staff, and parents.
The OVT encouraged the team to share with staff about accreditation. All teachers are on a team through Leader in Me that analyzes data, and they set goals. Maybe make more connections with accreditation and the program.

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

ARC Comment

The system worked well with the OVT team and was receptive to feedback.

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

ARC Comment

DLTs and BLTs have strengthened. The district has truly dove into the Leader in Me system and is letting that program
guide the goal-setting and data analysis process.
The district started with Rs, as was expected, but has been encouraged by setting new goals. “Intentions have improved dramatically. There has been a huge shift in buy-in.”

ARC Recommendation

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

Justification

All active goals below need to be refocused; see recommendation:

By the school year 2028 - 2029, USD 462's Five Year Effective Rate in Post Secondary Success measure will be 75%.

By the school year 2025-2026, 70% of students will meet the benchmark (45th percentile and above) on district reading assessments.

By school year 2025-2026, 70% of students will meet the benchmark (45th percentile and above) on district math assessments.

Recommendation: The goals need to be re-established with dates and measurements that are attainable in a current and manageable time. State scores at the state level are below. The Graduation Rate has dropped over time along with the Effective rate well below Predicted levels. Act scores are 2 pts below the state average.

Postsecondary Effectiveness AFI
With state assessment scores being at or below the state average, a root cause analysis should be conducted to identify why this data is low or declining. Identify benchmarks the system intends to reach in one year and three year increments. Engage all staff in developing strategies to impact this data, implement strategies, and monitor effectiveness in improving this student outcome. Careful attention should be paid to the district's Postsecondary Effectiveness Rate as significant declines are being seen, with the predicted effectiveness rate being well below the confidence interval. The district needs to set actionable improvement steps with data benchmarks and evaluation.

By June 30, 2024, design a comprehensive action plan with goals, strategies, and benchmark measures to determine progress. The ARC will review the identified outcome measure(s) in January 2024, when the new accountability report is posted, to determine if progress has been made and if there should be a change in accreditation status.

Strengths

ARC Comments: Buy-in from staff. They involve everyone. They do involve their stakeholders, even though they don't have as many stakeholders as other districts. Their leadership team, especially the changes in principals, is a true strength. The district has changed the focus to high expectations and rigor in all that they do; SEL and academics. Data is truly a focus for the districts and is becoming evident for students.
They use the "Leader In Me" which has provided a strong focus given the district. The team commented about the district's focus on taking all kids that want to attend school. even if there is potential for dropouts and poor behavior.

Challenges

All Active Goals do not have a current focus. A reconfiguration of the goals and needs of the district should to be addressed.
The district needs to review the Accountability report and refocus the goals of the district to match the improvement areas of Academically prepared for Post Secondary Success, District Post Secondary Effectiveness, Graduation Rate, and ACT scores.

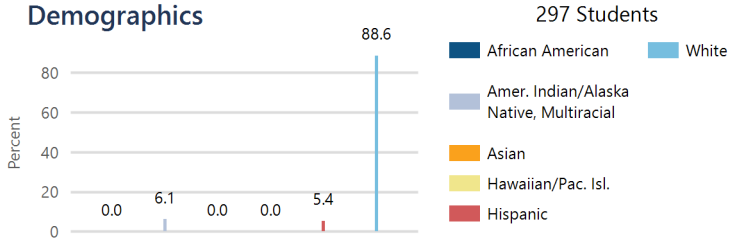
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Central USD 462

700 N Main, Burden, KS 67019-0128
(620) 438-2218
http://www.usd462.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12**
Superintendent: **Rick Shaffer**

Demographics

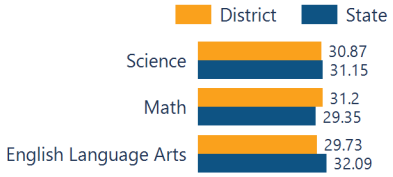


District Kansans Can Star Recognition

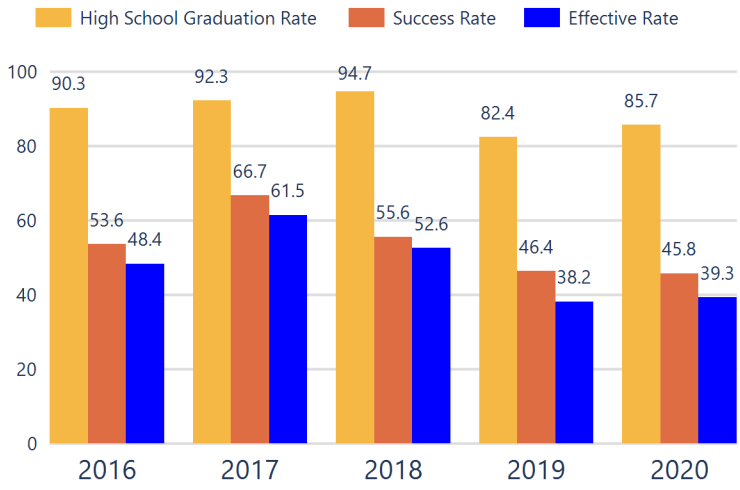
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
88.0%

Five-Year Success Avg
51.8%

Five-Year Effective Avg
45.6%

95% Confidence Interval for the Predicted Effectiveness Rate
48.3 - 51.3%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- **Success Rate**:A student must meet one of the four following outcomes within two years of High School graduation.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. Student enrolled in Postsecondary in both the first and second year following High School graduation.
- **Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE
The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

89.5% State: 89.3

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

93.3% State: 92.1

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

19.5% State: 25.4

DROPOUT RATE
The dropout rate is calculated annually and reflects the number of seventh– twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

0.7% State: 1.4

District ESSA Operating Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

$15,468
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Central USD 462

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	33.97	34.93	44.44	27.38	37.34	41.17
Level 2	N/A	N/A	N/A	41.02	35.61	26.98	41.40	32.91	27.94
Level 3	N/A	N/A	N/A	19.23	23.97	22.22	24.20	25.94	20.58
Level 4	N/A	N/A	N/A	5.76	5.47	6.34	7.00	3.79	10.29

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	42.00	41.30	43.58	37.20	40.22	45.23
Level 2	N/A	N/A	N/A	40.00	35.86	28.20	41.86	36.78	35.71
Level 3	N/A	N/A	N/A	15.00	20.65	23.07	18.60	20.68	11.90
Level 4	N/A	N/A	N/A	3.00	2.17	5.12	2.32	2.29	7.14

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	76.66	72.72	N/A	64.00	80.00	85.71
Level 2	N/A	N/A	N/A	16.66	22.72	N/A	20.00	12.00	14.28
Level 3	N/A	N/A	N/A	6.66	4.54	N/A	8.00	8.00	0.00
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	8.00	0.00	0.00

AFRICAN-AMERICAN STUDENTS

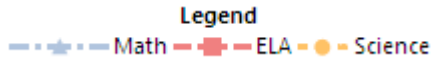
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

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

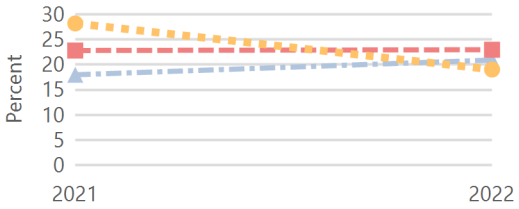
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success

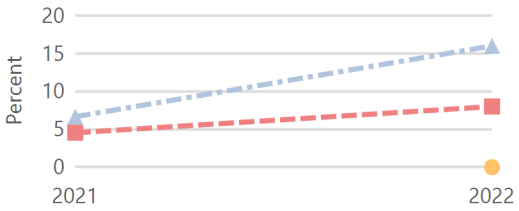


Percent at Levels 3 and 4

Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4

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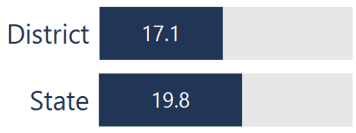
Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 05/22/2023

System: Z0029 Kansas City Catholic Diocese (8430)

City: Kansas City

Superintendent: Vincent Cascone

OVT Chair: Nancy Bolz

Executive Summary/AFI

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

ARC Comment

No compliance issues noted

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

ARC Comment

Tiered Framework of Support
Christ the King utilizes DIBELS and NWEA MAP testing to identify students for MTSS tiered instruction. There is evidence that students do receive additional support, however the Cognia team noted that there was not a lot of differentiation going on in the classroom. Tier 1 and 2 are scheduled for a minimum of thirty minutes each in the classrooms. Tier 3 is scheduled at every grade level from Kindergarten through eighth grade 30 minutes per day in both reading and math.

Family, Business, and Community Partnerships
As a private school, they have great relationships with local businesses and their parish. The connection to the parish results in a great community partnership and support from a wide-range of community members. In addition, they have strong relationships with their parents with survey data indicating great satisfaction from parents. A recent informational parent meeting about vision and mission had 50% of the parents attending. Each school family contributes 15 hours of volunteer time throughout the school year.

Diversity, Equity, and Access
Christ the King recognizes and celebrates the increasing diversity of their school. Special care is taken so that various cultures are represented in the curriculum. They offer significant scholarships to increased the equity of access to their school

Communication and Basic Skills
The focus on classical education is a focus on communication and basic skills. Classical education fosters the study of rhetoric, or public speaking and debate, as a core principle. Communication, debate and essay writing are all fundamental to the classical curriculum. The use of the trivium (grammar, logic, rhetoric) in the
planning and teaching provides students with mastery and natural engagement.

Civic and Social engagement
Students are involved in a wide-range of charitable activities. They raise money and volunteer for a variety of needs throughout the year. The students are involved in civic engagement through advocacy for the tax credit scholarship and religious liberties

Physical and Mental Health

All students take PE and they have a KSHE approved Wellness plan. Christ the King also monitors the social and emotional status of their students and works to address their non-academic needs. Students participate in school wide activities like faith families and other liturgies. They administer a quarterly survey of students that asks questions about their emotional health and well being. This allows them to intervene with support for non-academic concerns that include socialization, mental health and home life stability. This tool has been invaluable in helping them better understand the needs of their students and community and to be able to provide assistance to students and families in a timely manner.

Arts and Cultural Appreciation
Through the study of the Western Canon, great books, and our Catholic faith the students gain an understanding of what it means to be human through the story of history which enables them to appreciate and understand all cultures. They immerse students in the understanding of ancient cultures, medieval cultures and modern cultures throughout the curriculum. This fosters a deep respect for diversity of cultures, backgrounds, and abilities. However, with the primary focus being on western civilization there is some concern about it being too narrow of an approach.

PostSecondary and Career Preperation
The full time dean of curriculum and the newly created teacher advisory team plans a specific curriculum for postsecondary success. There is a large focus on finding your God given talents and developing the good, true and beautiful within your talents. This helps students focus on success after 8th grade. However, classical education by definition hesitates to focus too much on practical skills and application. Rather they focus on students received a well-rounded liberal arts education that will prepare them to do whatever they want in the future. Since they are a K-8 building, they have determined they will let the high schools focus on career preparation and they will focus on more general postsecondary preparation. They do meet the minimal requirements by having all students complete a electronic IPS.

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

ARC Comment

Goal 1: Adopt and implement a classical curriculum

Adopting the liberal arts curriculum has been a major undertaking and is an initiative that should bear much fruit in student performance. They are currently in our third year of adopting this curriculum. They have implemented many professional development days that are well-planned, organized, and attended. However, there has been mixed results because of the ability of teachers to pedagogically perform and high teacher turn over. They have hired a full time curriculum director and created a teacher advisory team. The team has conducted hours of training in this new paradigm and supported the educators while they put this new curriculum into action. The leadership has worked to ensure that this new curriculum is aligned to the academic and non-academic needs of our students. They have sought out the best resources to help teachers to support students. Leadership has adjusted professional development plans and clarified expectations to address issues with staff implementation. They have also facilitated frequent discussion with professional staff to be certain that the new curriculum aligns to the mission of our school and optimize student learning through dedicated and competent staff. One of the ways the team models learning is through a book club. They meet bi-weekly to discuss the book and this has fostered many productive conversations.

The goal is not student centered or data driven. They have put a lot of energy and effort into this goal but it has not necessarily born great fruit. Parents and students indicate on surveys that they are pleased with the direction of the school but assessment scores have not followed suit.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were

identified, implemented and produced reasonable results.

ARC Comment

Goal 2: implement a business team model for the school

The purpose of a business team is to form a group of people dedicated to Catholic education who have specific skills that will enhance the mission of our school. An executive board is responsible for overseeing nine other committees whose roles include the following: finance, marketing/social media, technology, development/fundraising, alumni, facilities, legacy, mission, and strategic planning. Again, the success of this model has been evident in at least eight other archdiocesan schools. Christ the King is in stage 1 of the process.

Again the goal was not student centered or data driven. They have put a lot of energy into this goal but again there are not a lot of metrics to demonstrate its success, especially on student achievement.

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

ARC Comment

The local school board is highly supportive of the two goals. They have put significant resources into the transition to classical curriculum and the creation of the business team. They have hired a new dean of curriculum and supported extensive professional development for teachers and staff.

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

ARC Comment

There is an AFI written for state assessment scores significantly below the state average and declining.

Board Outcomes

Social-Emotional Growth	They have implemented social-emotional growth surveys in all grades which are given quarterly. This helps identify students in need and gives the staff an opportunity to address those needs. This allows them to intervene with support for non-academic concerns that include socialization, mental health and home life stability. This tool has been invaluable in helping them better understand the needs of their students and community and to be able to provide assistance to students and families in a timely manner. Their religion curriculum is used to address social-emotional learning.
Kindergarten Readiness	They do give the ASQ to their parents but do not utilize the information as much as DIBELS. The OVT did not report on the completion rate of the ASQ but it appears they do focus quite a bit on kindergarten readiness and a majority of their kindergartners do come from their own pre-school.

Individual Plans of Study	The full time dean of curriculum and the newly created teacher advisory team plans a specific curriculum for postsecondary success. There is a large focus on finding your God given talents and developing the good, true and beautiful within your talents. This helps students focus on success after 8th grade. However, classical education by definition hesitates to focus too much on practical skills and application. Rather they focus on students received a well-rounded liberal arts education that will prepare them to do whatever they want in the future. Since they are a K-8 building, they have determined they will let the high schools focus on career preparation and they will focus on more general postsecondary preparation. They do meet the minimal requirements by having all students complete a electronic IPS
High School Graduation Rate	They are only K-8 building
Postsecondary Success	They are only K-8 building

Areas For Improvement

Comment	State Assessment scores
Rationale	In 2021, 58% of their students scored a 1 in Math on the state assessment and only 7% scored a 3 or 4. This got worse in 2022 with 66% scores a 1 and 2% scoring a 3 or 4. In ELA scores are also low and declining. In 2021, 36% scored a 1 and 17% scored a 3 or 4, but in 2022, 51% scored a 1 and only 12% scored a 3 or 4. They had no goal on this topic. And while they admitted they are only three years into the classical curriculum and impact on assessment scores would take time, they also admitted they did not have any clear idea why their scores were so low and their Cognia team said they needed to create a documented process for continuous improvement by gathering a variety of assessment data to determine their students progress towards achievement.
Tasks	Analyze assessment data to determine root causes for low assessment scores, particularly the high percentage scoring at a level 1. Create a plan, with action steps, for how the school will mitigate the impact of the identified root causes and remediate the students who are below grade level.
Timeline	12-15-2023
System Response	

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

ARC Comment

Stakeholders were not well informed about the continuous improvement process, the current goals, or the action steps. Teachers struggled during the interview to articulate the continuous improvement process or what they thought the goals might be. Parents were not aware of any goals or the process for continuous improvement. Moving forward, it is essential for leaders to engage all stakeholders in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. While students and parents have recognized and embraced the changes in the curriculum and the instructional methodology, the success of this implementation is dependent on the teacher's belief

in and support of the newly defined mission. Encouraging collective leadership and shared responsibilities will support the institution's priorities.

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

ARC Comment

They completed the Cognia process with Fidelity

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

ARC Comment

They completed the Cognia process with Fidelity

ARC Recommendation

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

Justification

Christ the King in Kansas City is a K-8 classical school therefore it does not have graduation or post secondary success rates to review. The number of students scoring a 3 or a 4 on the state assessment are significantly below the state average and decreased from 2021 to 2022. Their chronic absenteeism rate is 37.5%, significantly above the state average. While a lot of effort was put into their two goals of moving to a classical curriculum and creating a business team, neither of them had a demonstrable impact on student achievement and, by their own admission, have only been partially successful. They do not have a firm grasp on why their state assessment scores are so low which is why an AFI was written in this area.

Strengths

With the transition to the classical curriculum, the leadership completed extensive research and analyzed multiple sources of data. Through this process, there was a commitment to meeting learners' academic and non-academic needs. Leadership organized school visits, provided extensive professional development, supplied peer mentorship, and held multiple stakeholder meetings in preparation for this transition.

Challenges

Explore opportunities for students to utilize technology while staying true to the classical curriculum mission. Second, with a chronic absenteeism rate of 37.5%, look at the connection between that and low assessment scores. Third, there is a high turnover of students. Care should be taken to have a specific plan of how to transition new students to the school and acclimate them to the new culture and curriculum. Finally, goals in the next cycle need to be student-centered SMART goals.

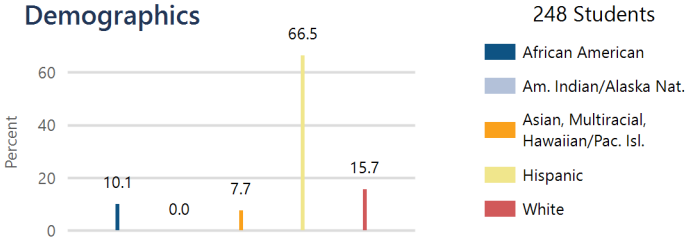
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Christ The King [Kansas City] - Kansas City Catholic Diocese - Z0029

3027 N 54th Street, Kansas City, KS 66104-2118
(913) 287-8883
https://ctkclassical.org
Principal: **Cathy Fithian**

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation:
Grades: **PK-8**
Superintendent: **Vincent Cascone**

Demographics

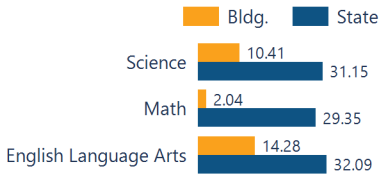


District Kansans Can Star Recognition

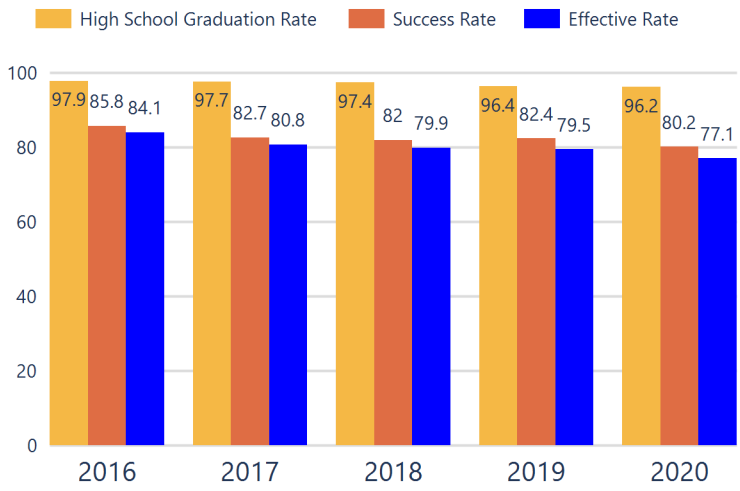
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation	✶			
Postsecondary Success	✶			

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **97.1%**

Five-Year Success Avg **82.7%**

Five-Year Effective Avg **80.3%**

95% Confidence Interval for the Predicted Effectiveness Rate **64.7 - 70.9%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- **Success Rate**:A student must meet one of the four following outcomes within two years of High School graduation.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. Student enrolled in Postsecondary in both the first and second year following High School graduation.
- **Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE
The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

N/A State: 89.3

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

90.4% State: 92.1

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

37.1% State: 25.4

DROPOUT RATE
The dropout rate is calculated annually and reflects the number of seventh– twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

N/A State: 1.4

School ESSA Operating Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

N/A
State: $13,830

Click here for State Financial Accountability.

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Kansas leads the world in the success of each student.

Christ The King [Kansas City]

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School Academic Success

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Level 1	N/A	N/A	N/A	50.32	34.19	70.00	62.58	49.65	66.66
Level 2	N/A	N/A	N/A	40.64	44.51	14.00	35.37	36.05	22.91
Level 3	N/A	N/A	N/A	9.03	17.41	14.00	1.36	10.20	8.33
Level 4	N/A	N/A	N/A	0.00	3.87	2.00	0.68	4.08	2.08

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	52.84	36.58	76.31	65.95	51.06	63.15
Level 2	N/A	N/A	N/A	39.83	46.34	10.52	31.91	36.17	26.31
Level 3	N/A	N/A	N/A	7.31	14.63	13.15	1.06	8.51	7.89
Level 4	N/A	N/A	N/A	0.00	2.43	0.00	1.06	4.25	2.63

STUDENTS WITH DISABILITIES

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

AFRICAN-AMERICAN STUDENTS

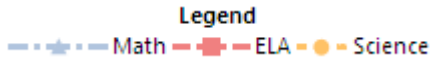
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

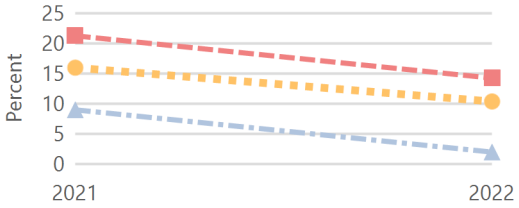
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	53.44	38.79	75.67	61.81	52.72	69.23
Level 2	N/A	N/A	N/A	39.65	46.55	13.51	36.36	37.27	23.07
Level 3	N/A	N/A	N/A	6.89	12.93	10.81	0.90	7.27	5.12
Level 4	N/A	N/A	N/A	0.00	1.72	0.00	0.90	2.72	2.56

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

Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4



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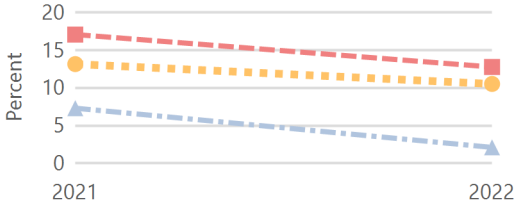

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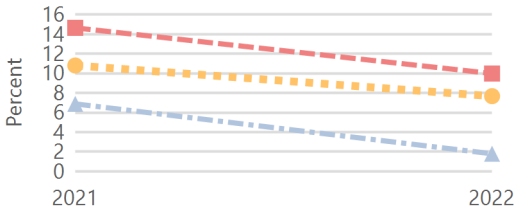


ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

Building

Accreditation Summary

Date: 12/15/2022

System: X0445 Urban Preparatory Academy (0273)

City: Wichita

Superintendent: Wade Moore

OVT Chair:

Executive Summary/AFI

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

   ARC Comment

   Since being granted conditional accreditation status beginning in July 2020, Urban Prep Academy has not complied with any of the compliance requirements systems must account for to be considered for full accreditation. After repeated attempts by KSDE to support Urban Prep in meeting all of the compliance requirements, they have officially been deemed "not in compliance" by KSDE and not in good standing with the State Board of Education. Urban Prep was sent an action letter in November 2022 to submit accreditation process documentation in the KESA authenticated application by early December 2022 for the Accreditation Review Council to review and nothing was submitted.

2. Foundational areas are **not** addressed.

   ARC Comment

   There is no data or information from the system to support that any foundational areas have been addressed.

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

   ARC Comment

   The system has not set nor communicated any goals to KSDE or any outside visitation team.

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

   ARC Comment

   The system has not set nor communicated any goals to KSDE or any outside visitation team.

5. Evidence is **not** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

   ARC Comment

   The system has not provided any information to the ARC or KSDE for any part of the accreditation process.

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

   ARC Comment

The system has not provided any information to the ARC or KSDE for any part of the accreditation process.

Board Outcomes

Social-Emotional Growth	The system has not provided any information to the ARC or KSDE for any part of the accreditation process.
Kindergarten Readiness	The system has not provided any information to the ARC or KSDE for any part of the accreditation process.
Individual Plans of Study	The system has not provided any information to the ARC or KSDE for any part of the accreditation process.
High School Graduation Rate	The system has not provided any information to the ARC or KSDE for any part of the accreditation process.
Postsecondary Success	The system has not provided any information to the ARC or KSDE for any part of the accreditation process.

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

ARC Comment

The system has not provided any information to the ARC or KSDE for any part of the accreditation process.

8. System leadership was **not** responsive to the Outside Visitation Team throughout the accreditation cycle.

ARC Comment

The system has not provided any information to the ARC or KSDE for any part of the accreditation process. The system has not created an OVT.

9. The system has **not** followed the KESA process with an expected level of fidelity.

ARC Comment

The system has not provided any information to the ARC or KSDE for any part of the accreditation process. The system has not completed any steps of the KESA process even with multiple requests from KSDE.

ARC Recommendation

The Accreditation Review Council recommended a status of **Not Accredited** for this system based on the following justification.

Justification

Urban Preparatory requested to be considered for accreditation through the State of Kansas in the fall of 2019. After meeting the preliminary criteria to enter into the accreditation process, Urban Prep was granted "conditional accredited" status beginning with the 2020-2021 school year. The status of "conditional accredited" is not to be a permanent status; systems must work towards being fully "accredited". Accreditation for systems in Kansas is based on 3 factors: conclusive evidence of a quality, continuous improvement process, conclusive evidence of improvement in student performance, and adherence to annual State Board of Education compliance requirements. Since Urban Preparatory was granted conditional accredited status, it has not provided any evidence of process or improvement in student performance, and it has not been compliant with those areas identified by the State Board of Education. Urban Prep was scheduled to be reviewed by the Accreditation Review Council (ARC) in the 2025-2026 school year, but due to their lack of compliance over the last two school years, KSDE sent Urban Prep an action letter in November 2022 outlining the documentation they would need to provide for the ARC to review Urban Prep for an accreditation determination in December 2022. Urban Prep did not respond in any way to the action letter. No documentation was provided.

Strengths

There are no strengths that can be reported as the system has given no information to the ARC or KSDE.

Challenges

Urban Prep has not responded to multiple attempts by KSDE to work with the system to assist with the KESA process.

System Appeal

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

Appeal Summary

Conditional accreditation began with the 2020-21 school year. I did not receive access to the KESA system/application until March-May 2023. In March of 2020 ALL schools were required to shut down immediately because of the worldwide pandemic. We lost the remainder of the school year and could not move the process forward. In the School year 2021-22 schools were not fully opened and we voted to pause the system for a school year. We did send in our enrollment information and continued to work to send it in the following year, 2022-23 but after more than 20 attempts with KSDE representatives the system still would not accept our data. We were notified about student assessments very late in the school year 2021-22 and we did not have the technology to get assessments done. Again, we attempted to download the appropriate applications and after many attempts were not successful in this. We have appreciated the opportunity and the relationship with KSDE and the opportunity to serve Kansas kids in excellence. We would love for this to work out. We are a small private school serving a majority population of Title1, low income and challenged students. We continue to grow and progress each year and continue to see positive results with our students.

Final Recommendation

The Accreditation Review Council recommended a final status of **Not Accredited** for this system based on the following justification.

Justification

The system failed to provide appeal documentation relevant to accreditation for the ARC to review, therefore, the ARC's recommendation of Not Accredited stands. Over the 3 full years Urban Prep has been engaged in the KESA process, no information/action regarding process, student outcomes, or compliance areas has been submitted to KSDE for the ARC to review.

Timeline of Accreditation for Urban Prep

August 2023

Spring 2020 – Urban Prep is granted "conditional accredited" status, as is the policy when a school system requests to join accreditation through the State Board of Education and the system has met some initial criteria.

2020 – 2021 School Year – Urban Prep's first full school year as a conditionally accredited school system. Due to the effects of the pandemic, systems were given the option to "pause" their KESA process, which meant systems would gain an additional year before being reviewed for an accreditation status by the State Board of Education. Even though it was a "pause" year, systems were still expected to do the following:

1. Maintain their compliance with regulations
2. Maintain their continuous improvement process
3. Provide information to KSDE concerning how they are addressing social-emotional needs and measuring academic performance during the 2020-2021 school year.

Urban Prep did not share any information with KSDE in terms of compliance, continuous improvement process (which would be submitted through the KESA application), or how they addressed social-emotional learning or measured academic performance.

2021-2022 School Year – Urban Prep's second full year as a conditionally accredited school system.

Urban Prep again did not share any information with KSDE in terms of being in compliance, following a continuous improvement process, or assessing students academic performance through the Kansas state assessment program.

Due to Urban Prep's failure to submit any compliance or accreditation information, KSDE staff traveled to Urban Prep to spend full days on-site supporting and training Urban Prep on the information required and how to submit information securely through KSDE's authenticated applications.

2022-2023 School Year – Urban Prep's third full year as a conditionally accredited school system.

- Concerns were raised by KSDE compliance officers and KESA staff during the fall of 2022 that Urban Prep had submitted no information over the last two school years, despite KSDE staff providing multiple opportunities to train Urban Prep on how and what to submit to be in compliance and to maintain their conditionally accredited status.
- KSDE reached out to Urban Prep in October 2022 to inquire as to why no information had been shared with KSDE in terms of compliance, improvement process, or student academic achievement via the Kansas State assessments. Bishop Moore, the head of Urban Prep, shared that he was having technical difficulties in sharing the information through the various authenticated applications, that Urban Prep did not have the technology capacity (internet connection, computers) to administer the state assessments, and requested KSDE to provide the technology to administer the state assessments. KSDE does not have the capacity to provide technology tools for systems to administer the state assessments.

- In an effort to address these issues, KSDE again offered technical support to Bishop Moore in gaining access to the KESA application and then, in November 2022, requested the following accreditation information and action from Urban Prep, including instructions on how to gain access to the KESA application:

1. In the Kansas Education Systems Accreditation (KESA) authenticated application, complete the following sections in the System yearly report:
    a. Section 1 - Tell Your Story
    b. Section 2 - Foundational Structures
    c. Section 3 - Needs Assessment & Goals
    d. Section 5 - Kansas State Board Outcomes
    e. Section 6 - Definition of a Successful HS Graduate
    f. Section 7 - Stakeholder Involvement
    g. Section 10 - Assurances
2. Secure an Outside Visitation Team (OVT), made up of at least 3 educators from other systems or schools, two serving as OVT Members and one serving as the OVT Chair. OVT members and chairs must have completed OVT Member or Chair training provided by KSDE in order to serve in that role. Urban Preparatory must email the names and email addresses of each OVT member to accreditation@ksde.org on or before December 12, 2022.

    To access the KESA authenticated application, go to https://apps.ksde.org/authentication/login.aspx, enter your username and password, select "Kansas Education Systems Accreditation", and then select "System Yearly Update" to respond to the sections listed above.

- Since Urban Prep had been out of compliance for the previous two years and to head off the continuation of non-compliance, KSDE decided to intervene during their third year by requesting accreditation information and action be sent to KSDE so that the Accreditation Review Council, the body that recommends accreditation status to the State Board of Education, could review Urban Prep's information. Urban Prep was notified in October 2022 that KSDE had received no information to this point and requested the information listed above in December 2022.
- Urban Prep failed to submit any information by the December deadline, prompting KSDE to submit Urban Prep to the ARC for an evaluation of their conditionally accredited status
- Prior to the ARC reviewing Urban Prep, in February 2023, Urban Prep submitted a formal letter indicating their wished to withdraw from seeking accreditation through the State Board of Education
- Urban Prep's withdrawal letter was received by the State Board of Education in March 2023. The letter was scheduled to be acted upon by the State Board of Education in April 2023.
- In late March 2023 and prior to the State Board accepting Urban Prep's withdrawal from KESA, Urban Prep rescinded their withdrawal letter and submitted a new letter asking to re-join the KESA accreditation process.

- There was no re-joining KESA as Urban Prep never officially withdrew so Urban Prep's accreditation status was then with the ARC once again.
- In May 2023, the ARC voted to recommend Urban Prep to be not accredited based on the fact that no information was ever submitted over the last 3 years to be reviewed. A "not accredited" recommendation is based on no conclusive evidence of a quality process, no conclusive evidence of student outcomes or being not in compliance. Urban Prep for the first 3 years of being in KESA, had submitted no accreditation documentation of either a quality process or student results and had not met compliance regulations.
- As part of the accreditation review process, Urban Prep was given the opportunity to appeal the ARC's decision and they did indicate they would appeal in early June 2023.
- Once again, Urban Prep experienced technical difficulties in uploading their appeal evidence, despite our KSDE IT department spending time working directly with Bishop Moore to resolve the issues throughout June and into July 2023, several days past the deadline for appeal information.
- Eventually, after repeated attempts by Urban Prep to upload their appeal information, KSDE contacted Urban Prep and requested their appeal information to be submitted via email message in mid-July 2023.
- KSDE attempted to reach Urban Prep via email multiple times between mid-July and the beginning of August to encourage Urban Prep to send KSDE their appeal information via email along with a list of information that could be submitted by Urban Prep for an appeal.
- KSDE was able to make contact with Urban Prep in mid-August over the phone and share with them that they could submit their documentation via email. KSDE stayed on the phone with Urban Prep to ensure the email would come through with attachments of appeal information. The email did reach KSDE, however, the attached documentation did not address their process or student results. The attachments were spreadsheets contained personally identifiable information of Urban Prep students. None of the attachments addressed Urban Prep's continuous improvement process or student outcomes.
- Since Urban Prep didn't submit any appeal documentation relevant to accreditation for the ARC to review, the ARC has decided to reaffirm their original recommendation of "Not Accredited". This recommendation will go before the State Board of Education as a receive item in September 2023.
- KSDE communicated this outcome of their appeal attempt to Urban Prep via email in late August.

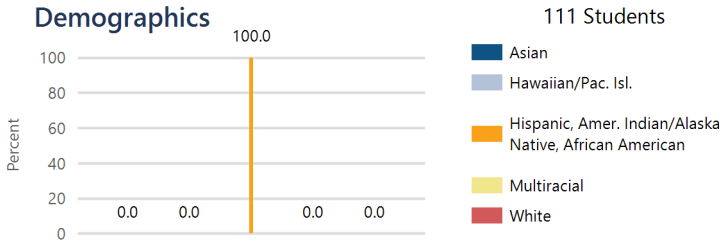
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Urban Preparatory Academy - X0445

2821 E. 24th North, Wichita, KS 67219-6721
(316) 304-5479
www.upacademywichita.org

System Accreditation Status: **N/A**
ESSA Annual Meaningful Differentiation:
Grades: **K-8**
Superintendent: **Wade Moore**

Demographics

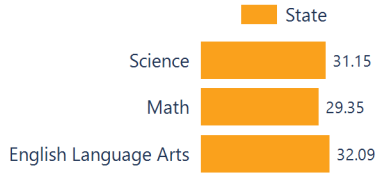


District Kansans Can Star Recognition

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

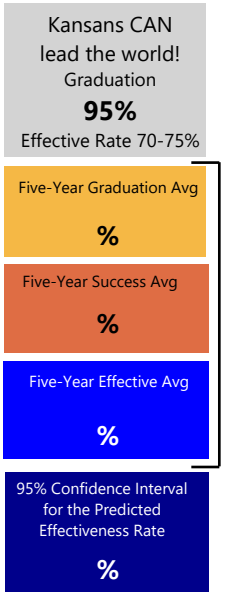
Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness

No Data Available



The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- **Success Rate**:A student must meet one of the four following outcomes within two years of High School graduation.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. Student enrolled in Postsecondary in both the first and second year following High School graduation.
- **Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE
The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

N/A State: 89.3

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

% State: 92.1

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

N/A State: 25.4

DROPOUT RATE
The dropout rate is calculated annually and reflects the number of seventh– twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

30.8% State: 1.4

District ESSA Operating Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

N/A
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Urban Preparatory Academy - X0445

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

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

FREE AND REDUCED LUNCH STUDENTS

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

STUDENTS WITH DISABILITIES

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

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

Academically Prepared for Postsecondary Success

Legend

Math — ELA — Science

Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

Percent at Levels 3 and 4

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Note: Not all eligible students completed an ACT.

District

State 19.8

Agenda Number: 6

Meeting Date: 9/13/2023

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: Recognition of the Accreditation Review Council

From: Jay Scott

The Accreditation and Design team is pleased to present the Accreditation Review Council for recognition by the State BOE. Beginning in 2017-2018 and ending this past school year, the ARC has reviewed and made an accreditation status recommendation for every one of the 361 systems seeking accreditation through the State Board, including 179 systems in 2022-2023. This is an incredible accomplishment considering the depth and breadth each review required. The ARC has gone about their work with professionalism and fortitude. We are grateful for the ARC's work to ensure each K-12 student in Kansas has access to quality learning experiences that open doors of opportunity in the future.

ARC Membership List 10/2022			
First Name	**Last Name**	**Title**	**Position**
Adelyn	Soellner	Curriculum and Instruction	Central Office
Bert	Lewis	Secondary Teacher	AAC Liaison
Beth	Sandness	Curriculum Coordinator	Curriculum Coordinator
Brian	Schwanz	Director of Human Resources	Central Office
Cindy	Barta	Teacher	High School Teacher
Cody	Calkins	Middle School Principal	Building Administration (MS)
Curtis	Nightingale	Superintendent	Central Office
Jamie	Finkeldei	Associate Superintendent	Private/Parochial
Janet	Stramel	Professor of Teacher Education	Higher Education (Public)
Julie	Dautel	Principal	Building administration (ES)
Julie	Meditz	Special Education Coordinator	Central Office
Katina	Brenn	Superintendent	Central Office
Kasey	Van Dyk	Teacher	PK- Elementary School Teacher
Nick	Compagnone	Superintendent, President	Private/Parochial
Pam	Stranathan	Superintendent	Central Office
Ruth	Waggoner	Professor of Teacher Education	Higher Education (Private)
Shana	Steinlage	Special Education Director	Special Education
Trevor	Ashcroft	Curriculum Coordinator	Curriculum Coordinator

Agenda Number: 7

Meeting Date: 9/13/2023

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: Learning Series: Kansas Volunteer Commission

From: Jessica Dorsey

Dr. Jessica Dorsey, Assistant Director - Career, Standards and Assessment Services, will provide an overview of the Kansas Volunteer Commission.

Agenda Number: 8

Meeting Date: 9/13/2023

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: Preview of Legislative Interim Committees

From: Sherry Root

Craig Neuenswander and Ben Proctor will share information about the Special Legislative Committee on Education that is scheduled to meet for a total of four days in early October.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 9

Staff Initiating:	Director:	Commissioner:	Meeting Date:	9/13/2023
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act to Approve Request to Contract with Kansas Educational Leadership Institute (KELI) for Mentoring Services

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with the KELI organization to continue to provide mentor services for superintendents effective July 1, 2024, to June 30, 2029, in an amount not to exceed $60,000 annually.

Explanation of Situation Requiring Action:

The Kansas State Department of Education seeks to enter into a contract with the Kansas Educational Leadership Institute (KELI) to provide traditional mentoring for new superintendents, current school system superintendents and other district administrators. The KELI organization, based in Manhattan, is a mentoring and induction program for educational leaders in Kansas. KELI is a partner organization in collaboration with other Kansas entities, including the United School Administrators of Kansas, Kansas Association of School Boards, and the Kansas School Superintendent Association. The organization has been providing professional development and mentor/mentee training to educational leaders since 2011, resulting in over 1,000 mentees receiving one on one support and training.

(FSO w Rev. 02/2012)

Kansas State Department of Education
Contract Request Form

CR2400020

Tanae Olson

When it is proposed that the department enter into a contract with a contractor, this form must be completed and signed by the staff member requesting the contract, then routed through the director, Fiscal Services and Operations, and Legal Services prior to a contract being drafted or executed.

The Deputy Commissioner of Division of Learning Services and Deputy Commissioner of Fiscal & Administrative Services will sign contracts equal to or greater than $1000.00.

Staff Member Making Request: Tanae Olson **Date of Request:** 8/3/2023

Staff Member's Team: Teacher Licensure

Beginning and Ending Date of Contract: 7/1/2024 to 6/30/2029

Name and Address of Contractor or Payee (Include tax identification number):

0000048474 63 KANSAS STATE UNIVERSITY
2 FAIRCHILD HALL .
MANHATTAN, KS 66506-1103

Source of Funds for Payment: 3527-3870 M00172 Supporting Effective Instruction (was Title IIA)-Disc-KELI/KESA Mentoring 300,000.00 8/3/2023 2:31:37 PM

Detail all expenses separately and from what funds each expense is to be paid:

Mentor Stipend: EACH YEAR FOR FIVE YEARS AT $54,000

Leadership Mentoring Support Cost: EACH YEAR FOR FIVE YEARS AT $6,000

$54,000 + $6,000 = $60,000 X 5 years = $300,000.00 total

KANSAS EDUCATIONAL LEADERSHIP INSTITUTE

Please describe the purpose for requesting a contract or making the proposed payment (Attach a copy of any proposed agreement):

The purpose of this contract is to provide traditional mentoring for new superintendents and building principals.

Please describe in detail the service or product to be provided or the expected result (Specify due date, if applicable):

Services provided will include coaching and facilitation skills, examination of system data, regional support meetings, onsite visits and contact via phone, email etc. Each participant will be designated a mentor for the school year. As a result of participation in the mentor support service, each mentee will be prepared to continue and further develop their processes within the school district.

Administrative Specialist	Tanae Olson	8/3/2023
Director	Stephen Carter	8/3/2023
Assistant Director	Harold Zajic	8/3/2023
Director	Bert Moore	8/3/2023
Deputy Commissioner	Benjamin Proctor	8/7/2023
Director	John Hess	8/7/2023
General Counsel	Richard Gordon	8/11/2023
Deputy Commissioner	Stephen Neuenswander	8/11/2023

Screen Copy

Kansas State Department of Education
Contract Request Form

Prior Authorization

1. Explain why the recommended vendor is the only one qualified to provide the requested services at the exclusion of all others, i.e., what makes this vendor uniquely qualified?

The KELI organization is a mentoring and induction program for educational leaders in Kansas. KELI is a partner organization in collaboration with other Kansas entities, including the United School Administrators of Kansas, Kansas Association of School Boards, and the Kansas School Superintendent Association. The collective expertise of KELI and its partner provides a unique mentoring experience no other vendor can match.

2. Indicate the research that has been completed to ensure that no other competition exists (nature of work to be completed, names of vendors contacted who are unable to perform service, etc.):

KELI is the only organization that meets the qualification standards for Kansas, and the program was created and designed to specifically meet the requirements of Kansas leaders.

3. Have you requested an agency contract with the vendor at any time during the past twelve months? Yes __X___ No _____ If yes, please explain the nature of the service and the amount agreed to be paid:

Previously we have contracted with KELI for the same work to be provided in the amount of $60,000 per year.

4. Explain why the requested service cannot be completed by agency personnel:

The capacity for KSDE staff members to meet the needs of all new Kansas building principals and superintendents does not exist.

5. Attach a copy of the detailed budget to support the amount to be paid to the vendor.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 10

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**9/13/2023**
David Fernkopf		Randy Watson		

Item Title:

Act to Approve AP Seminar: English 10 Assessment Funding

Recommended Motion:

It is moved that the Kansas State Board of Education approve this action item to reimburse students for taking the assessment aligned with the AP Seminar: English 10 coursework.

Explanation of Situation Requiring Action:

AP Seminar: English 10 applies the rigor of critical reading and writing, presentation, and argument in both an individual and team setting. Allowing students the opportunity to have rigorous content so they may use it in their future workplace or education is necessary. Currently, students face inequities due to what their school may offer. AP Seminar: English 10 gives opportunity instead of limiting opportunities by the school location, diverse populations, and less complex texts. Furthermore, AP Seminar: English 10 offers the soft skills business and post-secondary education desires. One deterrent school faced was the cost of the assessment, especially in rural or schools who had a higher percentage of lower socio-economic students. Providing a year of KSBE to cover the costs of the assessments will allow us to identify a base level for this assessment and compare it to our 2025 assessment. Furthermore, it will allow those students enrolled in the cost to get credit for the learning accomplished.

Consent Agenda Items for Action

Agenda Number: 11 a.

Meeting Date: 9/13/2023

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: Personnel Report

From: Marisa Seele, Wendy Fritz

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total New Hires	2	3										
Unclassified	2	3										
Unclassified Regular (leadership)	0	0										
Total Separations	2	4										
Classified	0	0										
Unclassified	2	4										
Unclassified Regular (leadership)	0	0										
Recruiting (data on 1st day of month)	4	5										
Unclassified	4	5										
Unclassified Regular (leadership)	0	0										

Total employees 267 as of pay period ending 8/19/2023. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are not included in annual turnover rate calculations).

Agenda Number: **11 b.**

Meeting Date: **9/13/2023**

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: Report on personnel filling unclassified positions.

From: Marisa Seele, Wendy Fritz

The following personnel appointments are presented this month:

Taylor Spangler to the position of Education Program Consultant on the Career, Standards and Assessment Services team, effective August 13, 2023, at an annual salary of $61,870.64. This position is funded by the Federal Perkins Grant and the State General Fund.

Twyla Sprouse to the position of Education Program Consultant on the Special Education and Title Services team, effective August 16, 2023, at an annual salary of $61,870.64. This position is funded by the Consolidated Admin Pool and the State General Fund.

Keaton Flowers to the position of Communication Specialist on the Communications and Recognition Programs team, effective August 28, 2023, at an annual salary of $46,612.80. This position is funded by the Federal Food Service and State General Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11 c.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	9/13/2023
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act to Approve Visiting Scholar Licenses

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of Randy Watson, Commissioner of Education regarding Visiting Scholar licenses.

Explanation of Situation Requiring Action:

The Visiting Scholar license allows an individual who has documentation verifying the individual meets two of the three criteria specified below to practice on a temporary, limited basis in the content area of the individual's expertise.

Criteria to qualify for a Visiting Scholar license:

Advanced course of study or extensive training in the area of licensure requested.
Outstanding distinction or exceptional talent in the field.
Significant recent occupational experience which is related to the field.
Visiting Scholar Requests:

Haysville School District USD 261 and Angela Schumaker

The Haysville School District requests that Angela Schumaker be granted Visiting Scholar license valid for the 2023-2024 school year. The district will assign Ms. Schumaker to teach a full schedule of Spanish courses to students at the Campus High School during the 2023-2024 school year.

Angela Schumaker earned a Bachelor of Science in Spanish in 1997 from Wichita State University. She earned a Master of Science in Spanish in 1999 from Wichita State University.

Ms. Schumaker taught overseas at the American School Foundation of Puebla in Puebla, Mexico from 2000-2023. She served in numerous positions during her 23 years of employment with the school to include positions as a classroom teacher, international teacher, and a substitute teacher.

Ms. Schumaker meets the criteria of an advanced degree in the content area, and she meets the requirement of related occupational experience in teaching. I recommend approval of the Visiting Scholar license valid for the 2023-2024 school year for Ms. Schumaker based on meeting two of the three established criteria for a Visiting Scholar license.

Royal Valley Schools USD 337 and Crystal Buck

The Royal Valley School district requests that Crystal Buck be granted a Visiting Scholar license valid for the 2023-24 school year. The district will assign Ms. Buck to a full schedule of Vocal Music to Middle and High School students.

Crystal Buck earned a Bachelor of Music degree in 2008 from Santi Mary's College, Indiana. A Master of Music degree was earned in 2012 from the University of Minnesota. A Doctor of Musical Arts in voice performance was earned in 2018 from the University of Kansas. Continuing graduate dissertation coursework towards a PhD in musicology is in process at KU. She started her professional career as an opera singer, singing opera during her studies both in the US and abroad.

Ms. Buck taught for the Barton Community College on the Fort Leavenworth Campus from 2013-14 school year to summer of 2018. Barton CCC verified that classes were six-week cycles and Ms. Buck taught German 1-111, ESOL 1-11, English grammar, Spanish 1-11, and French 1, Music Appreciation, and Music Education courses during her time at Barton. In 2018, she moved to Bogota, Columbia and taught middle/high school English (language and literature, acquisition, and English IB) at the Victoria School (Oxford IB curriculum). The school include multi-lingual classrooms (French, Spanish, English). She taught through spring of 2021. Ms. Buck taught in Holton USD 336 for the last two years under a Visiting Scholar License.

Crystal Buck's extensive educational background in music, experience in music performance as well as her experiences teaching at middle/high/postsecondary position provide her relevant experience to teach music. She meets the criteria of advanced degrees and related occupational experience. I recommend that a Visiting Scholar license valid for the 2023-24 school year for Crystal Buck be approved, based on meeting two of the established criteria for Visiting Scholar.

Haysville School District USD 261 and Angela Schumaker
The Haysville School District requests that Angela Schumaker be granted Visiting Scholar license valid for the 2023-2024 school year. The district will assign Ms. Schumaker to teach a full schedule of Spanish courses to students at the Campus High School during the 2023-2024 school year.

Angela Schumaker earned a Bachelor of Science in Spanish in 1997 from Wichita State University. She earned a Master of Science in Spanish in 1999 from Wichita State University.

Ms. Schumaker taught overseas at the American School Foundation of Puebla in Puebla, Mexico from 2000-2023. She served in numerous positions during her 23 years of employment with the school to include positions as a classroom teacher, international teacher, and a substitute teacher.

Ms. Schumaker meets the criteria of an advanced degree in the content area, and she meets the requirement of related occupational experience in teaching. I recommend approval of the Visiting Scholar license valid for the 2023-2024 school year for Ms. Schumaker based on meeting two of the three established criteria for a Visiting Scholar license.

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spring of 2021. Ms. Buck taught in Holton USD 336 for the last two years under a Visiting Scholar License.

Crystal Buck's extensive educational background in music, experience in music performance as well as her experiences teaching at middle/high/postsecondary position provide her relevant experience to teach music. She meets the criteria of advanced degrees and related occupational experience. I recommend that a Visiting Scholar license valid for the 2023-24 school year for Crystal Buck be approved, based on meeting two of the established criteria for Visiting Scholar.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **11 d.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**9/13/2023**
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act to Approve Recommendations for Licensure Waivers

Recommended Motion:

It is moved that the Kansas State Board of Education accept the attached recommendations for licensure waivers.

Explanation of Situation Requiring Action:

SBR 91-31-42 allows any school district to request a waiver from one or more of their accreditation requirements imposed by the State Board. Requests by schools to waive school accreditation regulation SBR 91-31-34 (appropriate certification/licensure of staff) are reviewed by the staff of Teacher Licensure. The district(s) must submit an application verifying the individual teacher for whom they are requesting the waiver is currently working toward achieving the appropriate endorsement on his/her license. A review of the waiver application is completed before the waiver is recommended for approval.

In accordance with SBR 91-31-42 and SBR 91-31-34 districts may also submit waivers to extend the number of days a substitute teacher may serve in a position. During the 2020-2021, 2021-2022, and 2022-2023 school years the State Board of Education issued temporary emergency declarations that allowed substitute teachers to serve additional days without submitting a waiver. Districts will be required to submit waiver requests to extend the number of days during the 2023-2024 school year. The limitations for substitute teachers are outlined in SBR 91-31-34.

The attached requests have been reviewed by the Teacher Licensure staff and are being forwarded to the State Board of Education for action. If approved, school districts will be able to use the individuals in an area outside the endorsement on their license, and in the area for which they have submitted an approved plan of study. The waiver is valid for one school year.

*First Renewal.

**Final Renewal.

org no	org name	enrollment	first name	last name	subject	recommendation	Teaching Endorsements Held by Educator
D0229	Blue Valley	0	Erin	Nation	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	0	Chloe	Manner	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	0	Alissa	Ben	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0305	Salina	0	Andrea	Xidis	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0446	Independence	0	Trevor	Rinne	Technology Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	0	Michelle	Webber	High Incidence Special Education	Approved	MATHEMATICS (5-8); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (5-8); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0475	Geary County Schools	0	Christina	Enyame	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0343	Perry Public Schools	0	Anja	Woolverton	Library Media Specialist	Approved	ELEMENTARY EDUCATION (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0497	Lawrence	0	J	Coston	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0231	Gardner Edgerton	0	Cassie	Byars	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
D0475	Geary County Schools	0	Kiara	Walker	Science - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	0	Kristal	Wilson	High Incidence Special Education	Approved	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6); EARLY - LATE CHILDHOOD GENERALIST (K-6)

D0218	Elkhart	0	Sarah	Otto	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	0	Jairmie	French	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0617	Marion County Special Education	0	Susan	Saunders	Gifted	Approved*	GENERAL SCIENCE (7-9); MATHEMATICS (7-12); CHEMISTRY (7-12)
D0497	Lawrence	0	Daniel	Schoettmer	Spanish - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0418	McPherson	0	Lindsay	Hall	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	0	Candice	Garcia	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	0	Rocio	Paul	Spanish - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	0	Melissa	Zinn	Visual Impaired	Approved	ELEMENTARY EDUCATION (K-6)
D0475	Geary County Schools	0	Anika	Hesse	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0446	Independence	0	Sherah	Hilton	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	0	Kaileigh	Solis	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0446	Independence	0	Timothy	Townley	Science - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0305	Salina	0	Michael	Broome	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	0	Elizabeth	Vogt	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	0	Nicole	Feather	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0230	Spring Hill	0	Charles	Russell	Technology Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	0	Miosha	Chukwudobe	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0231	Gardner Edgerton	0	Julie	Woerdehoff	High Incidence Special Education	Approved*	ENGLISH (7-12); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (6-12); BUILDING LEADERSHIP (PRK-12)
D0475	Geary County Schools	0	Kerri	Howardson	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0232	De Soto	0	Jocelyn	Hayes	Low Incidence Special Education	Approved	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0616	Doniphan Co Education Coop	0	Laura	Benitz	High Incidence Special Education	Approved*	ENGLISH LANGUAGE ARTS (6-12); ART (PRK-12); LIBRARY MEDIA (PRK-12)
D0229	Blue Valley	0	Mary	LaNoue	Art - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	0	Danielle	Bruce	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	0	Lisa-Mari	Sears	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0232	De Soto	0	Ashley	Willis	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	0	Eileen	Strong	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0616	Doniphan Co Education Coop	0	Emily	Purdy	High Incidence Special Education	Approved*	EARLY CHILDHOOD UNIFIED (B-GRD3)
D0229	Blue Valley	0	Riley	Long	Low Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6); PHYSICAL EDUCATION (PRK-12)
D0232	De Soto	0	Annette	Budimlija	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	0	Sarah	Reynolds	High Incidence Special Education	Approved*	EARLY CHILDHOOD EDUCATION 0-8 (EC-3); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6); EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0232	De Soto	0	Heather	Buchwitz	Technology Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0232	De Soto	0	Cimony	Mahoney	Social Studies - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0305	Salina	0	Marie	Grant	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0316	Golden Plains	0	Serena	McCurdy	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	0	Teeino	Tabares	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0230	Spring Hill	0	Courtney	Remy	High Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-K)

D0327	Ellsworth	0	Cursstyn	Browning	General Business Topics - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0716	Marshall County Sp. Ed. Coop.	0	Ryan	Ehrlich	High Incidence Special Education	Approved	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	0	Sina	Kinsley	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0305	Salina	0	John	Hernandez	Spanish - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	0	Kathryn	O'Keefe	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0305	Salina	0	Vicki	Walker	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0617	Marion County Special Education	0	Oliver	Good	High Incidence Special Education	Approved	ENGLISH LANGUAGE ARTS (6-12); SPEECH/THEATRE (6-12)
D0637	Southeast Kansas Special Education Interlocal	0	Carlie	Caldwell	Low Incidence Special Education	Approved	HIGH-INCIDENCE SPECIAL EDUCATION (6-12); LOW-INCIDENCE SPECIAL EDUCATION (6-12)
D0305	Salina	0	Sara	Orr	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	0	Rebecca	Bradford	High Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3)
D0637	Southeast Kansas Special Education Interlocal	0	MaKayla	Walton	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6); ELEMENTARY EDUCATION (K-6)
D0475	Geary County Schools	0	Ellissa	Stringfellow	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0418	McPherson	0	Kelli	Mowry	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0245	LeRoy-Gridley	0	Kristan	Hammond	Spanish	Approved*	FAMILY AND CONSUMER SCIENCE (6-12); ART (PRK-12); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0232	De Soto	0	Justin	Crawford	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	0	Kaley	Nevill	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0231	Gardner Edgerton	0	Erin	Nelson	Low Incidence Special Education	Approved	SOCIAL STUDIES,COMP (7-12); ADAPTIVE SPECIAL EDUCATION (6-12)
D0231	Gardner Edgerton	0	Lara	Evans	High Incidence Special Education	Approved	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6); EARLY - LATE CHILDHOOD GENERALIST (K-6); MATHEMATICS (5-8)
D0419	Canton-Galva	0	Jose	Espinoza	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	0	Kensley	Williamson	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	0	Lauren	Weaver	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	0	Cloeie	Russell	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	0	Karen	Crowe	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	0	Denise	Monson	Gifted	Approved	ELEMENTARY (K-9); ELEMENTARY (K-9)
D0232	De Soto	0	Craig	Morrow	Technology Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0497	Lawrence	0	Christina	Mitchell	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0316	Golden Plains	0	Stephanie	Spresser	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0231	Gardner Edgerton	0	Megan	Cox	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6)
D0497	Lawrence	0	Kali	Mooney	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6); EARLY CHILDHOOD UNIFIED (B-GRD3)
D0475	Geary County Schools	0	Sydney	Snyder	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	0	Justina	Patton	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	0	Sarah	Rahija	Social Studies - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0230	Spring Hill	0	Marla	Stewart	Physical Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	0	Heather	Carriaga	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0231	Gardner Edgerton	0	Ashley	Stecklein	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0637	Southeast Kansas Special Education Interlocal	0	Braden	Snider	High Incidence Special Education	Approved	ELEMENTARY EDUCATION UNIFIED (K-6)
D0274	Oakley	0	Carol	Johnson	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0230	Spring Hill	0	Kristina	Girrens	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0348	Baldwin City	0	Mary	Plowman	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	(PRK-12); (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	0	Heather	Meng	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0709	Holton Special Education Coop.	0	Yvonne	Blaske	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0418	McPherson	0	Ashley	Asebedo	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	0	Katie	Lytle	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0637	Southeast Kansas Special Education Interlocal	0	Johna	Gatton	Early Childhood Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0305	Salina	0	Elyse	Ramsey	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0469	Lansing	0	Leigh Ann	Johnson	High Incidence Special Education	Approved*	ELEMENTARY (K-9); INTELLECTUAL DISABILITY (K-9)
D0709	Holton Special Education Coop.	0	Brandi	Dutt	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	0	Karen	Branum	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

Z0030	Salina Catholic Diocese	0	Mary	Brown	General Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0418	McPherson	0	Mariana	Tucker	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	0	Lillie	McQueen	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	0	Elena	Carlos	Science - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0305	Salina	0	Macie	Carlson	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	0	Anna	Bachelor	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0709	Holton Special Education Coop.	0	Bradley	Hamilton	High Incidence Special Education - extension on number of days under an esub.	Approved	(PRK-12); (PRK-12); (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0230	Spring Hill	0	Ellyn	Jacobs	Technology Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0446	Independence	0	Rebecca	Meadows	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0709	Holton Special Education Coop.	0	Amy	Shumaker	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0497	Lawrence	0	Laura	Hosek	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0418	McPherson	0	Thomas	Sullivan	Technology Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	0	Cristi	Barber	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0218	Elkhart	0	Harlan	Damon	Technology Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0230	Spring Hill	0	Erin	Mercer	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0231	Gardner Edgerton	0	Douglas	Leavitt	High Incidence Special Education	Approved**	ENGLISH LANGUAGE ARTS (6-12)
D0475	Geary County Schools	0	Katelynn	Hoyt	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	0	Brittany	Allen	Early Childhood Special Education - extension on number of days under an esub.	Approved	STANDARD SUBSTITUTE (PRK-12)
D0475	Geary County Schools	0	Kathy	Engelstad	Music - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	0	Matthew	Bea	Technology Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	0	Beatriz	Harth	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0475	Geary County Schools	0	Brooke	Atkins	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0231	Gardner Edgerton	0	Christina	Mignot	Low Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6); HIGH-INCIDENCE SPECIAL EDUCATION (K-6); HIGH-INCIDENCE SPECIAL EDUCATION (6-12)
D0446	Independence	0	Destini	Rice	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0287	West Franklin	0	Cierra	Faubion	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	0	Estrella	Fernandez Gracia	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	0	Destiny	Casanova-Hinshaw	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	0	Nicholas	Paradas	Music - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11 e.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	9/13/2023
Beth Fultz	Beth Fultz	Randy Watson		

Item Title:

Act to Approve Amending the State Assessment Contract with the Achievement and Assessment Institute

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to amend the state assessment contract with the Achievement and Assessment Institute at the University of Kansas for web monitoring and proctoring services for virtual students taking state assessments in a remote setting in an amount not to exceed $1,000,000 through September 30, 2025.

Explanation of Situation Requiring Action:

House Bill 2080 allows any students enrolled in a virtual school to take state assessments in a remote setting. The legislation also stipulates any costs incurred by KSDE in implementing the provisions shall be paid from the department's funds for administering statewide assessments. The KITE platform does not allow for integrated camera proctoring. All students testing remotely will be required to have a second device with a functioning camera and microphone.

CHAPTER 11

House Bill No. 2080

AN ACT concerning virtual schools; relating to state assessments; authorizing students enrolled in virtual school to take virtual state assessments; amending K.S.A. 72-3711 and repealing the existing section.

Be it enacted by the Legislature of the State of Kansas:

New Section 1. (a) Any student enrolled in a virtual school on a full-time basis may take any statewide assessment required pursuant to K.S.A. 72-5170, and amendments thereto, in a virtual setting that best meets the educational needs of the student. Any administration of a virtual statewide assessment shall meet the following conditions:

(1) The assessment shall be administered to the student at an assigned date and time;

(2) the assessment shall be administered during a synchronous assessment session initiated and managed by an employee of the virtual school;

(3) the assessment administered in the virtual setting shall be the same assessment administered to students enrolled in a virtual school but taking the assessment in an in-person setting;

(4) the student shall be monitored by the assessment proctor via a camera for the duration of the assessment. If the assessment platform does not allow for integrated camera proctoring, the student shall use two devices during the assessment. The first device shall be used to take the assessment and the second device shall have a functioning camera and be used to monitor the student during the assessment;

(5) the device on which the student takes the assessment shall have browser lockdown software in operation for the duration of the assessment to prohibit internet browser usage by the student;

(6) the student to proctor ratio during the administration of an assessment shall be 10 to one or lower;

(7) the student shall not exit the assessment platform until instructed to do so by the proctor; and

(8) the completed assessment shall be verified by the assessment administrator.

(b) Any costs incurred by the state department of education in implementing the provisions of this section shall be paid for from the department's funds for administering all statewide assessments.

(c) This section shall be a part of and supplemental to the virtual school act.

Sec. 2. K.S.A. 72-3711 is hereby amended to read as follows: 72-3711. K.S.A. 72-3711 through 72-3715, and amendments thereto, *and section 1, and amendments thereto,* shall be known and may be cited as the virtual school act.

Sec. 3. K.S.A. 72-3711 is hereby repealed.

Sec. 4. This act shall take effect and be in force from and after its publication in the statute book.

Approved April 7, 2023.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11 f.

Staff Initiating:	**Deputy Commissioner:**	**Commissioner:**
Craig Neuenswander	Craig Neuenswander	Randy Watson

Meeting Date: 9/13/2023

Item Title:

Act on Request from USD 219 Minneola, for Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 219, Minneola, Clark County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 219, Minneola, Clark County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held August 30, 2023.

USD 219 plans to use the bond proceeds (not to exceed **$15,010,000**) to pay a portion the estimated $17,011,250 costs to: (a) demolish a portion of existing District school facility in Minneola including current east wing elementary and junior high classrooms; (b) construct, equip and furnish a new elementary school, new junior high classrooms, and combination junior/senior high classroom spaces adjacent to current school building, and new kitchen and cafeteria, new elementary administrative offices and other support spaces; (c) construct a portion of new classrooms to FEMA standards as storm shelter for entire school facility; (d) new drop-off drives and parking; (e) new elementary playground area; (f) renovations to the existing junior/senior high building to accommodate connection to the new construction; (g) renovations to senior high office to create secured entrance; (h) renovations to locker rooms at varsity gym; (i) renovations of administrative offices, support and meeting spaces and create a secured entrance; (k) pay costs of issuance and interest on said general obligation bonds during construction.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.

5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The application indicates the building(s) are in need of major repairs in order to provide the necessary student programs.
8. Several buildings are being consolidated under this proposal.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 219 Minneola	County: Clark

1. Current equalized assessed tangible valuation *	$31,247,839	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$4,374,697	
4. State Aid Percentage	0%	2023-24 St Aid%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$685,000	2.2%
6. Amount of bond indebtedness requested	$15,010,000	48.0%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$15,695,000	50.2%
8. Estimated amount of bond indebtedness authorized without approval	$4,374,697	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$11,320,303	36.2%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation
(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities

August 21, 2023
Date

Dale Brungardt
Director, School Finance

August 21, 2023
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 11 g.**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 9/12/2023
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act on Request from USD 219 Minneola, to Hold a Bond Election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 219, Minneola, Clark County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 219, Minneola, Clark County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 219 plans to use the bond proceeds (not to exceed **$15,010,000**) to pay a portion the estimated $17,011,250 costs to: (a) demolish a portion of existing District school facility in Minneola including current east wing elementary and junior high classrooms; (b) construct, equip and furnish a new elementary school, new junior high classrooms, and combination junior/senior high classroom spaces adjacent to current school building, and new kitchen and cafeteria, new elementary administrative offices and other support spaces; (c) construct a portion of new classrooms to FEMA standards as storm shelter for entire school facility; (d) new drop-off drives and parking; (e) new elementary playground area; (f) renovations to the existing junior/senior high building to accommodate connection to the new construction; (g) renovations to senior high office to create secured entrance; (h) renovations to locker rooms at varsity gym; (i) renovations of administrative offices, support and meeting spaces and create a secured entrance; (k) pay costs of issuance and interest on said general obligation bonds during construction.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.

7. The application indicates the building(s) are in need of major repairs in order to provide the necessary student programs.
8. Several buildings are being consolidated under this proposal.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 219 Minneola	**County: Clark**

1. Current equalized assessed tangible valuation *	$31,247,839	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$4,374,697	
4. State Aid Percentage	0%	2023-24 St Aid%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$685,000	2.2%
6. Amount of bond indebtedness requested	$15,010,000	48.0%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$15,695,000	50.2%
8. Estimated amount of bond indebtedness authorized without approval	$4,374,697	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$11,320,303	36.2%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation
(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities

August 21, 2023
Date

Dale Brungardt
Director, School Finance

August 21, 2023
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11 h.

Staff Initiating:	**Deputy Commissioner:**	**Commissioner:**
Craig Neuenswander	Craig Neuenswander	Randy Watson

Meeting Date: 9/13/2023

Item Title:

Act on Request from USD 372 Silver Lake, for Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 372, Silver Lake, Shawnee County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 372, Silver Lake, Shawnee County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held August 30, 2023.

USD 372 plans to use the bond proceeds (not to exceed **$16,365,000**) to pay costs to construct, furnish and equip renovations, improvements and additions to district facilities including but not limited to: (a) two Pre-K classrooms, kitchen expansion and improvements, and library and innovation lab renovations at elementary; (b) science classrooms, counselor center, CTE (robotics/computer science), weight room renovations, improvements and additions at jr/sr high school; (c) new athletic field parking, move baseball and softball fields plus lights, and track and field renovations, new concession and restrooms; partial replacement of roofs, new district phone system and intercom with bells.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous (6-0).
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing buildings appears to justify a bond election.
8. The application indicated that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 372 Silver Lake	**County: Shawnee**

1. Current equalized assessed tangible valuation *	$53,005,318	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$7,420,745	
4. State Aid Percentage	13%	2023-24 St Aid%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$3,730,000	7.0%
6. Amount of bond indebtedness requested	$16,365,000	30.9%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$20,095,000	37.9%
8. Estimated amount of bond indebtedness authorized without approval	$7,420,745	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$12,674,255	23.9%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation
(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities

August 21, 2023
Date

Dale Brungardt
Director, School Finance

August 21, 2023
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 11 i.**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 9/13/2023
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act on Request from USD 372 Silver Lake, to Hold a Bond Election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 372, Silver Lake, Shawnee County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 372, Silver Lake, Shawnee County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 372 plans to use the bond proceeds (not to exceed **$16,365,000**) to pay costs to construct, furnish and equip renovations, improvements and additions to district facilities including but not limited to: (a) two Pre-K classrooms, kitchen expansion and improvements, and library and innovation lab renovations at elementary; (b) science classrooms, counselor center, CTE (robotics/computer science), weight room renovations, improvements and additions at jr/sr high school; (c) new athletic field parking, move baseball and softball fields plus lights, and track and field renovations, new concession and restrooms; partial replacement of roofs, new district phone system and intercom with bells.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 6-0.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing buildings appears to justify a bond election.
8. The application indicated that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 372 Silver Lake	**County: Shawnee**

1. Current equalized assessed tangible valuation *	$53,005,318	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$7,420,745	
4. State Aid Percentage	13%	2023-24 St Aid%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$3,730,000	7.0%
6. Amount of bond indebtedness requested	$16,365,000	30.9%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$20,095,000	37.9%
8. Estimated amount of bond indebtedness authorized without approval	$7,420,745	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$12,674,255	23.9%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation
(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities

August 21, 2023
Date

Dale Brungardt
Director, School Finance

August 21, 2023
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11 j.

Staff Initiating:	**Deputy Commissioner:**	**Commissioner:**	**Meeting Date: 9/13/2023**
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act on Request from USD 395 La Crosse, for Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 395, La Crosse, Rush County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 395, La Crosse, Rush County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held August 30, 2023.

USD 395 plans to use the bond proceeds (not to exceed **$10,975,000**) to pay costs to (a) construct, equip and furnish a new elementary classroom wing, including a physical education gym attached to existing jr/sr HS; (b) construct a portion of new classrooms to FEMA standards for a storm shelter for the entire school facility; (c) a new drop-off drive and improved parking; (d) new elementary playground area; (e) new corridor to connect the existing jr/sr HS main building to the existing technology building for enhanced security; (f) renovations to office of existing jr/sr HS to include a secure entrance; (g) connect new elementary classroom wing to existing jr/sr HS; and pay costs of issuance and interest on said general obligation bonds during construction.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 6-0 (1 absent).
2. The district is experiencing a slight increase in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing buildings appears to justify a bond election.
8. The application indicated that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 395 La Crosse **County: Rush**

1. Current equalized assessed tangible valuation *	$35,714,256	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$4,999,996	
4. State Aid Percentage	0%	2023-24 St Aid%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$0	0.0%
6. Amount of bond indebtedness requested	$10,975,000	30.7%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$10,975,000	30.7%
8. Estimated amount of bond indebtedness authorized without approval	$4,999,996	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$5,975,004	16.7%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation
(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities

August 21, 2023
Date

Dale Brungardt
Director, School Finance

August 21, 2023
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11 k.

Staff Initiating:	**Deputy Commissioner:**	**Commissioner:**	**Meeting Date: 9/13/2023**
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act on Request from USD 395 La Crosse, to Hold a Bond Election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 395, La Crosse, Rush County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 395, La Crosse, Rush County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 395 plans to use the bond proceeds (not to exceed **$10,975,000**) to pay costs to (a) construct, equip and furnish a new elementary classroom wing, including a physical education gym attached to existing jr/sr HS; (b) construct a portion of new classrooms to FEMA standards for a storm shelter for the entire school facility; (c) a new drop-off drive and improved parking; (d) new elementary playground area; (e) new corridor to connect the existing jr/sr HS main building to the existing technology building for enhanced security; (f) renovations to office of existing jr/sr HS to include a secure entrance; (g) connect new elementary classroom wing to existing jr/sr HS; and pay costs of issuance and interest on said general obligation bonds during construction.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 6-0 (1 absent).
2. The district is experiencing a slight increase in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing buildings appears to justify a bond election.
8. The application indicated that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 395 La Crosse	County: Rush

1. Current equalized assessed tangible valuation *	$35,714,256	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$4,999,996	
4. State Aid Percentage	0%	2023-24 St Aid%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$0	0.0%
6. Amount of bond indebtedness requested	$10,975,000	30.7%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$10,975,000	30.7%
8. Estimated amount of bond indebtedness authorized without approval	$4,999,996	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$5,975,004	16.7%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation
(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities

August 21, 2023
Date

Dale Brungardt
Director, School Finance

August 21, 2023
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11 l.

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 9/13/2023
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act on Request from USD 418 McPherson, for receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 418, McPherson, McPherson County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

V

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 418, McPherson, McPherson County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held August 30, 2023.

USD 418 plans to use the bond proceeds (not to exceed **$88,500,000**) to pay costs to: (a) construct, furnish and equip a new academic wing for the High School facility including safety and security improvements, technology upgrades, HVAC improvements and renovations and additions to the existing academic areas, athletic facilities, performing arts wing, and CTE academic buildings; (b) improvements and renovations to McPherson Middle School including secured entry, technology upgrades, ADA and student safety improvements, flooring and HVAC improvements; (c) construct, furnish and equip improvements and renovations to four elementary schools including secured entry, technology upgrades, ADA and student safety improvements, flooring and HVAC improvements; (d) acquire and refinance the existing leases for the football field and track facilities and for HVAC/energy improvements.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 5-0.
2. The district is not experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.

6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing buildings does not appear to justify a bond election.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 418 McPherson	**County: McPherson**

1. Current equalized assessed tangible valuation *	$292,167,097	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$40,903,394	
4. State Aid Percentage	0%	2023-24 St Aid%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$9,110,000	3.1%
6. Amount of bond indebtedness requested	$88,500,000	30.3%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$97,610,000	33.4%
8. Estimated amount of bond indebtedness authorized without approval	$40,903,394	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$56,706,606	19.4%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation
(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities

August 21, 2023
Date

Dale Brungardt
Director, School Finance

August 21, 2023
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 11 m.**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 9/13/2023
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act on Request from USD 418 McPherson, to Hold a Bond Election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 418, McPherson, McPherson County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 418, McPherson, McPherson County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 418 plans to use the bond proceeds not to exceed **$88,500,000**) to pay costs to: (a) construct, furnish and equip a new academic wing for the High School facility including safety and security improvements, technology upgrades, HVAC improvements and renovations and additions to the existing academic areas, athletic facilities, performing arts wing, and CTE academic buildings; (b) improvements and renovations to McPherson Middle School including secured entry, technology upgrades, ADA and student safety improvements, flooring and HVAC improvements; (c) construct, furnish and equip improvements and renovations to four elementary schools including secured entry, technology upgrades, ADA and student safety improvements, flooring and HVAC improvements; (d) acquire and refinance the existing leases for the football field and track facilities and for HVAC/energy improvements.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 5-0.
2. The district is not experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing buildings does not appear to justify a bond election.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 418 McPherson	**County: McPherson**

1. Current equalized assessed tangible valuation *	$292,167,097	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$40,903,394	
4. State Aid Percentage	0%	2023-24 St Aid%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$9,110,000	3.1%
6. Amount of bond indebtedness requested	$88,500,000	30.3%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$97,610,000	33.4%
8. Estimated amount of bond indebtedness authorized without approval	$40,903,394	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$56,706,606	19.4%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation
(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities

August 21, 2023
Date

Dale Brungardt
Director, School Finance

August 21, 2023
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11 n.

Staff Initiating:	**Deputy Commissioner:**	**Commissioner:**
Craig Neuenswander	Craig Neuenswander	Randy Watson

Meeting Date: 9/13/2023

Item Title:

Act on Request from USD 479 Crest, for Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 479, Crest, Anderson County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 479, Crest, Anderson County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held August 30, 2023.

USD 479 plans to use the bond proceeds (not to exceed **$5,950,000**) to construct, furnish and equip renovations, improvements and additions to District school facilities, including but not limited to: (a) classroom addition, designed as a storm shelter; (b) main entry ADA accessible and secure entry addition, renovations and improvements; (c) existing classrooms and locker rooms renovations and improvements; (d) kitchen and cafeteria expansion and renovations; (e) new auxiliary gymnasium; (f) parking and entry drive improvements; and pay costs of issuance and interest on said general obligation bonds during construction.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing buildings appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 479 Crest	**County: Anderson**

1. Current equalized assessed tangible valuation *	$26,089,324	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$3,652,505	
4. State Aid Percentage	0%	2023-24 St Aid%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$0	0.0%
6. Amount of bond indebtedness requested	$5,950,000	22.8%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$5,950,000	22.8%
8. Estimated amount of bond indebtedness authorized without approval	$3,652,505	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$2,297,495	8.8%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation
(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities

August 21, 2023
Date

Dale Brungardt
Director, School Finance

August 21, 2023
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 11 o.**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 9/13/2023
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act on Request from USD 479 Crest, to Hold a Bond Election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 479, Crest, Anderson County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 479, Crest, Anderson County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 479 plans to use the bond proceeds (not to exceed **$5,950,000**) to construct, furnish and equip renovations, improvements and additions to District school facilities, including but not limited to: (a) classroom addition, designed as a storm shelter; (b) main entry ADA accessible and secure entry addition, renovations and improvements; (c) existing classrooms and locker rooms renovations and improvements; (d) kitchen and cafeteria expansion and renovations; (e) new auxiliary gymnasium; (f) parking and entry drive improvements; and pay costs of issuance and interest on said general obligation bonds during construction.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing buildings appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 479 Crest	**County: Anderson**

1. Current equalized assessed tangible valuation *	$26,089,324	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$3,652,505	
4. State Aid Percentage	0%	2023-24 St Aid%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$0	0.0%
6. Amount of bond indebtedness requested	$5,950,000	22.8%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$5,950,000	22.8%
8. Estimated amount of bond indebtedness authorized without approval	$3,652,505	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$2,297,495	8.8%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation
(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities

August 21, 2023
Date

Dale Brungardt
Director, School Finance

August 21, 2023
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **11 p.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**9/13/2023**
Tate Toedman	Bert Moore	Randy Watson		

Item Title:

Act on ESSER III Change Request for Use of Federal COVID-19 Relief Funds

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 11 q.**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 9/13/2023
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act on Request from USD 235 Uniontown, for Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 235, Uniontown, Bourbon County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 235, Uniontown, Bourbon County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held August 30, 2023.

USD 235 plans to use the bond proceeds (Project 1 and Project 2 not to exceed **$9,120,000**) to pay costs to: **Proposition 1 ($5,635,000)** to construct, furnish and equip renovations, improvements and additions to District facilities, including but not limited to: (a) Pre-K classroom/storm shelter, student support offices, music room, and secure entrance at Elementary; (b) 6th grade classrooms, student support offices, tech office, multipurpose classroom/storm shelter, and fire alarm system at the Jr/Sr High School; and **Proposition 2 ($3,485,000)** construct, furnish and equip an Ag-Science Classroom, Metals Shop, and Construction Science Shop at the Jr/Sr High School.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 6-0 (1 absent).
2. The district is experiencing a slight growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) does not appear to justify a bond election.
8. The application does not indicate that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. Several buildings are being consolidated under this proposal.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 235 Uniontown	County: Bourbon

1. Current equalized assessed tangible valuation *	$24,990,126	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$3,498,618	
4. State Aid Percentage	32%	2023-24 St Aid%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$2,405,000	9.6%
6. Amount of bond indebtedness requested	$9,120,000	36.5%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$11,525,000	46.1%
8. Estimated amount of bond indebtedness authorized without approval	$3,498,618	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$8,026,382	32.1%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation
(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities

August 21, 2023
Date

Dale Brungardt
Director, School Finance

August 21, 2023
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11 r.

Staff Initiating:	**Deputy Commissioner:**	**Commissioner:**	**Meeting Date: 9/13/2023**
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act on Request from USD 235 Uniontown, to Hold a Bond Election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 235, Uniontown, Bourbon County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 235, Uniontown, Bourbon County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 235 plans to use the bond proceeds (Project 1 and Project 2 not to exceed **$9,120,000**) to pay costs to: **Proposition 1 ($5,635,000)** to construct, furnish and equip renovations, improvements and additions to District facilities, including but not limited to: (a) Pre-K classroom/storm shelter, student support offices, music room, and secure entrance at Elementary; (b) 6th grade classrooms, student support offices, tech office, multipurpose classroom/storm shelter, and fire alarm system at the Jr/Sr High School; and **Proposition 2 ($3,485,000)** construct, furnish and equip an Ag-Science Classroom, Metals Shop, and Construction Science Shop at the Jr/Sr High School.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 6-0 (1 absent).
2. The district is experiencing a slight growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) does not appear to justify a bond election.
8. The application does not indicate that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. Several buildings are being consolidated under this proposal.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 235 Uniontown	County: Bourbon

1. Current equalized assessed tangible valuation *	$24,990,126	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$3,498,618	
4. State Aid Percentage	32%	2023-24 St Aid%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$2,405,000	9.6%
6. Amount of bond indebtedness requested	$9,120,000	36.5%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$11,525,000	46.1%
8. Estimated amount of bond indebtedness authorized without approval	$3,498,618	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$8,026,382	32.1%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation
(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities

August 21, 2023
Date

Dale Brungardt
Director, School Finance

August 21, 2023
Date

Craig Neuenswander
Deputy Commissioner

Agenda Number: 12
Meeting Date: 09/13/2023

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

Danny Zeck, District 1
Melanie Haas, District 2
Michelle Dombrosky, District 3
Ann E. Mah, District 4
Cathy Hopkins, District 5
Dr. Deena Horst, District 6
Dennis Hershberger, District 7
Betty J. Arnold, District 8
Jim Porter, District 9
Jim McNiece, District 10

Subject: Chair's Report

This will include:

A. Remarks from the Chair
B. Act on National Association of State Boards of Education Dues 2024 Dues
C. Act on Board Travel
D. Committee Reports
E. Board Attorney's Report
F. Requests for Future Agenda Items

Note: Individual Board Member Reports are to be submitted in writing.