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Janet Waugh District 1	Melanie Haas District 2	Michelle Dombrosky District 3	Ann E. Mah District 4	Jean Clifford District 5
Dr. Deena Horst District 6	Ben Jones District 7	Betty Arnold District 8	Jim Porter District 9	Jim McNiece District 10

## TUESDAY, JANUARY 12, 2021 MEETING AGENDA - VIDEO CONFERENCE

9:30 a.m.	<b>Pre-Meeting Activity</b> — Swearing-In Ceremony for newly elected and re-elected State Board of Education members: Melanie Haas, Dist. 2; Ann Mah, Dist. 4; Deena Horst, Dist. 6; Betty Arnold, Dist. 8; Jim McNiece, Dist. 10
10:00 a.m.	<ol style="list-style-type: none"><li>1. Call to Order</li><li>2. Roll Call</li><li>3. Mission Statement, Moment of Silence and Pledge of Allegiance</li><li>4. Approval of Agenda</li><li>5. Approval of December Minutes <b>pg 7</b></li></ol> <p><b>Board Reorganization</b> <b>pg 21</b></p>
10:05 a.m. (AI)	6. Election of Board Chair
(AI)	7. Election of Board Vice Chair
(AI)	8. Election of Legislative Liaisons
(AI)	9. Election of Board Policy Committee members
10:30 a.m.	10. Citizens' Open Forum - Written comments only
10:35 a.m. (AI)	11. Act on appointment of Board Attorney and Board Secretary

- The meeting will be conducted through interactive communication because of mass gathering restrictions. The public may listen to and observe the meeting through livestreaming at: <https://www.ksde.org/Board/Kansas-State-Board-of-Education/Streaming-Media>
- Written comments for Citizens Open Forum should be directed to the State Board secretary at [plhill@ksde.org](mailto:plhill@ksde.org)
- Electronic access to the agenda and meeting materials is available at <https://www.ksde.org/Board>

References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date,  
(IO) Information Only

Next Meeting: Feb. 9 and 10, 2021

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

10:45 a.m. (IO)	12. Review of Appointments to be made by Chair, Vice Chair, Commissioner	pg 27
11:00 a.m. (AI)	13. Act on recommendations for Kansas English Language Proficiency Assessment Performance Levels and Cut Scores	pg 31
11:15 a.m.	Break	
11:25 a.m. (IO)	14. Commissioner’s Report - Dr. Randy Watson	pg 35
Noon	Lunch	
1:15 p.m. (RI)	15. Receive Accreditation Review Council recommendations for Kansas Education Systems Accreditation	pg 37
1:50 p.m. (IO)	16. Kansans Can Highlight: Utilizing Navigating Change guidance successfully	pg 99
2:10 p.m. (AI)	17. Act on report from the School Mental Health Advisory Council on Implementation of Bullying Task Force recommendations	pg 101
2:25 p.m. (AI)	18. Act on recommendations of the Professional Practices Commission	pg 141
2:35 p.m. (AI)	19. Acceptance of redesign schools’ plans for launch in 2020-21 school year	pg 153
3:00 p.m. (AI)	20. Consent Agenda	
	a. Receive monthly personnel report	pg 155
	b. Act on personnel appointments to unclassified positions	pg 157
	c. Act on recommendations for licensure waivers	pg 159
	d. Act on recommendations of the Licensure Review Committee	pg 163
	e. Act on Resolution for 2021 State Board meeting dates	pg 167
	f. Act on acceptance of Kansas State School for the Blind Strategic Plan	pg 169
	g. Act on acceptance of the Kansas State School for the Blind Parent / Student Handbook	pg 173
	h. Act on acceptance of the Kansas School for the Deaf Parent / Student Handbook	pg 233
	i. Act on acceptance of the Kansas State School for the Blind / Kansas School for the Deaf Employee Handbook/Policies	pg 301
3:05 p.m.	Break	
3:15 p.m. (DI)	21. Discuss work-based learning and Individual Plan of Study connection	pg 361

(continued)

3:55 p.m. (IO) 22. Chairman's Report pg 387  
(AI) a. Act on updates to Navigating Change document since Dec. 8  
b. Committee Reports  
c. Board Attorney's Report  
d. Future Agenda Items

4:30 p.m. (AI) 23. Act on Board Travel pg 389

4:35 p.m. **RECESS**



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## WEDNESDAY, JANUARY 13, 2021 MEETING AGENDA - VIDEO CONFERENCE

9:00 a.m.	1. Call to Order	
	2. Roll Call	
	3. Approval of Agenda	
9:05 a.m. (IO)	4. Citizenship Day conversation with Career Technical Student Organizations' presiding officers	pg 393
9:45 a.m. (IO)	5. Announcement of Board member committee assignments	pg 395
10:00 a.m. (IO)	6. Receive Special Education Advisory Council Annual Report	pg 397
10:30 a.m.	Break	
10:40 a.m. (DI)	7. Retreat on Boardmanship	pg 399
Noon	<b>ADJOURN</b>	

- 
- The meeting will be conducted through interactive communication because of mass gathering restrictions. The public may listen to and observe the meeting through livestreaming at: <https://www.ksde.org/Board/Kansas-State-Board-of-Education/Streaming-Media>



# KANSAS STATE BOARD OF EDUCATION

## MISSION

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

## VISION

Kansas leads the world in the success of each student.

## MOTTO

Kansans CAN.

## SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

A successful Kansas high school graduate has the

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

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

## OUTCOMES FOR MEASURING PROGRESS

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





## MINUTES



Kansas State Board of Education

Tuesday, December 8, 2020

### **CALL TO ORDER**

Chairman Kathy Busch called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, Dec. 8, 2020. The meeting was conducted virtually using interactive communication. It was broadcast livestream for the public due to restrictions prohibiting mass gatherings during the COVID-19 pandemic.

(00:00:45)

### **ROLL CALL**

All Board members participated by video conference:

Kathy Busch	Ann Mah
Jean Clifford	Jim McNiece
Michelle Dombrosky	Jim Porter
Deena Horst	Steve Roberts
Ben Jones	Janet Waugh

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

Chairman Busch 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 AMENDED AGENDA**

Chairman Busch announced that Item 13 "Flexibility Options for Schools This Year" is labeled as Discussion, but because of its timely nature is being changed to an Action Item. Mr. Jones moved to approve the Tuesday agenda as amended. Dr. Horst seconded. Motion carried 10-0.

**MOTION**  
(00:04:38)

### **APPROVAL OF THE NOVEMBER MEETING MINUTES**

Mr. Roberts asked that his suggestion last month to change the school term to 900 hours or 144 days be added to the November meeting minutes. Dr. Horst moved to approve the minutes of the November Board meeting, including the additional comment. Mrs. Clifford seconded. Motion carried 10-0.

**MOTION**  
(00:06:02)

### **COMMISSIONER'S REPORT**

Commissioner Randy Watson began his report with information from medical partners who advise on guidance to share with schools. This included new information regarding shortened quarantine periods after exposure to COVID. County health officers, however, ultimately decide on whether to adopt the shortened quarantine guidance, not the State Board of Education. Commissioner Watson spent time reviewing contents of the Navigating Change document, both learning and operations sections. He then explained recommendations from health professionals to modify Navigating Change guidance and gating criteria to allow elementary schools to remain open in an in-person or hybrid learning environment when county metrics recommend otherwise. School districts should still use specific safety measures, such as masking. Dr. Watson cited Kansas data on what is currently known about infection rates and transmission in young children. There were multiple questions or comments about the proposed elementary gating criteria, testing, accuracy of tests, and goal of protecting the health and safety of students and school workers.

(00:06:33)

**CITIZENS' OPEN FORUM**

No written public comments were submitted for the meeting.

**ACTION ON RECOMMENDATION FOR KANSAS EDUCATION SYSTEMS ACCREDITATION**

At last month's meeting, members received the Executive Summary and accreditation recommendation for USD 450 Shawnee Heights. There were no further questions before action. Mrs. Mah moved to accept the recommendation of the Accreditation Review Council and award the status of accredited to USD 450 Shawnee Heights. Mr. McNiece seconded. Motion carried 10-0.

**MOTION**  
(00:53:06)

**ACTION ON DYSLEXIA HANDBOOK**

The concept of developing a Dyslexia Handbook for Kansas was one of the recommendations arising from the Legislative Task Force on Dyslexia. The handbook was created with input from a variety of stakeholders to be used by schools, parents and others who work with struggling readers. Content is comprised of the characteristics of dyslexia, screening, evidence-based reading instruction guidelines and reading intervention recommendations. Board members received the proposed handbook in November for review. Education Program Consultant Cynthia Hadicke was available to answer questions. Mr. Porter moved to approve the Dyslexia Handbook as presented. Mr. Jones seconded. Motion carried 10-0.

**MOTION**  
(00:54:45)

**RECEIVE RECOMMENDATIONS FOR KANSAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT PERFORMANCE LEVELS**

Board members received performance level and cut score recommendations for Kansas English Language Proficiency Assessments (KELPA). The KELPA aligns with the 2018 Kansas Standards for English Learners. Presenters were Beth Futz, Assistant Director at KSDE; Dr. Neal Kingston and Dr. Brooke Nash from the University of Kansas. They described the format of the assessment, which is comprised of four domains: listening, speaking, reading and writing. Then they explained the standard-setting process to establish recommendations for performance levels and cut scores. Additional stages include evaluation and feedback. State Board members will act on the recommendations in January. Once approval is granted, the results of the 2020 KELPA can be released.

(00:55:37)

Board members took a break until 11:35 a.m.

**BREAK**

**RECEIVE REPORT FROM THE SCHOOL MENTAL HEALTH ADVISORY COUNCIL ON IMPLEMENTATION OF BULLYING TASK FORCE RECOMMENDATIONS**

The report presented to Board members summarized considerations by subcommittees of the School Mental Health Advisory Council (SMHAC) tasked with formulating strategies to implement recommendations from the Bullying Task Force. The implementation guide is designed for school districts and buildings based on work of the task force, which was created in 2019 to research and identify current bullying trends, data and prevention measures across the state. The Task Force's Final Report was transferred to the SMHAC, chaired by Kathy Busch. A team of presenters addressed portions of the report during the meeting focusing on prevention, school climate and culture. They covered the definition of bullying, requirements of Kansas school districts, leveraging resources, education about digital citizenship and more. Questions or comments targeted the status of bullying in schools, collecting data, achieving results in reduction of incidents, providing tools for victims. State Board members will act on the report and recommendations in January.

(01:35:24)

The meeting was recessed for lunch at 12:25 p.m.

**LUNCH**

**RECOGNITION OF 2020 BLUE RIBBON SCHOOLS**

The National Blue Ribbon Schools Program recognizes schools whose students achieve at very high levels or are making significant progress in closing achievement gaps among different groups

**P.M. SESSION**  
(03:16:37)

of students. Representatives from the 2020 Blue Ribbon Schools honored in Kansas spoke about their use of the Navigating Change document in their current learning environments impacted by COVID-19. Topics ranged from social-emotional awareness to importance of communication and maintaining relationships.

2020 Blue Ribbon Schools are:

- Bostic Traditional Magnet Elementary School, Wichita USD 259, Principal Jared Grover
- Bradley Elementary School, Ft. Leavenworth USD 207, Principal Michaela Culkin
- Piper Elementary School, Piper-Kansas City, USD 203, Principal Bilee Grable
- Prairie Creek Elementary School, Spring Hill USD 230, Principal Tammy Endecott
- St. Thomas Aquinas Catholic School, Wichita, Principal Stephanie Warren
- Timmerman Elementary School, Emporia USD 253, Principal Allyson Lyman

**DISCUSSION AND ACTION ON 1,116 HOUR FLEXIBILITY OPTIONS FOR SCHOOLS THIS YEAR**

Last month, Board members asked Commissioner Watson to bring back recommendations intended to provide limited relief to school districts concerned with meeting the 1,116 hours required for a school term. Because Kansas remains in a state of declared emergency during the pandemic, the State Board is allowed to waive hours. Dr. Watson's report outlined specific criteria if school districts chose to request a waiver for up to 20 hours in the 2020-21 school term. He then answered questions and confirmed that the Board could re-examine the change later in the year.

(04:07:45)

Mrs. Waugh moved to establish the following criteria for any waiver requested by a school district under K.S.A. 72-3117 for the 2020-21 school term:

**MOTION**  
(04:27:49)

- Schools requesting a waiver must schedule and use professional development hours between Dec. 1, 2020 and April 30, 2021;
- The State Board will waive the number of school hours equal to the number of hours used for said professional development up to 20 hours;
- The time must be used for either staff development, staff collaboration, parent-teacher conferences, assistance to teachers and other staff in the planning and delivery of instruction during the pandemic, or any combination thereof.

Mr. Jones seconded. Motion carried 7-1, with Mr. Roberts in opposition. Dr. Horst and Mr. McNiece were absent for the vote as they temporarily left the State Board virtual meeting to represent the State Board at the virtual Kansas State High School Activities Association special meeting.

**ACTION ON CONSENT AGENDA**

Mr. Porter moved to approve the Consent Agenda. Mr. Jones seconded. Motion carried 7-0-1, with Mr. Roberts abstaining. Dr. Horst and Mr. McNiece remained temporarily absent and therefore did not vote. In the Consent Agenda, the Board:

**MOTION**  
(04:30:55)

- received the monthly Personnel Report for November.
- confirmed the unclassified personnel appointments of Lindsay Wells as Technology Support Consultant on the Information Technology team, effective Nov. 15, 2020, at an annual salary of \$48,880; Jeff Ensley as Education Program Consultant on the Special Education and Title Services team, effective Nov. 15, 2020, at an annual salary of \$56,118.40; Katie Albright as Administrative Specialist on the School Finance team, effective Nov. 15, 2020, at an annual salary of \$36,504.

- accepted the following recommendations for licensure waivers valid for one school year: *Deaf or Hard of Hearing* -- Kelsey Bonnel, D0608. *Early Childhood Special Education* -- Elizabeth Moore, USD 229; Mallorie LaFarge, Jessica Weishaar, Stephanie Davies, USD 345; Janae Palet, D0603; Lacey Maddick, D0614; Tina Vitztum, D0708. *Early Childhood/Pre-School* -- Trinnie Bush, D0710. *Gifted* -- John Williams III, Diann Faflick, USD 437. *High Incidence Special Education* -- Allyson Turrentine, Christina Sollars, Christy Curtis, USD 229; Allison Fleming, USD 232; Aidan Simecka, Lauren Henton, Kelly Barrett, Scott Starr, USD 253; Vicki Rierson, Amanda Hawkinson, Sharon Norden, Stephanie Dunback, Audrey Allen, USD 260; Linda Smith, Lisa McFadden, USD 333; Christine Warren, USD 383; David Letson, USD 437; Bristol Bale, USD 480; Marsha Warren, Robert Ewing, Crystal Wells, Donald Robertson, Rebecca Sprague, Brandy Hempen, Erica Wisdom, Kyley Long, Maranda Downey, Kyle Joyce, USD 500; Amity Ihrig, D0602; Cody Easley, Rachel Mentzer, D0603; Tonya Younie, Bryan Mead, D0605; Mary St John, Amanda Pfeifer, Caleb Pokorny, Jerritt Curtis, D0608; Shelley Gaddis, D0611; Jeremy Dalton, Amanda Shockley, Emily Taylor, Sydney Gulley, D0614; Ira Cape, D0707; Amber Prochaska, Christen Greving, Shelby Herl, Sidney Schmeidler, Trey O'Neil, D0708; Jennifer Weaver, Cristen Bahr, Erin Warren, Rachel Campbell, D0710; Laurie Jacklovich, Z0032. *Library Media Specialist* -- Annelise Irick, USD 260. *Low Incidence Special Education* -- Jennifer Scritchfield, USD 260; Sara Gormley, Dixie Schierlman, USD 437; Clarence Forshey III, USD 500; Ashley Davis, D0707. *Visual Impaired* -- Daniel Kelly, D0708.
- Approved the 2021 Kansas Volunteer Generation Fund subgrantees as recommended by the Kansas Volunteer Commission as follows: Douglas County CASA, Flint Hills Volunteer Center, Kansas Humane Society, Heart of a Champion, Peace Connections, Rosedale Development Association, United Way of Douglas County, United Way of Franklin County Association with each award in the amount of \$15,000 with a \$15,000 match amount.
- issued licenses to these recommended commercial Kansas driver training schools for the period Jan. 1 to Dec. 31, 2021: Legacy Driving School of Andover, Andover; Varsolona Driving School, Frontenac; Go Driving School Manhattan, Manhattan; McPherson Driving School, LLC, McPherson; Royal Driving School, Salina; Safety First Driving, Olathe; BuckleUp School LLC, Lawrence; Behind The Wheel Defensive Driving School, Wichita; Horizon's Driving Academy, Salina; Premier Driving School LLC, Newton; Premier Driving School of Derby, Derby; Premier Driving School of Hutchinson, Hutchinson; Premier Driving School of Wichita, Wichita; Drive Right School of Wichita, Wichita; Little Apple Driving School, Manhattan; KS International Drivers Education, Wichita; Suburban Driving Academy, Kansas City; InSpireKC Foundation Driving School, Kansas City; Behind The Wheel, Inc., Overland Park; Topeka Driving School, Inc, Topeka; Twister City Motorcycles, Park City; Drive Right School of Johnson County, Overland Park; Yost Driving School, Wichita; Schuetz Driving School, Olathe; Wichita Collegiate Comm Driving School, Wichita; Motorcycle Rider Education, Wichita; Midwest Driving School, Lawrence; EcoDriver School, Lenexa; Freedom Driving School, Lenexa; Twin City Driver Education, Overland Park; Double Team Driving School, Overland Park; Johnny Rowlands Driving School Metcalf, Overland Park; Wichita Driving School East, LLC, Wichita; Wichita Driving School, Inc, Wichita, Bi-State Driving School, Inc Overland Park; HyPlains Driving School of Garden City, Garden City; HyPlains Driving School, Inc Dodge City; Rawhide Harley Davidson Olathe.
- accepted the following recommendations of the Evaluation Review Committee: accreditation for Sterling College through Dec. 31, 2027; accreditation for Tabor College through Dec. 31, 2025; and high education program approvals as follows: **McPherson College** - Foreign Language (Spanish) PreK-12, continuing program through June 30, 2027; **Newman University** - Speech/Theatre 6-12, continuing program through June 30, 2026; **University of Kansas** — Science 5-8, continuing program through Dec. 31, 2026.

**ACTION ON RECOMMENDATIONS TO SCHOOLS FOR STATEWIDE SPRING BREAK ALIGNMENT**

Commissioner Watson reported on a proposed plan through the Kansas Board of Regents and the State Department of Education to align spring break calendars across the state’s education system. He noted that the alignment is voluntary, not required, and would start in 2022. The Board of Regents and the Coordinating Council agreed to a schedule of spring break alignment for March dates in 2022, 2023 and 2024. Alignment was seen as a benefit to students taking concurrent classes from higher ed institutions and to families. Concerns included giving calendar guidance to schools. Mrs. Clifford moved to accept recommendations for aligning spring break calendars across the education system as proposed by the work group representing Kansas Board of Regents, Kansas State Board of Education and Coordinating Council. Mr. Porter seconded. The vote was 5-2-1 and so the motion failed to receive the six votes necessary for passage. Mr. Jones and Mrs. Dombrosky opposed; Mr. Roberts abstained.

(03:52:55)

**MOTION**  
(04:41:39)

Board members took a break from 2:45 to 3 p.m.

**BREAK**

**CHAIRMAN’S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS**

**Action to accept Navigating Change document updates** — Dr. Watson reviewed proposed updates to guidance in *Navigating Change Kansas’ Guide to Learning and School Safety Operations* that he described earlier during his Commissioner’s Report to the Board. These updates center on changes to the gating criteria for elementary schools, which would allow them to remain open for in-person or hybrid learning—with safety measures in place —regardless of what level the county metrics are in. This is not mandated and is ultimately a decision of the local board of education.

(05:01:41)

Dr. Horst and Mr. McNiece returned to the Board meeting following the KSHSAA special meeting.

Chairman Busch read the motion for Dr. Horst who moved to accept updates to the Navigating Change document reflecting changes and new information since State Board approval on Nov. 10. Mr. Roberts seconded. Motion carried 10-0.

**MOTION**  
(05:21:19)

**Committee Reports** — Dr. Horst reported on the day’s KSHSAA meeting and decision to allow limited spectator attendance at sporting events through Jan. 28 in accordance with school or health department rules. Mrs. Mah commented on the school redesign meeting, in particular use of redesign principles to get through the pandemic.

**ACTION ON MOTION TO RECONSIDER AGENDA ITEM 15**

Chairman Busch called the Board’s attention to the option for reconsidering a motion. This could be applied to Agenda Item 15 “Act on recommendations to schools for statewide spring break alignment” in order to allow two Board members (Dr. Horst and Mr. McNiece) a voting opportunity since they were, at the time of action, attending another required meeting.

(05:34:38)

Mr. McNiece requested a Motion to Reconsider spring break calendar alignment as a result of he and Dr. Horst being absent for another required meeting (KSHSAA). Dr. Horst seconded. Motion carried 10-0. Dr. Watson explained the proposed spring break schedule, which had been agreed upon by the Board of Regents and forwarded to the State Board for consideration. The schedule is not required, but would be referred to local boards of education as guidance. Additional discussion followed. Chairman Busch read the motion for Mr. Porter who moved to accept the recommendations for aligning spring break calendars across the education system as proposed by the work group representing Kansas Board of Regents, Kansas State Board of Education and Coordinating Council. Mr. McNiece seconded. Motion carried 7-3 with Mrs. Dombrosky, Mr. Jones and Mr. Roberts in opposition.

**MOTION**  
(05:36:8)

**MOTION**  
(05:45:51)

**Committee Reports Continued** — The Coordinating Council discussed the steps to transfer a students Individual Plans of Study to postsecondary institutions. Mrs. Clifford and Ms. Busch serve on the Coordinating Council. Mrs. Waugh reported on the Juvenile Justice Oversight Committee and discussions about crossover youth in the foster system.

**Board Attorney's Report** — Board Attorney Mark Ferguson commented on the opportunity to reconsider a motion and the intended purpose of promoting discussion, debate and open dialogue. He also provided an update on a Civil Service appeal and role of the Civil Service Board.

**Requests for Future Agenda Items** —

- Discuss process to transfer a student's Individual Plan of Study to postsecondary institution and describe how Regents will use the IPS information. (Ms. Busch and Dr. Horst)
- Demonstration of what's collected from the Kansas Communities That Care survey and how to interpret the data. Likewise, what is collected through the Kansas Integrated Accountability System regarding bullying. (Ms. Busch)
- Recommendations from the Professional Standards Boards on microcredentialing will be ready in February. (Mr. Porter)
- Navigating Change success stories from districts or schools. (Mrs. Dombrosky)
- Information on how schools are addressing diversity; explanation of progress. (Mrs. Waugh)

**Chairman's Report** - Chairman Busch updated members on the NASBE whole child study group, reaffirming the importance of social-emotional well-being. She also talked about the need to evaluate learning loss during the pandemic.

**BOARD MEMBER TRAVEL**

Board members had the opportunity to make changes to the travel requests for approval. Dr. Horst moved to approve the travel requests and updates. Mrs. Dombrosky seconded. Motion carried 10-0.

**MOTION**  
(06:28:47)

**RECESS**

Chairman Busch recessed the meeting at 4:30 p.m. until 9 a.m. Wednesday.

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Kathy Busch, Chairman

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Peggy Hill, Secretary

## MINUTES



Kansas State Board of Education

Wednesday, December 9, 2020

### **CALL TO ORDER**

Chairman Kathy Busch called the Wednesday meeting of the State Board of Education to order at 9 a.m. on Dec. 9, 2020. The meeting was conducted by video conference in order to observe restrictions due to COVID health concerns. The meeting was broadcast livestream for the public.

(00:00:29)

### **ROLL CALL**

All Board members participated by video conference.

Kathy Busch	Ann Mah
Jean Clifford	Jim McNiece
Michelle Dombrosky	Jim Porter
Deena Horst	Steve Roberts
Ben Jones	Janet Waugh

### **APPROVAL OF AGENDA**

Dr. Horst moved to approve the Wednesday agenda as presented. Mrs. Clifford seconded. Motion carried 10-0.

**MOTION**  
(00:01:27)

### **LITERACY NETWORK OF KANSAS ANNUAL PERFORMANCE EVALUATION FOR 2019-20 ON STRIVING READERS IMPLEMENTATION GRANT**

The Kansas State Department of Education (KSDE) received the federal Striving Readers Comprehensive Literacy award in 2017. The \$27-million-plus grant provides the state with an opportunity to improve literacy growth and development, especially for disadvantaged children and youth. Kimberly Muff, KSDE Education Program Consultant overseeing the LiNK, said 190 schools are involved through eight projects. The Annual Report features highlights from year two. Reports were given by Monica Murman from Greenbush, leading a 16-district consortium; and a team from Garden City Public Schools USD 457. The goal through Greenbush is to form district leadership teams and establish literacy supports so programs can be self sustaining after the grant concludes. Monica Diaz with Garden City emphasized professional development, community engagement and technology integration. Presenters answered questions about potential continuation, dyslexia and lessons learned.

(00:02:01)

### **DISCUSSION OF STATE BOARD LEGISLATIVE PRIORITIES FOR 2021**

State Board Legislative Liaisons Deena Horst and Jim Porter led a discussion of existing and potential issues for the development of State Board legislative priorities. Members considered areas where they have direct responsibility. They discussed topics that the State Board would support and/or oppose, by general consensus. Members had the chance to comment or offer suggestions as the group worked through sections of the list.

(00:35:40)

There was a break from 10:45 to 11 a.m. to address technical difficulties with livestreaming.

**BREAK**

### **CONTINUATION OF STATE BOARD LEGISLATIVE PRIORITIES DISCUSSION**

Mr. Porter moved that legislative priorities for the State Board of Education be adopted as

discussed, including everything on the draft list above the line "Other issues to be considered." Dr. Horst seconded. Motion carried 9-1, with Mr. Roberts in opposition.

**MOTION**  
(00:15:19 -  
timer restarted)

Dr. Horst moved to include the following position statement to the list of legislative priorities: Opposes efforts to divert funds from public schools to non-public educational options. Mrs. Mah seconded. Motion carried 8-2, with Mr. Roberts and Mrs. Dombrosky in opposition.

**MOTION**  
(00:16:47)

Mr. Porter moved to include the following statement: Recognizes that COVID-19 has created additional financial burdens on school districts. Some examples are additional professional development to prepare staff for remote and hybrid learning, providing additional space for social distancing, additional cost of increased building sanitation, PPE, additional staff requirements when schools are in multiple settings, etc. Mr. Jones seconded. Motion carried 8-2, with Mr. Roberts and Mrs. Dombrosky in opposition.

**MOTION**  
(00:23:23)

Mrs. Mah suggested addressing the issue of moving teachers up the priority list for COVID vaccines. There was discussion about whether this topic belonged with the legislative priorities list or should be directly communicated to the Governor's Office and/or KDHE. Mrs. Mah moved to include the following statement: The State Board supports prioritizing school workers for receipt of COVID vaccine in Kansas. Mr. Porter seconded. Motion carried 9-0-1, with Mrs. Dombrosky abstaining.

**MOTION**  
(00:43:07)

Mr. Roberts exited the virtual meeting and did not return.

**UPDATE FROM KANSAS SCHOOL FOR THE DEAF AND KANSAS STATE SCHOOL FOR THE BLIND**

Kansas School for the Deaf Superintendent Luanne Barron reported on activities this past quarter. These included an update on the parent support group, mentoring and teacher of the deaf program, building renovations and highlights of the school's strategic plan. Superintendent Barron also shared photos from an Eagle Scout project completed on campus and fall events.

(00:45:45)

Jon Harding, Superintendent at KSSB, reported on field services outreach across the state, use of the new Brighton Makerspace, visits to Pittsburg State and Fort Hays State universities; and continued success of the computer science course offered in partnership with Microsoft TEALS. This year's Braille Challenge will be conducted virtual Feb. 11 and 12.

(01:14:50)

**RECOGNITION OF OUTGOING STATE BOARD MEMBERS**

Chairman Kathy Busch, District 8, and Steve Roberts, District 2, will not serve another four-year term. Traditionally an in-person reception is held to acknowledge the service and dedication of members who are departing the Board. Instead a virtual farewell recognition was organized. Guest remarks were from representatives of KNEA, Kansas Association of School Boards, Kansas Board of Regents, USA-Kansas, former Deputy Commissioner Dale Dennis and Commissioner Randy Watson. Outgoing members received a service plaque and gift on behalf of the Board. Vice Chair Mrs. Waugh commented on the accomplishments and areas of impact these past eight years while they served. Among these are a working partnership with the Kansas Board of Regents, development of a legislative platform and a new vision for Kansas education.

(01:35:16)

**ADJOURNMENT**

Chairman Busch adjourned at 1 p.m. The next meeting is Jan. 12 and 13.

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Kathy Busch, Chairman

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Peggy Hill, Secretary

MINUTES



Kansas State Board of Education  
Tuesday, November 10, 2020

**CALL TO ORDER**

Chairman Kathy Busch called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, Nov. 10, 2020 in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. This month’s meeting was one day since Nov. 11 is a state holiday. Chairman Busch extended appreciation to all veterans in her opening remarks.

(00:05:30)

**ROLL CALL**

All Board members participated, either in person or by video conference:

- |                    |               |
|--------------------|---------------|
| Kathy Busch        | Ann Mah       |
| Jean Clifford      | Jim McNiece   |
| Michelle Dombrosky | Jim Porter    |
| Deena Horst        | Steve Roberts |
| Ben Jones          | Janet Waugh   |

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

Chairman Busch 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**

Mrs. Dombrosky asked for discussion on Consent Item 17 e. (request from USD 512 for capital improvement state aid). Dr. Horst moved to approve the one-day agenda noting this request. Mrs. Dombrosky seconded. Motion carried 10-0.

**MOTION**  
(00:08:37)

**APPROVAL OF THE OCTOBER MEETING MINUTES**

Mrs. Dombrosky moved to approve the minutes of the October Board meeting. Mr. McNiece seconded. Motion carried 10-0.

**MOTION**  
(00:09:09)

**ACTION ON RESOLUTION HONORING ALL SCHOOL PERSONNEL**

The week of Nov. 16-20, 2020 is designated as American Education Week by the National Education Association. The Kansas State Board of Education chose to mark the observance by expressing support for all school personnel with a prepared Resolution. Chairman Busch read the Resolution. (Attached) Mrs. Waugh moved to accept the Resolution expressing support for all the dedicated school personnel in Kansas in recognition of their hard work, sacrifices and commitment for the benefit of students, community and state, especially during the time of COVID-19. Mr. Porter seconded. Motion carried 9-1, with Mr. Roberts in opposition.

**MOTION**  
(00:12:10)

**ACTION ON RECOMMENDATION FOR KANSAS EDUCATION SYSTEMS ACCREDITATION**

At the October State Board meeting, members received the Executive Summary and accreditation recommendation for four public systems. Mr. Jones moved to accept the recommendation of the Accreditation Review Council and award the status of accredited to USD 229 Blue Valley, USD 267 Renwick, USD 298 Lincoln and USD 313 Buhler. Mr. Roberts seconded. Motion carried 10-0.

**MOTION**  
(00:14:56)

**RECEIVE ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEMS ACCREDITATION**

One public system was presented for accreditation consideration: USD 450 Shawnee Heights. Accreditation status recommendations are brought to the State Board upon completion of final visitations and meetings of the Accreditation Review Council (ARC). An Executive Summary was prepared outlining evidence of goals and identifying both strengths and challenges. Accountability report data was also provided. Director of Teacher Licensure and Accreditation Mischel Miller and Assistant Director Jeannette Nobo were available to answer questions. The State Board will act on the recommendation for USD 450 in December.

(00:15:34)

**QUARTERLY UPDATE ON WORK TO STRENGTHEN THE KANSAS EARLY CHILDHOOD SYSTEM**

This update covered information on remote learning grants for community organizations, the updated 1-800-CHILDREN call line and resource directory, early screening of incoming kindergarteners, expanding the Ages and Stages Questionnaire and other initiatives to strengthen the early childhood system in Kansas. Presenters were KSDE Early Childhood Director Amanda Petersen and Executive Director of the Children’s Cabinet and Trust Fund Melissa Rooker. The update was paused to allow time for public comment.

(00:21:20)

**CITIZENS’ OPEN FORUM**

Chairman Busch declared the Citizens’ Forum open at 10:34 a.m. Speakers and their topics were: Carter Stelting, Olathe — results from student survey about online education; Brennan Stelting, Olathe — negative aspects of remote learning and impact to mental health; Reagan Stelting, Olathe — emotional effects of remote learning and lack of human connection; Dr. Jill Ackerman, Leawood — advocating for in-person learning; Erin Murray, Overland Park — sharing her childrens’ struggles with remote learning; Brian Connell, Olathe — school provides safe setting for teachers and students; Dr. Caroline Danda, Leawood — social-emotional impact of distance learning; Dr. Christine White, Overland Park — importance of meeting Kansas statute, returning to school full time, assessment scores. Chairman Busch declared the Citizens’ Forum closed at 11:06 a.m.

(00:37:37)

**CONTINUATION OF UPDATE ON KANSAS EARLY CHILDHOOD SYSTEM**

The presentation on early childhood resumed with information on initiatives using funds from the federal CARES Act, and grants available to meet essential needs and services for children and providers while supporting local communities. Melissa Rooker answered questions about the application process for remote learning grants. Board members were interested in efforts to extend the spending of CARES Act funds beyond Dec. 30.

(01:12:03)

There was a break until 11:25 a.m.

**BREAK**

**ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION**

Jennifer Holt represented the Professional Practices Commission in presenting one case for consideration this month. Mr. Jones moved to adopt the findings of fact and conclusions of law from the Professional Practices Commission and revoke the license of the individual in case 20-PPC-20. Dr. Horst seconded. Motion carried 10-0.

**MOTION**  
(01:31:50)

**ACTION ON REVISIONS TO SCHOOL WELLNESS POLICY MODEL GUIDELINES**

Last month, the Board received proposed revisions to the Kansas School Wellness Policy Model Guidelines which focus on creating a healthy school environment to enhance academic success. The areas are nutrition promotion, nutrition education and physical education. CNW Director Cheryl Johnson was available to answer questions. Dr. Horst moved to approve the revised Kansas School Wellness Policy Model Guidelines. Mrs. Waugh seconded. Motion carried 10-0.

**MOTION**  
(01:34:48)

**RECEIVE PROGRESS UPDATE ON DYSLEXIA INITIATIVE, INCLUDING PROPOSED HANDBOOK**

Education Program Consultant Cindy Hadicke reported on the current status of each of the dyslexia recommendations, which the State Board approved one year ago. The recommendations focus on pre-service teacher programs, professional learning, screening and evaluation, and evidence-based reading practices. Funding for the dyslexia coordinator position has been requested from the Kansas Legislature for fiscal year 2021. Mrs. Hadicke also previewed the draft Dyslexia Handbook, which was developed to help inform educators and families about practices that support struggling readers. Board members will act on the handbook at the December meeting. Questions centered on science of reading inclusion in teacher preparation programs, gathering information from schools about dyslexia initiatives, contributions of Dyslexia Task Force members who worked on the handbook and distribution of the finished product.

(01:36:15)

The meeting recessed for lunch at 12:08 p.m.

**LUNCH**

**RECOGNITION OF NATIONAL FINALISTS FROM KANSAS FOR THE PRESIDENTIAL AWARDS FOR EXCELLENCE IN MATHEMATICS AND SCIENCE TEACHING**

Chairman Busch reconvened the Board meeting at 1:30 p.m. The 2019 National Finalists for the Presidential Awards for Excellence in Mathematics and Science Teaching were recognized for their accomplishments. Recipients from Kansas are Luke Henke, a math teacher at Columbus Unified High School, Columbus USD 493, and Meg Richard, former science teacher at Summit Trail Middle School, Olathe USD 233, who now works at KSDE as an education program consultant. Each honoree told about innovative strategies they used in mathematics, technology and science instruction to foster student achievement. Both emphasized the importance of connecting authentically with the subject areas to help students see context in their everyday lives.

**P.M. SESSION**  
(03:34:22)

**REPORT FROM E-CIGARETTE / VAPING TASK FORCE**

Board members received a report on current work of the E-Cigarette / Vaping Task Force. Hina Shah, analyst from the Kansas Health Institute, spoke about the potential use of Project ECHO (Extension for Community Healthcare Outcomes) for a series of trainings on different aspects of e-cigarettes/vaping for school staff. Mark Thompson assisted with the presentation and distributed flyers listing cessation resources and tips for talking to students. Board members asked about Tobacco 21 legislation.

(03:59:18)

**RECEIVE RECOMMENDATIONS FOR INCREASING FLEXIBILITY OF SCHOOL OPERATIONS DURING THE PANDEMIC**

State Board members continue to discuss ways to assist schools and families during the COVID-19 pandemic. In October, the Board asked Commissioner Watson and KSDE to research options that could allow flexibility or provide additional supports to school districts. Dr. Watson directed members to a list of extensions or relaxed requirements the agency has already put in place. These included extensions of reporting deadlines, renewal of grant award levels, adjusted assurances, increased outreach and support. Federal reporting requirements, by law, saw minor fluctuation. He also addressed state assessments and prior suggestions to increase professional development credit. Discussion included suggested next steps to provide limited relief of the 1,116 hour requirement through the winter months. Mr. Roberts suggested moving to 900 hours or 144 days. Commissioner Watson was asked to bring back a proposed plan at the December meeting.

(04:25:54)

Members took a break from 3:30 to 3:45 p.m.

**BREAK**

**ACTION ON CONSENT AGENDA**

Dr. Horst moved to approve all items on the Consent Agenda, excluding 17 e. (USD 512 request for capital improvement state aid) which would be voted on separately. Mr. Jones seconded.

(04:22:00)

Motion carried 9-0-1 with Mr. Roberts abstaining. In the Consent Agenda, the Board:

- received the monthly Personnel Report for October.
- confirmed the unclassified personnel appointment of Anna Riffey as Administrative Specialist on the Information Technology team, effective Oct. 5, 2020, at an annual salary of \$36,504.
- accepted the following recommendations for licensure waivers valid for one school year:  
*Deaf or Hard of Hearing* -- Rachel Ghram, D0725. *Early Childhood Special Education* -- Jessica Knox, USD 305; Christina Harrison, USD 389; Kyla Riddle, USD 453; Jane Jackson, USD 500; Desiree Miller, Rebecca Buckle, D0605; Danielle Johnson, D0616; Kaitlyn Isch, D0702; Cherice Benton, USD 204; Madison Thompson, USD 457. *Gifted* -- Marguerite Hunting, Sara Reimer, USD 231; Kent Hicks, USD 261; Miranda Luke, USD 321; Katie Rhodes, USD 383; Joshua Yoakam, USD 469; Jillian Kay, USD 475; Jaclynn Williams, Kristina Bubna, Michelle King, USD 497; Megan Kerr, USD 512; Diana Albright, D0605; Andrew Mosby, D0724; Brandi Gibbs, D0725. *High Incidence Special Education* -- Ashley Pieper, Margaret Seggar, USD 202; Bennett Ratzloff, USD 204; Brooke McCullough, Kara Standridge, USD 230; Amber Nichols, Amy Bloodgood, USD 231; Catherine Hanson, Dana Spoor, Kelsey Meadows, Stacey Martin, USD 233; Robert Dunlap, USD 253; Ashley Garten, USD 261; Kendra Baumberger, Monica Zier, Richelle Ross, USD 305; Damien Eck, Alexis Hanson, USD 321; Kathryn Totten, Brooke Heiman, USD 364; Sara Corbin, USD 372; Jenny Birk, Jana Winter, Tamara Wildes, USD 383; Nicole Lance, Robert Arnold, Amber Lovejoy, Megan Taylor, USD 453; Tommy Nichols, USD 457; Bruce Lapham, USD 469; Evan Goehl, Graham Weaver, Sonia Camerlinck, Bailee Flaming, Emilia Mendiola-Walsh, Brenda Eckart, USD 457; Katharine Ritter, Samantha Hershberger, Seth Swartzendruber, Lacy Davison Symmonds, Angela Mathews, Carolina Pierce, Erica Wheat, USD 497; Jami Knight, Matthew Greenberg, Shawn Agnew, Stefanie Boice, Kelly Scarrow, Shelly Roehrman, Sharon Simwinga, USD 500; Jonathan Riley, Melissa McBrayer, Shannon Johnson, Suzanne Snell, Katherine Marx, Shaun Bouley, Jodi Miller, Kasey Orlik, Kimberly Taylor, Mary Paris, Melissa Calvin, Shelda Goodwin, Twyla Lomen, USD 512; Amanda Crabtree, Amy Welch, D0603; Susan Clayton, Phillip Sill, D0605; Tiffany Hare, D0607; Amy Weeks, D0610; Lucas Fitzmorris, Alicia Birney, Daniel Kliger, Karin Good, D0613; Duncan Whitlock, Kaitlyn Frese, D0617; Tammy Cook, Sara Kinsey, D0618; Kaitlyn Isch, D0702; Jason Duvall, Tammy Cline, D0707; Diane Breiner, Margaret Strait, Skyler Suther, Justin Smith, D0724; Maronda Blankenship, Julie Crowe, D0725. *Library Media Specialist* -- Trisha Peaster, USD 259; Jamie Klem, D0402; Abbi Peoples, Christine Campbell, USD 512. *Low Incidence Special Education* -- Catherine Hutchens, USD 207; Tracy Steele, USD 231; Gretchen Norris, Katherine Kashka, Macy Carbajo, Mary Vanhooser, USD 233; Eva Arevalo, USD 259; Jessica Palmer, USD 364; Danyel Bowers, Victoria Gellott, USD 383; Hannah Harrity, USD 453; Rebecca Kilgore, USD 457; Kayla Driskill, USD 469; Macey Conrad, USD 497; Catherine Sheridan, Kendra Greenwood, Marissa Albracht, Natalie Heins, Sage Kelly, USD 512; Brandee Randels, D0605; Lorena Carrillo, D0613. *Visual Impaired* -- Angelia Hilt, USD 261; Kerry Ingram, USD 305.
- accepted recommendations of the Licensure Review Committee as follows: *Approved cases* — 3323 (initial license PK-12 art), 3333, 3341, 3342, 3343, 3344, 3345, 3346, 3347, 3351, 3352.
- accepted the Kansas School for the Deaf Strategic Plan for 2020-2023.

**MOTION**  
(05:47:51)

**SEPARATE ACTION ON CONSENT AGENDA ITEM**

Mrs. Waugh moved to authorize USD 512 Shawnee Mission to receive capital improvement (bond and interest) state aid as authorized by law. Mr. McNiece seconded. Motion carried 10-0.

**MOTION**  
(05:52:15)

### **BOARD MEMBER TRAVEL**

Board members had the opportunity to make changes to the travel requests for approval. Mr. Jones moved to approve the travel requests and updates. Mrs. Dombrosky seconded. Motion carried 10-0.

**MOTION**  
(05:54:21)

### **CHAIRMAN'S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS**

**Action to accept Navigating Change document updates** — Dr. Watson reviewed updates to *Navigating Change Kansas' Guide to Learning and School Safety Operations* addressing ventilation in facilities based on recommendations from the heating and cooling industry. Ms. Busch moved to accept updates to the Navigating Change document reflecting changes and new information since State Board approval on Oct. 13. Dr. Horst seconded. Motion carried 10-0.

**MOTION**  
(05:56:26)

**Committee Reports** — Mr. Jones reported on the NASBE annual conference, keynote address by National Teacher of the Year Tabatha Rosproy from Kansas, and new NASBE elected leadership. Mr. Porter commented on the upcoming discussion to consider legislative priorities for the 2021 session. Mrs. Clifford shared information from the Interstate Migrant Education Council meeting.

**Board Attorney's Report** — Board Attorney Mark Ferguson gave a summary of legal challenges making national headlines.

### **Requests for Future Agenda Items —**

- Presentation from American Lung Association on efforts to have tobacco 21 legislation move forward. (Mark Thompson offered suggestion during vaping discussion)
- December discussion on flexibility options for schools, response to limited relief of hours during the winter months, and development of plan prior to the legislative session; continue monitoring situation through March and revisit then.
- Success stories of teachers who are using Navigating Change guidance and resources for competency-based learning/instruction. (Mrs. Dombrosky)
- Discussion on teacher preparation programs, to include report from National Council of Teacher Quality review (Mrs. Mah) and Praxis passage rates among demographics (Mr. Jones)
- Recognition of Sterling High School, which was named a Performing Arts School of Excellence in Kansas (Dr. Horst)

**Chairman's Report** - Chairman Busch reminded members of event cancellations. She also previewed topics for the Dec. 8 and 9 State Board meeting.

### **DEMONSTRATION OF KANSAS TEACHING AND LEADING PROJECT**

Tammy Mitchell, Elementary Redesign Specialist, led members through an online tour of the newly developed Kansas Teaching and Leading Project website. This is a collection of free resources for Kansas educators and school leaders. The Kansas Association of Education Service Agencies, in collaboration with the Kansas State Department of Education, created the website to provide relevant, timely and impactful professional development and support tied to the Navigating Change guidance for school districts. Deputy Commissioner Brad Neuenswander assisted with the presentation and answered questions. The three most requested topics are social-emotional learning, remote and hybrid teaching strategies, and instructional technology. The resources align with the Navigating Change document. Additional training modules will be added.

(06:24:41)

**DISCUSSION ON MICROCREDENTIALS AND INDIVIDUALIZED PROFESSIONAL DEVELOPMENT FOR LICENSED EDUCATORS**

Last month, State Board members talked about the use of competency-based microcredentials as a means of personalized professional learning for educators. They heard from members of the Professional Standards Board and KSDE staff who have been researching and exploring such options. This month, the discussion continued with a focus on current professional development council criteria and how to effectively implement the process at the local level while tracking impact and results. Mischel Miller and Susan Helbert led the presentation and answered questions. They noted that microcredentials are not just for license renewal, but also for pre-service, beginning and experienced educators.

(06:35:13)

**EXECUTIVE SESSION**

Mrs. Waugh moved to recess into Executive Session to discuss the subject of an individual employee's performance, 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. The session would begin at 5 p.m. for 15 minutes and the open meeting would resume in the Board Room at 5:15 p.m. Mrs. Dombrosky seconded. Motion carried 10-0.

**MOTION**  
(06:55:26)

Members returned to open session at 5:15 p.m. Chairman Busch immediately adjourned the meeting until Dec. 8.

**ADJOURN**

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Kathy Busch, Chairman

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Peggy Hill, Secretary



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Dr. Deena Horst District 6	Ben Jones District 7	Betty Arnold District 8	Jim Porter District 9	Jim McNiece District 10

**Subject: Board Reorganization**

Reorganization of the Kansas State Board of Education occurs every two years, which coincides with the election and / or re-election of Board members.

State Board members in odd-numbered districts take the Oath of Office during the year of a gubernatorial inauguration. Members in even-numbered districts are sworn in the first day of the January meeting after the election in odd years. For 2021, these elected officials are:

- District 2 – Melanie Haas
- District 4 – Ann Mah
- District 6 – Deena Horst
- District 8 - Betty Arnold
- District 10 – Jim McNiece

During reorganization, the following actions occur:

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





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Dr. Deena Horst District 6	Ben Jones District 7	Betty Arnold District 8	Jim Porter District 9	Jim McNiece District 10

**Item Title:** Citizens' Open Forum

The State Board of Education provides an opportunity for citizens to share views about topics of interest or issues currently being considered by the State Board. Written comments may be emailed to Board Secretary [plhill@ksde.org](mailto:plhill@ksde.org) by Jan. 8.

Because of the current mass gathering restrictions to limit the spread of COVID-19, the meeting will be conducted virtually. Only written comments will be accepted for the January State Board meeting.



**Item Title:**

Act on appointment of Board Attorney and Board Secretary

**Recommended Motion:**

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

**Explanation of Situation Requiring Action:**

Statute 72-254 -- The state board shall appoint an attorney to represent it or any of its members in all litigations. The attorney for the state board shall attend all meetings of the state board and render such legal services as are directed by the state board or the commissioner.

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





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

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

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

## State Board of Education Committee Interest Inventory

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

<b>Appointments by Either Commissioner or Governor</b>	
Governor's Education Council	
Interstate Migrant Education Council	
Kansas Advisory Committee for Career and Technical Education	
Kansas Alliance for Educational Advocacy	(Board Chair automatically serves)
Kansas Volunteer Commission	

<b>Nationally Chosen Positions Held by Board Members</b>	
NASBE Government Affairs Committee	
NASBE Public Education Positions (PEP) Committee	
NASBE Whole Child Study Group	

<b>Misc. and Short-Term Assignments</b>	
Attorney General's Juvenile Justice Oversight Committee	
Capital Improvement (Bond & Interest) State Aid Review	
Communications Committee for State Board	
Computer Science Standards Implementation Comm.	
E-Cigarette / Vaping Task Force	
ESSA / ESEA Board Representative	
Kansas Fire Marshal Advisory Committee	
Kansas Prescription Drug & Opioid Advisory Committee	
Legislative Broadband Committee	

Student Voice Committee for State Board	
Task Force on ESI (Emergency Safety Interventions)	
Transition Work Group addressing underserved populations of adults	

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number: 13**

**Staff Initiating:**

Beth Fultz

**Director:**

Scott Smith

**Commissioner:**

Randy Watson

**Meeting Date: 1/12/2021**

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**Item Title:**

Act on recommendations for Kansas English Language Proficiency Assessment Performance Levels and Cut Scores

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the recommended performance levels and cut scores for grades K-12 Kansas English Language Proficiency Assessments.

**Explanation of Situation Requiring Action:**

In December 2020, the Kansas State Board of Education received a presentation from the University of Kansas on performance level and cut score recommendations for KELPA, the Kansas English Language Proficiency Assessments. If approved, these performance levels and cut scores will be applied to the KELPA assessments administered for the first time in February 2020.



# KELPA Standard Setting

January 2021



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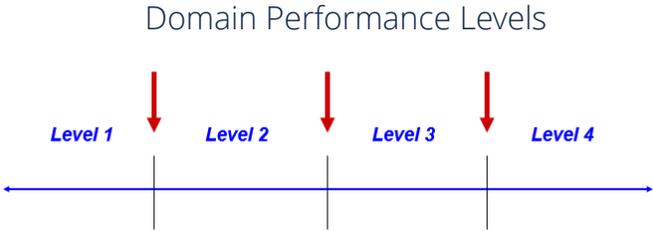
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## KELPA Design & Standard Setting Process

- Aligned to the 2018 Kansas Standards for English Learners.
- Grade level or grade band tests: K, 1, 2-3, 4-5, 6-8, 9-12.
- Four domains: listening, speaking, reading, and writing.

- Using the Bookmark standard setting methodology, trained panelists recommended **three cut scores** on each of the **four domain tests** to differentiate student performance into four performance levels.

Domain Performance Levels

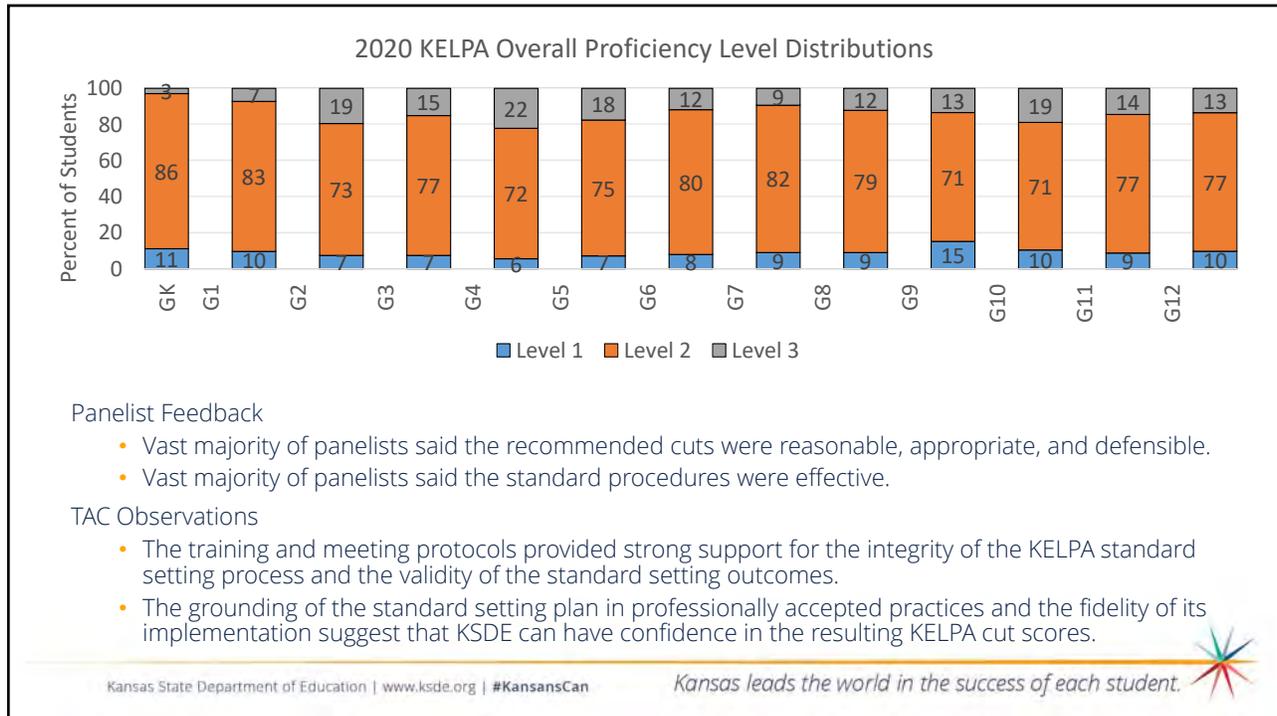


Level 1    Level 2    Level 3    Level 4



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# Questions?

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**Agenda Number: 14**

**Meeting Date: 1/12/2021**



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**Item Title:** Commissioner's Report

Commissioner of Education Dr. Randy Watson will provide his monthly report to the Board.





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**Item Title:** Receive Accreditation Review Council recommendations for Kansas Education Systems Accreditation

**From:** Jeannette Nobo, Mischel Miller

In the 2019-2020 school year, 29 systems were scheduled for accreditation. Due to COVID-19, some accreditation visits were postponed and/or delayed. Ultimately, a total of 23 systems went through the accreditation review by the Accreditation Review Council (ARC). Consequently, the State Board has been receiving for their review and/or action throughout this 2020-2021 school year, those systems that were scheduled to receive an ARC accreditation recommendation in the 2019-2020 school year. The State Board has the opportunity to review the ARC's Accreditation Summary Report (Executive Summary) the month prior to acting on the ARC's recommendation.

Once the ARC reviews a system for the purpose of determining an accreditation recommendation, the system has the opportunity to either accept or appeal their recommendation. KSDE staff must receive notification from the system with their decision before the ARC's recommendation is forwarded to the State Board.

During October, the last seven systems scheduled for an accreditation recommendation were reviewed by the ARC. Of those seven, six were still pending their system response in November regarding the recommendation and going through an appeal process. Therefore, this month, these six systems are now being brought to the State Board for review. The systems and their accreditation recommendation are:

- USD 445 Coffeyville - **Accredited**
- Z0029 - 0882 St Paul Elementary - **Conditionally Accredited**
- Z0029 - 8400 Our Lady of Unity - **Conditionally Accredited**
- Z0029 - 9002 Cure of Ars - **Accredited**
- Z0029 - 9020 St Thomas Aquinas - **Accredited**
- Z0029 - 9893 John Paul II Elementary - **Accredited**

Their Executive Summaries are provided. Staff will be available to answer any questions.



# Accreditation Summary

**Date:** 11/20/2019

**System:** D0445 Coffeyville (0000)

**City:** Coffeyville

**Superintendent:** Craig Correll

**OVT Chair:** Holly Francis

## Executive Summary/AFI

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

### ARC Comment

While the system has had a few compliance issues within the last couple of years, all compliance requirements were met as verified by KSDE.

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

### ARC Comment

While the foundational areas were all addressed with the OVT, there were suggestions made to encourage future growth.

Tiered Framework of Supports: There was definite movement in the tiered system of supports during the cycle.

Stakeholder Engagement: The redesign process required community support for participation in the Redesign Project decision. The system should be commended for their continued outreach with the community.

Diversity and Equity: The system acknowledged that they have increase in their ESOL population and the unique situation that brings, such as including new curriculum and staff.

Civic and Social Engagement: The high school has increased its requirement for civic engagement as part of their graduation plan.

Physical and Mental Health: This an area where the district has excelled. They have partnerships with community health programs and mental health services to serve their students and families.

Arts and Cultural Appreciation: The system has increased the arts programs available to students.

Postsecondary and Career Exploration: The system has implemented job shadow programs and introductory CTE offerings at the middle levels.

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

### ARC Comment

This was a main focus of their redesign. While there was no measurable goal written for relationships, there was a plan to implement an SEL curriculum. Also, all staff was trained in trauma response and the system increased their social media presence.

A large portion of their OVT report was centered on the SEL changes made at Coffeyville; and while

that speaks volumes to the impact the system wants to have on its students, what was lacking was the actual evidence of the impact of the new curriculum. There seemed to be a lot going on within the system, but a lack of direct evidence to support the specific initiatives.

Although there is evidence that the system created new ways to incorporate parents and community, as the system moves into the next accreditation cycle the evidence should show that progress has been made by tracking data specific to the goals.

### Areas For Improvement

<b>Comment</b>	Goal 1 Relationships
<b>Rationale</b>	There is no measurable goal for relationships. While the system does give data indicating an increase in the number of followers on social media, there is no data to show how often communications is made through those accounts or an indication that meaningful relationships are being built or fostered as a result. While SEL curriculum was obviously a large focus of the system, and there was data to support improved student relationships and a decrease in behavior issues, there is a lack of evidence to support an overall relationship goal growth.
<b>Tasks</b>	Moving forward into the next accreditation cycle, you must have a measurable goal based on the review of the data from a comprehensive needs assessment. The strategies must be such that they are expected to impact student growth.
<b>Timeline</b>	05-28-2021
<b>System Response</b>	

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

### ARC Comment

While there was no measurable goal written for rigor, the system did seek to work on and update their curriculum. The system did give some data; however, that data was not in context to the updating of their curriculum or anything that would show a growth within this goal area. The system has placed a large amount of their energy and time on the area of SEL and implementing a SEL curriculum within every grade level. However, no evidence of how this is improving academics in their students across the curriculum is addressed.

### Areas For Improvement

<b>Comment</b>	Goal 2 Rigor
<b>Rationale</b>	The system stated that all priorities for the goal were accomplished, but there was no measurable goal for Rigor. The extension of CTE courses into middle school is a great step, but does not show an increase in rigor, but rather an increase in course options.
<b>Tasks</b>	Moving forward into the next accreditation cycle, you must have a measurable goal based on the review of the data from a comprehensive needs assessment. The strategies must be such that they are expected to impact student growth

**Timeline** 05-28-2021

**System Response**

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

**ARC Comment**

There is abundant evidence that the policies and regulations are there for the long-term. The system has hired new employees based on the needs shown throughout this process.

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

**ARC Comment**

The system placed a large amount of their time and energy on one (1) area of the board outcomes.

**Board Outcomes**

**Social-Emotional Growth**

There is an abundance of data and information to support growth in the SEL outcomes of students. Long term growth would be a goal for the system.

**Kindergarten Readiness**

The system readily admits that they give the ASQ yearly, but there was no data presented or explained that supported how they were using the data. The system does have a very robust early learning center which provides services from ages 0 through 5. The system seems to collect an adequate amount of data, but is missing how that data drives changes within this area.

**Individual Plans of Study**

Individual Plans of Study (IPS) exists for all students in grades 7-12, along with student led conferences in the spring in which the IPS plays a major role.

**High School Graduation Rate**

While they have an above projected effectiveness rate, their graduation rate is significantly below the state average with another drop in 2018. While the system did point to an increase in Hispanic populations and have created a class to help these students, there is no data to support that it will have a positive impact on the graduation rate for this population and overall student population. This growth in Hispanic population was mentioned as an issue going back to 2014.

**Postsecondary Success**

The system does show a five-year effectiveness rate of 41% which is significantly above their 95% confidence interval.

**Areas For Improvement**

**Comment**

High School Graduation Rate

**Rationale**

The system, when compared to the state average, has a lower high school graduation rate and a higher dropout rate. The system did talk about this being a result of a specific new student population;

however, it was also mentioned that this problem began in 2014. The system also mentioned creating new classes for this particular population but did not have data to support whether these new classes were having any impact.

Provide data for whether or not the new classes are working to increase graduation for this particular population. Also provide an analysis of your data trends in relation with graduation rates.

**Tasks**

Moving forward into the next accreditation cycle, provide an explanation of the data that shows the impacts your changes are having on the state board outcome areas. If data does not positively support your changes, then explain what the system plans to do to address this and what changes will be implemented. Show how the system uses data to support all decision making.

**Timeline**

05-28-2021

**System Response**

Our Kansas Education Commissioner, and Coffeyville graduate, has established a new definition for education in our state, including a new vision, mission, motto and outcomes for measuring progress.

Vision

Kansas leads the world in the success of each student.

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.

Motto

Kansans Can

Outcomes for Measuring Progress

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

This new vision of education in Kansas and, particularly Coffeyville, raises expectations for our students, staff and the community as a whole. Coffeyville Public Schools does not exist in a vacuum and depends on the support of the community. This is a very exciting time in education as we move away from the dependence of high-stakes testing and begin to focus on other measures that we know produce the skills and traits we want from our graduates. The Outcomes for Measuring Progress will only be attainable with the support of every resource we have as a community; school district staff, parents, college and local businesses. Together, we can make Coffeyville's public-school system the best school system in the state.

Dr. Craig A. Correll Superintendent – Coffeyville Public Schools

The Voices Represented

The plan that follows represents input from students, patrons, parents, employees and members of the Coffeyville Board of Education. A debt of gratitude is particularly owed to the following volunteers and staff members who provided invaluable input and participation during the strategic planning process:

Megan Abbott, Teacher  
Rejeanne Alomenu, Administrator  
Jennifer Bright, Administrator  
Danielle Bromley, Community Member  
Sharon Caulkins, Community Member  
Tony Celeste, Police Chief  
Monte Coffman, Business Leader  
Lynn Cordray, Instructional Coach  
Steve Cornell, Business Leader  
Craig Correll, Administrator  
Tandi Cox, Student  
Janie DeVore-Gillis, Community Member  
Don Edwards, City Commissioner  
James Elliott, Administrator  
Mike Ewy, Business Leader  
Jim Falkner, Mayor  
Joe Fons, Business Leader  
Bruce Fouts, Community Member  
Mona Gail, Community Member  
Amy Garcia, Teacher  
Denise Gates, Board Member  
James Grimmett, Fire Chief  
Jordan Gullick, Community Member  
Karen Hall, Teacher  
Jerry Hamm, Board Member  
Darrel Harbaugh, Board Member  
Emma Herkelman, Student  
Brad Hershey, Student  
Kasey Hoggatt, Community Member  
Larson Hoggatt, Community Member  
Zach Holman, Student  
Kristen Horner, Community Member  
Kenzie Horner, Student  
Courtney Howard, Teacher  
Sarah Hoy, Community Member  
Yvonne Hull, Community Member  
LaKeisha Johnson, Community Member  
Marcus Kastler, City Commissioner  
Jared Kirkpatrick, Teacher  
Trudie Kritz, Board Member  
Julie Laverack, Community Member  
Jimmy Littleford, Administrator  
Samantha Maritt, Teacher  
Justin Martin, City Commissioner  
Magan Martin, Board Member  
Katie McFarland, Teacher  
Larry McGinnis, Board Member  
Stacia Meek, Chamber Director  
Marcy Mitchell, Teacher

Jeff Morris, Community Member  
Robert Morton, Administrator  
Christy Mund, Community Member  
Amy Murdock, Teacher  
Andre'a Newton, Student  
Jeff Pegues, Administrator  
Cindy Price, Community Member  
David Rains, City Rec Director  
Mitchell Reitz, Student  
Rob Robson, Board Member  
Bob Roesky, Board Member  
Ashley Roper, Teacher  
Misty Russell, Administrator  
Ray Rutherford, Teacher  
Larry Semmel, Community Member  
Cathy Shald, Community Member  
Megan Shook, Teacher  
Melanie Sortore,

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

**ARC Comment**

The system should be commended on the number of stakeholders that they have involved in the process of school improvement.

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

**ARC Comment**

The Outside Visitation Team (OVT) team commented that the system was responsive to the OVT.

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

**ARC Comment**

The system followed the KESA process while also being a Kansas Redesign Project System. Although measurable goals were not stipulated, the system did implement programs for their goal areas.

## ARC Recommendation

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

**Justification**

While USD 445 has areas that are well above expectations and they should be commended for them, especially their SEL and trauma-responsive programs, there remain areas of accreditation that were not addressed, possibly due to the strong emphasis on SEL. Measurable goals for both goal areas were not provided. There was data missing that supported the impact of the changes made, including data to support other state board outcomes. The data supplied

by the system was not accompanied by a narrative to demonstrate that the system was using that data to contemplate changes as they moved through the accreditation cycle. With no data analysis provided, it was unclear if the changes made were having positive or negative impact on student learning, relationships or rigor within the district. Additionally, there was no evidence of the impact of an additional class for Hispanic students had in improving student achievement for this population or how the course was helping in increasing the overall graduation rate.

Data to support the relationship goal that addresses more than the number of social media followers could not be found. It is not clear how the system is reaching out to families that are not on social media or to families of the ESOL population that data shows have increased in the past few years.

Data showing that rigor has increased within the classrooms, data from MAP, state assessments, or other testing that shows growth could not be found. It is not apparent how the data on the state assessments and ACT are supporting an increase in Rigor in both curriculum and teaching strategies. Although suggestions by the visiting team were made to address rigor, there is no evidence that the system reflected on those suggestions to take a deeper look on how to improve in this area.

## **Strengths**

The SEL programs and curriculum that they have put into place are strength of the system. Additionally, stakeholder engagement is a strength.

## **Challenges**

The system needs to take a more holistic approach to accreditation. While SEL is one state board outcome, it is only 1 of 5. The system reports show that other outcomes will need more focus moving forward alongside measurable goals. Addressing academic success and graduation rates in their Hispanic population appears to be a challenge. The system will need to look at strategies beyond just a class creation.

## **System Appeal**

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

### **Appeal Summary**

In order to fully justify to the ARC the reasons we feel an appeal is appropriate, it has been necessary to include much of the information we previously provided, albeit in one document. It may appear to overlap and repeat, however this is a result of being asked by KSDE to begin at Year 3 in KESA while in the middle of our own District Strategic Plan and in the beginning phase of School Redesign. Coffeyville has been a leader in Kindergarten Readiness and Social Emotional Learning, and we have also made tremendous gains in our Effective Rate due to work in IPS/Employability and Civic Engagement. We averaged three districts a week coming to visit us last year, many coming back multiple times. We do not measure success based on a single test score or any other single form of measurement, but how our students, schools and district are performing in multiple areas.

We have chosen to justify our appeal in a separate main document along with supplemental artifacts.  
ELC Children's Cabinet Report

The 2019-2020 report that contains all required measures for the longitudinal study done in conjunction with WSU. This report is completed annually and is a great measurement tool to support the impact of early childhood education on kindergarten readiness. This document would not upload in the authenticated apps. This will be emailed to Jeannette Nobo and Mischel Miller.

## **Appeal Team's Response and Recommendation**

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The information provided by USD 445 in the form of their completed strategic plan alongside their appeal documents, provided enough additional information to the Appeal review team. The team is confident in their decision to change the accreditation recommendation from Conditionally Accredited to a recommendation of Accredited.



# Coffeyville USD 445

615 Ellis, Coffeyville, KS 67337-3427  
(620) 252-6400  
www.cvilleschools.com

District Accreditation Status: **Accredited**  
ESSA Annual Meaningful Differentiation: **Approaching**  
Grades: **PK-12,NG**  
Superintendent: **Craig Correll**

## Demographics



1,813 Students

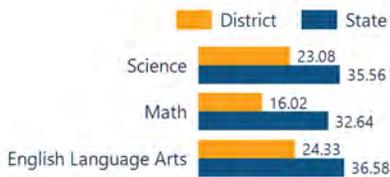
- African American 8.05 %
- Hispanic 20.57 %
- Other 21.24 %
- White 50.14 %

## District Kansans Can Star Recognition

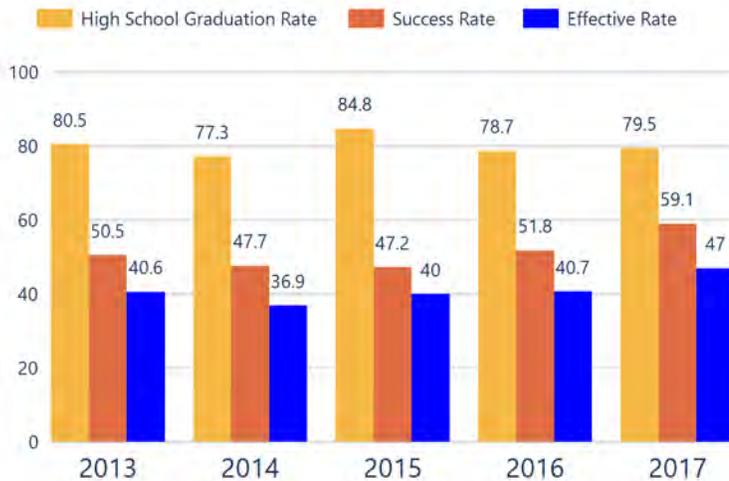
	Gold	Silver	Bronze	Copper
Academically Prepared for Postsecondary Success				
Graduation Rate				
Postsecondary Success				

## 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  
**80%**

Five-Year Success Avg  
**51%**

Five-Year Effective Avg  
**41%**

95% Confidence Interval for the Predicted Effectiveness Rate  
**32.4 - 36.4%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2012-2016).

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

### GRADUATION RATE

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

### ATTENDANCE RATE

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

### CHRONIC ABSENTEEISM

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

### DROPOUT RATE

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

State: **81.4%** District ESSA Expenditures Per Pupil 87.5

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

**\$12,317**

State: **94.4%** 94.5

State: **\$11,415**

State: **15.3%** 13.9

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

State: **2.1%** 1.4



### District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science.

#### ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	28.83	31.33	38.52	36.87	37.22	38.26	41.49	42.40	44.02
Level 2	44.41	38.87	33.60	42.23	36.42	34.18	42.47	33.25	32.88
Level 3	19.33	22.92	18.30	16.55	20.84	22.70	13.97	21.03	20.10
Level 4	4.64	4.20	6.28	4.33	5.49	4.84	2.05	3.30	2.98

#### FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	32.47	35.14	43.38	41.14	42.14	42.02	45.03	46.41	48.46
Level 2	46.58	40.00	31.98	41.94	36.85	36.95	42.78	34.69	32.69
Level 3	15.09	19.85	16.91	14.03	17.46	17.39	10.73	17.58	16.92
Level 4	2.70	2.00	4.04	2.87	3.52	3.62	1.44	1.30	1.92

#### STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	61.32	66.03	60.00	74.56	68.18	72.72	77.14	79.24	65.85
Level 2	28.30	22.64	27.50	19.29	26.36	22.72	20.95	16.03	21.95
Level 3	4.71	4.71	5.00	4.38	4.54	4.54	1.90	4.71	12.19
Level 4	0.94	1.88	2.50	1.75	0.90	0.00	0.00	0.00	0.00

#### AFRICAN-AMERICAN STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	50.64	44.73	55.00	53.33	53.33	56.52	63.29	62.50	62.96
Level 2	37.66	47.36	35.00	41.66	38.33	39.13	32.91	32.50	33.33
Level 3	9.09	5.26	5.00	3.33	8.33	4.34	3.79	3.75	3.70
Level 4	0.00	0.00	0.00	1.66	0.00	0.00	0.00	1.25	0.00

#### HISPANIC STUDENTS

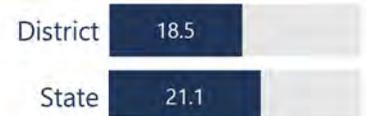
	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	28.48	36.70	40.67	38.69	42.85	53.73	48.73	54.64	47.36
Level 2	45.56	37.97	37.28	41.07	34.78	26.86	40.10	27.32	30.26
Level 3	18.35	19.62	13.55	18.45	19.25	13.43	11.16	16.39	19.73
Level 4	5.06	1.89	5.08	1.78	3.10	5.97	0.00	1.63	2.63

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

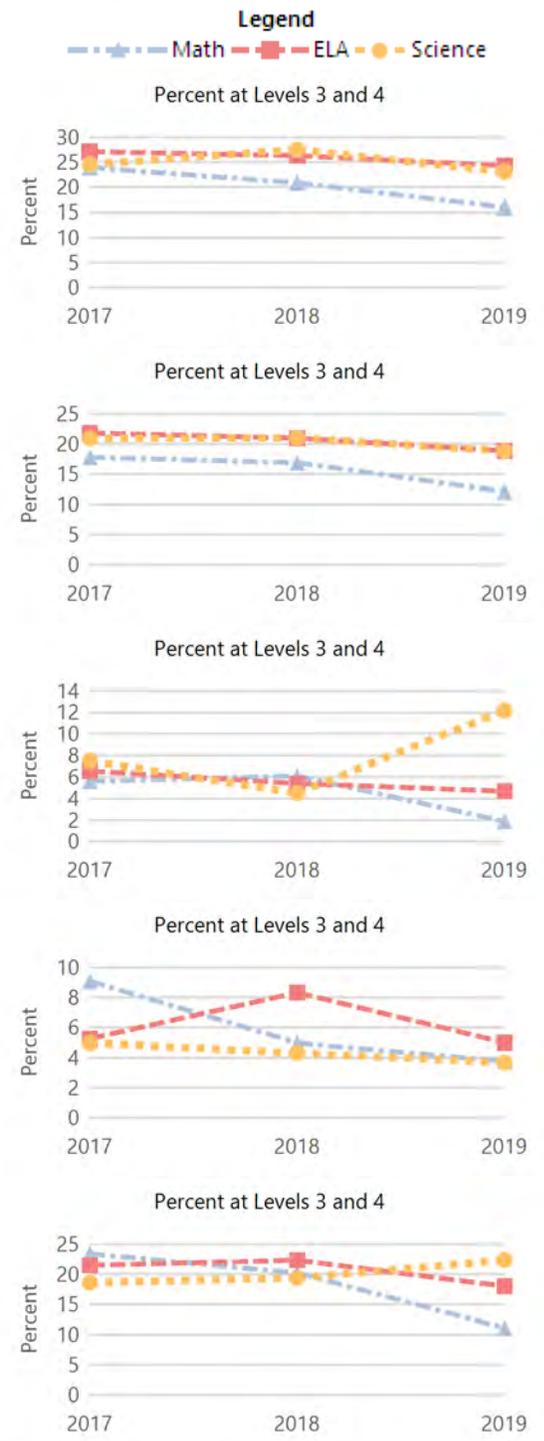
### ACT Performance (2019 School Year)

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 2019 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



# Accreditation Summary

**Date:** 10/11/2020

**System:** Z0029 Kansas City Catholic Diocese – St. Paul Elem (0882)

**City:** Kansas City

**Principal:** Ann Connors

**Superintendent:** Vincent Cascone

**OVT Chair:** Nancy Bolz

## Executive Summary/AFI

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

### ARC Comment

All compliance requirements were met as verified by KSDE.

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

### ARC Comment

This private system, in addition to KESA, has concurrently undergone a regional accreditation process through Cognia. As such, they are utilizing the continuous improvement process as put forth through Cognia to meet all KESA requirements. Cognia systems complete a yearly "Every Year Every Institution" (EIEY) Report to address areas specific to KESA. A review of both the Cognia School Accreditation Evaluation Review and the EIEY reports have led to this Executive Summary.

Tiered Framework of Supports – The Cognia report listed this at an implementing level. Implementing refers to the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Although the system appears to be at an implementation level, there was no evidence of a plan or implementation of a tiered framework of support.

Stakeholder Engagement – The Cognia report listed this at an implementing level. Implementing refers to the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Some examples of stakeholder engagement listed were meetings with the pastor, principal, and school board weekly to discuss student enrollment and professional development (PD). According to stakeholder interviews, communication with stakeholders had improved.

Diversity and Equity – The population of this system is 51% White, 43% Hispanic and 2% African American and 4% other. The information from their walkthrough document called the ELEOT showed a rating of 2.99 out of a possible 4 in the area of Equitable Learning Environment. The area reflecting on "Learners have equal access to classroom discussion, activities, resources, technology, and support was one of two of the highest rating in that section. The other highest rating was in "Learners are treated in a fair, clear and consistent manner".

Communication and Basic Skills – Although there was a drop in the state assessment for levels 3 and 4 from 2017; data shows that in 2018 and 2019 the numbers have remained the same. The Cognia Learning Capacity Standards results indicate academics as an area in which they are improving.

Civic and Social Engagement – VBF, youth ministry, CYO, Mathletics, service club, boy scouts, STUCCO were all considered participation in civic engagement.

Physical and Mental Health – The system has implemented the Second Step program in grades PK-8<sup>th</sup> grade and are using their data to show growth in this area.

Postsecondary and Career Preparation – The system provides information around the area of career through their Christian values. They are developing a plan to help students discern their vocations.

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

### ARC Comment

Goal was to Create a communication plan for strengthened programming and practices. Communication to all stakeholders has improved over the last year. A communication plan is in place that allows for regular and consistent communication through email and an application called Bloomz.

### Areas For Improvement

<b>Comment</b>	The goals written need to be measurable.
<b>Rationale</b>	In order to determine growth the goal needs to be measurable. Goals should be such that will have an impact on student learning as well as help to move the data related to your building and state board outcomes.
<b>Tasks</b>	As you move to your next accreditation cycle be sure that your goals are based on your needs assessment information and that they will impact not only student learning but that they will also serve to impact state board outcomes.
<b>Timeline</b>	05-31-2021
<b>System Response</b>	<p>I arrived at St. Paul for the 2018-2019 school year and I was the third administrator in three years. Additionally, a new building was under construction and the school was packed up (by the teachers and staff) during the first semester. Everything was moved over Christmas break and teacher unpacked and were ready for students in the new building second semester. With all of these transitions at the same time our needs assessment showed stakeholders did not feel like they were sufficiently informed.</p> <p>Because of the information we received from our stakeholders regarding communication we developed a communication plan. This plan clearly explained the two platforms we would use to communicate; email through Educonnect and Bloomz. Parents were provided with directions to access Bloomz, both school wide and for individual classrooms. Emails were also checked for accuracy. The goal for regular and consistent communication included information from the school office via monthly newsletters and weekly post on Bloomz with updated information for upcoming events. Teachers also made multiple posts weekly on Bloomz to share information with families regarding academics expectations, assignments and upcoming events.</p> <p>This goal is measurable as we are able to track the number of Bloomz post via a reporting system within the app. We have our baseline data and will be able to track the data year to year. Monthly newsletters are also measurable via Educonnect, our student information system.</p>

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

**ARC Comment**

This goal was written around rigor. Specific goal in this area was listed as: Develop and implement a clearly defined process and procedure for collecting, analyzing and applying knowledge from all data sources to be used consistently by all classroom and support staff to identify the unique learning needs of all students at all levels. Ultimately the goal was to use data from assessments to make academic decisions that would best support individual student needs.

Based on the Cognia report, teachers are looking at data in some form, but very little evidence exists as to how it is monitored and adjusted for quality and fidelity for the purpose of instructional practices.

**Areas For Improvement**

<b>Comment</b>	Identification of measurable goals
<b>Rationale</b>	Progress on goal attainment is not possible if goals are not specific and measurable.
<b>Tasks</b>	As you move to your next accreditation cycle be sure that your goals are based on your needs assessment information. Identify the gaps that you want to address and develop strategies that will help create a change in not only student improvement and success but also impact state board outcomes.
<b>Timeline</b>	05-31-2021
<b>System Response</b>	The goal for our school in this area is to develop a consistent process for first, identifying the needs of students (academically/socially/behaviorally) based on data and then supporting those found needs with interventions that are proven effective. At the time of our last accreditation visit, there was no plan for targeted student intervention in place, and very little quantifiable data was being looked at. Since that time, our school has implemented the use of the MAP assessment as well as DIBELS to provide data that is measurable from year to year. We are providing opportunities for professional development to further our knowledge of these assessments and how to best use the data they provide to benefit our students. Our school is working to strengthen our SIT team in order to support students in a way that is organized, consistent and data (MAP, DIBELS) driven. We have secured funding to add a full time resource teacher to help support the needs of our struggling learners as well as to provide guidance on implementing interventions within the general education setting. All of these tangible steps will help us to guide our instructional practices in order to most effectively serve our student population.

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**

A strategic plan is in place through 2025 providing a framework for meeting goals of student success. The system was identified at the level of impact in terms of their operational process and procedures. They also were identified at the level of impact in terms of how the governing body adheres to a code of ethics and functions within the defined roles and responsibilities.

As a system within the Kansas City Archdiocese there are clear policies and procedures in place to guide the system.

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

### ARC Comment

The systems indicated that work was being done towards each board outcome but data was not provided.

### Board Outcomes

**Social-Emotional Growth** This system moved from researching social emotional/character building curriculum to implementing the Second Step program. This is only the second year of the program so no data was available to indicate growth or progress. However, anecdotal information indicated that progress was being made. The system also has the virtuous behavior plans as part of social-emotional growth.

**Kindergarten Readiness** The building has implemented ASQ. The system indicates that the data is being used to be proactive in meeting student needs.

**Individual Plans of Study** The system does not have a formal IPS process in place. It is currently developing a plan to help students discern their vocations but there is no indication that this plan will be a formalized IPS process for 8th graders.

**High School Graduation Rate** As a K-8 system, graduation data is not available; however, the system can report on predictive data that might indicate the preparedness of the students for high school, such as attendance and chronic absenteeism.

**Postsecondary Success** As a K-8 system, postsecondary success rate data is not calculated by KSDE for the building. Much like the high school graduation information, alternative and predictive data can be used to reply to this area of performance.

### Areas For Improvement

**Comment** Individual Plans of Study

**Rationale** The evidence indicates that the system does not currently have individual plans of study implemented for eighth-grade students as required by statute.

Notes: The plans can be done in lower grades, but must be done for eighth-grade. As a religious school, this process might look different than in a public system, but it needs to be addressed.

**Tasks** As the system moves forward the system will need to implement the use of IPS with their students. A process for completing and maintaining individual plans of study for all students in the eighth-grade must be implemented.

**Timeline** 05-31-2021

**System Response**

As a Catholic school our career education begins with vocation discernment. Middle school students have an extensive unit of study regarding vocations, looking at their personal gifts and talents and discerning what God is calling them to be/do with their life. Within this unit is a personality/temperament survey which is completed by all students. The results are discussed broadly in class and more specifically with individual students. The eighth graders write goals at the beginning of the year including their educational and vocational goals for after graduation from eighth grade. These goals are discussed with the teacher on a regular basis helping the student determine their progression and/or attainment of the goal. We have also hired a counselor to work with students regarding vocation discernment. She meets with the entire class and is available to meet with individual students.

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

**ARC Comment**

Stakeholder communication was indicated as an area in which the school has improved. The school has been in transition for the last several years and yet they have been able to maintain good communication with their stakeholders.

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

**ARC Comment**

The system followed the improvement plan processes as established by Cognia. All additional information required by KSDE for KESA was provided in a timely manner.

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

**ARC Comment**

The system has addressed some required areas of the KESA process. This private system, in addition to KESA, has concurrently undergone a regional accreditation process through Cognia. As such, they are utilizing the continuous improvement process as put forth through Cognia to meet all KESA requirements.

## ARC Recommendation

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

**Justification**

The system has not met all of the KESA requirements as identified by the state of Kansas. There was no evidence of an IPS as required by statute. The utilization of data in decision making is not evident and as such goals established are not measurable. Formal processes for monitoring data and student success do not appear to be in place. Local data for social emotional growth is also not evident.

## Strengths

Commitment of the parents and school staff is an area of strength for this system. Additionally, the reports indicated that there was a strong supporting learning environment.

## Challenges

There is a strong need for teachers to be trained and provided the necessary supports around how to gather, analyze and use data that will lead to the demonstration of student learning and improvement. Additionally, implementation of an IPS for the purpose of providing educational future and career planning.

## System Appeal

---

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

### Appeal Summary

The appeal of this recommendation from the ARC is based on several factors. The school has gone through multiple transitions including three principals in three years and the physical move of the school where teachers packed, unpacked, moved furniture and set up for second semester. There was no information regarding the accreditation cycle for the years prior to me becoming principal and so a needs assessment was completed in the spring of year four. With the needs assessment we were at the planning stage for many things including communication and data collection and analysis. Goal 1 (Relationships) is measurable as we can track the communication via a report in Bloomz and the history of Educonnect. Goal 2 (Relevance) was also written as a planning goal to which we can measure our progress with the purchase of data collection tools (MAPs, DIBELS), professional development and hiring a resource teacher. The Individual Plan of Study is completed through a vocation discernment class which includes a personality/temperament survey for students to complete. This process also includes individual and group discussions with the classroom teacher as well as the counselor.

I would ask the ARC to consider this information and the summaries above along with the findings of Cognia to support full accreditation for St. Paul Catholic School.

## Appeal Team Response

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The goals established by the system (school) needs to be measurable. The relationship (communications) goal can be demonstrated through parent satisfaction surveys given through the cycle or any surveys conducted by Cognia demonstrating positive perceptions of the school. The fact that there was a capitol project could be part of that impact especially enrollment growth and the changes that have occurred in the building. This goal goes beyond just parent and student satisfaction. It should also demonstrate relationships the system has with the community, business, partners, or feeder schools.

Measurable goals should document support of the interventions put into place. The data should demonstrate the impact of the interventions used during the cycle. The ARC recognizes that because of the high turnover of administration and the expansion of staff there were disruptions in the process. However, if the system has a plan that identifies the interventions use and the collection of data, impact can be shown.

St. Paul is a K-8 school. The IPS is a KESA requirement for 8th graders. There seems to be components within the curriculum that does support IPS activities. The system should look at the four components of the criterion for what should be an ISP and develop a process to integrate these into 8th grade requirements as a formal process.

It does not seem that the AFIs were specifically addressed by the system. The system did not indicate how they would move towards measurable goals. They also fail to demonstrate how they would use data to determine the impact of their goals. The implementation of IPS at the 8th grade was also not address.

## **Appeal Team Recommendation**

---

The Appeal Team recommends a status of **Conditionally Accredited** for this system based on its review of the evidence submitted by the system for its appeal.



**St. Paul Elementary -**  
**Kansas City Catholic Diocese - Z0029**

21650 W 115th Terrace, Olathe, KS 66061-5783  
 (913) 764-0619  
 www.spcatholic.org/school  
 Principal: **Ann Connor**

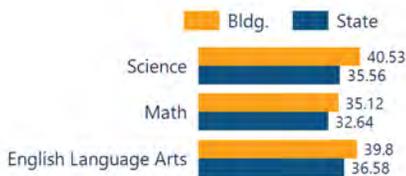
District Accreditation Status: **Accredited**  
 ESSA Annual Meaningful Differentiation:  
 Grades: **PK-8**  
 Superintendent: **Vincent Cascone**

**Demographics**

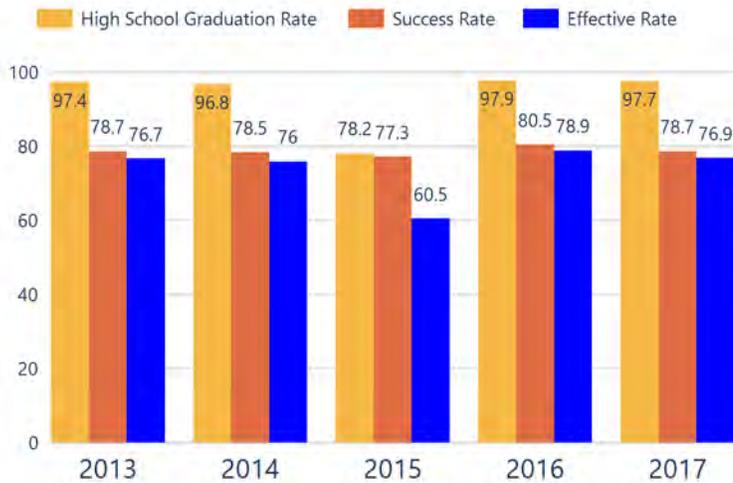


**Academically Prepared for Postsecondary Success**

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



**District Postsecondary Effectiveness**



**District Kansans Can Star Recognition**

	Gold	Silver	Bronze	Copper
Academically Prepared for Postsecondary Success			★	
Graduation Rate	★			
Postsecondary Success	★			

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

Five-Year Graduation Avg **94%**

Five-Year Success Avg **79%**

Five-Year Effective Avg **74%**

95% Confidence Interval for the Predicted Effectiveness Rate **62.5 - 66.8%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2012-2016).

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

**GRADUATION RATE**

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

**ATTENDANCE RATE**

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

**CHRONIC ABSENTEEISM**

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

**DROPOUT RATE**

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

N/A	State: 87.5	<b>School ESSA Expenditures Per Pupil</b>	N/A
95.6%	State: 94.5	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.	State: \$11,415
10.7%	State: 13.9	<a href="#">Click here for State Financial Accountability.</a>	
N/A	State: 1.4		



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.

ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	5.61	14.60	14.28	19.38	23.52	22.85	21.62	23.14	29.72
Level 2	30.33	23.59	28.57	36.73	33.33	42.85	43.24	37.03	29.72
Level 3	41.57	32.58	28.57	35.71	30.39	25.71	26.12	32.40	35.13
Level 4	22.47	29.21	28.57	8.16	12.74	8.57	9.00	7.40	5.40

FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	7.40	29.62	N/A	29.03	32.35	N/A	30.30	36.66	N/A
Level 2	44.44	29.62	N/A	48.38	47.05	N/A	48.48	40.00	N/A
Level 3	37.03	18.51	N/A	22.58	20.58	N/A	18.18	23.33	N/A
Level 4	11.11	22.22	N/A	0.00	0.00	N/A	3.03	0.00	N/A

STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	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

	2016-17			2017-18			2018-19		
	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

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	6.25	25.00	N/A	28.57	33.33	45.45	30.00	34.04	37.50
Level 2	40.62	21.87	N/A	45.23	33.33	45.45	48.00	38.29	37.50
Level 3	34.37	34.37	N/A	23.80	30.95	0.00	18.00	27.65	25.00
Level 4	18.75	18.75	N/A	2.38	2.38	9.09	4.00	0.00	0.00

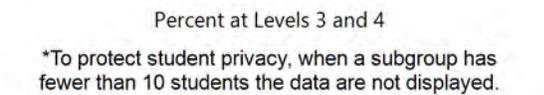
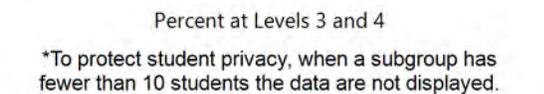
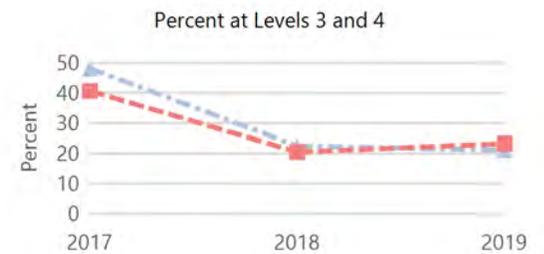
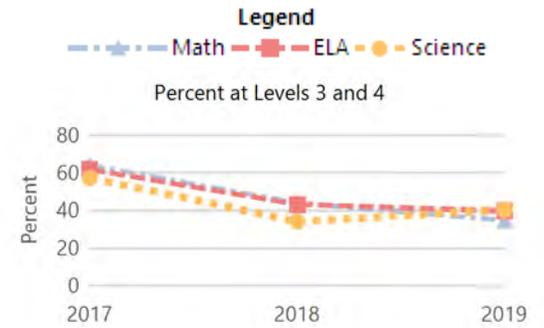
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

ACT Performance (2019 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 2019 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

Academically Prepared for Postsecondary Success



Building

State 21.1

# Accreditation Summary

**Date:** 10/11/2020

**System:** Z0029 Kansas City Catholic Diocese – Our Lady of Unity (8400)

**City:** Kansas City

**Principal:** Cally Dahlstrom

**Superintendent:** Vincent Cascone

**OVT Chair:** Nancy Bolz

## Executive Summary/AFI

---

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

### ARC Comment

All compliance requirements were met as verified by KSDE.

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

### ARC Comment

Tiered Framework of Supports – The system is implementing a tiered framework of support; and their tiered groups are created with the use of DIBELS, Map and teacher input. Students in ties II & III receive support from the resource teacher.

Stakeholder Engagement – There was evidence of a large engagement with community, parents, and teachers. The community created a library for the school that they stocked, staffed, and continue to build. This effort has helped students with their reading skills and efforts.

Diversity and Equity – This is a system with a very high Hispanic population and very little other type of diversity. Currently, student population is 94.12 Hispanic and 5.12 white. According to the results of the ELEOT walkthroughs (4-point scale) for the Equitable Learning Environment, learners are treated in a fair, clear and consistent manner. This area received a 3.5 rating. The second highest rating was on learners having equal access to classroom discussions, activities, resources, technology and supports (3.11).

Communication and Basic Skills – According to the documentation there appears to be evidence of continuous communication and basic skills implementation.

Civic and Social Engagement – The system documentation shows this area as "Implementing". The documentation provided evidence of students participating in service learning projects. These projects are conducted multiple times in a year in the local community. Additionally, students are involved in programs such as chess club and 8th grade Leadership. Evidence of success provided was that over 90% of students participate. This has increased from last year.

Physical and Mental Health – The system documentation shows this area as "improving". The area of social emotional learning is in its beginning stages. The system is working on plans and implementation. The system indicated that their school's purpose is embodied through the care given to the whole child's wellbeing. They focus on the spiritual, academic, social, physical, and emotional needs of each child. This is looked at an individual level to ensure that all students achieve success.

Arts and Cultural Appreciation - The school celebrates its culture as well as provides K- 8 social studies instruction.

Postsecondary and Career Preparation – Data as a Diocese indicates a high graduation rate about 95% however, success and effect rates are in the mid to upper 70. This data is information related to 8th grade graduation. Additionally, Cognia standards do show the system at the improving level with regard to the provision of programs and services for learners' educational futures and career planning.

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

**ARC Comment**

No specific goals were identified in the documentation. However, although Relevance was their goal area, it was apparent that what they focused mostly on was "Relationships". They stated that goal as: All students will engage with staff, students, families and communities by participating in community events. The strategies they used in this area was: Adding information to the school bulletin, family involvement nights, requirement of participation in parent teacher conferences. No progress data around this goal was provided.

**Areas For Improvement**

<b>Comment</b>	Development of measurable goals
<b>Rationale</b>	The system does not appear to have a continuous process in place that includes measurable results for improving student learning. A process to assess program effectiveness and its impact on student learning is lacking.
<b>Tasks</b>	During your next cycle develop an improvement plan that contains measurable goals based on your needs assessment, with interventions/strategies that can be monitored for effectiveness of implementation and student improvement.
<b>Timeline</b>	05-01-2021
<b>System Response</b>	<p>Instructional staff together with the resource team evaluate and interpret data collected from Acadance (DIBELS), MAP tests, Kansas Assessment 3-8 and progress monitoring to insure the exponential growth of all students school-wide. Classroom teachers use a variety of formative and summative assessments to guide their instructional strategies and differentiate instruction to meet the needs of all students.</p> <p>Learners are given the opportunity to monitor their progress by comparing formative and summative assessment results on a regular basis.</p> <p>When students are not meeting their individual learning goals, the resource team is consulted for a potential implementation of the SIT process.</p> <p>Teachers use student data regularly to monitor progress. Student data is collected using a variety of methods: DIBELS, MAP, KS assessments, KELPA, and progress monitoring. The teachers also use pre assessment, formative assessments, and summative assessments to track mastery of the day to day curriculum. Individual student goals are targeted through MTSS. Learning strategies and interventions are utilized to achieve individual student goals.</p>

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

**ARC Comment**

Goal Statement 1 : All students will improve reading comprehension. Basic Strategies: Wonder reading series; State assessments; DIBELS; Reading A-Z; curriculum Mapping; Classroom Data; MTSS and ongoing professional development.

Goal Statement 2: All students will improve math skills and accuracy.

Students math scores didn't show evidence of improvement. Math, ELA, and Science show many students in level 3 & 4 with over 90% of students in these categories.

The Cognia report indicated additional positions were created to improve math and social emotional learning.

No evidence was provided to show understanding of data or that data was being used for implementation of improvement.

**Areas For Improvement**

<b>Comment</b>	Development of measurable goals
<b>Rationale</b>	The system does not appear to have a continuous process in place that includes measurable results for improving student learning. A process to assess program effectiveness and its impact on student learning is lacking.
<b>Tasks</b>	During your next cycle develop an improvement plan that contains measurable goals based on your needs assessment, with interventions/strategies that can be monitored for effectiveness of implementation and student improvement.
<b>Timeline</b>	05-01-2021
<b>System Response</b>	<p>Teachers use data to create improvement goals for all students. This process begins each fall when students take Dibels and MAP assessments. Once the assessment processes are completed teachers work with the resource teacher in evaluating student goals. Students are then placed into MTSS groups based on their instructional needs. Teachers work with tiered groups for a minimum of 30 minutes per day in both reading and math. Students in tier 2 and 3 receive additional support in the resource room with the resourceteacher.</p> <p>Each goal is reviewed at both benchmark (for tiers 2 and 3) bi-weekly or three times per year (for tier 1). Students in tiers 2 and 3 are able to see their growth on a more frequent basis helping students to close the gap. If a student in tier 1 begins to regress or students in tiers 2 and 3 begin to improve students are placed in flexible groups and may be moved to other tiers based on their achievements of goals.</p> <p>Students in tier 2 and 3 participate in research-based programs. Many of the students use SPIRE for reading support and Xtra Math or Mathletics to build student knowledge.</p>

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

**ARC Comment**

The Cognia report stated that the institution was improving in the demonstration of strategic resource management that included long-range planning and use of resources in support of the institution 's purpose and direction. The system does show that there are policies in place to ensure the support of the system's effectiveness as well as an adherence to a code of ethics and functions within defined roles and responsibilities.

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**

Overall the system is working on the state board outcomes. Since this is a K-8 system the high school graduation rate and postsecondary success areas are a challenge to address directly.

**Board Outcomes**

**Social-Emotional Growth**

The system is working on plans and implementation. The system indicated that their school's purpose is embodied through the care given to the whole child's wellbeing. They focus on the spiritual, academic, social, physical, and emotional needs of each child. This is looked at an individual level to ensure that all students achieve success. The school's counselor was reported as playing an active role in the lives of all their students. It was reported that she visits with students individually, in small groups, and as a class. She supports the social emotional well-being of students and aids teachers with classroom lessons. No data was given in this area.

**Kindergarten Readiness**

The building has implemented ASQ. It is collected in the first few weeks of school. The system provides a two-day kindergarten readiness camp prior to the kindergarten year. The camp is provided with the use of volunteers and guidance from the teacher. The building has implemented ASQ. It is collected in the first few weeks of school. Results are used to inform the kindergarten teacher of student's strengths and weaknesses.

**Individual Plans of Study**

The school is in the beginning stages of IPS planning. Currently 8th grade teachers and counselor discuss options and have students do individual studies. The counselor meets with eight-grade students to assist them in their high school entrance protocols and guide them in career planning. No formal process is in place.

**High School Graduation Rate**

As a K-8 system, graduation data is not available; however, the system can report on predictive data that might indicate the preparedness of the students for high school, such as attendance and chronic absenteeism. The system can look at the enrollment of their former students in higher level courses in high school.

**Postsecondary Success**

As a K-8 system, postsecondary success rate data is not calculated by KSDE for the building.

## Areas For Improvement

<b>Comment</b>	Individual Plans of Study (IPS)
<b>Rationale</b>	Although the system has some beginning pieces of career planning for students, there is not a formal process in place for the IPS.
<b>Tasks</b>	Develop a formal process for the implementation of an individual plan of study.
<b>Timeline</b>	05-01-2021
<b>System Response</b>	Our school counselor works closely with our seventh and eighth grade students to assist them with selecting, visiting, applying and transitioning to high school. These meetings are conducted one on one with the student. Our counselor works with the student to complete enrollment forms, scholarship applications and financial aid forms.

Students in seventh and eighth grade participate in career exploration activities. The counselor works with students using interest indicator surveys to determine which careers students may be interested in. Students then research the top three careers to learn about educational requirements or other training needed to be successful in the careers of their choosing.

We work closely with Bishop Ward (90% of our students transition to Bishop Ward) in providing our 7th and 8th grade students opportunities to visit and learn more about Bishop Ward. The principal, student/parent liaison, and the principal interview and welcome the students every fall to participate in activities at Bishop Ward. Throughout the year, students have the opportunity to attend social events and academic activities to assist with their transitions.

All students in eighth grade are required to take the High School Placement Test (HSPT). Bishop Ward offers free classes to help students prepare for their assessment. The HSPT is also offered at Bishop Ward to provide ease for the students and families.

Bishop Ward works with our families by providing a translator for all families who need assistance.

All students (K-8) also participated in vocational visits with Sr. Ellen (religious life) and priests to help them understand the discernment process with listening for God's calling.

Annually fifth grade students participate in a daylong exploration workshop for vocations. Students learn about religious callings as well as other vocations in our Catholic Faith.

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

**ARC Comment**

The system has been adopted by another diocesan school and community in order to provide volunteers to the system. This has been described as a “wonderful community partnership”. An area in which they are starting to work is in the collection and analysis of feedback data from multiple stakeholder groups to inform decision-making that would result in further improvement.

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

**ARC Comment**

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

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

**ARC Comment**

This private system, in addition to KESA, has concurrently undergone a regional accreditation process through Cognia. As such, they are utilizing the continuous improvement process as put forth through Cognia to meet all KESA requirements. Cognia systems complete a yearly “Every Year Every Institution” (EIEY) Report to address areas specific to KESA. This system has adhered to those reporting processes.

## ARC Recommendation

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

**Justification**

The system does not have a formalized process for an IPS. Additionally, the system does not appear to have focused and measurable goals that contain a process to monitor and assess the improvement of its plan and its effectiveness on student learning and growth. Additionally, professional learning supports and structures are not in place to support continuous improvement. Local data for social emotional growth is also not evident.

**Strengths**

This system has nine full time teachers with master’s degrees. The system has a strong sense of community and students feel supported by their teachers. The system has worked hard to develop positive relationships.

**Challenges**

Limited resources which in turn creates the challenge of a lack of digital resources within the system to support student learning. Additionally, the Cognia team indicate that this system lacked a formal plan for professional development that included what learning needed to take place and how the learning was to be shared with others.

## System Appeal

---

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

### Appeal Summary

Our Lady of Unity Catholic School is appealing the conditional accreditation received from ARC. Information regarding our practices were included in the Cognia FSQ documents provided to the accreditation visiting team. Please review the summaries listed under the areas in which the ARC has indicated missing data. Artifacts are attached to support the written statements.

## Appeal Team Response

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Information provided on monitoring student outcome was informative; however, not targeted to specific goals. Although the system is testing students, there is no evidence of how data is used to improve learning. IPS information submitted was not enough to establish a formal IPS system/program for students. There was no evidence of an actual program ((eg- Xello, Career Cruising, etc.). The system does show student variety of interests, activities, or careers. Evidence did not a formal process.

There was no evidence of a process for using data to improve and inform instruction. Although teachers engage in professional development, there is no process in place that demonstrates how knowledge learned is used to improve instruction.

Social Emotional data is still not evident. This was not address in the systems response.

These are the items we are specifically looking for.

- IPS system in place.
- Specific information on professional development use to improve instruction.
- Specific process that improve student social emotional skill and supporting data.
- Monitoring student progress related to specific system goals.

## Appeal Team Recommendation

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The Appeal Team recommends a status of **Conditionally Accredited** for this system based on its review of the evidence submitted by the system for its appeal.



**Our Lady Of Unity -**  
**Kansas City Catholic Diocese - Z0029**

2646 S 34th Street, Kansas City, KS 66106-4260  
 (913) 262-7022  
<http://olukck.weebly.com/>  
 Principal: **Cally Dahlstrom**

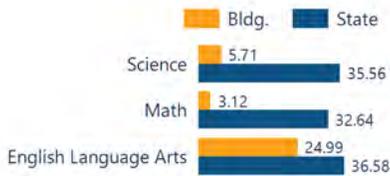
District Accreditation Status: **Accredited**  
 ESSA Annual Meaningful Differentiation:  
 Grades: **PK-8**  
 Superintendent: **Vincent Cascone**

**Demographics**

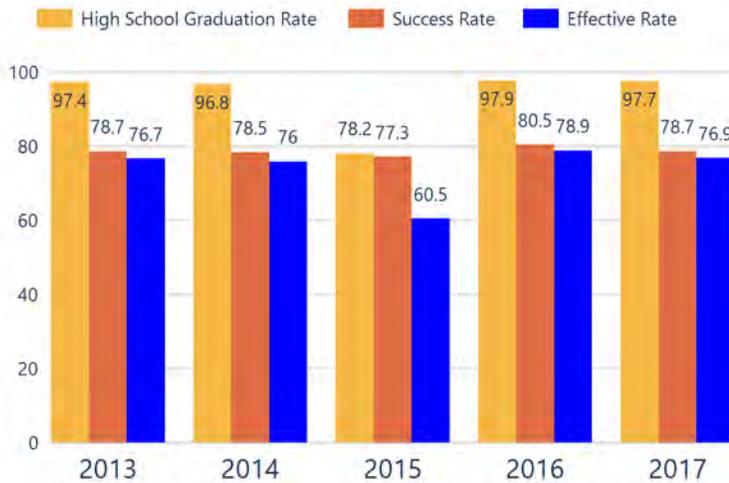


**Academically Prepared for Postsecondary Success**

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



**District Postsecondary Effectiveness**



**District Kansans Can Star Recognition**

	Gold	Silver	Bronze	Copper
Academically Prepared for Postsecondary Success			★	
Graduation Rate	★			
Postsecondary Success	★			

Kansans CAN lead the world!

Graduation **95%**  
Effective Rate 70-75%

Five-Year Graduation Avg **94%**

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Five-Year Effective Avg **74%**

95% Confidence Interval for the Predicted Effectiveness Rate **62.5 - 66.8%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2012-2016).

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

**GRADUATION RATE**

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

**ATTENDANCE RATE**

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

**CHRONIC ABSENTEEISM**

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

**DROPOUT RATE**

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

N/A	State: 87.5	<b>School ESSA Expenditures Per Pupil</b>	N/A
95.2%	State: 94.5	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.	State: \$11,415
10.2%	State: 13.9	<a href="#">Click here for State Financial Accountability.</a>	
N/A	State: 1.4		



### 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.

#### ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	46.29	46.29	62.85	59.34	42.10	44.11	55.20	43.75	54.28
Level 2	47.22	37.03	31.42	37.36	41.05	44.11	41.66	31.25	40.00
Level 3	6.48	13.88	2.85	3.29	15.78	8.82	3.12	20.83	5.71
Level 4	0.00	1.85	0.00	0.00	1.05	2.94	0.00	4.16	0.00

#### FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	48.42	48.42	64.51	58.44	45.56	46.42	57.14	44.15	55.17
Level 2	45.26	35.78	32.25	38.96	36.70	39.28	41.55	35.06	37.93
Level 3	6.31	13.68	0.00	2.59	17.72	10.71	1.29	19.48	6.89
Level 4	0.00	1.05	0.00	0.00	0.00	3.57	0.00	1.29	0.00

#### STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	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

	2016-17			2017-18			2018-19		
	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

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	45.54	46.53	61.76	60.00	43.67	45.45	55.55	44.44	55.88
Level 2	48.51	36.63	32.35	36.47	40.22	42.42	42.22	30.00	38.23
Level 3	5.94	13.86	2.94	3.52	16.09	9.09	2.22	22.22	5.88
Level 4	0.00	1.98	0.00	0.00	0.00	3.03	0.00	3.33	0.00

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

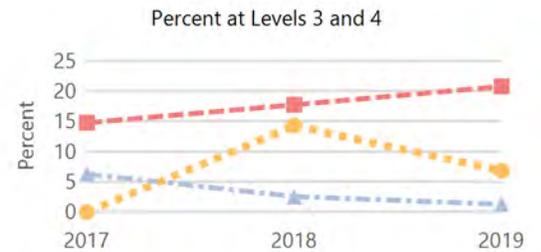
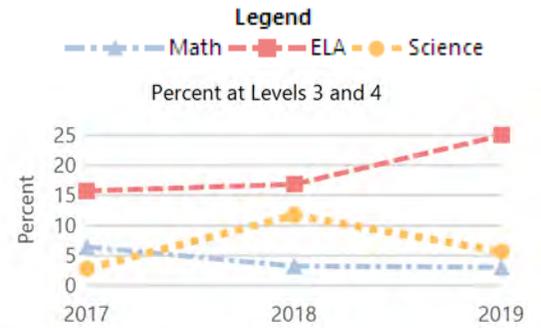
### ACT Performance (2019 School Year)

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 2019 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



\*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed.

\*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed.



Building

State **21.1**

# Accreditation Summary

**Date:** 10/13/2020

**System:** Z0029 Kansas City Catholic Diocese – Curé of Ars (9002)

**City:** Kansas City

**Principal:** Andrew Legler

**Superintendent:** Vincent Cascone

**OVT Chair:** Shellaine Kiblinger

## Executive Summary/AFI

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

### ARC Comment

All compliance requirements were met as verified by KSDE.

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

### ARC Comment

Tiered Framework of Supports - The system has a large resource team, a total of 12 educators, to help facilitate the instruction during MTSS time. There is a master schedule created by the administration for when the additional support personnel will be in each classroom during the day. Data are collected on a regular basis by the classroom teacher and the resource team, to assist with identifying the skills in which students need extra help. They focus on working with students who need additional supports, as well as the students who need extension of their learning.

Stakeholder Engagement - The system engages all stakeholders regularly and this process is embedded in the overall culture. Evidence of information from other stakeholders, including students, are obtained through interviews and surveys.

Diversity and Equity - According to the documentation, there is evidence that the system is implementing in this area. Based on the Cognia ELEOT rating for Equitable Learning Environment, this system was rated by the OVT on a four-point scale as at 3.28. The system was rated at a 3.74 for learners being treated in a fair, clear and consistent manner; as well as a 3.60 in terms of learners having equal access to classroom discussion, activities, resources, technology and supports.

Communications and Basic Skills - According to the documentation there appears to be evidence of continuous communication and basic skills implementation.

Civic and Social Engagement - The system provided service programs teaches students the importance of serving their community as well as the greater community.

Physical and Mental Health - According to the documentation there is evidence that the system is implementing physical and mental health system-wide. The Cognia standard reflecting the learner having positive relationships with adults and having adults/peers who support their educational experiences was rated as improving.

Arts and Cultural Appreciation - According to the documentation there is evidence that the system is implementing arts and cultural appreciation curriculum system-wide.

and Career Preparation - According to the documentation the system is in the process of developing this area of focus. The Cognia standard reflecting programs and services for learners' educational futures and career planning was given an "initiating" rating.

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

**ARC Comment**

This goal area is in the area of Relevance. Their goal statement reads: All students will increase classroom engagement across all curriculum areas. Their basic strategies included MTSS, Professional Development on student engagement, ELEOT tool for classroom observations, Opportunity to Respond professional development, Co-teaching, Guided Math, Guided Reading, using technology to create vs. consume training, dual planning and other activities/programs. There was no evidence in the report to indicate the success the system had in this goal area. The goal was not written in measurable terms which was hard to determine their level of success.

**Areas For Improvement**

<b>Comment</b>	Development of measurable goals
<b>Rationale</b>	The system does not appear to have a continuous process in place that includes measurable results for improving student learning. A process to assess program effectiveness and its impact on student learning is lacking.
<b>Tasks</b>	During your next cycle develop an improvement plan that contains measurable goals based on your needs assessment, with interventions/strategies that can be monitored for effectiveness of implementation and student improvement.
<b>Timeline</b>	05-01-2021
<b>System Response</b>	<p>To address the area of Relevance (as indicated on pg. 2 of the Accreditation Summary for #3) and our classroom engagement, we are happy to report that we have had tremendous success in this goal area.</p> <p>During the previous accreditation cycle we established the following goal: Prioritize the current educational practices and strategize to create a manageable plan to improve classroom engagement in all curriculum areas.</p> <p>How Did we address this goal?</p> <ul style="list-style-type: none"> <li>-Created a more stream-lined professional Development Plan that included classroom engagement.</li> <li>-Highly focused on collecting, analyzing, and using data to drive instruction that included engaging students.</li> <li>-Hired an instructional coach in 2017.</li> <li>-Surveyed faculty to collect and Analyzed data on professional development needs</li> <li>-Created a new professional development plan based on those needs.</li> <li>-Focused Professional development on Student engagement &amp; Data</li> <li>-Added two new assistant principals/instructional coaches to the staff.</li> <li>-This goal would constantly be monitored and evaluated in measurable terms using the ELEOT.</li> </ul>

How is our goal monitored and evaluated in measurable terms?

As part of the KS. state accreditation process with Cognia, we utilize the ELEOT, the Effective Learning Environments Observation Tool. The ELEOT identifies seven key areas of the classroom that we use to evaluate our teachers and their effectiveness. The purpose of this tool is to help us identify and document observable evidence of classroom environments that are conducive to student learning. Results of our observations are then used to determine improvement goals for teachers and/or grade level and curriculum departments in the school.

The ELEOT is the observation tool provided by Cognia that have used throughout our five year cycle so that we can analyze the data and ultimately not only determine the effectiveness of our teachers in the classroom, but compare how our teachers perform year after year. We also use this information to determine other needs of our teachers throughout the building. We have made specific plans and measurable goals for individual teachers when determining their levels of success and how to improve their scores in this area.

Among the seven areas that are addressed in the ELEOT, there are several indicators that give us specific feedback on student engagement:

B. High Expectations Environment: this includes the data point "Is engaged in rigorous coursework, discussions, and/or tasks"

D. Active Learning Environment: this includes multiple data points "Has several opportunities to engage in discussions with teacher and other students", "Makes connections from content to real-life experiences", and "Is actively engaged in the learning activities".

We have seen great success with this goal, from each of the phases of implementation: curriculum, instruction, and student engagement. As part of accreditation review and report just last November 2019, the review team stated the following on PG. 10 of our final report:

"There was a high level of active learner engagement within all the classrooms. The Engagement Review Team found the implementation of learner engagement to be done with fidelity and of high-quality. Teachers and parents shared the curriculum was implemented and was based on high expectations. It is evident from the results of the eleot observations that the students take responsibility for their learning and are self-directed in their learning that is challenging but attainable. It is very evident that the learners are actively engaged in the learning activities. Learner discussions with each other and the teachers were dominant in the classrooms. Interviews with leaders, teachers, parents, and students all indicated an intentional focus on learner engagement. Most teachers indicated they had received sufficient professional development for active engagement, as well as resources to facilitate it. The school presented the Active Learner observation form and shared in the leadership presentation how the assistant principals meet regularly with each classroom teacher to discuss lessons observed and how to continue to engage the students in the lessons. Teachers shared that during these discussions, information is discussed to improve their instructional practices and has improved the quality of implementation throughout the entire school."

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

### ARC Comment

Goal Statement: All students will improve reading comprehension across the curriculum.

Basic Strategies included: Wonders Series, Study Sink, Study Island, DIBELs, Reading A-Z, Curriculum Mapping, Dissecting Data from MAPs, State Assessments, DIBELs, Classroom Data, Running Records, MTSS, Guided Reading, Six Traits of Writing, ongoing professional development.

The reports did not provide any evidence as to progress in this goal area. The system just provided the strategies/interventions they were implementing with no clear indication of the success of the strategies. This goal area was also not written in measurable terms making it hard to determine the amount and/or type of growth expected.

### Areas For Improvement

<b>Comment</b>	Development of measurable goals
<b>Rationale</b>	The system does not appear to have a continuous process in place that includes measurable results for improving student learning. A process to assess program effectiveness and its impact on student learning is lacking.
<b>Tasks</b>	During your next cycle develop an improvement plan that contains measurable goals based on your needs assessment, with interventions/strategies that can be monitored for effectiveness of implementation and student improvement.
<b>Timeline</b>	05-01-2021
<b>System Response</b>	<p>To address the area of Rigor (as indicated on pg. 2 of the Accreditation Summary for #4) in relation to our reading comprehension goals, we are please to report that we have sustained this goal for several years now with substantial improvements. We continue to diligently evaluate and monitor the effectiveness of our ELA program at Cure' of Ars.</p> <p>During the previous accreditation cycle we established the following goal: All students will improve reading comprehension across the curriculum.</p> <p>How did we address this goal?</p> <p>In addition to the many resources used to collect the data (Wonders Series, Study Sink, Study Island, DIBELs, Reading A-Z, Curriculum Mapping, Dissecting Data from MAPs, State Assessments, DIBELs, Classroom Data, Running Records, MTSS, Guided Reading, Six Traits of Writing, ongoing professional development.), a vital ingredient to measuring whether or not we were achieving success was for us to analyze all this data.</p> <p>How do we measure this goal? We utilize our TAT (PLC) meeting time to evaluate and analyze our scores across multiple points. We meet with each grade level team on a weekly basis in these TAT meetings, which also include our school administrators, Resource coordinators, and school counselor.</p> <p>As part of the continuous process, we have a set agenda for each weekly meeting, with one week of each month devoted to one specific teacher where we will provide data from the multiple resources (listed below) and will analyze the data to identify areas of</p>

improvement. The admin team and resource teachers will then help that teacher effectively implement the plans in the classroom.

-TAT (PLC) Meetings – We Identified Bubble Students (low, medium, high) with KITE Data and used this data to create small groups that teachers would use to instruct in their reading rotations.

-Used Reading MAPs Data – Utilized the Learning Continuum to give our teachers a view of all their students' RIT scores. They then used this information to plan scaffolding and differentiated instruction within their classrooms.

-Study Island: During our TAT meetings we also analyze and evaluate Study Island reports, the ISR (Individual Student Report) and the RTI (Response to Intervention). The teacher can use the individual report to reteach or remediate student instruction based on performance. In the case of putting in an intervention have the student continue answering specific objective questions and monitor with the new RTI report.

-Used Pretest for formatives to Drive instruction: Formative assessments are an invaluable way to lock down an understanding of a student's level of current mastery. We use this ELA data to further engage our students in the classroom as well as work one-on-one with students, going over this data, to help them take ownership of their learning.

-6 Traits of Writing: As part of ELA, we have made an intentional and specific effort to improve our student's writing across the building, K-8. With the increased focus on other areas like Religion, technology, and STREAM, we feel that we must continue to devote attention to the writing process. As part of the 6 trait writing model there is a rubric that we utilize to evaluate our student's progress throughout the year.

-MTSS & Push in Support: This is a definite strength of ours. Per our accreditation report last November 2019, "The school uses a multi-tiered system of support (MTSS). Through this support system, students are grouped into small groups and receive assistance in the areas of concern, mainly math and reading. The school has a large resource team, a total of 15 educators, to help facilitate the instruction during MTSS time. There is a master schedule created by the administration for when the additional support personnel will be in each classroom during the day. Data are collected on a regular basis by the classroom teacher and the resource team to assist with identifying the skills students need extra help with. Curé of Ars focuses on working with students who need additional support, as well as the students who need extension of their learning."

Our students also take the interim practice predictive tests throughout the year. The admin team assists the teachers in breaking down the data and having data meetings with our teachers to make instructional decisions for our students.

Our teachers also share this data with parents. It goes home in September as soon as the baseline data is available. There is an explanation on how to read the data. That same data, as well as new data from progress monitoring is shared with parents at conferences. Three times a year parents receive data from Acadience Math and

Reading K-8 and MAPs test 3-8 as well as state assessment scores in grades 3-8 in May. K-2 parents receive Acadience Math & Reading and reading level data.

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 does show that there are policies in place to ensure the support of the system 's effectiveness as well as an adherence to a code of ethics and functions within defined roles and responsibilities. The Cognia team rated this area at the "impacting" level.

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

**ARC Comment**

The system has indicated that work toward the state board outcomes is in progress. However, there is no evidence of an individual plan of study for each student in the 8th grade. This was an area listed an in development but it was evident that a plan or a well-developed process is not in place.

**Board Outcomes**

**Social-Emotional Growth**

Curé of Ars Catholic School has a new full-time school counselor this year that has previous school experience as well as private practice experience. Curé also has a social skills coach. These two positions work together, along with their resource staff to implement programs for social and emotional health and growth. Each homeroom teacher teaches a weekly lesson from the Second Step Curriculum. Teachers have weekly meetings in order to address classroom culture issues. There was no indication of local data measures.

**Kindergarten Readiness**

The system uses the Brigance Screening Kindergarten Readiness to assess their incoming Kindergarten students from outside Curé of Ars Preschool. Their PK students are screened through an early childhood DIBELs assessment. Ages and Stages Questionnaire was implemented fall of 2019. It was not clear how they use the data.

**Individual Plans of Study**

Curé of Ars does not have a formal process for the IPS in place at this time. Career planning discussions are just in the initial stages.

**High School Graduation Rate**

As a K-8 system, graduation data is not available; however, the system can report on predictive data that might indicate the preparedness of the students for high school, such as attendance and chronic absenteeism. The system can look at the enrollment of their former students in higher level courses in high school.

**Postsecondary Success**

As a K-8 system, postsecondary success rate data is not calculated by KSDE for the building.

## Areas For Improvement

<b>Comment</b>	Individual Plans of Study (IPS)
<b>Rationale</b>	Although the system has some beginning pieces of career planning for students, there is not a formal process in place for the IPS.
<b>Tasks</b>	Develop a formal process for the implementation of an individual plan of study. The system needs to demonstrate that IPS has been properly implemented and used with all eighth-grade students in new cycle.
<b>Timeline</b>	05-01-2021
<b>System Response</b>	Per #6 of the Accreditation Summary, Cure' of Ars has now instituted a formal process for the IPS. After completing our Cognia state accreditation review last fall and then the EIEY report this spring which both indicated a need for improvement in this area, we have worked diligently to put a formal process in place.

We began by identifying what areas our students K-8 would need according to KSDE criteria:

Elementary School (K-6 students): Career Exposure

Middle School (gr. 7-8 students): Identify career interests, begin IPS development

Regarding the process for an IPS, KSDE has categorized IPS processes into four different models currently being utilized or implemented by schools across the state:

1. Counselor Centered (IPS curriculum implemented by counselor)
2. Career Advisor System (all school staff members implement IPS curriculum)
3. Career Advocates (individuals hired to implement IPS curriculum)

Our plan is to then develop each student's IPS together with the student, school personnel, and the student's family in order to meet the state requirements:

1. A graduated series of strength finders and career interest inventories to help students identify preference toward career clusters.
2. Eighth- through 12th-grade course builder function with course selections based on career interests.
3. A general postsecondary plan (workforce, military, certification program, two-year college, four-year college).
4. A portable electronic portfolio.

School admin, counselor, and teachers will access the IPS Implementation Toolkit on KSDE.org for resources.

We have also utilized the "MTSS & CTE Document" to assist us in implementing the KS career clusters into our 7-8 curriculum:

- 1) Agriculture, Food and Natural Resources; 2) Architecture and Construction; 3) Arts, A/V Technology and Communications, 4) Business, Management & Administration; 5) Education and Training; 6) Finance; 7) Government & Public Administration; 8) Health Science; 9) Hospitality and Tourism; 10) Human Services; 11) Information

Technology; 12) Law, Public Safety and Security; 13) Manufacturing; 14) Marketing; 15) Science, Technology, Engineering and Mathematics; and 16) Transportation, Distribution and Logistics.

Utilizing our staff, counselor, and school families, we have presented through classroom lessons and even our STREAM program different KS career pathways and occupations by bringing in community members as guest speakers that fulfill these roles. We have found this to be an amazing experience for our 7-8th grade students and a fun way for students to bring in a family member or friend that they can share with our school community.

As part of the IPS curriculum, we have established two times throughout the academic school year that the plan is reviewed and revised as needed for our 7-8th graders.

Please see our attached IPS document, "Determining God's Will in Your Life" in Artifacts.

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

**ARC Comment**

Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning. All administrators and the pastor have a strong vision for the school and work well together sharing the vision with all stakeholders. This standard in the Cognia report received a rating of impacting. An "impacting" rating means that the system demonstrates noteworthy practices producing clear results that positively impact the institution

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

**ARC Comment**

The school leadership was responsive to the Cognia Visitation Team and its process throughout the accreditation cycle. All additional information required by KSDE for KESA was provided in a timely manner.

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

**ARC Comment**

This private system, in addition to KESA, has concurrently undergone a regional accreditation process through Cognia. As such, they are utilizing the continuous improvement process as put forth through Cognia to meet all KESA requirements. Cognia systems complete a yearly "Every Year Every Institution" (EIEY) Report to address areas specific to KESA. Cure of Ars has adhered to those reporting processes.

## ARC Recommendation

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

### Justification

The system does not have a formalized process for an IPS. Additionally, the system does not appear to have focused and measurable goals that contain a process to monitor and assess the improvement of its plan and its effectiveness on student learning and growth. Local data for social emotional growth is also not evident.

### Strengths

This system strength lies in its high level of active learner engagement within the classrooms as evidenced by their ratings in the Cognia walkthroughs called the ELEOT.

### Challenges

According to the visiting team, there is a need to develop a plan to evaluate the effectiveness of the various programs the system is implementing.

## System Appeal

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

### Appeal Summary

I completed our EIEY report back in the spring 2020 during the time when COVID-19 had shut down all schools and we were in the midst of virtual learning for the first time. Looking back at that report, I can see that I did not elaborate on several of our goals that ended up being labeled as "generally documented". While I don't want to make excuses, in full transparency I can say that had we been in "normal" circumstances and not dealing with a global pandemic I would have taken the time to execute that report with the full time and attention it deserves. During our state accreditation visit last fall with the Cognia team that came to visit our school, we did an exceptional job showcasing our staff and student success and I wish that I had done a better job in my initial report mirroring that same success. If our final score has any significance, our school scored as one of the top 5 schools in the 11 state region that Cognia visited last year. In this appeal, my goal is to shed additional light on the three areas that needed to be addressed.

## Appeal Team Response

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The system provided information to indicate that they have now instituted a formal process for implementation of an individual plan of study (IPS). Identification for what areas K-8 students would need led to K-6 students receiving career exposure and 7-8 students identifying career interest and beginning IPS development. The system plans to develop IPSs with students, their families and school personnel. The plan will be reviewed and revised two times throughout the academic school year for 7-8<sup>th</sup> grade students. Local social emotional growth data is not evident because the system is in the process of implementation of IPSs for 7<sup>th</sup> and 8<sup>th</sup> graders.

The system provided information with respect to focused and measurable goals that contain a process to monitor and assess the improvement of its plan and its effectiveness on student learning and growth. The system utilized the Effective Learning Environments Observation Tool (ELEOT) which identified seven key areas of the classroom to evaluate teachers and their effectiveness. Data from the ELEOT is analyzed to determine the effectiveness of teachers in the classroom and to ascertain other needs of teachers. Data from the ELEOT also provides specific feedback on student engagement.

All students will improve reading comprehension across the curriculum is measured by a variety of assessments. Data are analyzed and evaluated across multiple points by each grade level team weekly. Teachers also share data with parents two to three times a year.

## **Appeal Team Recommendation**

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The Appeal Team recommends a status of **Accredited** for this system based on its review of the evidence submitted by the system for its appeal.



Cure Of Ars Elem -  
Kansas City Catholic Diocese - Z0029

9403 Mission Rd, Leawood, KS 66206-2045  
(913) 648-2620  
http://www.cure-of-ars.com/  
Principal: **Andrew Legler**

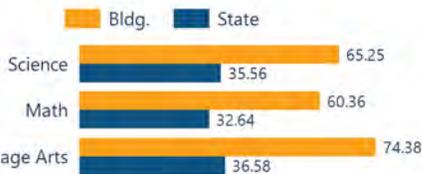
District Accreditation Status: **Accredited**  
ESSA Annual Meaningful Differentiation:  
Grades: **PK-8**  
Superintendent: **Vincent Cascone**

Demographics

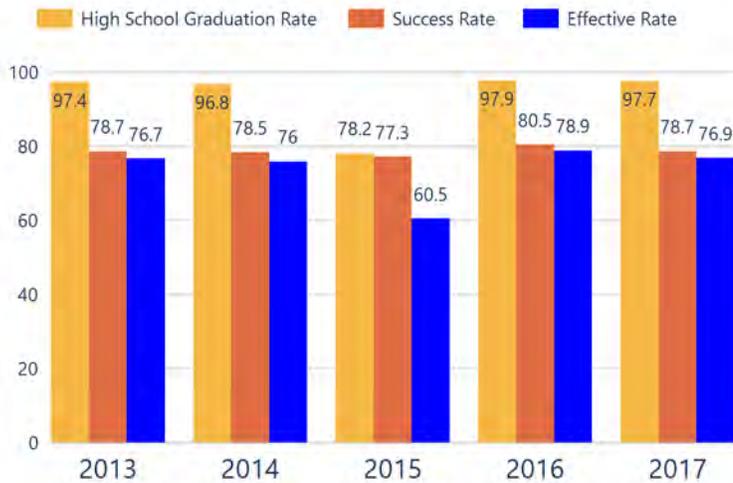


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

	Gold	Silver	Bronze	Copper
Academically Prepared for Postsecondary Success			★	
Graduation Rate	★			
Postsecondary Success	★			

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

Five-Year Graduation Avg **94%**

Five-Year Success Avg **79%**

Five-Year Effective Avg **74%**

95% Confidence Interval for the Predicted Effectiveness Rate **62.5 - 66.8%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2012-2016).

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

N/A	State: 87.5	<b>School ESSA Expenditures Per Pupil</b>	N/A
96.9%	State: 94.5	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.	State: \$11,415
1.7%	State: 13.9	<a href="#">Click here for State Financial Accountability.</a>	
N/A	State: 1.4		



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.

ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	8.44	9.80	10.44	12.18	7.64	17.91	6.46	4.85	10.52
Level 2	30.51	31.33	40.29	35.69	26.91	38.80	33.15	20.75	24.21
Level 3	48.77	43.86	34.32	41.35	47.30	35.07	42.31	49.05	38.94
Level 4	12.26	14.98	14.92	10.76	18.13	8.20	18.05	25.33	26.31

FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	0.00	8.33	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	66.66	58.33	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	25.00	33.33	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	8.33	0.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	14.28	14.28	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	57.14	42.85	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	21.42	28.57	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	7.14	14.28	N/A

AFRICAN-AMERICAN STUDENTS

	2016-17			2017-18			2018-19		
	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

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	13.04	13.04	N/A	36.00	20.00	35.71	18.18	18.18	N/A
Level 2	39.13	34.78	N/A	28.00	32.00	28.57	36.36	9.09	N/A
Level 3	43.47	43.47	N/A	28.00	28.00	28.57	31.81	63.63	N/A
Level 4	4.34	8.69	N/A	8.00	20.00	7.14	13.63	9.09	N/A

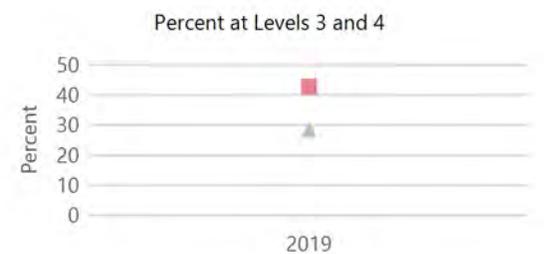
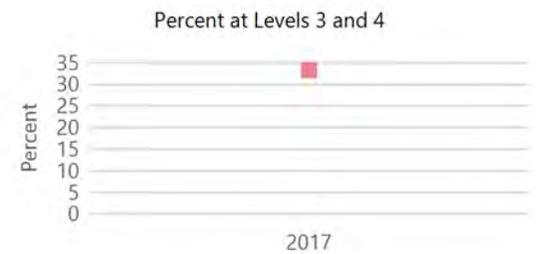
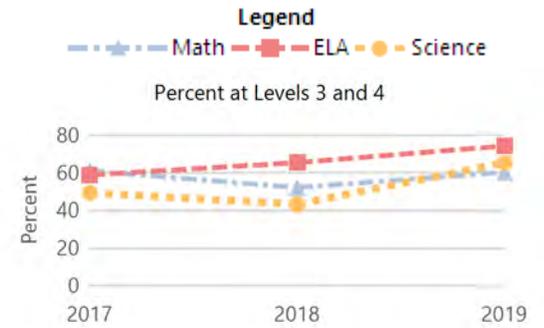
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

ACT Performance (2019 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 2019 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

Academically Prepared for Postsecondary Success



\*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed.



Building

State 21.1



# Accreditation Summary

**Date:** 10/12/2020

**System:** Z0029 Kansas City Catholic Diocese – St. Thomas Aquinas (9020)

**City:** Kansas City

**Principal:** Brian Schenck

**Superintendent:** Vincent Cascone

**OVT Chair:** Nancy Bolz

## Executive Summary/AFI

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

### ARC Comment

All compliance requirements were met as verified by KSDE.

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

### ARC Comment

According to the Cognia School Engagement Review, most of the foundational structures are being addressed at various levels. Strengths include communication to and from shareholders, the governing body, and the overall relationships to those who support the organization. There is a strong community service component within the institution.

The culture of the school is reflective of the Catholic community and the mission of the diocese. The leadership is overall positive on the building level, but it is transitioning at the diocesan level.

In the area of career and technical education, the school has shown evidence of improving the curriculum, including investing into STEM classrooms.

It was found by the team, that there was little evidence that the staff utilized data to align with the curriculum. Curriculum is locally developed. State assessment and ACT scores indicate that students average above state norms.

In the Cognia visit, classroom observations noted that staff strengths include active learning activity, well-organized classrooms, but technology integration was low compared to other schools in the Cognia network.

Tiered Systems – implementing. While there does not seem to be a formal tiered system, there is evidence cited in the Cognia Review that the practices at St. Thomas High School provides a high equitable learning environment. The average rating for the school as an equitable learning environment ranked 3.21 on a 4.0 scale compared to the national average of 2.82 in the Cognia network. This includes “learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions.”

Stakeholders – implementing. According to the Cognia visiting team, the leadership capacity has a great impact on the institution. “The capacity of leadership to ensure an institution’s progress toward its stated objectives is an essential element of organizational effectiveness. An institution’s leadership capacity includes the fidelity and commitment to its purpose and direction; the effectiveness of

governance and leadership to enable the institution to realize its stated objectives; the ability to engage and involve stakeholders in meaningful and productive ways; and the capacity to implement strategies that improve learner and educator performance.”

Diversity and Equity – The school is reflective of the demographics of the community it serves and is effective in equitable learning environment.

Communication/Basic Skills - Curriculum is locally developed and instruction is implemented in this area for all students.

Civic/Social – As part of the spiritual formation program, the students are involved with a variety of service projects. The school has a comprehensive campus ministry office that involves students in community service, retreats, visiting missions, involvement with parish activities and offers chapel services for individual counseling. Curriculum and instruction in social studies and in religion is present.

Physical Well-being – As mentioned above, as part of campus ministry, there is counseling for spiritual and emotional needs. The school provides a safe place with a licensed professional counselor to listen and understand students’ challenges and emotions.

Arts and Cultural Appreciation - The system has curriculum to support the arts and includes world language courses.

Postsecondary – Implementing. According to the evidence provided by KSDE, the graduation rate for the school is strong along with the data indicating the effectiveness. Counseling services are available for career and college planning. However, there is little evidence that an individual plan of study for students has been completely implemented.

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

### ARC Comment

The initial goals written in the early stages of the accreditation cycle were unclear. In the Cognia review, it seems apparent that the focus on the institution was to improve communications with shareholders. The outcome of this goal was to improve planning for St. Thomas Aquinas which included a successful capital outlay campaign.

### Areas For Improvement

<b>Comment</b>	System goal for Responsive Culture
<b>Rationale</b>	The system did not develop/state their goal in a clear manner with a baseline measure and selected growth measures to demonstrate continuous progress efforts.
<b>Tasks</b>	1. In the next cycle the system needs to develop/state their goal in a clear manner with a baseline measure and selected growth measures to demonstrate continuous progress efforts. 2. In the next cycle the system needs to develop a systematic approach for gathering, analyzing, and using data that leads to demonstrable improvement.
<b>Timeline</b>	05-01-2021
<b>System Response</b>	Due to space restrictions, please see attached document for our appeal response

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

**ARC Comment**

Goal 2 Rigor: Evidence indicates that strategies were needed to improve Writing and Math skills. Strategies utilized were to develop Writing and Math labs to enhance academic skills.

The data available for St. Thomas Aquinas High School was the ACT scores and the Kansas State Assessments. While the average ACT and state assessments were higher than the state average, there was no correlation drawn supporting the success of the goals.

No surveys were provided. The team recommended that surveys be sent to parents about their perceptions, school’s goals and success.

**Areas For Improvement**

<b>Comment</b>	Evidence to support goal improvement for Rigor goal.
<b>Rationale</b>	As indicated in their Cognia report (2.11) the system is insufficient in the area of gathering, analyzing, and using formative and summative data that leads to demonstrable improvement of student learning.
<b>Tasks</b>	<ol style="list-style-type: none"> <li>1. In the next cycle the system needs to develop/state their goal in a clear manner with a baseline measure and selected growth measures to demonstrate continuous progress efforts.</li> <li>2. In the next cycle the system needs to develop a systematic approach for gathering, analyzing, and using formative and summative data that leads to demonstrable improvement of student learning.</li> </ol>
<b>Timeline</b>	05-01-2021
<b>System Response</b>	Due to space restrictions, please see attached document for our appeal response

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

**ARC Comment**

The Cognia visiting team indicated there was evidence of strong leadership in providing governance and policies to support the mission of the school.

A strategic plan was completed. The plan provided a framework for capital outlay improvement. It should be noted that the governance body has limited jurisdiction over policy.

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**

St. Thomas Aquinas High School is a 9-12 building operating in the Kansas City Diocese. Consequently, the State Board Goal of Kindergarten Readiness does not directly apply to them.

## Board Outcomes

<b>Social-Emotional Growth</b>	As part of campus ministry, there is counseling for spiritual and emotional needs. The school provides a safe place with a licensed professional counselor to listen and understand students' challenges and emotions. While the system does provide counseling services on an as needed basis it did not provide evidence of having a systematic process in place to address the social emotional growth of all students. The system also does not show evidence of local data that is used to measure social-emotional growth.
<b>Kindergarten Readiness</b>	St. Thomas Aquinas is a 9-12 building and does not have a preschool nor kindergarten program.
<b>Individual Plans of Study</b>	Counseling services are available for career and college planning. However, there is little evidence that an individual plan of study for students has been completely implemented. This specific issue may be addressed on the diocesan level.
<b>High School Graduation Rate</b>	The five-year graduation rate is 94%. They have received a gold star recognition for their graduation rate which is 1% below the expected Kansas CAN lead the world graduation rate. They have a low drop-out rate is 0.1%. The average ACT scores in 2019 was 24.5 well above the state average.
<b>Postsecondary Success</b>	The majority of St. Thomas Aquinas students are from area Catholic schools. They view its institution as a college preparatory institution. St. Thomas Aquinas has received a "Gold" Star Recognition for postsecondary success.

## Areas For Improvement

<b>Comment</b>	Social-Emotional Growth
<b>Rationale</b>	The system did not provide evidence of having a systematic process in place to address the social emotional growth of all students.
<b>Tasks</b>	1. In the next cycle the system needs to develop and/or provide evidence of a systematic process for teaching, practicing, modeling and encouraging essential personal life habits that are universally understood as making people good human beings and citizens. 2. In the next cycle the system needs to develop a systematic approach for gathering, analyzing, and using data that leads to demonstrable improvement.
<b>Timeline</b>	05-01-2021
<b>System Response</b>	Due to space restrictions, please see attached document for our appeal response
<b>Comment</b>	Individual Plans of Study
<b>Rationale</b>	The system did not provide evidence for having an Individual Plan of Study (IPS) in place for every student.
<b>Tasks</b>	In the next cycle the system needs to develop and/or provide evidence of a systematic process for developing and maintaining an Individual Plan of Study (IPS) for every student.

**Timeline** 05-01-2021

**System Response** Due to space restrictions, please see attached document for our appeal response

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

**ARC Comment**

The school leadership conducted parent, student, and community stakeholders meeting during the accreditation cycle about the improvement process.

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

**ARC Comment**

The school leadership was responsive to the Cognia Visitation Team and its process throughout the accreditation cycle. All additional information required by KSDE for KESA was provided in a timely manner.

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

**ARC Comment**

St. Thomas Aquinas is not only seeking State Accreditation but also is working with Cognia for regional accreditation. The State Board of Education approved Cognia as an improvement process to follow in lieu of the state's KESA process requirements. Certain requirements of reporting were put into place for these Cognia systems and St. Thomas has adhered to those reporting processes.

## ARC Recommendation

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

**Justification**

The system does not have a formalized process for an IPS. Additionally, it does not appear to have a formalized process to work on social emotional issues. With regard to its goals, the system does not appear to have focused and measurable goals that contain a process to monitor and assess the improvement of its plan and its effectiveness on student learning and growth. Local data to measure for social emotional growth is also not evident.

**Strengths**

According to the engagement review, several themes were identified. St. Thomas Aquinas had high levels of learning, a strong community desire for the success and mission of the school. Evidence presented included interviews and observations and presented opportunities for future success. The school also has a strong strategic plan that includes capital improvement and support of shareholders. There's a strong core of teachers and staff supporting the curriculum and a desire to bring the students to the next level.

## Challenges

There was little or no evidence that exists in the use of formative assessments. While there is evidence that some assessments were publicized to shareholders, there was no evidence of a discussion to analyze data with teachers to improve student growth and achievement. Along with studying data, there is little evidence that staff aligns professional development with the needs to improve student growth and achievement.

The system will also has not provided evidence of systematic improvement in the State Board Outcome areas of social emotional growth and individual plans of study.

## System Appeal

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

### Appeal Summary

Please see attached document for summary and supporting information.

## Appeal Team Response

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The information provided has given more insight. Generally, while many of the goals in the improvement plan may be pertinent for the school to attain, the goals were not measurable and did not provide for growth and outcomes. The institution needs a systematic approach demonstrating growth and improvement.

The **social emotional** support system seems to be an integrated part of the spiritual development for the school. It is part of a formalized Religion curriculum. In their supplemental report, there were several programs and activities that students were involved with as part of their virtuous formation, including the connection to social and emotional growth. These are core values of St. Thomas Aquinas.

Most Catholic high schools are usually required to have some form of a community system supporting Catholic and spiritual values. They did include information on ministers and counselors who are available at all levels. Additionally, they have scheduled visits with counselors at different grade levels. They also offer counseling and refer students to the campus ministry office and the chaplain. The chaplains offer mass, adoration and reconciliation regularly, but also are available for confessions when requested by students. This is all evident at St. Thomas Aquinas.

There are many components in the religion program that can support Social Emotional Learning however there is no evidence of data that demonstrates the impact of the school's program. A yearly ACRE assessment is given to students, monitoring the religious and social well-being of students. Using this data over time can help the school demonstrate the impact of the religion curriculum, both in the spiritual and emotional growth. Since the climate surveys were also given to students, the system could examine the discussions developed around the data concerning the impact of the "culture" of the school. What does the data show regarding the impact of social-emotional learning of the school?

The **Career Readiness and IPS** area does not seem evident in any of the data. There was no evidence in the creation of an IPS. However, internally there seems to be some counseling for students prior to enrolling into St. Thomas. Most of that counseling prepares students for future classes and college preparation. This seems to follow up in grades 9-11. On the diocesan level. The school has indicated the use of Naviance but there was not data provided of how the system uses the platform.

In their response there was indication of surveys utilized, programs offered for enrichment, along with counseling of individual students. The school markets its program as a college prep school; so much of their focus is on college readiness.

Overall, upon first review it did not seem to meet all of the requirements of IPS as required by KSDE. It should be both the actual product a student develops and a process the school implements to guide students in developing their unique IPS. A student's IPS is developed cooperatively between the student, school staff members and family members and contains a minimum of these four components to fulfill state requirements:

1. A graduated series of strength finders and career interest inventories to help students identify preference toward career clusters.
2. Eighth- through 12th-grade course builder function with course selections based on career interests.
3. A general postsecondary plan (workforce, military, certification program, two-year college, four-year college).
4. A portable electronic portfolio.

The Appeal team requested the system to develop a response describing the current social-emotional program in place and data supporting their program as well as how St. Thomas Aquinas meets the four IPS requirements.

The system responded satisfactorily to the appeal team with the requested information. They provided a description of their social-emotional program and its growth data. Additionally, they were able to provide evidence of a well implemented IPS process and system that addressed the four IPS requirements.

## **ARC Recommendation**

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The Appeal Team recommends a status of **Accredited** for this system based on its review of the evidence submitted by the system for its appeal.



**St Thomas Aquinas High School -**  
**Kansas City Catholic Diocese - Z0029**

11411 Pflumm Rd, Overland Park, KS 66215-4816  
 (913) 345-1411  
 www.stasaints.net  
 Principal: **Craig Moss**

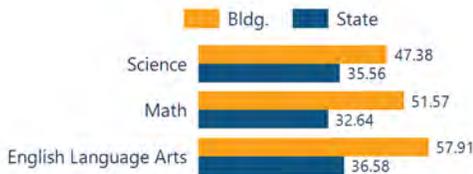
District Accreditation Status: **Accredited**  
 ESSA Annual Meaningful Differentiation:  
 Grades: **9-12**  
 Superintendent: **Vincent Cascone**

**Demographics**

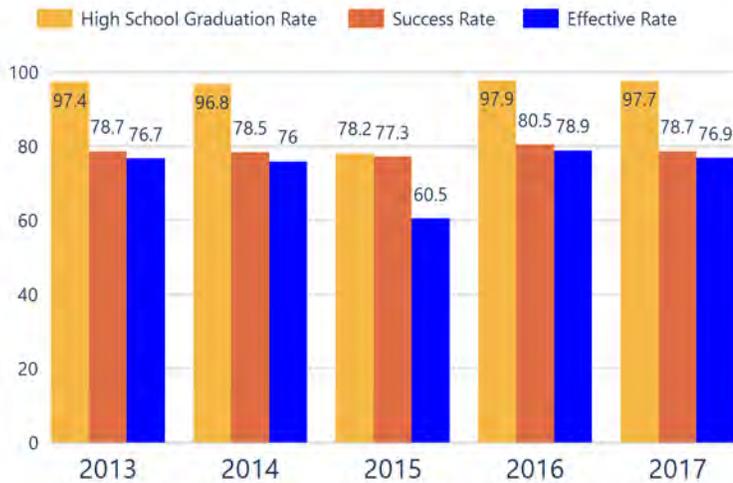


**Academically Prepared for Postsecondary Success**

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



**District Postsecondary Effectiveness**



**District Kansans Can Star Recognition**

	Gold	Silver	Bronze	Copper
Academically Prepared for Postsecondary Success			★	
Graduation Rate	★			
Postsecondary Success	★			

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

**Five-Year Graduation Avg**  
**94%**

**Five-Year Success Avg**  
**79%**

**Five-Year Effective Avg**  
**74%**

**95% Confidence Interval for the Predicted Effectiveness Rate**  
**62.5 - 66.8%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2012-2016).

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

**GRADUATION RATE**

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

**ATTENDANCE RATE**

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

**CHRONIC ABSENTEEISM**

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

**DROPOUT RATE**

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

**97.2%** State: 87.5  
**92.1%** State: 94.5  
**25.9%** State: 13.9  
**0.1%** State: 1.4

**School ESSA Expenditures Per Pupil**

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

**N/A**  
 State: **\$11,415**

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



### 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.

#### ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	11.62	11.24	20.65	8.87	10.56	32.63	11.76	9.04	22.60
Level 2	41.08	37.20	35.21	40.72	35.77	26.77	36.65	33.03	30.00
Level 3	29.84	40.31	27.69	31.45	40.24	26.35	32.57	45.70	31.30
Level 4	16.27	8.91	15.96	18.95	13.41	14.22	19.00	12.21	16.08

#### FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	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

	2016-17			2017-18			2018-19		
	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

	2016-17			2017-18			2018-19		
	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

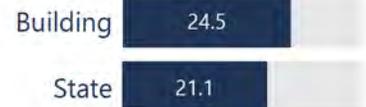
	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	25.00	15.00	36.36	5.55	11.11	50.00	20.83	12.50	23.52
Level 2	45.00	60.00	27.27	66.66	50.00	27.77	20.83	33.33	58.82
Level 3	30.00	15.00	22.72	27.77	27.77	16.66	29.16	20.83	0.00
Level 4	0.00	5.00	13.63	0.00	11.11	5.55	29.16	33.33	17.64

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

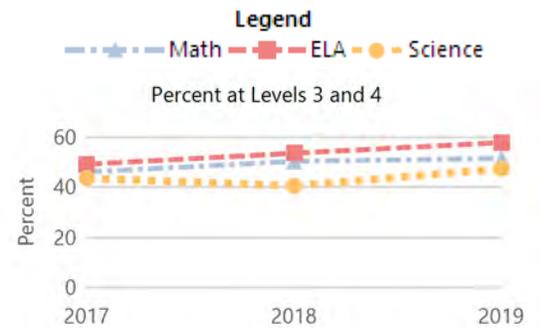
### ACT Performance (2019 School Year)

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 2019 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



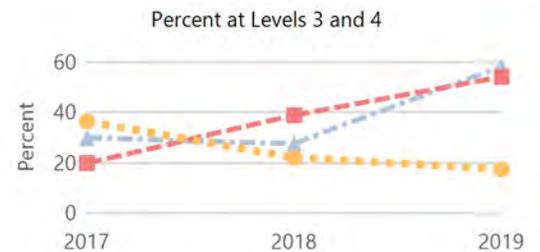
### Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4  
\*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed.

Percent at Levels 3 and 4  
\*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed.

Percent at Levels 3 and 4  
\*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed.



# Accreditation Summary

**Date:** 10/14/2020

**System:** Z0029 Kansas City Catholic Diocese – John Paul II (9893)

**City:** Kansas City

**Principal:** Jenny Yankovich

**Superintendent:** Vincent Cascone

**OVT Chair:** Nancy Bolz

## Executive Summary/AFI

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

### ARC Comment

All compliance requirements were met as verified by KSDE.

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

### ARC Comment

This private system, in addition to KESA, has concurrently undergone a regional accreditation process through Cognia. As such, they are utilizing the continuous improvement process as put forth through Cognia to meet all KESA requirements. Cognia systems complete a yearly "Every Year Every Institution" (EIEY) Report to address areas specific to KESA. A review of both the Cognia School Accreditation Evaluation Review and the EIEY reports have led to this Executive Summary.

According to the Cognia School Engagement Review, most of the foundational structures are being addressed at various levels. Strengths include data utilization, curriculum is aligned to standards and best practices, curriculum mapping, all teachers involved in data-driven professional development, communication with stakeholders, and staff training on the interpretation of tests and data analysis.

The vision and mission statements have impacted John Paul II deeply and the leadership team exhibit a clear direction for the school. The team noted opportunities for John Paul II to improve the engagement of stakeholders to support the system's purpose and direction.

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

### ARC Comment

The Systems Initial Report indicated Relationships as one of their areas for improvement. However, the EIEY reports from 2018-2019 to 2019-2020 did not provide consistency in reporting about this goal. The system listed its goal in 2018-2019 as: All students will form positive relationships with adults in the building in addition to their classroom teacher. However, what was spoken about in their reports was that communication with all stakeholders had improved. No evidence in the report spoke about any recent data.

In 2019-2020 the systems EIEY report indicated their system goals as improving math and reading skills in all grades. It appears that there was confusion as to what were their goals for accreditation.

Although continuous improvement allows for goal changes and adjustments, there is no clear evidence as to why the goals have changed or what data led to the decision.

In 2019-2020 the systems EIEY report indicated their system goals as improving math and reading skills in all grades. It appears that there was confusion as to what were their goals for accreditation.

## Areas For Improvement

<b>Comment</b>	Goals
<b>Rationale</b>	Goals need to be clear and measurable. Goals should be identified through a needs assessment process and evaluated through the monitoring of data.
<b>Tasks</b>	As you move to your next accreditation cycle be sure that your goals are based on your needs assessment and that they will impact not only student growth and success but that they will also serve to impact state board outcomes.
<b>Timeline</b>	05-31-2021
<b>System Response</b>	<p>John Paul II has made great strides to create school-wide, clear, measurable goals that focus on increased student success. After analyzing K-8 data from MAP results in fall 2018, we recognized a need to improve our reading and math instruction. Only 67% of our student population scored at or above the grade level norm in math and 73% in reading. We set a goal to have all an average of 75% or our students score at or above the grade level norm in reading and math. We improved our MTSS process. We hired an enrichment coordinator that worked with each grade level both in small group instruction of students that showed a need for more challenging work based on their assessment results as well as provided staff development on ways to use specific data to meet the needs of their students in their classroom. By hiring additional staff to work with our learning center teacher we were able to create several small reading and math groups that focused on specific skills and objectives based on data at all grade levels. Since that time, we have seen an increase in our percentages. The data from fall of 2019 showed an increase in Math to 73% scoring at or above the grade level norm and 75% in reading. As we continued to analyze data we increased our goal to 80% pre-COVID. We have also began sharing more diligently the individual results with the students. By doing this they are able to see their growth and set their own personal goals for their next MAP assessment as well as Kansas Assessment and create an action plan on how that goal can be attained. They work with the classroom teacher and enrichment coordinator to create these goals. We also purchased new materials to support reading and math instruction in the classroom.</p> <p>We are a small school so traditional PLC's are not possible but we set aside several times a month for the faculty to meet in grade level groups (K-2, 3-5, 6-8) and discuss student data, teaching/learning strategies as well as any other relevant information to student success. The learning center teacher and enrichment coordinator are a part of these conversations as well. The goal is to meet, analyze data and make informed decisions for instruction that will help us meet our goals. These meetings are documented through a google doc that can be accessed by all staff members. Although COVID and its impact on the school environment are felt in the building, I am confident that we are still goal focused and working on helping our students set and achieve personal academic goals as well as school-wide goals.</p> <p>As noted in your summary, one of our goals was for all students to</p>

form positive relationships with adults in the building in addition to their classroom teacher. A survey administered in the spring of 2020 revealed that our 100% of our students in grades 3-5 indicated that they feel safe and cared for in our school compared to 74% of students in grades 6-8. Our school counselor meets with every student in middle school. The goal is to create a relationship where they feel they have someone other than their classroom teacher should there be an issue. We also have "Faith Families" where each classroom teacher has a "Faith Family" of students from different grade levels. We meet in these families monthly to complete projects, pray and spend time together. The goal is to introduce the students to other adults in the building other than their classroom teacher. The teacher in charge of each faith family also recognizes the important events in the lives the of 8th graders (Confirmation, graduation, etc..) in their family. We often see students back in our building long after they graduated because they want to visit with their former teachers. We will continue to administer surveys to our students and families. This is more important than ever in COVID times as we recognize the need to check on the welfare of our students during these trying times. Our counselor sent out a survey at the beginning of the year and based on those results checks in frequently with students that indicate some anxiety about the school year. We will follow up with another survey as we approach the holidays.

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

#### **ARC Comment**

Two goals were identified related to mathematics and reading achievement. Specific goals in this area were listed as: Students will improve in reading comprehension skills and math skills in all grade levels. These goals were

Evidence indicates that all faculty have attended professional development training on analyzing and using data to drive instruction. In addition, faculty meet in grade level teams (K- 2, 3-5, 6-8) to discuss student progress, assessment data, and any other concerns that may arise.

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

#### **ARC Comment**

The OVT report indicates that policies, procedures, and regulations guiding the system for the purpose of long-term sustainability have been created and or updated.

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

#### **ARC Comment**

The OVT report indicates that the system demonstrates they are meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

## Board Outcomes

<b>Social-Emotional Growth</b>	The system utilizes Virtuous Behavior Formation that includes Christ-like behaviors. Additionally, the system has instituted a Bullying Policy as well as the Jason Flatt Act. The system did not provide any information regarding their local measures for social-emotional growth.
<b>Kindergarten Readiness</b>	All incoming kindergarten students complete the Ages and Stages assessment. Data is used to meet all students' needs.
<b>Individual Plans of Study</b>	Evidence of career interests, yearly benchmarks for reaching short-term goals, and resume writing. However, no evidence of a formalized process for Individual Plans of Study.
<b>High School Graduation Rate</b>	As a PreK-8 system, graduation data is not available; however, the system submitted 4-year adjusted cohort data which shows in 2019, graduation rate was 96.4%.
<b>Postsecondary Success</b>	As a PreK-8 system, postsecondary success rate data is not calculated by KSDE for the building. Alternative and predictive data can be used to reply to this area of performance. It is recommended that the system track and report on the success of their former students.

## Areas For Improvement

<b>Comment</b>	Individual Plans of Study
<b>Rationale</b>	While the system has some evidence of career interests, yearly benchmarks for reaching short-term goals, and resume writing, it is unclear whether each eighth grade student has an Individual Plan of Study.
<b>Tasks</b>	As the system moves forward the system will need to implement the use of IPS with their students. A process for completing and maintaining individual Plans of Study for all students in the eighth-grade must be implemented.
<b>Timeline</b>	05-31-2021
<b>System Response</b>	Our student's individual plan of study is attached. In addition to this, we have students in grades 7-8 keep a record of their individual assessments. These are contained in a binder for each student. The students meet with a teacher to review assessment results, set an attainable goal for future assessments and create an action plan on how they are going to achieve that goal. Fall of 2019, our school counselor conducted a strength finder survey with every 8th grade student. The purpose of this survey was to help them identify their greatest talents and develop them into strengths that they can use as they pursue their career interests. She discussed the results and how they can use them as they decide on a course of study and activities to pursue in high school. We intend to do this with 8th graders every year. We offer career exploration for our middle school students to help them identify career goals. They research and report on a career they think would interest them. This includes identifying the education required and skills necessary to be successful for the career they choose. Exposing our students to many career opportunities is also part of our plan of study. Our students in grades 6-8 participate in events such as Science Fairs, KU Engineering Expo and STEM

explorations. These students also participate in self-chosen electives based on their interests. The electives are taught by teachers as well as other volunteers from the community. These electives expose them to potential career opportunities. For example, the students in debate not only learned about and conducted debates, the instructor had an alum of our school that was active in debate in high school return to talk to the students about how his debate experience helped him in his career. The students reflect on these experiences to help them discern a career path for themselves. Our 8th graders also attend high school information nights provided by the schools in our area as well as an "8th grade day" at one of the high schools in the archdiocese where they spend the day at the school. All of our 5th graders attend an annual "Vocation Day" sponsored by the archdiocese. This gives the students an opportunity to learn about a possible career in the religious community. We are informed of the achievements, awards and scholarships our students receive in high school. All of these events are part of our process and help them make an informed decision when choosing their next phase of schooling. Our Cognia engagement review provided us with an "Impacting" rating in the Learning Capacity Standard 2.8 – The institution provides programs and services for learners' educational futures and career planning. I am hopeful that this in addition to what we are currently implementing to create an Individual Plan of Study will us to move forward in the accreditation process.

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

**ARC Comment**

System stakeholders were involved during the accreditation cycle.

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

**ARC Comment**

The system followed the improvement plan processes as established by Cognia. All additional information required by KSDE for KESA was provided in a timely manner.

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

**ARC Comment**

The system has followed the KESA process with the expected level of fidelity. This private system, in addition to KESA, has concurrently undergone a regional accreditation process through Cognia. As such, they are utilizing the continuous improvement process as put forth through Cognia to meet all KESA requirements.

# ARC Recommendation

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

## Justification

Overall, it was not possible to determine with any level of accuracy what were the system's goals. Although there appeared to be working in the area of rigor with goals in math and reading, there was no clear indication in the area of relationships of what was being measured or improved. Their Every Year Every Institution report, a KESA required report for Cognia systems provided no clear indication that this was in place. Additionally, there was no evidence of an IPS as required by statute. Local data for social emotional growth is also not evident.

## Strengths

John Paul II Elementary School is a system that is supported by all stakeholders with a commitment to improve the school. Their commitment to the mission of the church is evident and school leadership provides the direction for all staff and students to succeed. The Strategic Plan was well-developed and includes improvements to accomplish all goals.

According to the Review Team, several themes emerged. John Paul II is a shared faith community with all stakeholders who support the leadership. The system utilizes data to make informed decisions. Strengths of the system include data utilization, curriculum that is aligned to standards and best practices, curriculum mapping, all teachers are involved in data-driven professional development, communication with stakeholders, and staff training on the interpretation of tests and data analysis.

## Challenges

The integration of digital resources into teaching, learning, and operations is a concern. This was the lowest ratings on the ELEOT Observations. The Digital Learning Environment rating was a 1.76 on a 4.0 scale.

Parents have a desire to build a stronger school community, including the input of rules and policies, goal setting, and parenting workshops.

## System Appeal

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

### Appeal Summary

Thank you for consideration, I am respectfully appealing decision of the ARC to conditionally accredit John Paul II Catholic School. I feel that we have effectively created data driven goals that are measurable. When the engagement review took place, I was in my 4th year as administrator of John Paul II. During the 4 years we have implemented effective strategies and practices to evaluate/analyze data and identify areas of improvement. Once the areas were identified we hired additional staff, attended professional development and purchased new materials to assist the teachers in helping our students achieve success. We saw great results and adjusted our goal after further data analysis to show even more success. COVID has forced us to rethink the way we deliver instruction both remotely and in-person but we are committed to being goal focused and helping our students. We continually set aside time to meet as a whole staff as well as in grade level teams to analyze data and make informed data driven decisions when it comes to instruction. COVID has also offered us more opportunities to assess social emotional growth. We conduct surveys to make sure that our students are coping with the stress and anxiety felt in the world today. Our counselor works with students and families closely to determine what is needed to ease any SEL concerns. Our classroom teachers use the Second Step program to provide lessons to their classes that support SEL. We also use growth mindset strategies to form the way our students approach a task or problem.

Our independent plan of study is in place and we have continued to build upon it to make sure that our students realize their opportunities once they leave John Paul II. All our staff is committed to providing our students with a vision of what their potential is for having a successful future using their God given talents. We will continue to work on this plan as we move through the school year. I hope that you will take into consideration the narratives provided as well as the findings of Cognia and support full accreditation. Thank you.

## Appeal Team Response and Recommendation

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The information provided by the system in their appeal response was quite helpful in addressing the areas of requested clarification.

- Goal 1, though still ambiguous, shows that a clear process was established for improving student and staff relationships. Vague goal definers such as "all" students forming positive relationships with adults in the building can pose challenges in collecting quantitative data measures. The action steps were well-defined and appear to be excellently executed. In the future, it is recommended to consider quantitative data measures, or more frequent measures, such as the Spring 2020 survey of feelings regarding safety and care felt by students. Furthermore, this goal was listed under the area of Relevance. In the future, it is recommended that this be listed as a Relationship goal.
- Goal 2 was clearly stated, and the evidence provided supports that the initial goal was attained.

### Board Outcomes

- SEL – It is still recommended that the system consider how to measure the social-emotional wellbeing and students and the effectiveness of SEL programs/measures.
- IPS – The artifacts and qualitative justification provided the requested evidence of successfully functioning and measured Individual Plans of Study.
- Postsecondary Success – The qualitative justification was helpful in noting that former student achievements are tracked into high school. It is recommended that post-secondary tracking measures be considered and explained in the future as well.

As a result of the robust information, both qualitative justification and quantitative artifacts, provided in the appeal, no further information is requested at this time.

Based on the review of the appeal documentation, the Appeal Team recommends a status of **Accredited** for this system.

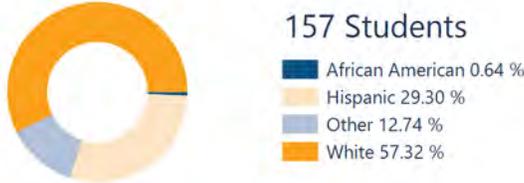


John Paul II Catholic School -  
Kansas City Catholic Diocese - Z0029

6915 W. 71st Street, Overland Park, KS 66204-1905  
(913) 432-6350  
http://www.johnpaul2opks.com/  
Principal: **Jenny Yankovich**

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

Demographics

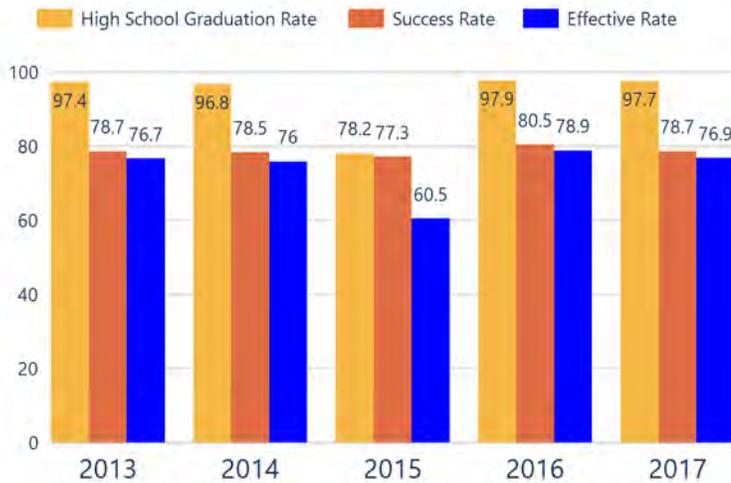


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

	Gold	Silver	Bronze	Copper
Academically Prepared for Postsecondary Success			★	
Graduation Rate	★			
Postsecondary Success	★			

Kansans CAN lead the world!

Graduation **95%**  
Effective Rate 70-75%

Five-Year Graduation Avg **94%**

Five-Year Success Avg **79%**

Five-Year Effective Avg **74%**

95% Confidence Interval for the Predicted Effectiveness Rate **62.5 - 66.8%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2012-2016).

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

N/A	State: 87.5	<b>School ESSA Expenditures Per Pupil</b>	N/A
97.1%	State: 94.5	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.	State: \$11,415
1.2%	State: 13.9	<a href="#">Click here for State Financial Accountability.</a>	
N/A	State: 1.4		



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.

ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	7.95	5.68	11.76	7.00	13.00	12.50	8.33	11.21	20.00
Level 2	32.95	18.18	20.58	41.00	19.00	20.83	34.25	25.23	37.50
Level 3	40.90	52.27	55.88	33.00	40.00	37.50	38.88	42.99	27.50
Level 4	18.18	23.86	11.76	19.00	28.00	29.16	18.51	20.56	15.00

FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	30.76	7.69	N/A	6.66	20.00	N/A	16.66	25.00	N/A
Level 2	30.76	23.07	N/A	66.66	26.66	N/A	41.66	33.33	N/A
Level 3	38.46	53.84	N/A	26.66	46.66	N/A	41.66	41.66	N/A
Level 4	0.00	15.38	N/A	0.00	6.66	N/A	0.00	0.00	N/A

STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	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

	2016-17			2017-18			2018-19		
	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

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	4.54	13.63	N/A	3.33	13.33	N/A	16.12	16.12	N/A
Level 2	54.54	18.18	N/A	53.33	30.00	N/A	35.48	35.48	N/A
Level 3	36.36	50.00	N/A	30.00	36.66	N/A	35.48	38.70	N/A
Level 4	4.54	18.18	N/A	13.33	20.00	N/A	12.90	9.67	N/A

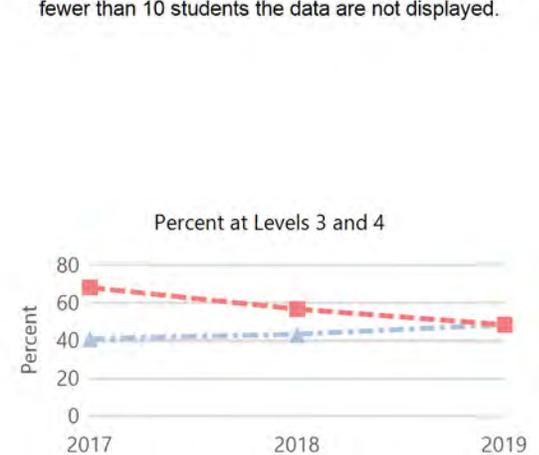
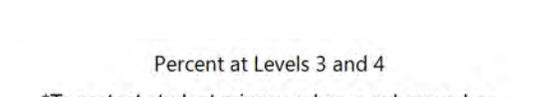
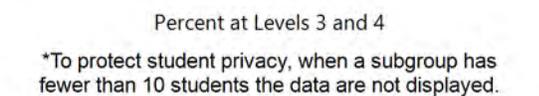
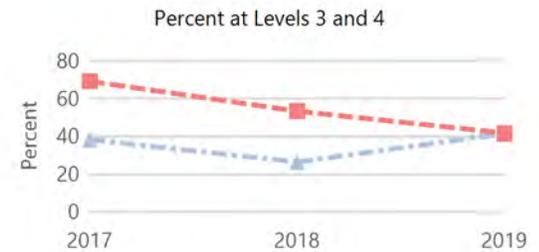
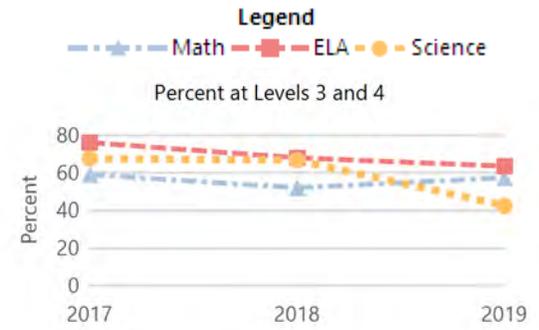
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ACT Performance (2019 School Year)

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Note: Not all eligible students completed an ACT.

Academically Prepared for Postsecondary Success



Building

State 21.1



**Agenda Number:** 16

**Meeting Date:** 1/12/2021



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

**Item Title:** Kansans Can Highlight: Utilizing Navigating Change guidance successfully

**From:** Brad Neuenswander

During the January State Board meeting, staff from Buhler USD 313 and Hutchinson USD 308 will share how their districts successfully used the Navigating Change document in their planning for the 2020-2021 school year. As a guidance document, "Navigating Change: Kansas' Guide to Learning and School Safety Operations" was created with input from nearly 1,000 Kansans to help schools as they support students and communities, and provide a quality education during the COVID-19 pandemic.

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



**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number: 17**

**Staff Initiating:**  
Bert Moore

**Director:**  
Bert Moore

**Commissioner:**  
Randy Watson

**Meeting Date: 1/12/2021**

**Item Title:**

Act on report from the School Mental Health Advisory Council on implementation of Bullying Task Force recommendations

**Recommended Motion:**

It is moved that the Kansas State Board of Education accept the report from the School Mental Health Advisory Council on the implementation of the Bullying Task Force recommendations.

**Explanation of Situation Requiring Action:**

The development of this report was overseen by the School Mental Health Advisory Council (SMHAC), which advises the State Board of Education on issues related to school mental health. The Council formed five committees to research and provide implementation guidance for these recommendations. This document summarizes the considerations of the SMHAC subcommittees' work in the form of guidance for Kansas school districts around the statutory definitions related to bullying, the complex nature of cyberbullying, data collection, prevention and resources.

Representatives of the SMHAC membership and KSDE staff will review the steps of the implementation plan contained in the document and be prepared to address questions. An Executive Summary of Implementation Guidance is provided as well as the full report titled "Implementation of the Bullying Task Force Recommendations."



# School Mental Health Advisory Council (SMHAC)

## Executive Summary of Implementation Guidance for the Bullying Task Force Recommendations

1. **Local Boards of Education adopt strong prevention policies.** The SMHAC supports the recommendation of the Bullying Taskforce that the Board of Education of each school district shall adopt and maintain a policy as required by K.S.A. 72-6147, prohibiting bullying and cyberbullying either by any student, staff member or parent towards a student or by a student, staff member or parent towards a staff member on school property, in a school vehicle or during a school sponsored activity or event whether on or off school premises. The plan required by K.S.A. 72-6147(c), is recommended to include a bullying reporting and resolution process.
2. **Local Boards of Education assure effective district policy implementation.** Each school district provides an annual update to the local Board of Education regarding bullying, cyberbullying, the use of KSDE's Social, Emotional and Character Development standards, and data on bullying.
3. **Districts support data-informed implementation across PK-12 buildings.** Each school building collects data on bullying incidences within each building from two social emotional data sources and present these findings annually to the local board of education. (i.e. data from annual administration of the KCTC survey.) The use of KCTC survey is recommended as a high-quality climate and culture data source.
  - a. Districts are required to track incidences and report according to the KSDE Discipline Data Collection process. The-four types of bullying data collected are: 1) Physical, 2) Cyber, 3) Verbal, and 4) Relational.
4. **Districts adopt prevention-focused evidence-based practices.** Implement a social-emotional learning curriculum that includes a family engagement component (per best practice) for anti-bullying purposes.
5. **Districts and families establish common expectations.** Provide families explanations for incidences that do not qualify as a bullying incident within the schools; such as the Kansas Association of School Boards (KASB's) letter (see Appendix C.) Ensure families know the schools' expectations for behavior.
6. **Strengthen digital citizenship competencies.** Provide students and families with information on digital citizenship to assist students in making smart choices online.
7. **KSDE makes legal requirements training module available.** As part of meeting the requirement in K.S.A. 72-6147(c), to adopt a plan that includes provisions for the training and education for staff members, students, and families, school districts will

provide and require all employees to complete a training module that covers the legal requirements. The SMHAC recommends the Department create a module that may be used by districts to assist with training staff and families, and if feasible, the module be ready for the beginning of the 2021-2022 school year.

8. **PreK-12 district plans result in effective bullying prevention.** When developing the district plan it is recommended use of the Bullying Resources Toolkit. The four sections of the draft Appendix C: Bullying Prevention Plan and Resources Toolkit are: 1) Developing a Plan to Address Bullying, 2) Building Adult Capacity to Change Climate and Culture, 3) Curriculum and Instructional Resources, 4) Measuring Social-Emotional Learning Locally
9. **KSDE supports align with Bullying Prevention Plan Toolkit components.** Through training and technical assistance all bullying-related policies will be implemented in keeping with Kansas Education Systems Accreditation (KESA) requirements.

# Implementation of the Bullying Taskforce Recommendations



**A Report by the School Mental  
Health Advisory Council**



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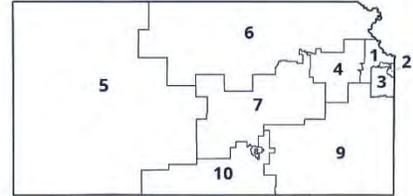


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SEPT 2019

# Implementation of the Bullying Taskforce Recommendations

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# School Mental Health Advisory Council (SMHAC)

## Executive Summary of Implementation Guidance for the Bullying Task Force Recommendations

1. **Local Boards of Education adopt strong prevention policies.** The SMHAC supports the recommendation of the Bullying Taskforce that the Board of Education of each school district shall adopt and maintain a policy as required by K.S.A. 72-6147, prohibiting bullying and cyberbullying either by any student, staff member or parent towards a student or by a student, staff member or parent towards a staff member on school property, in a school vehicle or during a school sponsored activity or event whether on or off school premises. The plan required by K.S.A. 72-6147(c), is recommended to include a bullying reporting and resolution process.
2. **Local Boards of Education assure effective district policy implementation.** Each school district provides an annual update to the local Board of Education regarding bullying, cyberbullying, the use of KSDE's Social, Emotional and Character Development standards, and data on bullying.
3. **Districts support data-informed implementation across PK-12 buildings.** Each school building collects data on bullying incidences within each building from two social emotional data sources and present these findings annually to the local board of education. (i.e. data from annual administration of the KCTC survey.) The use of KCTC survey is recommended as a high-quality climate and culture data source.
  - a. Districts are required to track incidences and report according to the KSDE Discipline Data Collection process. The-four types of bullying data collected are: 1) Physical, 2) Cyber, 3) Verbal, and 4) Relational.
4. **Districts adopt prevention-focused evidence-based practices.** Implement a social-emotional learning curriculum that includes a family engagement component (per best practice) for anti-bullying purposes.
5. **Districts and families establish common expectations.** Provide families explanations for incidences that do not qualify as a bullying incident within the schools; such as the Kansas Association of School Boards (KASB's) letter (see Appendix C.) Ensure families know the schools' expectations for behavior.
6. **Strengthen digital citizenship competencies.** Provide students and families with information on digital citizenship to assist students in making smart choices online.
7. **KSDE makes legal requirements training module available.** As part of meeting the requirement in K.S.A. 72-6147(c), to adopt a plan that includes provisions for the

training and education for staff members, students, and families, school districts will provide and require all employees to complete a training module that covers the legal requirements. The SMHAC recommends the Department create a module that may be used by districts to assist with training staff and families, and if feasible, the module be ready for the beginning of the 2021-2022 school year.

8. **PreK-12 district plans result in effective bullying prevention.** When developing the district plan it is recommended use of the Bullying Resources Toolkit. The four sections of the draft [Appendix C: Bullying Prevention Plan and Resources Toolkit](#) are: 1) Developing a Plan to Address Bullying, 2) Building Adult Capacity to Change Climate and Culture, 3) Curriculum and Instructional Resources, 4) Measuring Social-Emotional Learning Locally
9. **KSDE supports align with Bullying Prevention Plan Toolkit components.** Through training and technical assistance all bullying-related policies will be implemented in keeping with Kansas Education Systems Accreditation (KESA) requirements.

# Introduction

Bullying in schools has been a persistent problem for generations. In April, 2019, Kansas Commissioner of Education Randy Watson appointed a Blue-Ribbon Task Force to examine issues of bullying in the state's schools and report recommendations to the State Board of Education by December, 2019. The Task Force's final report was intended to "help school boards, administrators, teachers, students, families and communities in addressing this persistent problem," and concluded by offering seven recommendations:

- Provide better support and direction for school districts
- Continue to develop the state's focus on social-emotional and character development education to address school bullying
- Examine the current state law and determine if it requires reconsideration
- Local policies and plans must focus on relationships, school climate and culture, and the mental health impact of bullying in schools
- The state needs better data on school bullying and measures for assessing program effectiveness
- Addressing Cyberbullying
- Training, professional development and teacher preparation

The Kansas State Board of Education (KSBOE) accepted the recommendations and tasked the School Mental Health Advisory Council, (SMHAC) with developing guidance for implementation. The SMHAC advises the State Board of Education on issues related to school mental health. The Council formed five committees to research and consider implementation of the seven Blue Ribbon Task Force recommendations. This document includes their review of the current statutes, definitions, regulations and policies relative to bullying and offers guidance. This document also addresses the complex nature of cyberbullying, data collection considerations, and includes a *"Bullying Prevention Plan and Resource Toolkit"*. The toolkit is intended to help guide coherent implementation and assist with determining effectiveness of a local board of education's Bullying Prevention plans and policies; adopted in adherence to Kansas Statute 72-6147.

The School Mental Health Advisory Council respectfully submits this document to the State Board of Education to help inform their response to the Commissioners Blue Ribbon Taskforce recommendations. When implemented as part of an overall systemic, prevention-focused, responsive approach to social-emotional learning, Bullying Prevention becomes essential to having the equitable conditions necessary for healthy and safe school climates, rigorous student achievement and thriving Kansas communities.

## Blue Ribbon Task Force Recommendation: Examine State Laws

The KSBOE's SMHAC Bullying Definition Committee was tasked with reviewing existing statutory definitions related to bullying and developing recommendations as to whether these definitions require reconsideration.

The policy analysis conducted by the Bullying Definition Committee concluded that the statutory definition of bullying is broad enough to provide flexibility to principals to address a wide range of behaviors. However, the statutory language also requires "intentional behavior" which means there needs to be some facts or evidence showing the behavior was purposeful or planned. This language also addresses behavior that is "sufficiently severe, persistent or pervasive" which suggests repetition, the behavior happened more than once, and it was more than an "isolated" incident of a mean or unkind word spoken to another student. The Kansas statutory definition was considered sufficiently broad to encompass definitions commonly used in research and does not appear to be in conflict with those definitions.

The current definition also provides administrators with flexibility to address one-time behaviors if the behavior "creates an intimidating, threatening or abusive educational environment." This broad definition supports a school district's focus on education while also having the ability to use progressive discipline to address bullying behaviors and impose discipline consequences to prevent any reoccurrence.

The Bullying Definition Committee determined that the Kansas statutory definition of bullying does not create obstacles or barriers for school districts to address or stop bullying behaviors. The issue that was brought up frequently during the Task Force hearings is that society and parents often use the term "bullying" to describe every mean behavior, harsh word, or unkind act by another student toward their child that may occur in the school environment and administrators struggle with how to stop these behaviors particularly when both students may have been involved to some degree in the words exchanged.

The SMHAC Bullying Definition Committee has made specific recommendations as to how definitional concerns expressed by the Blue-Ribbon Task Force may be addressed without a change to the statutory definitions. The research definition of bullying addresses behavior that is sufficiently severe, persistent and pervasive and includes an imbalance of power. Bullying is more than an isolated incident.

## Kansas Statute 72-6147

**72-6147. Bullying, school district policies.** (a) As used in this section:

(1) "Bullying" means: (A) Any intentional gesture or any intentional written, verbal, electronic or physical act or threat either by any student, staff member or parent towards a student or by any student, staff member or parent towards a staff member that is sufficiently severe, persistent or pervasive that such gesture, act or threat creates an intimidating, threatening or abusive educational environment that a reasonable person, under the circumstances, knows or should know will have the effect of:

(i) Harming a student or staff member, whether physically or mentally;

(ii) damaging a student's or staff member's property;

(iii) placing a student or staff member in reasonable fear of harm to the student or staff member; or

(iv) placing a student or staff member in reasonable fear of damage to the student's or staff member's property;

(B) cyberbullying; or

(C) any other form of intimidation or harassment prohibited by the board of education of the school district in policies concerning bullying adopted pursuant to this section or subsection (e) of K.S.A. 72-1138, and amendments thereto.

(2) "Cyberbullying" means bullying by use of any electronic communication device through means including, but not limited to, e-mail, instant messaging, text messages, blogs, mobile phones, pagers, online games and websites.

(3) "Parent" includes a guardian, custodian or other person with authority to act on behalf of the child.

(4) "School district" or "district" means any unified school district organized and operating under the laws of this state.

(5) "School vehicle" means any school bus, school van, other school vehicle and private vehicle used to transport students or staff members to and from school or any school-sponsored activity or event.

(6) "Staff member" means any person employed by a school district.

(b) The board of education of each school district shall adopt a policy to prohibit bullying either by any student, staff member or parent towards a student or by a student, staff member or parent towards a staff member on or while utilizing school property, in a school vehicle or at a school-sponsored activity or event.

(c) The board of education of each school district shall adopt and implement a plan to address bullying either by any student, staff member or parent towards a student or by a student, staff member or parent towards a staff member on school property, in a school vehicle or at a school-sponsored activity or event. Such plan shall include provisions for the training and education for staff members and students.

(d) The board of education of each school district may adopt additional policies relating to

bullying pursuant to subsection (e) of K.S.A. 72-1138, and amendments thereto.

(e) Nothing in this section shall be construed to limit or supersede or in any manner affect or diminish the requirements of compliance by a staff member with the provisions of K.S.A. 2018 Supp. 38-2223 or 38-2226, and amendments thereto.

**History:** L. 2007, ch. 185, § 4; L. 2008, ch. 77, § 1; L. 2013, ch. 121, § 15; July 1.

**Source or Prior Law:** 72-8256.

## SMHAC Response

- The SMHAC supports the recommendation of the Bullying Taskforce that the Board of Education of each school district shall adopt and maintain a policy as required by K.S.A. 72-6147, prohibiting bullying and cyberbullying either by any student, staff member or parent towards a student or by a student, staff member or parent towards a staff member on school property, in a school vehicle or during a school sponsored activity or event whether on or off school premises. The plan required by K.S.A. 72-6147(c), is recommended to include a bullying reporting and resolution process.
- Collect data on bullying incidences within each building from two social emotional data sources and present these findings to the local board of education annually, for example, data from annual administration of the KCTC survey.
- Implement a social-emotional learning curriculum that includes a family engagement component (per best practice) for anti-bullying purposes.
- Provide families explanations for incidences that do not qualify as a bullying incident within the schools; such as the Kansas Association of School Boards (KASB's) letter (see Appendix C) Ensure parents know what schools' expectations for behavior include.
- Provide students and families with information on digital citizenship to assist students in making smart choices online.
  - As part of meeting the requirement in K.S.A. 72-6147(c), to adopt a plan that includes provisions for the training and education for staff members, students, and parents; provide and require all employees to watch a training module that covers the legal requirements. The SMHAC recommends the Department create a module that may be used by districts to assist with training staff, and if feasible, the module be ready for the beginning of the 2021-2022 school year.
  - Through training and technical assistance all bullying-related policies will be implemented in keeping with Kansas Education Systems Accreditation (KESA) requirements.

# Cyberbullying Considerations

Definition of cyberbullying: K.S.A. 72-6147(b) defines cyberbullying as, “bullying by the use of any electronic communications device through means including, but not limited to, e-mail, instant messaging, text messages, blogs, mobile phones, pagers, online games and websites.”

District Policy Legal Considerations:

- Statutory and case law limits the authority of school administrators to discipline students for behaviors that only happen “at school, on school property or at school-sponsored events” unless the off campus “cyberbullying” results in a “substantial disruption to the learning environment at school.”
- If a parent challenges the school’s discipline of their student for cyberbullying, the administrator has the burden of proving that any off-campus cyberbullying behavior “substantially disrupted the school learning environment”.
- Administrators should consider expected consequences including:
  - Restorative practices
  - Due process rights
  - Progressive discipline
- If a cyberbullying incident has occurred off campus and has not “substantially disrupted the learning environment at school” administrators can consider providing parents with the cyberbullying letter from KASB regarding off campus events and a copy of. (Appendix C – KASB Form)
  - This letter will refer parents to law enforcement to address their concern regarding cyberbullying off campus.

Districts/Schools best practice considerations:

- Provide an annual status update to the local Board of Education regarding bullying, cyberbullying and the use of KSDE’s Social, Emotional and Character Development standards
- Provide students with information and resources annually on bullying and cyberbullying, including the definitions
- Provide families/caregivers with information, resources and trainings annually on bullying and cyberbullying including the definitions -
- Provide students education on digital citizenship to prepare them to take ownership of their digital lives
- Create a positive school culture that fosters a sense of safety.

Resources and trainings on Cyberbullying are included in Appendix C.

# Data Collection Considerations

K.S.A. 72-6147(a)(1) defines bullying as any intentional gesture or any intentional written, verbal, electronic, or physical act or threat that is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening or abusive educational environment for a student or staff member that a reasonable person, under the circumstances, knows or should know will have the effect of:

- Harming a student or staff member whether physically or mentally;
- Damaging a student's or staff member's property;
- Placing a student or staff member in reasonable fear of harm to the student or staff member;
- Placing a student or staff member in reasonable fear of damage to the student's or staff member's property;
- cyberbullying; or,
- any other form of intimidation or harassment prohibited by the board of education of the school district.

The SMHAC implementation considerations include districts reporting to local board at least annually using at least two points of data. The Kansas Communities That Care Survey items and administration platform were retooled in 2019-2020 by the Kansas Department on Aging and Disability Services and partners. As such, the KCTC survey should be considered a robust, relevant and priority data source.

Working definition from Families Together to assist in collecting local data: Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength. It is often repeated over time. It can take many forms, such as: hitting or punching; teasing or name calling; intimidation using gestures or social exclusion; and, sending insulting messages electronically. <sup>1</sup>

Working definition from Stopbullying.gov:

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

<sup>1</sup> Families Together: <https://famielstogetherinc.org/understanding-bullying/>

In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.
- Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Districts are required to track incidences and report according to the KSDE Discipline Data Collection process. There are four types of bullying data collected:

- Physical
- Cyber
- Verbal
- Relational.

2019-2020 KSDE Discipline Data Collection Definitions<sup>2</sup>:

-Physical Bullying: Involves hurting a person's body or possessions. Physical bullying occurs when a person uses overt bodily acts to gain power over peers. Physical bullying includes: • Hitting/Kicking/Pinching • Spitting • Tripping/Pushing/Shoving • Taking or breaking someone's personal property • Making mean or rude hand gestures • Hazing

-Cyber Bullying: Bullying by use of any electronic communication device through means, including, but not limited to, e-mail, instant messaging, text messages, blogs, mobile phones, pagers, online games, and websites.

-Verbal Bullying: Involves saying or writing mean things. Verbal bullying occurs when someone uses language to gain power over his or her peers. Verbal bullying includes: • Teasing • Name-Calling • Inappropriate sexual comments • Taunting • Threatening to cause harm • Critical Criticism • Belittling • Personal Defamation • Racist Slurs • Sexually suggestive and/or abusive remarks • Extortion

<sup>2</sup> *KSDE Discipline Data Collection:*

<https://www.ksde.org/Portals/0/ECSETS/Discipline/DisciplineDataCollection-Definitions.pdf>

-Relational Bullying: Relational Bullying is the systematic diminishment of a targeted child's sense of self through the following that could lead to rejection and/or alienation. The behavior describes an individual, or a group of individuals, who try to hurt a peer, or sacrifice another's standing within their peer group. Examples include: • Ignoring • Isolating • Excluding • Shunning • Gossiping

If a bullying incident falls under two or more categories, districts are to use the following hierarchy to report the incident as the more severe type of bullying. 1. Physical Bullying 2. Cyber Bullying 3. Verbal Bullying 4. Relational Bullying

# Prevention and Resources Considerations

The 2008 Kansas State Legislature amended the anti-bullying statute. Effective July 1, 2008, Kansas school districts are required to:

1. Adopt and implement a plan to address cyberbullying,
2. Adopt policies prohibiting bullying on school property, in school vehicles, or at school-sponsored activities,
3. Adopt and implement a plan to address bullying, which must include provisions for training and education of staff and students. (*SMHAC recommends involving parents as well*); and
4. Upon request of a school district, the state board shall assist in the development of a grade appropriate curriculum for character development programs.

Bullying in Kansas schools has been a persistent problem for generations. Many efforts have been made to reduce bullying in schools, but the results, while positive, have been minimal. The Kansas Blue Ribbon Task Force on Bullying clearly identified prevention as a key to remedying this problem. Simply focusing on disciplinary responses to bullying has proven to be ineffective in reducing incidents. It is the belief of the task force and the SMHAC that a systemic change in school culture and climate is needed in order to truly prevent bullying incidents from occurring.

Change in school culture and climate will not happen without first focusing on building the capacity of adults and use of local data to inform decision-making. It is critical that educators obtain the knowledge and skills to prevent bullying and to respond to the needs of the school community. This would include, but is not limited to, trauma-responsive practices, social-emotional character development competencies, school mental health supports, and equity practices for student groups that are disproportionately victimized. Professional development regarding these topics addresses the KSBOE goal for Social Emotional Growth, and also positively impacts other key aspects of school culture and climate such as; school attendance, dropout rate, discipline, and academic achievement.

While adult capacity building is critical, it is just as important that districts have a PK - 12 bullying education plan that is aligned and articulated. Concepts taught to students should be embedded throughout the school day, continually reinforced, and locally monitored and measured.

The KSBOE recognizes the uniqueness of each school community, and in doing so has asked that each district measure Social Emotional Growth locally. KSDE does not require specific measures for social-emotional learning, that is left to the local school district. However, included in this document are resources, guidance, and measurement tools that you may find helpful in determining how to measure growth locally.

In response to the need for increased comprehensive and aligned approaches to bullying prevention expressed by the Task Force, the SMHAC recommends the Department convene select state-level providers and examine how components of the draft Appendix C: Bullying Prevention Plan and Resources Toolkit may be addressed/supported by KSDE-sponsored professional development systems. As a result, opportunities for dissemination and quality implementation can be increased.

The four sections of the draft Appendix C: Bullying Prevention Plan and Resources Toolkit are:  
1) Developing a Plan to Address Bullying, 2) Building Adult Capacity to Change Climate and Culture, 3) Curriculum and Instructional Resources, 4) Measuring Social-Emotional Learning Locally.

## Bullying and Diverse Populations Considerations

The Kansas Blue Ribbon on Task Force on Bullying Report (2020) highlights the need for greater cultural awareness and understanding, and that certain demographic groups are disproportionately bullied at a higher rate than their peers. Demographic groups enumerated in this report include; 1) biological sex, 2) gender identity and expression, 3) race/ethnicity (including migrant populations), 4) students with disabilities, 5) socio-economic status and 6) religious beliefs.

The SMHAC concurs and encourages culturally responsive district implementation.... Reducing bullying incidents among these enumerated groups begins with education. Awareness and training are needed that includes specific information regarding the risk of varying demographic factors. Increasing student voice and cultural expression is essential for empowering these marginalized groups to resist bullying, and to bring about a cultural change in schools. The following are resources to assist districts in addressing cultural awareness:

- **Teaching Tolerance:**
  - Bullying Basics: <https://www.tolerance.org/professional-development/bullying-basics>
  - Anti-Bullying Resources: <https://www.tolerance.org/magazine/antibullying-resources>
  - Teaching About Race, Racism, and Police Violence: <https://www.tolerance.org/moment/racism-and-police-violence>
  - Trevor Project: <https://www.thetrevorproject.org/>
- **Stopbullying.gov:**
  - Diversity, Race and Religion: <https://www.stopbullying.gov/bullying/groups>
  - Bullying and Youth with Disabilities and Special Health Needs: <https://www.stopbullying.gov/bullying/special-needs>
- **PACER.org:**
  - Bullying and Harassment of Students with Disabilities: <https://www.pacer.org/bullying/resources/students-with-disabilities/>

## Bullying and Suicidal Concern:

Kansas had the 5<sup>th</sup> largest increase of suicide deaths in the United States from 1999 – 2016 (CDC Vital Signs Report 2018). 2020 Data from the Kansas Communities That Care Survey conveys similarly concerning data amongst Kansas youth. Over 78,000-Kansas students in grades 6, 8, 10, and 12 participated in this survey which addresses many factors related to school climate. This includes questions regarding suicidal ideation, plans and attempts.

Responses to these survey questions indicated the following:

- 17.92% expressed having suicidal ideation in the last year or in the last 30 days
- 11.59% expressed having a plan for how they would kill themselves in the last year or in the last 30 days
- 5.08% expressed having attempted suicide in the last year or in the last 30 days

There are many factors that contribute to these alarming statistics, which includes bullying. Bullying is a traumatizing experience that impacts the victim's mental health and emotional wellbeing. Overtime, this can create a sense of hopelessness that can lead to suicidal thoughts and actions. Researchers have found that students who are bullied are 2.2 times more likely to experience suicidal ideation, and 2.6 times more likely to attempt suicide than their peers.

(Psychologytoday.com). Research published by Stopbullying.gov found the following:

- Children and youth who are involved in bullying are more likely than those who aren't involved in bullying to be depressed, have high levels of suicidal thoughts, and have attempted suicide.
- Children who bully and who also are bullied by their peers (often referred to as "bully-victims") are at the greatest risk for suicidal thoughts and behavior.
- Most studies have looked at the correlation between bullying and suicide at only one point in time. Very few have followed children and youth over time. So, although involvement in bullying is related to a greater likelihood of suicidal thoughts and behavior, it is wrong to conclude from these studies that experiences with bullying *causes* suicidal thoughts and behavior.
- A number of researchers note that there are other risk factors, such as mental health problems, that appear to play a much larger role than bullying in predicting suicidal thoughts and behavior.

Local Boards and districts have a responsibility to ensure caregivers and educators understand the potential consequences that can result from bullying, including suicidal ideation and action. The following are resources to assist districts in addressing suicidal concerns.

- **Kansas Suicide Prevention, Response and Postvention Toolkit**

<https://www.ksde.org/Agency/Division-of-Learning-Services/Student-Staff-Training/Prevention-and-Responsive-Culture/Suicide-Awareness-and-Prevention/Kansas-Suicide-Prevention-Response-and-Postvention-Toolkit>

- **Kansas Suicide Prevention Resource Center**

<https://www.kansassuicideprevention.org/>

- **Suicide Prevention Resource Center**

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

- **Jason Foundation**

<https://jasonfoundation.com/>

Kansas Youth Suicide Awareness <https://www.ksdetasn.org/resources/2495>

# Appendices

## Appendix A: Bullying Task Force Summary of Recommendations



Bullying Task Force Summary of Recommendations  
December 10, 2019

### 1. Better support and direction for school districts

Kansas law requires school districts to adopt bullying policies and plans and make provisions for training. More direction and support are needed for these efforts. Clear guidelines for strong policies and effective plans need to be shared. A statewide unit should be established or appointed to offer guidance and support school districts as they implement policies, plans and training. A bank of promising practices needs to be collected and available for school districts.

### 2. Continue and develop the state's focus on social-emotional and character development education to address school bullying

The research is clear about those youth behaviors that lead to school bullying. Preparation in social-emotional and character development skills are directly related to these bullying and victimization behaviors. Social-emotional growth is one of five measured outcomes in the Kansans Can initiative. Resources and supports available related to these initiatives in Kansas need to be shared through better communication efforts.

### 3. Examine the current state law and determine if it requires reconsideration

The Kansas law on bullying is broad and is somewhat inconsistent with research identifying bullying as repetitive over time and involving a power imbalance. The same inconsistency is evident in the state definition of cyberbullying. It is recommended that the State Board of Education examine the current state law and provide appropriate guidance.

### 4. Local policies and plans must focus on relationships, school climate and culture, and the mental health impact of bullying in schools

Bullying is a complex and multidimensional social issue. Bullying can occur in physical locations such as at the school, on a school bus, but can also take place virtually through online platforms such as social media and gaming. Different strategies are needed to address bullying based on the level of schooling, age of children and different school contexts. Changing school climate and culture takes time and persistence. Changing culture is especially difficult. To positively impact bullying behavior, schools need to focus

on peer and adult-student relationships. A caring and safe environment is necessary. Any bullying plan must address the differing needs of students and staff identified by research regarding but not limited to biological sex, gender identity and expression, race, ethnicity, sexual orientation, disability, religious faith, and socio-economic status. The whole school community needs to be involved in policies and plans addressing bullying, including students, staff, teachers, leaders, families and those in the larger community context. A trusted means for reporting bullying behavior needs to be developed and shared. Mental health and counseling support for schools need to be strengthened and new funding sources considered.

**5. The state needs better data on school bullying and measures for assessing program effectiveness.**

The KCTC survey is an ambitious effort to gather information from students across multiple dimensions. The survey currently contains seven questions regarding bullying. At the same time, no collectively accepted measures for assessing bullying exist in Kansas. Given there are disparities in bullying experiences for identifiable characteristics measures that enumerate those experiences by demographics should be available. It is recommended that the KCTC survey continue to be administered but improved in ways outlined in the report. In addition, the need for school climate and other teacher surveys should be considered. Districts need guidance in determining which bullying programs are truly evidenced-based. In addition, agreed upon variables and measures for assessing the effectiveness of bullying programs need to be identified. Any surveys conducted should include a common definition of bullying.

**6. Addressing Cyberbullying**

As technology and social media continue to proliferate across our society, it is expected that the incidences of cyberbullying will increase. Cyberbullying can be exceedingly pernicious as it can increase the number of witnesses and audience, while also being anonymous. Districts need to consider specific plans regarding cyberbullying, and work with teachers, students, families, caregivers and technology/social media experts in finding effective means for addressing this behavior. Information campaigns by districts with input from students are recommended.

**7. Training, professional development and teacher preparation**

Educators have a wide array of responsibilities. Teaching and learning are complex matters that require a lot of skills. Academic achievement is important, as is the training of the other skills identified in the Kansas Can agenda. This includes growth on socio-emotional learning. But in order for schools to implement any program effectively, time, resources, and effective training are key. Training for in-service teachers and pre-service teachers on issues related to bullying and youth suicide prevention is recommended. The most promising practices to impact bullying behavior are those that are school-wide, universal and involve parents and families. This is the goal of social-emotional learning programs, and effective approaches should be shared and considered.

## Appendix B: Draft Parent Letter Sample KASB

Dear Parent (student):

As Spring approaches, this letter is to alert you to the school district's student behavior policies and Kansas law as to statements, comments and other inappropriate behavior by student towards other students at \_\_\_\_ school.

Our \_\_\_\_ School Handbook and board policies require school administrators to investigate any complaints about student behaviors that may be threatening, harassing or bullying towards others. Such behaviors are not acceptable at school, on school property or at school sponsored events.

Students who exhibit these behaviors will be disciplined up to and including short- and long-term suspensions from school. Please be advised that students and parents should also be cautious about their use of cellphones, iPhones and any other telecommunication devices. There is no expectation of privacy if a student uses any computer or electronic device to harass, threaten or bully another student at school. Discipline may also be imposed on a student for behavior outside of school if a student's comments, postings etc. after school ends up disrupting the learning environment at school.

Finally, the Kansas legislature passed a law in 2011, K.S.A. 21-6206, that makes harassing, threatening and bullying behaviors a crime. Parents and students who complain that another student is using their computers and phones after school to harass, bully and threaten other students are being given a copy of this statute and being advised they can contact local police and file a criminal complaint under K.S.A. 21-6206.

Please review this criminal law with your student(s) to make sure they understand that using a cell phone or any other electronic media to any harass, threaten or bully another student may be a crime. I have enclosed a copy of this law for your student's review. Please encourage your student to be cautious in their tweets, texts, postings and other conversations about other students.

As a parent, please advise your student(s) that any inappropriate comments, statements, etc. about any other student in any text message, email, call etc. may become public and may result in school discipline and/or a concerned parent filing a criminal complaint against them with law enforcement.

Prevention is the best approach and hopefully the knowledge of this new law will help your son/daughter understand that what they put out there in social media may be used against them if the comments are threatening, intimidating, bullying or harassing towards others.

Please call if you have any questions.

Sincerely,

## Appendix C: Bullying Prevention Plan and Resources Toolkit

The 2008 Kansas State Legislature amended the anti-bullying statute. Effective July 1, 2008, Kansas school districts are required to:

1. Adopt and implement a plan to address cyberbullying, and
2. Adopt policies prohibiting bullying on school property, in school vehicles, or at school-sponsored activities, and
3. Adopt and implement a plan to address bullying, which must include provisions for training and education of staff and students.
4. Upon request of a school district, the state board shall assist in the development of a grade appropriate curriculum for character development programs.

### Developing a Plan to Address Bullying

Developing a Plan to Address Bullying						
Required District/Building Plan Components	Not Started	In-Progress	Who Responsible and Timeline	Complete	Actions Needed to Complete Plan	Suggested Resources
District/building plan addresses cyberbullying						Kansas Association of School Boards (KASB) <ul style="list-style-type: none"> <li>• <a href="#">Model Bullying Plan</a></li> </ul> ASCA, NAESP, NASP, NASRO, NASSP, and SSWAA <ul style="list-style-type: none"> <li>• <a href="#">A Framework for Safe and Successful Schools</a></li> </ul>
Plan prohibits bullying on district property, in district vehicles, and at school-sponsored events						
District/building plan includes an articulated PK-12 staff						

development plan						<p>Teaching Tolerance</p> <ul style="list-style-type: none"> <li>• <a href="#">Bullying Basics</a></li> <li>• <a href="#">Building a Plan</a></li> </ul> <p>National School Climate Center</p> <ul style="list-style-type: none"> <li>• <a href="#">State Policies on Climate and Bullying Prevention Efforts</a></li> </ul> <p>Social Media</p> <ul style="list-style-type: none"> <li>• <a href="#">Facebook Prevention Hub</a></li> <li>• <a href="#">Twitter Safety and Security</a></li> </ul>
District/building plan includes an articulated PK-12 education plan for students						
District/building plans are accessible to the public via websites, handbooks, etc.						

## Building Adult Capacity to Change Climate and Culture

“To promote students’ social and emotional competence, it’s important for schools to simultaneously foster a supportive staff environment that cultivates the social and emotional competence and capacity of the adults in the building.” -Collaborative for Academic and Social-Emotional Learning (CASEL)

Building Adult Capacity to Change Climate and Culture						
Suggested District/Building Plan Components	Not Started	In-Progress	Who Responsible and Timeline	Complete	Actions Needed to Complete Plan	Suggested Resources
Bullying professional development includes a strand on adult SEL						CASEL <ul style="list-style-type: none"> <li>• <a href="#">Strengthening Adult SEL (brief)</a></li> <li>• <a href="#">Strengthening Adult SEL</a></li> <li>• <a href="#">The Heart of Learning and Teaching</a> <ul style="list-style-type: none"> <li>◦ <a href="#">Book Study Guide</a></li> </ul> </li> </ul> Trevor Project <ul style="list-style-type: none"> <li>• <a href="#">National Survey on LGBTQ Youth and Mental Health (2019)</a></li> </ul>
Staff demonstrate an understanding of trauma informed practices						
Disciplinary practices include opportunities for students to mend/restore relationships						
Adults and students demonstrate understanding and acceptance of enumerated groups						
A school mental health team is in place						

supports and monitors anti-bullying efforts						<a href="#">in Bullying Curriculum Delivery</a>
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## Curriculum and Instructional Resources

“Competencies cannot be absorbed through the normal school structure without purposeful instruction.” – Kansas Can Competency Framework

Curriculum and Instructional Resources						
Suggested District/Building Plan Components	Not Started	In-Progress	Who Responsible and Timeline	Complete	Actions Needed to Complete Plan	Suggested Resources
Grade level SECD standards have been reviewed and are embedded across the curriculum						KSDE <ul style="list-style-type: none"> <li>• <a href="#">Kansas Social, Emotional and Character Development Model Standards</a></li> <li>• <a href="#">School Counseling Standards</a></li> </ul> CASEL <ul style="list-style-type: none"> <li>• <a href="#">Guide to Effective Social and Emotional Learning Programs</a></li> <li>• <a href="#">Three Signature SEL Practices for the Classroom</a></li> </ul> Kansas Can Competency Framework
An evidence-based social-emotional learning curriculum has been selected and implemented						
Bullying prevention practices and interventions are evidenced within a 3-tiered system of supports						
Bullying awareness and prevention resources have been made available to families and community						

						<ul style="list-style-type: none"> <li>• Teaching the Skills that Matter at Home – Self-Regulation</li> <li>• Teaching the Skills that Matter at Home – Self-Efficacy:</li> <li>• Teaching the Skills that Matter at Home – Assertiveness:</li> <li>• Teaching the Skills that Matter at Home – Conflict Management:</li> </ul> <p><b>TASN</b></p> <ul style="list-style-type: none"> <li>• Menu of Supports</li> <li>• Social and Emotional Learning and Bullying Prevention:</li> <li>• Trauma, Toxic Stress and Caregiver Wellbeing</li> </ul> <p>*Facilitation guide</p> <p><b>Kansas Parent Information Resource Center (KPIRC)</b></p> <ul style="list-style-type: none"> <li>• Bullying What Families Need to Know</li> </ul>
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						<p>Families Together</p> <ul style="list-style-type: none"><li>• ACES's and Resiliency</li><li>• Stress and Childhood</li></ul> <p>MTSS</p> <ul style="list-style-type: none"><li>• Resources</li></ul>
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## Measuring Social-Emotional Learning Locally

“Kansas school districts’ missions reflect the Kansas State Board of Education’s (KSDE) vision of preparing successful high school graduates. These districts locally measure progress toward achievement of the State Board of Education’s social-emotional outcome and goal of each student developing the social, emotional and character competencies that promote learning and success in life.” – Kansans Can Star Recognition System

Measuring Social-Emotional Learning Locally						
Suggested District/Building Plan Components	Not Started	In-Progress	Who Responsible and Timeline	Complete	Actions Needed to Complete Plan	Suggested Resources
A school climate measure has been adopted/developed						Kansas State Department of Education <ul style="list-style-type: none"> <li>Measuring Social, Emotional, Character Growth Toolkit</li> </ul> American Institutes for Research: <ul style="list-style-type: none"> <li>Making SEL Work: Ten Practitioner Beliefs</li> </ul> National Association of School Psychologists:
Multiple stakeholder groups participate in climate surveys (students, parents, staff, community)						
A variety of data sources are used to measure systemic anti-bullying programs						

<p>A process is in place for building leadership teams to analyze data and make data informed adjustments to building plans</p>						<ul style="list-style-type: none"> <li>● Guidance for Gathering and Using School Climate Data</li> </ul> <p>Kansas Can Competency Framework</p> <ul style="list-style-type: none"> <li>● Student Competency Assessment Resources</li> </ul> <p>Kansas Communities That Care Survey</p> <ul style="list-style-type: none"> <li>● Conflictual Environment Data Tool:</li> <li>● Bullying in schools: the state of knowledge and effective interventions:</li> </ul>
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## Appendix D: School Mental Health Advisory Council Members

<b>Council Member</b>	<b>Representing</b>
Kathy Busch (Chair)	Kansas State Board of Education
Dr. Jane Groff, (Vice-Chair)	Parent or representative from an organization that could represent families or speak to family engagement
Cherie Blanchat	TASN - School Mental Health Initiative
Shelby Bruckerhoff	Parent
Jose Cornejo	Bullying Task Force
Melody Martin	Health care providers
Misti Czarnowski	School Counselor
Kristen Garner	Social Workers
Bobby Eklofe	Psychiatric Residential Treatment Facilities
Diane Gjerstad	Mental Health Pilot
Jessica Griffin	Elementary Administrators
Dr. John Heim	Kansas Association of School Boards staff member
Gary Henault	KDADS
Leia Holley	Parent or representative from an organization that could represent families or speak to family engagement
Dr. Ken Hughey	Kansas institution of higher education (responsible for teaching in or leading programs on school social work, school psychology, or school counseling)
Representative Russ Jennings	House Majority Member
Kimber Kasitz	School nurse
Deana Novack	Elementary Principal
Kathy Kersenbrock-Ostmeyer	Special Education Directors
Monica Kurz	Agency doing work related to the council's focus
Ronny Lieurance	School Law Enforcement
Dr. John McKinney	Parent or representative from an organization that could represent families or speak to family engagement.
Kathy Mosher	Representative from Association of Community Mental Health Centers of Kansas

<b>Council Member</b>	<b>Representing</b>
Monica Murnan	House Minority Member
Judi Rodman	School district/community partnership
Shirley Scott	School counselor
Rachelle Soden	Statewide not-for-profit agency that works to prevent child abuse
Senator Dinah Sykes	Senate Minority Member
Senator Mary Jo Taylor	Senate Majority Member
Mark Torkelson	Member of a local board of education (small, rural district)
Kelsee Torrez	Early childhood school mental health professional
Juliane Walker	Child advocacy center
Pam Weigand	Provider of juvenile intake, services, or detention
Holly Yager	School Psychologist

- For more information, contact:

Name: Kent Reed  
Title: Education Program Consultant  
Team: Career Standards and Assessments  
Phone: 785-296-8109  
Email: [kreed@ksde.org](mailto:kreed@ksde.org)



Kansas State Department of Education  
900 S.W. Jackson Street, Suite 102  
Topeka, Kansas 66612-1212  
[www.ksde.org](http://www.ksde.org)



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 a.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 1/12/2021

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### **Item Title:**

Act on recommendations of the Professional Practices Commission (censure)

### **Recommended Motion:**

It is moved that the Kansas State Board of Education issue a Professional Teaching License, with public censure, to Applicant 19-PPC-23.

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

The Licensee entered into a diversion agreement with Sedgwick County District Attorney, Wichita, Kansas, whereby she agreed to comply with certain terms of her diversion to avoid criminal prosecution. Within that Diversion agreement, the Licensee stipulated to facts as to making a false information in violation of K.S.A. 21-5824(a). The Applicant's diversion was completed and the criminal charges against her dismissed on or about April 4, 2019. Having successfully completed her diversion, she is no longer under supervision. The Professional Practices Commission voted 7-1 to recommend granting the license and publicly censuring the Licensee.

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION  
PROFESIONAL PRACTICES COMMISSION

In the Matter of  
the License of

[REDACTED]

Case No. 19-PPC-23

OAH No. 20ED0001 ED

**INITIAL ORDER**

**Decision**

Having heard the testimony of the witnesses, considered the evidence presented, reviewed the applicable statutes, regulations and policies, and otherwise being duly and fully informed in the premises of this matter, the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) on a vote of 7 to 1 recommends to the Kansas State Board of Education that the Complaint filed by KSDE seeking to revoke the teaching license of [REDACTED] be denied and that [REDACTED] be granted her teaching license subject to a public censure due to her criminal conduct.

**Statement of Case**

This matter comes on for hearing before the Commission upon the Complaint filed by the KSDE seeking revocation of [REDACTED] teaching license.

The hearing was held on October 2, 2020. Appearing for the Commission were acting chairperson, Jennifer Holt, and members William Anderson, Eric Filippi, Nathan Reed, Stan Ruff, Aaron Edwards, Caroline Spaulding, and Kimberly Gilman.

[REDACTED] appeared in person and *pro se*.

KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon.

**Evidentiary Rulings**

Counsel for KSDE requested that KSDE Exhibits A through G be admitted as evidence. [REDACTED] had no objection. KSDE Exhibits A through G were admitted.

[REDACTED] offered Exhibits 1 through 5. KSDE had no objection to the offered exhibits. Exhibits 1 through 5, as offered by [REDACTED] were admitted.

### Findings of Fact

1. ██████ held a professional teaching license, ██████ from 1990 until it expired February 22, 2018. (Exhibit F)
2. A Complaint/Information was filed in Sedgwick County District Court, case number 17CR03677, charging ██████ with one count of making a false information in violation of K.S.A. 21-5824(a). (Exhibit A)
3. ██████ was licensed as a teacher in the State of Kansas at the time of the offense. (Exhibit F)
4. ██████ entered into an Agreement for Pretrial Diversion with the Sedgwick County District Attorney's Office on or about April 3, 2018. (Exhibit B)
5. ██████ submitted an Application for Kansas License to KSDE on or about March 8, 2019 seeking to renew her teaching license. (Exhibit C) On the application ██████ was asked "Have you EVER entered into a diversion agreement or otherwise had a prosecution diverted after being charged with any felony or any crime involving theft, drugs, or a child." ██████ responded by marking "No."
6. ██████ did not disclose the Agreement for Pretrial Diversion she had entered into with the Sedgwick County District Attorney's Office on April 3, 2018.
7. ██████ diversion was completed and the criminal charges against her dismissed on or about April 4, 2019. (Exhibit 1)
8. On July 8, 2019 KSDE filed a Complaint seeking revocation of ██████ already expired teaching license.
9. ██████ was charged with making a false information because she created a fake lease agreement showing she was leasing or renting a property from an individual and forged that individual's name on the lease agreement in order to provide verification of an address within the Maize school district, so her children would not be required to change schools.
10. ██████ acknowledged her conduct was "morally, ethically and legally wrong" and apologized to the individual whom she had involved in the matter.
11. ██████ testified that when she read the question about a diversion she read it to ask if she had entered into a diversion agreement for a felony or crime involving theft, drugs or a child. Since her crime did not involve theft, drugs, or a child, she thought she answered the question appropriately. She did not read the question as having entered into a diversion agreement for any felony or any crime involving theft, drugs or a child.

12. ██████ submitted three (3) letters of recommendation as part of her exhibits. (Exhibit 3)

### Conclusions of Law

1. The Kansas State Board of Education (“State Board”) is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas. Kan. Const., Art. VI and K.S.A. 2017 Supp. 72-255.

2. K.A.R. 91-22-1a(a) provides, in pertinent part, that “[a]ny license issued by the state board **may** be suspended or revoked, or the license holder may be publicly censured by the state board for misconduct or other just cause” including: for “(1) Conviction of any crime punishable as a felony” or “(11) entry into a criminal diversion agreement after being charged with any offense or act described in this subsection.”

3. ██████ acknowledged that she was charged with the criminal offenses and that what she did was wrong. ██████ explained the circumstances that led to her citation and the diversion and took full responsibility for her actions.

4. K.A.R. 91-22-1a(g) sets forth what must be satisfied for a teacher that has had their license denied or revoked based on a violation of the provisions in subsection (a) of the same regulation to apply for a new license

5. Although not required in this matter, the Commission felt it was appropriate to consider the factors set forth in K.A.R. 91-22-1a(g)(1) in determining if ██████ should be revoked or if there was sufficient evidence that she had been rehabilitated.

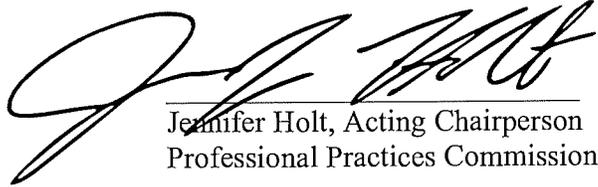
6. The Commission, in determining whether to recommend to the Board that an individual’s application should be granted, is required to determine the extent of the applicant’s efforts at rehabilitation as well as the fitness of the applicant to be a member of the teaching profession. *Wright v. State Bd. of Educ.*, 268 P.3d 1231 (Kan.App. 2012). The Commission has utilized these same principles in determining if a teacher’s license should be revoked.

7. In considering the factors in relation to the facts in this matter, the Commission felt that ██████ demonstrated fitness to retain her license to teach. Among other factors the Commission identified that the offense had occurred more than three (3) years prior, ██████ expressed remorse and recognition of the wrongfulness of her actions, ██████ provided evidence of rehabilitation, ██████ was truthful and forthcoming in her testimony, remained suitable to be placed in a position of trust and would be a suitable role model for students.

8. In addition, the Commission noted the confusing nature of the question on the application that ██████ answered falsely. This was not the first time someone had mistakenly read the question to ask if the individual was charged with a felony involving theft, drugs, or a child rather than if they had been charged with any felony crime. It was suggested the language could be made clearer by separating the questions, like is done with convictions.

9. On a vote of 7 in favor, 1 opposed, the Commission recommends to the Kansas State Board of Education that the Complaint filed by KSDE seeking to revoke [REDACTED] license be denied, and that [REDACTED] be granted a teaching license subject to being publicly censured due to her criminal conduct.

**IT IS SO ORDERED.**



Jennifer Holt, Acting Chairperson  
Professional Practices Commission

**NOTICE**

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

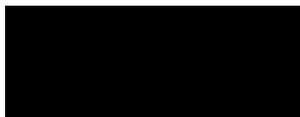
You may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within **ten calendar** days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

Peggy Hill  
Secretary, Kansas State Board of Education  
900 SW Jackson Street,  
Topeka, Kansas 66612

Response briefs are due within **ten calendar days** after service of the legal brief upon the opposing party. Any reply brief is due **five calendar days** after service of any response brief on the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

Certificate of Service

On December 8, 2020, I certify that I caused a copy of the foregoing was placed in the United States first class mail, postage prepaid, addressed to:



and further certify that a copy of the foregoing to be hand-delivered to:

R. Scott Gordon, Attorney  
Kansas State Department of Education  
900 SW Jackson, Ste. 102  
Topeka, KS 66612  
Telephone: 785-296-3204

Marisa Seele

Marisa Seele, Secretary  
Professional Practices Commission  
Kansas State Department of Education  
900 SW Jackson Street  
Topeka, KS 66612-1182

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

Agenda Number: 18 b.

**Staff Initiating:**

Scott Gordon

**Director:**

Scott Gordon

**Commissioner:**

Randy Watson

**Meeting Date:** 1/12/2021

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**Item Title:**

Act on recommendations of the Professional Practices Commission (denial)

**Recommended Motion:**

It is moved that the Kansas State Board of Education adopt the findings of the Professional Practices Commission and deny the application of 20-PPC-19.

**Explanation of Situation Requiring Action:****20-PPC-19**

The Professional Practices Commission conducted a hearing on Dec. 11, 2020, to review the Complaint filed by the Kansas State Department of Education. On or between Nov. 2, 2011 and Nov. 3, 2016, Applicant possessed marijuana as well as drug paraphernalia within Reno County, Kansas. On or about Nov. 3, 2011, she unlawfully and recklessly exposed three children to the danger of great bodily harm or death. On Feb. 22, 2019, Applicant pled guilty to and was subsequently convicted of unlawful possession of marijuana, unlawful possession of paraphernalia, and three separate counts of misdemeanor endangering a child. Although the Applicant originally requested a hearing and filed an Answer, she stopped participating in the proceedings and did not appear for her hearing before the Professional Practices Commission. The Professional Practices Commission voted 8-0 to deny her application for an emergency substitute license.

BEFORE THE KANSAS STATE BOARD OF EDUCATION  
PROFESSIONAL PRACTICES COMMISSION

In the Matter of  
the Application of  
[REDACTED]

PPC No. 20-PPC-19  
OAH No. 21ED0002 ED

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (“Commission”) of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education (“KSDE”)

The hearing on this matter was held on December 11, 2020. Appearing for the Commission were acting chairperson, Jennifer Holt, and members, Bill Anderson, Aaron Edwards, Eric Filippi, Kimberly Gilman, Nathan Reed, Stan Ruff, and Caroline Spaulding. The KSDE appeared by and through General Counsel, R. Scott Gordon. [REDACTED] did not appear.

FINDINGS OF FACT

1. [REDACTED] applied for an Emergency Substitute Teaching License. [REDACTED] was previously licensed by the Kansas State Board of Education from August 2016 through June, 2017.
2. On or between November 2, 2011 and November 3<sup>rd</sup>, 2016, [REDACTED] possessed marijuana as well as drug paraphernalia within Reno County, Kansas. On or about November 3<sup>rd</sup>, 2011, she unlawfully and recklessly exposed three children to the danger of great bodily harm or death. These actions were not known by KSDE at the time she received her license in 2016.
3. On February 22, 2019, [REDACTED] plead guilty to and was subsequently convicted of unlawful possession of marijuana, unlawful possession of paraphernalia, and three separate counts of misdemeanor endangering a child as defined in K.S.A. 21-5429(a).
4. On July 22, 2020, the Kansas State Department of Education filed a formal Complaint requesting the denial of the application for an emergency substitute license. The Complaint was mailed by certified mail to [REDACTED] last known address on July 23, 2020.
5. On July 29, 2020, [REDACTED] requested a hearing and did submit an answer to the Complaint.
6. A prehearing conference was conducted on September 17, 2020 whereby [REDACTED] appeared by phone on her own behalf. Mr. Gordon appeared on behalf of the KSDE. During that conference, both parties were advised of various deadlines to produce documents as well as advised as to when the hearing would occur before the Professional Practices Commission.

Those deadlines and the date and time of the hearing were subsequently documented in a prehearing order.

7. [REDACTED] did not provide any documents as potential exhibits, nor did she submit a list of witnesses she planned on calling on her behalf.
8. [REDACTED] was informed by her last known email address of the manner by which she would attend the Professional Practices Commission's Zoom hearing.
9. The hearing was scheduled to start at 10:30 a.m.. The Professional Practices Commission waited until after 10:40 a.m. before starting the hearing and proceeding in spite of [REDACTED] absence.

### CONCLUSIONS OF LAW

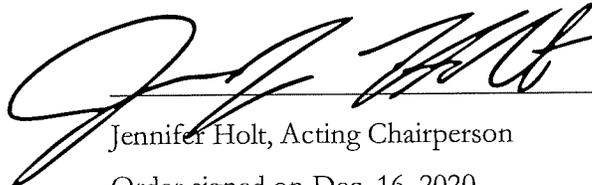
1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. The State Board may deny a license for misconduct or other just cause such as conviction of any crime involving drugs (K.A.R. 91-22-1a(a)(4)) and/or any crime involving a minor (K.A.R. 91-22-1a(a)(2))
3. One of the obvious goals of education is to "instill respect for the law." Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
4. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
5. [REDACTED] conduct is inconsistent with the commonly-held perceptions and expectations of a member of the teaching profession. Such conduct violates the public trust and confidence placed in members of the profession. Her conduct demonstrates a lack of fitness to perform the duties and responsibilities of a member of the teaching and school administration professions and is sufficient and just cause to denial of her application for licensure.
6. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 8-0, that [REDACTED] application for an emergency substitute license is denied, based on her convicted of unlawful possession of marijuana, unlawful possession of

paraphernalia, and three separate counts of misdemeanor endangering a child as defined in K.S.A. 21-5429(a) along with failure to participate in the administrative hearing.

This Initial Order is made and entered this December, 2020.

PROFESSIONAL PRACTICES COMMISSION



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Jennifer Holt, Acting Chairperson  
Order signed on Dec. 16, 2020.

**NOTICE TO APPLICANT**

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

You may submit to the State Board for its consideration as part of its review of the Initial Order a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within ten calendar days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

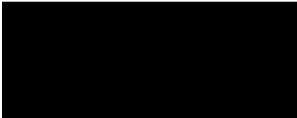
Peggy Hill  
Secretary, Kansas State Board of Education  
900 SW Jackson Street, Suite 600  
Topeka, KS 66612

Response briefs are due within ten calendar days after service of the legal brief upon the opposing party. Any reply brief is due five calendar days after service of any response brief upon the

opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

**CERTIFICATE OF SERVICE**

I hereby certify that on this 18<sup>th</sup> day of December, 2020, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education, one (1) copy was mailed by certified mail, return receipt requested; and one (1) copy was mailed by first-class prepaid postage mail, to:



And via interoffice mail to:

R. Scott Gordon  
Kansas State Department of Education  
900 SW Jackson Street, Suite 102  
Topeka, Kansas 66612

Marisa Seele  
Marisa Seele  
Secretary, Professional Practices Commission

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number: 19**

**Staff Initiating:**

**Deputy Commissioner:**

**Commissioner:**

**Meeting Date: 1/12/2021**

Brad Neuenswander

Brad Neuenswander

Randy Watson

**Item Title:**

Acceptance of redesign schools' plans for launch in 2020-21 school year

**Recommended Motion:**

It is moved that the Kansas State Board of Education accept the Gemini II and Apollo schools identified as a "Go" for launch for the 2020-2021 school year.

**Explanation of Situation Requiring Action:**

The school districts/schools listed below have participated in regional redesign workshops and have been "cleared for launch" by a third-party Launch Readiness Committee made up of representatives from the Kansas State Department of Education (KSDE) and Educational Service Centers. These schools are a mix of Gemini II and Apollo schools that applied to be part of the redesign effort. These schools have also been approved by their local boards of education to launch in 2020-2021, joining another 121 schools in 50 districts approved by the State Board for launch of their Kansans Can School Redesign Project plans. A total of 180 schools and 72 districts have applied to be part of the Kansans Can School Redesign Project in the five cohorts (Mercury, Gemini, Gemini I, Apollo and Apollo II).

All of the schools engaged deeply at regional workshops facilitated by KSDE and Educational Service Center staff working together. Each school sent a school redesign team to the bi-monthly workshops throughout the planning year.

The launch readiness committee recommends the State Board of Education approve all of these schools:

Ell-Saline USD 307

- Ell-Saline Elementary School (Apollo)

Hutchinson USD 308

- Wiley Elementary School (Apollo)
- Hutchinson STEM Magnet School at Allen (Apollo)

Stafford USD 349

- Stafford Middle-High School (Gemini II)





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
<b>Total New Hires</b>	3	2	1	1	3	4						
Unclassified	3	2	1	1	3	4						
Unclassified Regular (leadership)	0	0	0	0	0	0						
<b>Total Separations</b>	5	1	9	5	0	3						
Classified	0	0	0	0	0	0						
Unclassified	5	1	7	5	0	3						
Unclassified Regular (leadership)	0	0	2	0	0	0						
<b>Recruiting (data on 1st day of month)</b>	7	7	9	11	6	2						
Unclassified	7	7	9	11	6	2						
Unclassified Regular (leadership)	0	0	0	0	0	0						

Total employees 235 as of pay period ending 12/12/2020. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).



**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number: 20 b.**

**Staff Initiating:**

Marisa Seele

**Director:**

Wendy Fritz

**Commissioner:**

Randy Watson

**Meeting Date: 1/12/2021**

**Item Title:**

Act on personnel appointments to unclassified positions

**Recommended Motion:**

It is moved that the Kansas State Board of Education confirm the personnel appointments of individual(s) to unclassified positions at the Kansas State Department of Education as presented.

**Explanation of Situation Requiring Action:**

The following personnel appointments are presented this month:

Edward Kalas to the position of Education Program Consultant on the Teacher Licensure and Accreditation team, effective Dec. 7, 2020, at an annual salary of \$56,118.40. This position is funded by the State General Fund and Teacher Administrator FF.

Jaycee Worrell to the position of Accountant on the Fiscal Services and Operations team, effective Dec. 14, 2020, at an annual salary of \$46,363.20. This position is funded by the POG Grant (Children’s Cabinet) and Indirect Costs.

Taylor Carlson to the position of Administrative Specialist on the Fiscal Auditing team, effective Dec. 21, 2020, at an annual salary of \$36,504. This position is funded by the State General Fund and CACFP Fiscal Auditing Fund.

Aaron Emery to the position of Quality Analyst Technician on the Information Technology team, effective Dec. 21, 2020, at an annual salary of \$51,126.40. This position is funded by the IDEA Title III, Part B Discretionary, and Consolidated Pool Funds.

Jennifer Shaffer to the position of Information Systems Manager on the Information Technology team, effective Dec. 27, 2020, at an annual salary of \$69,992. This position is funded by the State General Fund and Federal Food Assistance Fund.

Dale Brungardt to the position of Director on the School Finance team, effective July 1, 2021, at an annual salary of \$109,670.86. This position is funded by the State General Fund and School Bus Safety Fund.



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 20 c.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 1/12/2021

Susan Helbert

Mischel Miller

Randy Watson

### **Item Title:**

Act on recommendations for licensure waivers

### **Recommended Motion:**

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

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

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

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



**Licensure Waivers**

**Item 20 c. Attachment**

<b>District</b>	<b>Dist Name</b>	<b>First</b>	<b>Last</b>	<b>Subject</b>	<b>Recomm.</b>
D0203	Piper-Kansas City	Jamie	Spruk	High Incidence Special Ed.	Approved
D0207	Ft Leavenworth	Andrew	Malcolm	Low Incidence Special Ed.	Approved
D0231	Gardner Edgerton	Monica	Brown	Low Incidence Special Ed.	Approved
D0231	Gardner Edgerton	Kelly	Hoeven	Low Incidence Special Ed.	Approved
D0233	Olathe	Tracy	Russman	Gifted	Approved
D0259	Wichita	Arikka	Gresham	Low Incidence Special Ed.	Approved
D0383	Manhattan-Ogden	Kelly	Toll	High Incidence Special Ed.	Approved
D0402	Augusta	Casey	Penner	Library Media Specialist	Approved*
D0450	Shawnee Heights	John	Zeller	High Incidence Special Ed.	Approved**
D0450	Shawnee Heights	Zachary	Mickens	High Incidence Special Ed.	Approved*
D0501	Topeka Public Schools	Amanda	Rush	High Incidence Special Ed.	Approved
D0501	Topeka Public Schools	Corinne	Spain	High Incidence Special Ed.	Approved
D0501	Topeka Public Schools	Sara	Burgess	High Incidence Special Ed.	Approved*
D0501	Topeka Public Schools	Andrea	Brown	High Incidence Special Ed.	Approved
D0501	Topeka Public Schools	Anna	Motto	High Incidence Special Ed.	Approved
D0501	Topeka Public Schools	Jennifer	Greik	High Incidence Special Ed.	Approved*
D0501	Topeka Public Schools	Lisa	Adame	High Incidence Special Ed.	Approved
D0501	Topeka Public Schools	Meredith	Royston	High Incidence Special Ed.	Approved*
D0501	Topeka Public Schools	Michelle	Gustafson	High Incidence Special Ed.	Approved
D0501	Topeka Public Schools	Tawni	Schraad	High Incidence Special Ed.	Approved
D0501	Topeka Public Schools	Whitney	Baker	High Incidence Special Ed.	Approved
D0501	Topeka Public Schools	Neil	Trottier	High Incidence Special Ed.	Approved**
D0501	Topeka Public Schools	Josephine	Riley	Visual Impaired	Approved*
D0501	Topeka Public Schools	Neriza	Del Castillo	Visual Impaired	Approved
D0501	Topeka Public Schools	Jacqueline	Franklin	Gifted	Approved**
D0501	Topeka Public Schools	Alberto	Vinent	High Incidence Special Ed.	Approved*
D0602	Northwest KS Educ. Service Center	Angela	Shepard	High Incidence Special Ed.	Approved*
D0602	Northwest KS Educ. Service Center	Cindie	Franz	High Incidence Special Ed.	Approved**
		*First Renewal		**Final Renewal	

					Page 2
D0603	ANW Special Educ. Coop	Michelle	Clounch	High Incidence Special Ed.	Approved**
D0608	Northeast KS Educ. Service Center	Tammara	Capps	High Incidence Special Ed.	Approved
D0702	Twin Lakes Educ. Coop	Anna	Knepper	High Incidence Special Ed.	Approved
D0718	Harvey Co. Sp. Ed. Coop	Corbin	Berner	High Incidence Special Ed.	Approved
D0725	Cowley County Special Services Coop	Rachel	Ghram	Visual Impaired	Approved
Z0032	Lakemary Center Paola	Brock	Huber	High Incidence Special Ed.	Approved
	*First Renewal			**Final Renewal	

**REQUEST AND RECOMMENDATION FOR BOARD ACTION****Agenda Number: 20 d.****Staff Initiating:**

Susan Helbert

**Director:**

Mischel Miller

**Commissioner:**

Randy Watson

**Meeting Date: 1/12/2021****Item Title:**

Act on recommendations of the Licensure Review Committee

**Recommended Motion:**

It is moved that the Kansas State Board of Education accept the recommendations of the Licensure Review Committee as presented.

**Explanation of Situation Requiring Action:**

Recommendations of the Licensure Review Committee (LRC) need approval of the State Board of Education. Licenses will be issued to those applicants whose appeals are granted. Requests and the LRC's recommendations for this month are listed below.

**Case 3331**

Applicant requested the addition of an elementary endorsement to a Kansas license. Review was required because the elementary education endorsement was added to a Missouri certificate by testing only. Kansas requires completion of an elementary education program through a college/university plus content testing to add the endorsement to a Kansas license. Applicant was provided with the opportunity to meet with the Committee at their October and December meetings after an initial review of the request in August. Applicant failed to appear as scheduled. The Licensure Review Committee recommends non-approval of the addition of an elementary education endorsement K-6 based on lack of evidence of meeting elementary education content standards 2 - 7. Moved by Bruce Major, seconded by Brittany Ford, and approved unanimously.

**Case 3332**

Applicant requested issuance of an Initial teaching license with endorsement for history, government and social studies at the secondary level. Review was required due the achievement of a Missouri certificate through the alternative doctoral degree route to certification. Applicant met in person with the Committee. The Licensure Review Committee recommends approval of an Initial license with endorsement for secondary history, government and social studies based on: educational background; achievement of licensure in Missouri; clarification of teaching background; and evidence of meeting content and professional education standards as addressed and documented during the personal appearance. Moved by Brittany Ford, seconded by Anita White and approved unanimously.

(continued)

**Case 3340**

Applicant requested an initial Kansas licensure for secondary 6-12 English. Review was required due to completion of an alternative teacher preparation program Teach Now in Washington DC. Review was also required due to lack of recency. Applicant met in person with the Committee. The Licensure Review Committee recommends approval an Initial Kansas license based on achievement of licensure in Washington D.D, educational background including a degree in English, and clarification of program modules and classroom experiences during personal appearance. Moved by Anita White, seconded by Cody Calkins and approved unanimously.

**Case 3348**

Applicant requested the addition of an endorsement for elementary education to a valid Kansas license. Review was required because the elementary education endorsement was added to a Missouri certificate by testing only. Kansas requires completion of an elementary education program through a college/university plus content testing to add the endorsement to a Kansas license. Applicant met in person with the Committee. The Licensure Review Committee recommends approval of the addition of an elementary education endorsement to the Kansas license based on educational background and four years of experience as an elementary classroom teacher. Moved by Dan Brungardt, seconded by Cody Calkins and approved unanimously.

**Case 3349**

Applicant requested a Kansas teaching license with endorsements for elementary education and PK-12 high incidence special education. Review was required due to an alternative preparation program in Texas for elementary and testing only for special education in Texas. The Licensure Review Committee tabled action at the October meeting for receipt of additional information, and reviewed the documentation during the December meeting. The Licensure Review Committee recommends approval of an Initial Kansas teaching license with endorsements for elementary education and PK-12 high incidence special education based on appropriate educational background and completion of the Region 12 program, and three years of teaching experience that included special education. Moved by Brittany Ford, seconded by Ashlie Jack and approved unanimously.

**Case 3555**

Applicant requested initial Kansas licensure for middle level 5-8 science. Review was required due to completion of an alternative teacher preparation program through Northeast Colorado BOCES. The Licensure Review Committee recommends approval of an initial Kansas license for middle level 5-8 science based on educational background, including a master’s degree in education; achievement of the Colorado license through an alternative program; and years of experience teaching middle level science. Moved by Anita White, seconded by Brittany Ford, and approved unanimously.

(continued)

**Case 3356**

Applicant requested the addition of an endorsement for K-6 and 6-12 high incidence special education to a valid Kansas license. The review was required due to special education added to a Missouri license based on testing only. Kansas requires completion of a special education program through a college plus content testing to add the endorsements to a Kansas license. The Licensure Review Committee recommends approval of the addition of high incidence K-6 and 6-12 to a valid Kansas license based on appropriate educational background, passing the Missouri assessment, 12 years of teaching experience in elementary classrooms, and a year of experience as a special education teacher. Moved by Brittany Ford, seconded by Anita White, and approved unanimously.

**Case 3357**

Applicant requested an initial Kansas school specialist license for reading specialist. Review was required due to completion of an alternative program through the state of Oklahoma. The Licensure Review Committee recommends approval of an initial school specialist license for reading specialist based on relevant coursework in literacy and reading from degree programs and 11 years of experience as an elementary classroom teacher. The Committee also recommends that issuance of the license is contingent upon passing the required Kansas Reading Specialist test. Moved by Ashlie Jack, seconded by Anita White, and approved unanimously.

**Case 3358**

Applicant requested a professional level Kansas school specialist license for library media. Review was due to not holding a Kansas professional level teaching license. The Licensure Review Committee recommends approval of a professional level Kansas school specialist license for library media based on completion of a teacher preparation program and achievement of a teaching license; completion of an approved graduate degree library media program and licensure in Oklahoma; and four years of experience as a library media specialist in Oklahoma. Moved by Brittany Ford, seconded by Ashlie Jack, and approved unanimously.

**Case 3360**

Applicant requested an initial Kansas leadership license for building leadership. Review was due to lack of a currently valid out-of-state leadership license as required by regulation and consideration of extenuating circumstances of not being able to renew the expired Florida license. The Licensure Review Committee recommends approval of an initial Kansas leadership license for building leadership based on completion of all requirements for the license with the exception of a currently valid standard out-of-state leadership license, and circumstances that prevent applicant from renewing an expired Florida leadership license. Moved by Cody Calkins, seconded by Brittany Ford, and approved unanimously.



**Item Title:**

Act on Resolution for 2021 State Board Meeting Dates

**Recommended Motion:**

It is moved that the Kansas State Board of Education adopt the Resolution establishing the 2021 calendar of Board meeting dates, time and location.

**Explanation of Situation Requiring Action:**

The Kansas State Board of Education is required by Statute 72-249 to meet at least once a month. During the month of January of each year, the Board shall adopt a Resolution specifying a regular meeting time of the Board, including hour of commencement, day of the week and month. The 2021 schedule of meeting dates, which the Board agreed to in July 2019, is provided. All official actions of the State Board shall be taken at official meetings open to the public.

## RESOLUTION

Be It Resolved That:

The Kansas State Board of Education will conduct its regular meeting beginning at 10 a.m. on the second Tuesday and 9 a.m. on the second Wednesday of each month. The location is the Landon State Office Building (LSOB), 900 SW Jackson, Ste 102, Topeka, Kansas, unless otherwise noted. Virtual meetings, when necessary, will be conducted via video conference and livestreamed for the public to observe and listen. Therefore, the Kansas State Board of Education regular meetings for 2021 are confirmed as follows:

<b>2021 Dates</b>	<b>Meeting</b>	<b>Location</b>
<b>January 12-13</b>	Regular Board Meeting	LSOB, Topeka
<b>February 9-10</b>	Regular Board Meeting	LSOB, Topeka
<b>March 9-10</b>	Regular Board Meeting	LSOB, Topeka
<b>April 13-14</b>	Regular Board Meeting	LSOB, Topeka
<b>May 11</b>	Regular Board Meeting	LSOB, Topeka
<b>May 12</b>	Annual visits to Kansas School for Blind / School for Deaf	Kansas City / Olathe
<b>June 8-9</b>	Regular Board Meeting	LSOB, Topeka
<b>July 13-14</b>	Regular Board Meeting	LSOB, Topeka
<b>August 10-11</b>	Regular Board Meeting	LSOB, Topeka
<b>September 14-15</b>	Regular Board Meeting	LSOB, Topeka
<b>October 12-13</b>	Regular Board Meeting	LSOB, Topeka
<b>November 9-10</b>	Regular Board Meeting	LSOB, Topeka
<b>December 14-15</b>	Regular Board Meeting	LSOB, Topeka

### CERTIFICATE

This is to certify that the above resolution was duly adopted by the Kansas State Board of Education on the 12th day of January, 2021.

\_\_\_\_\_  
 Peggy Hill  
 Secretary, Kansas State Board of Education

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 20 f.

**Staff Initiating:**

Jon Harding

**Superintendent:**

Jon Harding

**Commissioner:**

Randy Watson

**Meeting Date:** 1/12/2021

---

**Item Title:**

Act on acceptance of the Kansas State School for the Blind Strategic Plan

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the Kansas State School for the Blind Strategic Plan for 2021.

**Explanation of Situation Requiring Action:**

The Kansas State School for the Blind presents its Strategic Plan for 2021, which focuses on these four goals and the strategies to accomplish them:

- Expand outreach
- Expand visibility
- Expand professional development
- Improve student transitions

KSSB Superintendent Jon Harding requests that the Kansas State Board of Education approve the school's Strategic Plan for 2021.

**NOTE:** The State Board approved the Kansas School for the Deaf Strategic Plan in November.



## KSSB Strategic Plan 2021

### Vision

The right help, at the right time,  
in the right location for students with  
visual impairments

### Mission

KSSB is a catalyst and leader in the development of exemplary programs and practices in vision services in Kansas. We build local capacity throughout the state via strategic partnerships to ensure learners with visual impairments are able to assume responsible roles in society and lead fulfilling lives. **To do this, we will:**

- **create** places to learn and work where staff and students are happy, recognized and fulfilled
- **engage** all students and staff to achieve high expectations
- **embed** the Expanded Core Curriculum in all of our programs and services.
- **be** a leader in the use of technology to promote access and empower students who are B/VI
- **provide** equity of access and opportunity for students and staff to learn, work and succeed
- **openly communicate** and welcome the involvement of all parents, staff and students

### Values

Our values, based on our character attributes, are the foundation of our genuine relationships with students, parents and each other. Together, we create safe, positive climates for learning and working—environments that prepare students to be empathetic citizens of the world.

- We **care** by being compassionate and kind towards all members of our community.
- We are **cooperative**—committed to working collaboratively and valuing the contributions of others for a common purpose.
- We value **honesty** by demonstrating integrity in our words and actions. We are truthful and trustworthy.
- We respect differences, and treat everyone fairly and equitably—we are **inclusive**.
- By treating others, ourselves and our environment with high regard and value, we are **respectful**.

### Goal One: Expand Outreach

#### Strategies:

- Expand Field Services staff
- Serve students and schools statewide, via regions:
  - high-quality, useful, relevant
- Provide both direct services and technical assistance statewide
- Develop data collection systems
- Coordinate KIRC, DB Project, and KSSB trainings

### Goal Two: Expand Visibility

#### Strategies:

- Create an integrated communications plan
- Develop accessible, usable website
- Increase partnerships with community (business, non-profits, schools)
- Promote leadership within advocacy groups (COSB)
- Provide presentations at state conferences
- Expand relationships and fundraising via KC Blind All Stars

### Goal Three: Expand PD

#### Strategies:

- Expand Community of Practice Meetings in regions for TSVIs
- Create On-Demand videos
- Make KSSB's annual Vision Symposium a valued and widely-recognized regional event for TSVIs and other professionals.
- Provide mentorship to new TSVIs and COMS in Kansas

### Goal Four: Improve Student Transitions

#### Strategies:

- Ensure every student has a transition portfolio prior to graduation.
- Arrange paid jobs or job experiences for every student.
- Leverage relationships with business and private sector to expand access to jobs for students.
- Empower parents through training and information.

# KSSB STRATEGIC ACTION PLAN

## 1. GOAL 1 EXPAND OUTREACH

### A. By May 2021:

- i. By May 2021, maintain no less than 13 FS staff to serve each region of state
- ii. Per GPRA measures (high quality, useful, relevant) survey respondents will indicate at least 85% “strongly agree” in each measure
- iii. Provide at least 850 “direct service” events
- iv. Provide at least 150 “technical assistance” events
- v. Every FS employee contributes to direct and/or TA reports, quarterly
- vi. KIRC/DB Project/FS provides financial and other support to annual Vision Symposium

## 2. GOAL 2 EXPAND VISIBILITY

### A. By May 2021:

- i. Update “viewbook” and annual report for website and print that explains KSSB’s programs/services
- ii. Establish partnership with Greenbush ESC to expand STEM Mobile Unit
- iii. Develop long-term partnership with state Universities to host programs for B/VI
- iv. Share Wayfinding System, Makerspace, and Transition Programs to 100 new parents
- v. Establish a Project SEARCH on campus to promote work skills for Transition students

## 3. GOAL 3 EXPAND PROFESSIONAL DEVELOPMENT

### A. By May 2021:

- i. 80% or more of state's TSVIs/COMS will attend a KSSB PD event
- ii. Create at least 10 “on-demand” videos that share best practices in B/VI
- iii. Meet or exceed 100 Registrants at Vision Symposium.
- iv. Mentees report 90% or higher satisfaction with KSSB mentorship

#### 4. GOAL 4 IMPROVE STUDENT TRANSITIONS

##### A. By May 2021:

- i. Every student exits KSSB with transition portfolio
- ii. 80% of students will have paid experience before leaving Transition Program
- iii. Complete vending contract w/ KU Med for Transcription jobs for students
- iv. Establish a Project SEARCH site on KSSB's campus

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:** 20 g.

**Staff Initiating:**

Jon Harding

**Superintendent:**

Jon Harding

**Commissioner:**

Randy Watson

**Meeting Date:** 1/12/2021

---

**Item Title:**

Act on acceptance of the Kansas State School for the Blind Parent/Student Handbook

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the Kansas State School for the Blind Parent/Student Handbook

**Explanation of Situation Requiring Action:**

The Kansas State School for the Blind presents its Parent/Student Handbook, which includes information about the school, its varied programs and services, as well as the policies and rules of which students and parents should be aware.

KSSB Superintendent Jon Harding requests that the Kansas State Board of Education approve the school's Parent/Student Handbook.





**KANSAS STATE SCHOOL FOR THE BLIND  
1100 STATE AVENUE  
KANSAS CITY, KANSAS 66102**

**(913) 305-3000  
Toll Free: (800) KS-BLIND  
After Hours (Security): (913) 305-3009**

**Governed and accredited by the  
Kansas State Board of Education**

**STUDENT / PARENT HANDBOOK  
2020-2021**

**Jon Harding  
Superintendent**

**Aundrayah Shermer  
Field Services Director**

**Debora Howser  
Special Services Director**

**Jon Martello  
Operations Director**

**Website: [www.kssb.net](http://www.kssb.net)  
Facebook: <https://www.facebook.com/KSBlind/>  
Twitter: @KansasBlind**

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- IV. [Health and Social Services](#)
- V. [Education Program](#)
- VI. [Student Conduct](#)
- VII. [Extended Day Program \(Dormitory\)](#)

# Introduction

Welcome to the Kansas State School for the Blind (KSSB). We are an agency that is constantly evolving and growing to meet the needs of students who are blind/visually impaired in Kansas. We see ourselves as a “network of services” that includes a robust Field Services (outreach) team to serve students across the state and a vibrant campus that offers intensive, diverse programs for students. We are excited to begin a new year in 2020-2021, knowing that we will need to be flexible in our response to an ongoing national health crisis.

For parents and students who will attend our campus school this year (or might in the future), we hope that this handbook gives you a better idea of what our school programs are about and how we operate. Our school prides itself on offering students and their families a nurturing environment which challenges all of our children to do their very best work and be a responsible and respectful person. This handbook includes information about the school, its varied programs and services, as well as the policies and rules of which students and parents should be aware. Please read through it and know you can easily refer to it later.

Please know that we have two other publications that share the “story” of our school: KSSB’s “Viewbook” and our 2019-2020 Annual Report. Both can be found on our website at [www.kssb.net](http://www.kssb.net). Our 2020-2021 Reopening Guide can also be found on our website and provides specific information about our plan to start school this year. It includes the safety measures we are implementing to provide a safe, healthy environment for our students and staff.

We hope you find this handbook helpful and informative. Please feel free to call us if you have questions not answered here. Have a great year!

Jon Harding, Ed.S.  
Superintendent

**KANSAS STATE BOARD OF EDUCATION**

District 1	Ms. Janet Waugh
District 2	Mr. Steve Roberts
District 3	Ms. Michelle Dombrosky
District 4	Mrs. Ann E. Mah
District 5	Mrs. Jean Clifford
District 6	Ms. Deena Horst
District 7	Mr. Ben Jones
District 8	Ms. Kathy Busch (Chair)
District 9	Mr. Jim Porter
District 10	Mr. Jim McNiece

**COMMISSIONER OF EDUCATION**

Dr. Randy Watson

**ADMINISTRATIVE SERVICES**

**Jon Harding, Superintendent** 913-645-5456

Debora Howser, Director of Special Services 913-205-0091

Aundrayah Shermer, Director of Field Services 913-305-3016

John Martello, Director of Operations 913-305-3006

Jeanette Magathan, Director of Finance 913-210-8120

Teresa Chandler, Director of Human Resources 913-210-8113

**FIELD SERVICES**

Anna Cyr, TSVI/COMS, Central and North Central KS

Menely Hogan, TSVI/COMS, Western KS

Kylie Kilmer, TSVI/COMS/TASN, Central KS

Judy Imber, COMS/KanLovKids/Special Projects

Julie Ituarte, TSVI/COMS, Southeast KS

Molly Reardon, TSVI/COMS, Northeast KS

Sabrina McAdoo, TSVI/Early Childhood/Family Support, Central/Western KS

Debbie Moody, TSVI/COMS, South Central, KS

Robert Taylor, Assistive Technology Specialist

Susan Threinen, TSVI/Early Childhood/Family Support, Eastern KS

Pamela Arbeiter, TSVI/COMS, JoCo/WyCo, KIRC

Laura Delcambre, COMS, Central/South Central KS

Amber Hanson, TSVI, Central/North Central KS

Leah Enright, COMS, Wyandotte Co, KCKCC, Wayfinding

Julie Marston, TSVI, Northeast KS

Hillary Joy-Sims, TSVI, Wyandotte Co, Douglas Co, Campus

Chris Gray, Braillist, Central KS

Erin Kelly, Program Assistant

**KANSAS INSTRUCTIONAL RESOURCE CENTER (KIRC)**

Toni Harrell, KIRC Coordinator & Circulation Specialist 913-305-3071

Jerri Lynn Knight, Library Assistant 913-305-3072

**DEAF-BLIND PROJECT**

Marites Altuna, Project Director, 913.645.5645

Erin Kelly, Census Coordinator 913-305-3061

**INSTRUCTIONAL SERVICES**

Renee Wilson, Administrative Specialist 913-305-3015

Nicole Drake, PE; TSVI 913-305-3039

Kimberly Rhea, Math/Science; TSVI 913-305-3025

Jenny Eichner, Music Therapist/COMS 913-305-3036

Kim McCall, Life Skills Teacher 913-305-3021

Penny Kimberling, TSVI/COMS 913-305-3044

Lila Taylor, Early Education/Deaf-Blind Classroom Instructor

Cynthia Huffman, TSVI, Elementary Instructor

Tim Schierbeck, TSVI/Transition Coordinator/Athletic Director, 913-305-3023

Lori Smith, Case Management/Transition 913-305-3066

Jeanne Goodin, TSVI, Assessments

Jennifer Klingele, TSVI / Early Childhood / Pre-School

Christian Puett/School, Community Liaison

**Instructional Assistants**

Ashley Jasso-Nieto

Angela Vold

Angela Ramsey

Valerie Pollan

Kevin Dierks

Nicole Meitl

Tessa Huffman

**Braillists**

Linda Marshall

Chris Gray

**RELATED SERVICES**

Susie Brown, Occupational Therapist 913-305-3033

Lauren Schauwecker, Physical Therapist 913-305-3034

Sherri Rigby, Speech Pathologist 913-305-3032

Ron Wilson, Clinical Social Worker 913-305-3031

**EXTENDED DAY PROGRAM (Dormitory)**

Sue Pollan, Dormitory Supervisor 913-305-3050

**Instructional Assistants**

Vicki Davis, Evenings

Evan Shermer, Evenings

Shelby Erskine, Evenings

Tanya Lang, Evenings

Sonia Sittingdown, Evenings

Laura Heyer, Overnights

Sarah Orozco, Overnights

### **DIETARY SERVICES**

Tessa Adcock, Director of Food Services 913-305-3008  
Sierra Allen, Kitchen Supervisor

### **HEALTH SERVICES**

David Johnson, M.D., Physician  
Jarrett Grosdidier, DDS., Dentist  
Cynthia Rose (daytime), Registered Nurse 913-305-3029  
Alicia Brush (evening), Registered Nurse 913-305-3029  
Brandy Cann (overnight), Licensed Practical Nurse 913-305-3030

*Staff emails are first initial and full last name [@kssdb.org](mailto:kssdb.org)*

## **General Information**

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### **GOVERNANCE AND PURPOSE OF KSSB**

The Kansas State School for the Blind is governed by the Kansas State Board of Education and receives guidance on its programs and services by the KSSB Advisory Board, which also functions as its site council. The Kansas State School for the Blind is a special purpose school for students 3-21 years of age who are visually impaired and are referred by their local school district for evaluation at KSSB in consideration of a placement decision. KSSB is a secondary service provider that assists school districts in their provision of a Free and Appropriate Public Education for their students, through time-limited placements and statewide field services. Regardless of where KSSB services are provided, school districts retain primary responsibility for their students.

### **OUR MISSION**

KSSB is a catalyst and leader in the development of exemplary programs and practices in vision services in Kansas. We build local capacity throughout the state via strategic partnerships to ensure learners with visual impairments are able to assume responsible roles in society and lead fulfilling lives.

### **OUR VISION**

KSSB: The Right Help, at the Right Time, in the Right Location for students with visual impairments.

### **OUR VALUES**

The values governing KSSB's development include the following:

- Individuals will be encouraged to strive for their dreams and be supported in developing a plan to reach them.
- We will create an environment where every individual has the opportunity to maximize his/her potential.

- Each person (staff and students) has personal gifts and strengths that should be recognized, utilized and nurtured.
- We expect students and staff to be lifelong, self-directed learners.
- We will always work together as a team in collaboration with all stakeholders.
- We will always provide learning experiences that lead to greater independence.
- We will always have high expectations of all individuals in their work and interactions.
- We will always maximize instructional time with students.
- We will always make sure the Expanded Core Curriculum (adaptation skills unique to students with visual impairments) is part of every child's program.
- We will always treat individuals with dignity and respect and will not tolerate words or actions that demean an individual.

## STUDENT ADMISSION

### **GENERAL POLICY**

It is the policy of the Kansas State School for the Blind to adhere to Federal and State Regulations when accepting students into campus-based and field service (outreach) programs. The Federal Regulations CFR 300.7 (13), states, “Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a child’s educational performance. The term includes both partial sight and blindness.” The Kansas Regulations, KAR 91-40-1 incorporate Federal definition: “*Visual impairment: means a visual impairment which, even with correction, adversely affects a child’s educational performance. The term includes children who are partially seeing and blind.*”

### **REFERRALS**

All referrals of students to KSSB shall be coordinated by the child’s originating local education agency (LEA) or current educational provider. When a parent or medical professional or any other person seeks information on possible placement at KSSB, KSSB will contact the LEA or current educational provider to inquire about the child. Specifically, KSSB will coordinate with the LEA or current educational provider to determine:

- 1) whether the LEA and its Individualized Education Plan (IEP) team believe that a change in placement should be considered;
- 2) whether, upon observation and assessment of the child and/or review of the child’s records, KSSB believes that a placement at KSSB may be a viable option that offers the least-restrictive environment (LRE), free and appropriate education (FAPE) services at this time. KSSB will participate in any IEP held by the LEA or educational provider in which placement at KSSB is being considered by the team.

### **PLACEMENT DETERMINATION**

KSSB is established to serve students who require specialized or intensive educational or related services specific to their visual impairment. KSSB retains the ultimate right to reject placement referrals or IEP team determinations by the LEA if KSSB believes, in its discretion, (1) that the criteria for placement listed in this policy have not been met, (2) where FAPE is already provided by the LEA, or (3) where placement at KSSB would otherwise not be advantageous for the child.

Prior to any enrollment at KSSB, a child will participate in an initial temporary observation. An initial observation on the residential campus for a student is typically 30-days; this time is used for assessment and program development. After 30 days, KSSB will provide information to the LEA during the student's IEP addressing whether a longer-term placement might be appropriate at KSSB.

Any LEA or educational provider that seeks or permits placement of a child at KSSB is considered to be an LEA for that child with joint responsibilities for provision of FAPE pursuant to KAR 91-40-4. Where not otherwise outlined in the IEP, KSSB will require a service plan with the originating LEA or educational provider that outlines responsibilities for the provision of resources and services to the child.

After the 30-day temporary observation, if KSSB determines, in its reasonable discretion, that KSSB is not an appropriate placement for the student, an IEP meeting is called to address transition planning to support a student's return to their local district. The determination of appropriate placement and least restrictive environment and a review of the transition planning will be re-examined as necessary.

Pursuant to K.A.R. 91-40-4(b) and 91-40-4(c), if KSSB determines that its program is not appropriate for a student and can no longer maintain the student in its program, KSSB shall give the district of residence of the student at least 15-day notice of this determination. Unless otherwise expressly authorized by state law, when a student transfers from KSSB to a school district or from one school district to another, the most recent individualized education program, as well as any additional educationally relevant information concerning the child, shall be forwarded immediately to the receiving school district.

In order to assure appropriate and safe placement of students, and to ensure that all students are able to benefit from their educational experience, the following criteria must be considered for placement at KSSB.

### **PLACEMENT CRITERIA**

- Students who are placed at KSSB will have specific vision-related goals and objectives to accomplish during their placement and the length of their placement will be in relation to those goals.
- Placement is based on needs related to academics and the expanded core curriculum.
- KSSB must be able to review all academic, medical, psychiatric, discipline and behavior records before placement decisions are made and while the student is placed at KSSB.
- Because KSSB's residential campus is located in the northeast quadrant of the state, the ability to be transported safely to and from KSSB is a strong consideration for placement. Ability to safely transport is defined as:
  - Students must be able to travel in a bus with a seatbelt or three-point restraint. Wheelchair students must be able to ride in their wheelchair or in an adapted car seat.
  - Students with medical conditions that can result in emergency medical crises must have clearance from a medical doctor stating they are safe to travel long-distances in areas that may or may not have cell phone service. Students at risk for medical crises must also carry with them any medical aid that they can administer themselves (ex: EpiPen, diabetic medication, cortisol injection, asthma medication, etc.) Students, who may require the administration of one of

these medications in route, must have a note from their doctor that the administration of the medication can be delegated to staff that have been trained by LEA nursing staff. Final delegation authority resides with the LEA's supervising nurse.

- Students must not be in significant, immediate danger of harming themselves or others.
- Students may not have a current level of escalated behavior that requires the regular use of either mechanical or chemical restraint.
- A student requiring 24- hour nursing care is not a candidate for placement on KSSB's residential campus.
- KSSB will look for evidence that a student is able to tolerate at least an 8-hour day of programming prior to acceptance in a residential setting.
- Enrollment may be postponed until a student's behavior has stabilized if a significant portion of a student's day is involved in negative behavior or de-escalation intervention. A student with this level of emotional/behavioral issues will not gain full benefit from the intensive curriculum available at KSSB.
- Following placement at KSSB, if a student's behavior significantly escalates and does not decrease in a reasonable period of time, placement will be re-evaluated by the IEP team to determine whether the distance from the student's supportive home environment is detrimental to their wellbeing.
- Students who have had a psychiatric crisis within the last 6 months must have clearance from their psychologist or their psychiatrist who will render a professional opinion about whether the student is stable enough to attend a residential school. KSSB will consider this medical opinion but retains sole authority to make a determination if a student can be maintained. Students with current prescriptions for psychotropic medication must take the medications as prescribed.
- The LEA or educational provider must demonstrate willingness to jointly administer and support the provision of FAPE for the child and to set benchmarks and/or timelines for the child's return to the LEA or educational provider for completion of the child's education.
- Any factor bearing on the provision of FAPE for the particular child.

During a student's stay at KSSB, the primary focus will be on building their strengths while teaching new skills and mitigating characteristics that hinder independence in a less restrictive setting. Our concerns stem from disability advocates (most of whom are themselves disabled) who warn about student attitudes and behaviors that may keep young adults out of the workplace and away from community integration. One's personal habits, social skills and work ethic are often just as important, if not more so, than academic skills in getting and retaining a job. Underscoring this is a 70-75% unemployment rate for working-age blind adults. Therefore, the educational team will strive to develop priority life outcomes for students during their stay at KSSB. The goal will always be to help the individuals to become as socially competent as possible, and to work as a team with parents, local school and transition personnel, and sometimes with adult mentors who are visually impaired to make sure this happens. Some of this hard work may be on tough, personal issues, but the payoff will be a rewarding life and career for these students.

### **CAMPUS SECURITY AND STUDENT SAFETY**

The Kansas State School for the Blind values a safe learning environment and maintains a

drug, alcohol, and weapons-free campus. The safety and security of students is monitored on a 24 hour-a-day basis.

Student safety is the first consideration in any student activity on or off campus at any time students are under KSSB's care and supervision. KSSB supervisory staff evaluate such student activities to ensure safety prior to the activity, and it is the responsibility of all staff members to ensure safety during any student activity in which they are supervising students.

Any incident that injures a student, whether minor or serious, must be reported immediately to an administrator and as quickly as possible to the parent(s).

### **ACCESS CONTROL CARDS**

KSSB uses an electronic access control system to help ensure the safety of students. Credit-card sized access cards (badges) are issued to older students, and when these cards are waved past one of the card readers outside a door, the access control system determines whether to unlock the door. Students who have been issued a card must keep their card with them at all times while participating in KSSB activities, regardless of location. If at all reasonably possible, the card should be worn in a manner that it is openly displayed on the student's person. The only exceptions to this rule are:

1. while participating in swimming or sporting activities where it is not practical, or
2. while participating in extended day program activities where it is not practical, or
3. while performing routine hygiene activities where it is not practical.

All violations of this policy by students during daytime activities will be reported to and dealt with by the Superintendent, and violations during evening activities will be reported to and dealt with by the Dormitory Director. Students may lose the right to carry a card if it is used inappropriately. Cards which are reported lost, stolen, or misplaced need to be deactivated immediately; they must be reported as soon as possible to any of the following:

1. School Office, or
2. IT Department, or
3. Maintenance/Security Manager.

In the event of a misplaced card, the cardholder may check out a temporary card from the Security Office. After 5 consecutive days the original card will be deemed lost and a new one must be purchased by the card holder. Habitual misuse of this "grace period" will result in the loss of card-carrying privileges. Students should not prop any doors open if there is an access control card reader near the door. Doors held open for an extended period will be detected by the alarm system and Security will be notified. The initial card is provided by KSSB at no charge, and replacements due to "normal wear and tear" are also provided by KSSB. The life expectancy of the access card is five years, and cards which require replacement before 3 years will not be considered "normal wear and tear." Replacement cards or corrections to damaged cards will cost \$15 each, in accordance with existing standards at other state agencies.

### **STUDENT ENROLLMENT/REGISTRATION**

Parents are required to complete all registration materials before they enter KSSB. Registration forms will include health and vision updates, including new diagnoses or medications as well as a copy of a current immunization record, and a variety of permission forms that may be used for specific events or to grant permission for the entire year. The permission forms are used for guidelines as circumstances require. Copies of these forms are

maintained in the school and in the Extended Day Program. Parents are also asked each year to complete forms concerning their child's health and vision and to return these to KSSB at the beginning of the school year. Please be aware that your child's medical history, your family physician's name, address, and phone number, any recurrent or chronic medical problems, any special diets or allergies, and a current immunizations record must be on file each year. It is difficult to provide your child with medical attention without this information. Please note that the enrollment form must be notarized, which can be done when you enroll your student.

### **CONFIDENTIALITY/PARENTAL RIGHTS**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the superintendent a written request that identifies the record(s) they wish to inspect. The director will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask KSSB to amend a record should write to the superintendent, clearly identify the part of the record they want changed and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

(4) The right to file a complaint with the U.S. Department of Education concerning alleged

failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-8520

## DIRECTORY INFORMATION

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that KSSB, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, KSSB may disclose appropriately designated "directory information" without written consent, unless you have advised KSSB to the contrary in accordance with KSSB procedures. The primary purpose of directory information is to allow KSSB to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

*If you do not want KSSB to disclose directory information from your child's education records without your prior written consent, you must notify the Superintendent in writing by September 15.*

KSSB has designated the following information as directory information:

Student's name	Participation in official activities and sports
Address	Weight and height of members of athletic teams
Telephone listing	Honors and awards received
Electronic mail address	The most recent educational agency attended
Photograph	Dates of attendance
Date and place of birth	Grade level

Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.) The Individuals with Disabilities Education Act (IDEA) provides additional rights concerning the records of students with disabilities. These additional rights include the following:

1. The right to an explanation or interpretation of the student's records, if requested by

- the parent or eligible student.
2. The right to have a representative of the parent inspect the student's records, with the parent's written consent to do so.
  3. The right to have the confidentiality of student records protected when they are collected, stored, disclosed and destroyed. To provide such protection, KSSB takes the following steps, among others:
    - KSSB has designated the Superintendent as the official to have responsibility for ensuring the confidentiality of student records; and
    - All KSSB staff who collect or use student records receive training on policies and procedures concerning the confidentiality of student records.
  4. The right of the parent to be informed whenever student records are no longer needed to provide educational services to a student and to have that information destroyed upon request of the parent. However, a permanent record of a student's name, address, phone number, grades, attendance record, classes attended, grade level and year completed may be maintained by the school.

### **RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)**

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-
  1. Political affiliations or beliefs of the student or student's parent;
  2. Mental or psychological problems of the student or student's family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or parents; or
  8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of* -
  1. Any other protected information survey, regardless of funding;
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
  3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- *Inspect*, upon request and before administration or use -
  1. Protected information surveys of students;
  2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  3. Instructional material used as part of the educational curriculum.

These rights transfer from parents to a student at age 18 or to an emancipated minor under State law. KSSB, in consultation with parents, has developed and adopted policies, regarding these rights, as well as arrangements to protect student privacy in the administration of

protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. KSSB will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. KSSB will also directly notify through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. KSSB will make this notification to parents at the beginning of the school year if KSSB has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

*Parents who believe their rights have been violated may file a complaint with:*

Family Policy Compliance Office, U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-8520

## **INDIVIDUALIZED EDUCATION PROGRAM AND MEDIATION**

To comply with the Kansas State Plan for Special Education and the Individuals with Disabilities Education Act (IDEA), an Individualized Education Program (IEP) is a written statement of the special education and ancillary services needed by a child based on his/her current level of functioning. This IEP shall be developed by representatives from the child's home school district, a KSSB administrator and teacher, the parent or guardian, and the student (when appropriate).

The child's IEP shall include, but not be limited to, all components required by IDEA:

- Statement of present levels of educational performance and how the child's disability affects his progress in the general curriculum.
- Statement of measurable annual goals, including short-term instructional objectives.
- Statement of how goals will be measured and how parents will be regularly informed of progress.
- Statement of the specific educational services, supplementary aids and program modifications to be provided to the child, and the extent to which such a child will not be able to participate in a regular educational program.
- Projected date for initiation and anticipated duration of such services.
- Reflection of least restrictive environment.
- Appropriate objective criteria, evaluation procedures, schedules for evaluation procedures, and schedules for determining on at least an annual basis whether instructional objectives are being achieved.

Steps have been put in place in the event of disagreements (please see the Kansas Parent Rights booklet for more specific information). If possible, these can be worked out through the IEP

process or through subsequent discussions with the local school district. If the problem persists, mediation between parents and the local district is another way of resolving disagreements in an informal and quick way. By no means does mediation deny or delay the parent's right to a due process hearing or any other parental rights. A mediator is an impartial third party who works to facilitate communication between the family and the local school district. Parents may inquire further with the Kansas State Department of Education: (800) 203-9462.

Additional information regarding Procedural Safeguards is included in the Kansas State Department of Education Parent Rights in Special Education notice, provided to each parent annually:  
[http://specialeducation.soe.ku.edu/sites/soe.ku.edu/files/docs/cps/parent\\_rights\\_in\\_special\\_education.pdf](http://specialeducation.soe.ku.edu/sites/soe.ku.edu/files/docs/cps/parent_rights_in_special_education.pdf)

## **EDUCATIONAL RESPONSIBILITIES**

Educational responsibility is a shared endeavor between parent(s), teacher(s), and the student. The following responsibilities are suggested for serious consideration.

### **PARENT RESPONSIBILITIES**

- Provide emotional support and encouragement.
- Send your child to school on time whenever school is in session.
- Provide resources to enable completion of classwork and homework.
- Encourage timely completion of homework assignments.
- Maintain dialogue with the student's teacher(s) concerning your child's academic achievement.
- Attend Individualized Education Program meetings.
- Provide KSSB with contact information and/or emergency phone numbers.
- Review and discuss report cards, progress reports and/or unsatisfactory notices with your child.
- Review information contained in the student handbook with your child.
- Communicate health problems and related information pertaining to your child.
- Update your child's immunization, health check-ups and ophthalmological exams.

### **STUDENT RESPONSIBILITIES**

- Attend all classes and arrive on time.
- Come to class prepared and with the appropriate materials.
- Complete all class and homework assignments to the best of your ability.
- Respect other persons and their property.
- Refrain from making profane and/or inflammatory statements.
- Assume responsibility for your own behavior.
- Participate as an active learner, complying with teacher directions and accepting constructive criticism.
- Assume responsibility for your own work, asking questions if needed, requesting make-up work if absent, and taking advantage of tutoring help if needed.
- Abide by all school and classroom rules and regulations.
- Maintain a passing grade average.
- Dress in an appropriate manner.

## **STAFF RESPONSIBILITIES**

- Ensure equitable educational opportunities to every student.
- Provide a clean, safe, and secure atmosphere conducive to academic achievement.
- Provide engaging educational opportunities with materials presented in the appropriate learning medium, utilizing assistive technology as appropriate.
- Encourage sports and recreational activities to enhance student's social and physical development.
- Provide on and off campus work experience opportunities.
- Create and maintain sequentially designed and challenging curricula.
- Prepare lesson plans targeted toward achieving identified IEP goals.
- Employ classroom management techniques that demonstrate a high regard for human dignity and encourage youth toward self-governance.
- Celebrate and commemorate student achievement.
- Maintain accurate attendance and academic reports.
- Maintain dialogue with the parent(s) concerning the student's academic and social progress.
- Communicate academic achievements and problems to the home in a timely manner.
- Set reasonable expectations for students and support their efforts to achieve them.

## **DISCIPLINE POLICY**

The Kansas State School for the Blind is committed to protect members of the school community, to maintain and advance the school's educational mission, to provide for the safe and orderly conduct of school activities both on and off campus, and to ensure that a proper learning environment prevails in the classroom. Success in this regard is dependent upon the full cooperation of every member of the school's community. This includes school staff, as well as parents/guardians who understand their responsibilities to others and are mindful of rules and policies which govern student behavior.

Students also have a responsibility to learn and to take advantage of the opportunities the school offers both inside and outside the classroom to acquire knowledge and skills and to develop independence, physical fitness, and social skills. Students are to conduct themselves in a manner that does not detract from the efforts of other students to learn and benefit from these opportunities. Students who conduct themselves in this manner shall be recognized and rewarded for their efforts. Students whose conduct is not consistent with this policy will face disciplinary action. Disciplinary measures employed by KSSB are intended to assist students:

- develop skills necessary for effective problem solving,
- develop positive self-images,
- learn how to have positive relationships with others,
- respect personal and property rights of others,
- understand and appreciate other cultures, ideas, and opinions, and
- develop a sense of responsibility for one's actions and an awareness of their possible consequences.

KSSB will follow procedural guidelines to convene IEP committees whenever appropriate to review student behavioral issues. School and dorm rules, as well as policies and procedures for discipline, are clearly communicated to staff and students.

- General and special rules (staff expectations of students) are listed and posted in each classroom and student residence.

- Rules and lists of student responsibilities (listed earlier in this section) are reviewed orally and in written form. Students in the upper elementary and secondary departments should review these so that they understand their responsibilities.
- Policies and procedures for discipline are reviewed orally with students by their school and dorm case managers.

**Discipline:** Routine discipline involving minor infractions of rules or inappropriate conduct which are not serious enough to report to the supervisor or administration can normally be handled by dormitory staff, faculty, or related professional staff.

Violation of rules or conduct considered sufficiently serious may result in due process in disciplinary procedures, functional behavior assessments and intervention plans, and other meetings and procedures as outlined in the Individuals with Disabilities Education Act (IDEA, 1997 Amendments).

**Policy on Corporal Punishment and Aversive Therapy:** Corporal punishment by KSSB staff, under any circumstances, is forbidden. KSSB does not utilize aversive therapy techniques.

**Bullying:** Bullying on KSSB property, in a KSSB vehicle, or any KSSB sponsored activity or event is prohibited. The following policy has been established to prevent and address the issues creating and resulting in bullying as well as to respond to student and staff needs regarding incidents of bullying behavior. The “Student Conduct” section contains definitions regarding specific behaviors referred to in this policy and disciplinary sanctions associated with misconduct which includes bullying behavior. For the purpose of this policy, bullying will be considered aggressive behavior that is intentional and usually involves an imbalance of power or strength, is usually repeated over time and often involves the bullied person having a difficult time defending themselves. Bullying may take a variety of forms which include physical (hitting, kicking, shoving, spitting or the damage of property); verbal (teasing, name calling, mocking, humiliating or threatening); social/emotional (intimidation through gestures, exclusion, isolation, spreading rumors or gossip or making fun of someone) and electronic (the use of computers, social media platforms, phones, email and/or text messages to threaten or harm someone). KSSB has developed programming to assist in the prevention of bullying through a range of activities which include surveys of staff and students, inclusion of anti-bullying and character development student curriculum, communication to parents, staff in-service training and extracurricular activities involving student council and dormitory initiatives.

## **STUDENT RIGHTS IN REGARD TO SEARCH**

The physical facilities of the Kansas State School for the Blind are temporarily assigned to students for use by them but are not and do not become the property of the students. Contents in desks, lockers, and rooms assigned to students are subject to inspection for cleanliness, missing property, and evidence of vandalism, and other conditions deemed to require administrative investigation.

Inspections and searches can be conducted for the location and discovery of items such as non-prescription drugs, any apparatus for the administration of controlled substances, alcoholic beverages, pornographic materials, fireworks, tobacco, weapons, explosives, poisons, and stolen property. Such items should not be brought on campus under any circumstances,

and students who bring such items on campus may be subject to disciplinary action up to, and including, expulsion for one year. KSSB reserves the right to examine student baggage for any of these items prior to leaving on a school sponsored field trip or co-curricular trip or activity, whether in or out of state.

When a search focuses on a particular student because of a suspected rule violation, school officials will, if circumstances permit, record reasons for believing a search is justified before making the search. If possible, student consent will be obtained, and the student will be present when the search is made. In the absence of the student, a witness will be present with the school official.

If a major reason for a search is to seek evidence of a criminal violation, school officials will report the information to law enforcement officials and allow them to conduct the search subject to standards applicable to police searches. If the police seek permission from school officials to search a student, his/her property, or his/her locker to obtain evidence for criminal prosecution, school officials will require the police to obtain a search warrant unless the search falls within one of the exceptions of the Fourth Amendment's search warrant requirements.

The above safeguards will be observed unless, in exceptional cases, they interfere with school officials' affirmative duty to maintain order and discipline in the school and protect the health, safety, and welfare of the students and staff.

## **WEAPONS**

There are state and federal laws and regulations (e.g. Gun Free Schools Act) regarding students who bring weapons to school (including the dorm). A number of high-profile incidents of students being injured or killed by weapons brought to school by other students has put this situation in the national media spotlight. Students who bring weapons to school, even if there is absolutely no intention of harming anyone, are almost automatically expelled from school for one year. What constitutes a weapon under these laws is not always clear. Guns, knives, blades, sharp objects that are not used for their intended purpose, and bombs are just a few of the examples of items that can be used as a weapon if so desired.

Parents must speak with their children about this subject to ensure that they will understand it. There have been cases in other schools where students have brought pellet guns, short-bladed knives, and small explosive devices to school thinking that because of the caliber or size, they were not true weapons. This is a dangerous misconception that could lead to a student being expelled for bringing an object for the sole purpose of showing it to their friends. All school administrators are currently in the position of having to take a very firm stand on such actions.

The Kansas State School for the Blind has had very few occurrences of any type of potentially dangerous device coming into the school and wants to keep it that way. Please discuss these specifics with your child:

- Anything that looks like a gun or acts like a gun, regardless of size, is a gun. BB-guns, pellet guns, and blank guns are included. Whether or not a gun is loaded does not matter. Even ammunition, such as shells and bullets, or gun frame or silencer is absolutely prohibited. Cover all these possibilities with your child and make sure that he/she does not have access to such items in the home without your knowledge. Laser guns, which can permanently damage the eye, are strictly forbidden.

- Anything that looks like a knife, acts like a knife, regardless of size, is a knife. The laws are not always clear and consistent on how long a blade has to be before it is considered a dangerous weapon. Make sure your child understands that no knives or bladed devices should be brought to school. This includes razor devices such as utility knives, key-chain knives, and switchblades.
- Any bludgeon, club, metal knuckles, or throwing star is prohibited.
- Any explosive device (bomb, fireworks, grenade, rocket or mine) must not be brought on state property. Cigarette lighters should also not be brought to school.

Please think as broadly as possible in discussing what a weapon is with your child. It is impossible to list everything considered to be a weapon which could cause a student to be expelled.

Think about and be alert to what items your child may have access to: blow guns, bows and arrows, martial arts weapons, gun powder or other explosives, and bladed tools (axes, machetes, etc.) are found in many homes, and could make their way to school.

### **ACCEPTABLE USE OF COMPUTERS AND TECHNOLOGY BY STUDENTS**

Use of technology is an important aspect of the education experience of students attending the Kansas State School for the Blind. Information technologies afford new and exciting learning opportunities for the students. With those new opportunities also come new challenges regarding acceptable and responsible use. These administrative guidelines define the rights and responsibilities of both the student and of this school relative to acceptable use of information technologies.

Student use of information technologies, whether owned or operated by this school and on school grounds or at school activities, is a privilege for the educational benefit of the student. Failure to adhere to these guidelines may result in disciplinary action including, but not limited to, temporary or permanent loss of use.

For the purposes of these guidelines, information technologies include the internet, online services, email, other internet-related services, school and State of Kansas computer networks, and other applicable services or technologies either now in use or implemented in the future. Information technologies include technologies whether owned by the school or not, the State of Kansas, and in use on school grounds or at school activities. Information technologies are for the educational benefit of students. Commercial use is prohibited.

### **KANSAS STATE SCHOOL FOR THE BLIND RIGHTS AND RESPONSIBILITIES**

The Kansas State School for the Blind, as an education provider, has the responsibility to:

- Help students to develop information skills necessary for successful educational use of information technologies.
- Develop student skills necessary for the appropriate and responsible use of information technologies.
- Integrate the use of information technologies with approved curricula and activities.

When unacceptable use of information technologies on the part of the student does occur, the Kansas State School for the Blind will take appropriate disciplinary action and will notify parents/guardians and other officials as warranted. In order to ensure the security of information resources, including confidential student files and personnel files, the Kansas

State School for the Blind may restrict access to information technologies and reserves the right to access student electronic files and account information on school and State of Kansas owned computers.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

Student use of information technologies is a privilege intended for the educational benefit of the student. Students must comply with the terms of these guidelines, any applicable policies, administrative guidelines, and operating procedures relative to the use of information technologies. In using information technologies, the student will:

- Respect the rights of privacy of other students and school personnel.
- Bear in mind that all student communication represents the school and thus reflects on the integrity, ethics, and good name of the Kansas State School for the Blind.
- Apply the same standards of behavior, conduct, and courtesy as are expected in the school, classroom, or other setting.
- Comply with all laws, Board of Education policies, school policies and administrative guidelines regarding the use of copyrighted materials.
- Not seek unauthorized access to school, State of Kansas, other public or private computer networks, computers, or electronic files for any purpose.
- Comply with any and all related Board of Education policies, school policies, administrative guidelines, and operating procedures relative to acceptable and responsible use.

## **UNACCEPTABLE AND INAPPROPRIATE USE**

The following forms of use of information technologies are unacceptable and inappropriate and will be considered violations of policy and administrative guidelines. Violators will be subject to disciplinary action, including but not necessarily limited to, temporary or permanent loss of use. It is unacceptable and inappropriate for students to:

- Create, copy or post a computer virus.
- Send/receive messages using someone else's name.
- Send/receive messages that are inconsistent with school rules.
- Send/receive a message that is sexist, racist, harassing or otherwise inflammatory.
- Send/receive messages that contain obscene language, graphics, pictures, or attached files, either encoded/encrypted or un-coded/decrypted.
- Lend his/her account and/or password to other students and/or adults.
- Violate copyright laws.
- Publicize his/her home address or phone number.
- Vandalize or otherwise destroy hardware, software, or data.
- Access or attempt to access any part of the Kansas State School for the Blind's computer network or any part of a sub-system of the Internet without proper authorization.
- Plagiarize the work of others in completing school assignments.
- Use information technologies for commercial use.
- Use information technologies in any way that violates local, State and Federal laws.

Plagiarism or Academic Dishonesty includes:

- Altering, copying, or imitating something, without authority or right, with the intent to deceive or defraud by passing the copy of thing altered or imitated as that which is original or genuine.
- Selling, buying, or possession of an altered, copied, or imitated thing with the intent to deceive or defraud.

- Plagiarism, forgery, copying or stealing another person's work.
- Allowing another person to copy one's own work, doing another person's class work.
- Creating more than one copy of one's own work for distribution.
- Intentionally accessing another's material for the purpose of using it as one's own.
- Unauthorized copying of software, unauthorized use of hard copy of software to develop one's own software.

### CONSEQUENCES OF UNACCEPTABLE USE

Students violating these provisions or other administrative guidelines and policies relating to acceptable use of information technologies will be subject to any and all applicable disciplinary measures, including the loss of computer access or internet privileges for a period of time. Students and parents will be asked to review and sign this policy each year.

### IMAGE RELEASE

Photographs and videos are often valuable in planning programs and sharing information with parents, local school districts, the legislature and state board of education, and the general public. They can be used to inform others of available services as well as help teachers plan instruction or evaluate progress. Because they can be used to effectively provide information, pictures and videos are important to our program. We request permission to photograph your child with our assurance that the photographs will be used only for official school purposes.

**An image release permission form is included in the registration packet of materials that must be completed before your child enters KSSB.** Your signature on this form will permit us to photograph or video your child, publish or put photos and/or videos on our website and social media sites, include them in evaluation reports to demonstrate skills, use on informational brochures and on displays at seminars, conventions, conferences, etc, and to release the images to interested parties when in the best interest of the school and/or your child. An example might be including a photograph on a press release to announce an event or to thank hosts/sponsors/agencies for any special events that may arise.

### VISITING CAMPUS

*Parents and relatives of students, as well as representatives from schools or other agencies, are welcome to visit KSSB, but in the 2020-2021 school year, we ask that you limit your entry into our school buildings. All visitors will enter the rear gate and be screened (temperature check, mask, hand sanitizer, questionnaire) before entering any buildings.*

To assure a successful school visit or observation, we ask for your cooperation in following these guidelines:

- Advance plans for visiting on campus should be made with the school administration or Dormitory Director. Parents who wish to visit with teachers should call ahead to schedule time during the teacher's planning period.
- KSSB reserves the right to restrict visits in the classrooms and other instructional areas if such visits are disruptive to the learning environment. Observations must be scheduled for a mutually agreed upon time, generally limited to one hour.
- Observations are limited to individuals with a legitimate and educational need to observe.
- Younger siblings are discouraged from visiting classes as they may disrupt the learning process for other students.
- For security reasons, visitors are required to check in at the campus security office to obtain a visitor's badge before visiting classes and with the main office or Dormitory

office. Parents and visitors may eat with the student after buying a ticket from the Business Office.

- Observers need to sit at least five feet away from students to decrease distractions in the student's learning environment.
- Observers agree to respect the confidentiality of other students, and refrain from talking about the students outside of the school setting, and only for the original intent of the observation.
- Pictures and video/audio recording devices are prohibited.
- General school rules apply to all guests.
- If you need to come on campus after 6:00 p.m. or before 6:00 a.m. the entrance gates will be closed. Please call ahead and speak to someone on the security staff (913-305-3009).

### **RELEASE OF STUDENTS AND OFF-CAMPUS TRAVEL**

Students enrolled at the Kansas State School for the Blind who are under the age of 18, as well as students of any age for which guardianship exists, may only leave campus with non-KSSB individuals who are specified on the Parent Permission Form completed at enrollment. Students who have completed a course of study in Orientation and Mobility, who have demonstrated an ability to safely travel off campus, and who are over age 18, may apply for an off-campus mobility pass. This pass will define the areas of travel allowed, is revocable if improperly used, and can only be used with notification of the appropriate supervisors.

### **FUND DRIVES**

Any on or off-campus money raising projects by individual students or classes must be approved in advance by the School Administration.

### **USING SCHOOL EQUIPMENT AT HOME**

Under certain limited conditions specified in the IEP, students may check out special equipment, books, and/or musical instruments to use at their homes on long holidays or during summer months.

# Emergency Procedures

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## **EMERGENCY MANAGEMENT PLAN**

For the 2020-2021 school year, all schools are required by the state to conduct nine crisis drills per school year: four fire, two tornado, and three for crisis lockdowns. An Emergency Management Plan has been written to guide staff responses to threatening situations. At all times, student safety is a top priority. Staff has easy access to written procedures and guidance for managing emergencies. Emergency phone numbers and parent notification are part of the call-down lists in these procedures. These emergency procedures are a guide for students and employees to follow in an emergency evacuation. In the case of a fire or tornado, the procedures are reviewed orally with the students and drills are conducted frequently as required, both during the school day and during evening hours of operation.

## **STUDENT BEHAVIOR IN AN EMERGENCY**

### **Fire**

There are fire exit routes posted in each room in each building on campus. When the fire alarm is sounded, students should remain quiet and follow the directions of the staff member supervising them. You will leave the area by one of the designated exit routes, move to the assigned assembly area well away from the building, and take roll. You will remain there until an administrator or a member of the Security Staff instructs everyone to return to the building. If you discover a fire, smoke, or intense heat and the alarm has not been sounded, you may activate the nearest fire alarm by pulling the handle on the fire alarm box in the area, or you may exit the building and report the fire to any staff person. A false fire alarm is a violation of state law and would result in disciplinary action.

### **Tornado Warnings**

The signal for a tornado warning is announced via loudspeaker, using our integrated announcement system. Every room on campus has a posted map showing the route to the tornado shelter in our gym. KSSB now has a FEMA-approved tornado shelter with capacity for 150 people located in the gymnasium. When the warning is sounded, students should remain calm and quiet, follow their teacher to the designated area, and assume a protective position. You will stay in position until a member of the Security Staff announces the “All Clear” and instructs everyone to return to his/her normal activities.

### **Inclement Weather**

Occasionally, when severe weather conditions threaten during the day, school districts send their buses to pick up students early. Those students will be dismissed as soon as their bus arrives and parents will be called. In the case of a tornado warning, buses will leave after an “All Clear” is determined by Civil Defense.

### **Procedures for School Closing in Weather Emergencies**

When adverse weather hits during the week, KSSB will typically remain open since many students live on campus during the week. However, there are several other possible weather scenarios and plans of action that are considered with each weather event.

- When the weather is threatening on Sundays, administration reviews radar and weather reports statewide to ensure the safety of students and families who are driving to campus from out of town, carefully considering whether to put students and/or their families on the highways on Sundays with severe weather. Once a decision is made, it is announced over social media, including our website. Typically, the dormitory is closed Sunday evening and classes are cancelled on Monday.
- Any time area school districts have a delayed start due to inclement weather and road conditions, KSSB will start on time at 7:55 a.m. Together, the local school district transportation director/driver and/or the parents will make the decision if the student will be in school that day. Even though KSSB is open, we encourage families to not travel in adverse conditions. This decision is totally up to the local school district personnel and parents. Regardless of what decision is made, please contact the KSSB office to let us know if the student will not be in school.
- Any time area school districts have an early dismissal due to inclement weather and road conditions, KSSB will keep our daily schedule as is. However, if parents/school districts choose to come early to get their day student due to weather, please contact the office to let us know that the student needs to be dismissed earlier than their usual pick up time.
- If the forecast is threatening adverse weather on a Friday, weather information is carefully reviewed. If necessary, students will be dismissed for the weekend on a Thursday or early on a Friday in order to return students safely home before the weather deteriorates.
- We rely on the predictions of forecasters (which are often wrong), and we have to consider weather in numerous areas of Kansas which can greatly differ. Even though KSSB may be open, we encourage families to not travel in adverse conditions. Ultimately, this decision is totally up to the local school district personnel, drivers and parents.

*IF THERE IS A CHANGE IN THE KSSB SCHOOL, DORM  
AND/OR TRANSPORTATION SCHEDULES, PARENTS WILL BE CALLED.  
PLEASE BE SURE TO KEEP KSSB INFORMED OF ANY PHONE NUMBER CHANGES.*

## **CAMPUS LOCKDOWN PROCEDURES**

There are two kinds of lockdown events and procedures:

- **Total Lockdown** – An immediate closure and locking of all campus gates plus exterior and interior doors in buildings, and the securing of students, staff and visitors behind locked doors and out of view of windows to the greatest degree possible. This occurs when KSSB receives information that indicates a person intends to enter campus in a threatening manner or is already on campus and appears to pose a threat.
- **Perimeter Lockdown** – An immediate closure and locking of all campus gates plus exterior doors in buildings, and students are brought inside. This occurs when KSSB receives information that there are persons at large in the area who could potentially enter campus and pose a threat, or there is a dangerous situation nearby.

### **Procedure**

Staff will be notified either by an All-Call paging system through cell phones, or in person by an administrative designee. Staff and students off-campus (field trips, vocational

placements, medical appointment, O&M lessons) will be called by cell phone to remain off-campus until the crisis is over. The administration will gather all necessary information and notify parents, school districts and bus companies, as well as coordinate efforts with the police and other emergency personnel. Students, staff, and other personnel will be notified of the all-clear only when it is safe to do so. When it is safe to dismiss students, everyone will be notified. There may be a potential for danger in the vicinity, and the decision is made to do a perimeter lockdown as an extra precaution. The students and their classes are rarely disrupted, but their safety is secured without incident. KSSB will regularly schedule lockdown drills, as is done with fire and tornado drills. This is done so that staff and students alike can practice the procedures and avoid undue fear or panic.

## Health and Social Services

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### HEALTH SERVICES

The Kansas State School for the Blind delivers student health services as may be required by an IEP or to respond to immediate health needs of students while under KSSB's care and supervision. To accomplish this, KSSB operates a Student Health Center staffed by nurses around the clock. They provide services necessary to address student health needs including treatment for minor injuries and illnesses as well as routine medical and dental care with parent permission. However, student health and medical needs remain the responsibility of parents. Certain health conditions may prevent participation in the student residence component of the school.

#### Nursing Staff

Nursing is available, 24 hours a day Sunday afternoon through Friday afternoon, and during the weekend when students are present. The nurses' primary focus is on preventative health maintenance and health education. Nurses deal with emergencies as well as minor health problems. They also administer prescription medication and over-the-counter (OTC) medications. Personal health care skills are emphasized and students are taught to become more independent in providing for their own health needs. Please relay medical information directly to one of the nurses rather than conveying it to dorm or instructional staff. The Health Center staff will notify all persons who need the information.

#### Doctor's Visits

KSSB's physician visits campus on Thursday mornings from 7:30 am to 8 am at the nurses' request to confer with nurses and evaluate residential students who have medical complaints. Any significant medical problems will always be referred to the student's personal physician. KSSB's school dentist visits campus once a month from 12:30 pm until approximately 2:00 pm. The dentist provides cleaning and routine dental care to KSSB students. Parents wanting their child to be seen by the dentist should contact the Health Center. Students should be seen by their family dentist at least annually.

## **Health Screenings**

Screenings are conducted as part of a preventive health care program and to comply with state statutes. These include vision, hearing, blood pressure, and height/weight/body mass index (BMI). Students should visit their personal physician for a complete physical examination once each year. The Health Center will provide forms for the physician to complete and return to the school. Students are required to visit their personal eye doctor at least once every three years; however, once a year is strongly recommended.

## **Low Vision Evaluations**

An optometrist (low vision specialist) and ophthalmologist are available by appointment to evaluate students with low vision and make recommendations for adaptations for near and distance vision such as magnifiers, lighting, telescopes, etc. In order for a student to be seen by the school optometrist or ophthalmologist, he/she must have a current (less than a year old) eye examination report and appropriate insurance information.

### ***Exclusion from school because of illness***

***Note that in 2020-2021 KSSB will follow the WYCO/UG Health Department recommendations related to COVID-19 symptoms, illness, and return procedures. These are defined in the “KSSB Reopening Plan 2020-2021”.***

## **For all other non-COVID related illnesses:**

Children who are ill and unable to attend classes will be brought to the Health Center. The nurse on duty will assess the student's condition and exclude him from class/dorm based on the following criteria from the Kansas Department of Health and Environment-Handbook of Communicable Disease:

1. temperature above 100 or markedly subnormal with symptoms of illness;
2. severe colds, as determined by the nurse on duty
3. upset stomach, vomiting, illness related diarrhea, and abdominal pain;
4. suspicion of contagion;
5. undiagnosed or untreated (if contagious) skin lesions;
6. drainage from ears or eyes;
7. significant injury.

The nurse will attempt to call a parent prior to OTC administration, unless parents have given previous written consent for the nurse to treat.. If the nurse can not reach the parent and it is on the approved OTC list, the nurse will administer per guidelines on the approved list within recommended dosing instructions on the medication's packaging. Parents of day students and those living within a reasonable distance from the school will be expected to pick up their child and take him/her home until he recovers.

The Health Center and dormitory staff will endeavor to provide temporary overnight care for sick students who live too far from campus to be picked up quickly. The parent/local district will be asked to make arrangements to take the child home. Parents are encouraged to develop a plan for such unscheduled events which may require last minute transportation and child care. The Health Center Staff or social worker are available with suggestions or resources to assist with the creation of a student emergency plan. A child returning to school after an illness should be seen by the school nurse before returning to the school or the dormitory.

Please do not send your child to school if he/she is ill. If this happens you will be asked to take your child back home. Parents should call the School Office before 8:30am when their child will be absent due to illness. Please do not return your child to the dormitory on Sunday night if he/she is ill. To leave school for medical and dental appointments, the parent should call or send a note with the student stating the time and reason for leaving. Students are dismissed after being signed out in the school office.

### **Medication Guidelines**

In order that KSSB ensures student health and safety, the school will need access to medical information including each child's medical history, recurrent or chronic medical problems, the doctor's name/address/phone number, and special diets or allergies. If a prescription is to be taken at school, please be sure that you send it to the Health Center. In order for staff to administer prescription medication it must:

Be given according to a current prescription.

Be in the original labeled pharmacy container.

If your child regularly takes prescription medication, it is most efficient to have medications at home and school so they do not have to be sent back and forth each weekend. (Ask your pharmacist to provide you with two properly labeled containers.) Medications will be safely secured and sent home labeled with the student's name when refills are needed.

If the dosage of a prescription medication changes, the nurse must receive written orders from the prescribing doctor. Parents are encouraged to request these written orders at the time the change is made.

If you send non-prescription medications for your child not on the OTC list, please provide a written statement explaining the purpose of administration and how you would like the nurse to administer it. This includes such things as vitamins, skin creams, etc. Parents will be given the opportunity to choose and record their personal preference of OTC medications kept in stock and provided by KSSB. This form will be updated yearly at the time of registration and a copy kept in the student's Health Center chart.

Topical acne medications, birth control pills and inhalers may be kept by some secondary and transition students in their personal possession or dorm room. These students will be selected for their level of maturity and their medications reviewed for appropriate usage and storage. If a student is found to be inappropriate or negligent in the care, usage or storage of these medications, the privilege will be revoked immediately. Control and administration of medications will return to the nursing staff.

Parents will be notified if the school physician prescribes a medication. If you want the Health Center to order the medication, we will do so. The local pharmacy will bill your insurance company. If there is a co-payment due or insurance does not apply, the cost will be charged to your child's account. Please make sure that we always have current insurance information and insurance cards.

## **SOCIAL SERVICES**

### **Social Work**

KSSB's goal is to facilitate the most holistic care possible for your child, including not only your child's physical health but also your child's emotional well-being. Staff engage in social skills training with all students in naturally-occurring situations throughout the day. In

addition, some students participate in a weekly social skills counseling group where a broad range of topics ranging from basic communication skills, self-advocacy and personal adjustment are discussed. KSSB contracts with a clinical social worker in private practice to provide individual counseling to selected students. The Family Conservancy <https://www.thefamilyconservancy.org/> and the Wyandot Center <http://www.wyandotcenter.org/> work with KSSB to arrange individual and group counseling beyond that offered on campus.

### **Nutrition**

Special dietary needs are individually addressed by KSSB staff, including the dietician, nurse,, and other specialists as needed. If your child has any dietary restrictions, please inform the nurse and she will work with the feeding team to ensure that these special needs are met. It will be necessary to submit a doctor's order specifying the nature of the special diet. The nurse can give you the appropriate forms for your doctor to complete. If you believe your child is under or overweight or has any type of eating problem, our related services and nursing team will be happy to work in cooperation with you and your child to improve the situation. These types of special diets and interventions may also require a doctor's order.

# Educational Program

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## EDUCATIONAL PROGRAM OVERVIEW

The Kansas State School for the Blind (KSSB) is a special purpose public school funded by the State of Kansas and fully accredited by the Kansas State Board of Education. The curriculum and instruction is designed to meet the academic and life-skills needs of a wide range of student learners and includes the teaching of specialized skills such as the Expanded Core Curriculum, including braille. KSSB does not claim to offer curriculum, classes, or programs that match what a students' home schools offer, but rather is designed to meet individual needs while aligning instruction with state and grade-level standards.

Instruction to students, and related technical assistance to school districts, will be offered by a variety of campus-based and statewide outreach means, and shall be delivered by specialists licensed or certified in their area of instruction. KSSB provides a broad range of instructional programs for students aged three through twenty-one at no cost to parents. Intense and highly specialized services focus on the unique needs of students with visual impairments, including those with additional disabilities. KSSB is a partner to the local public school districts in Kansas and advocates for students to be able to learn and live in their own communities. KSSB can help in this effort by giving students the skills they need to do this successfully.

Admission to KSSB is determined by KSSB, based upon a determination of a student's need for more intensive or specialized services than may be currently available in their home school. Enrollment at KSSB is *time-limited* with an expectation that the students return to their home districts once their skills are sufficient to succeed with less intensive services and/or the local district has the supports in place to ensure a free appropriate public education in the least restrictive environment.

Every student receives instruction and guidance from staff who have been specially trained to work with blindness and low vision and understand their effects on development. Many faculty members have additional specialties, such as the curricular areas in which they teach (e.g. math, science, etc.) or areas of disability (e.g. Deaf/Blind, learning disabilities, etc.). All staff members function as a part of a multi-disciplinary team which guides the education of each student. In order to meet individual needs, the methodology and the curriculum content are almost always modified. Students receive instruction leading to a regular high school graduation. They are also prepared either to return to their local school, transition to post-secondary education or training, or to take their place in the community.

KSSB staff work closely with the local district and IEP team when deciding whether a student is ready to return to his local school program. With careful pre-planning and follow-up services, a smooth transition is made. KSSB does have statutory authority to determine, independently, when we are no longer able to maintain a student in our campus programs. When that determination is made, KSSB is required to provide 15 days notice to the student's local education agency.

Most of our students participate in one or more general education classes in local elementary, middle, and high schools, or in a nearby community college/technical school. This blend of

more diverse classes in an integrated setting, combined with a specialized curriculum at KSSB, is invaluable to students in the transition process.

### **DAILY SCHOOL SCHEDULE**

Student school hours are from 8:00a.m.through 3:30 p.m. Monday through Thursday and from 8:00 a.m. through 12:30 p.m. on Friday (or Thursday if there is no school Friday). This allows students who must travel a longer distance to arrive home at a more reasonable hour and allows time for staff professional development and necessary meetings. Day students who leave campus via bus or other transportation at the end of the school day will not be permitted to return to campus once they have exited school grounds. Parents are expected to arrange care for students once they are transported off the KSSB campus.

### **SCHOOL SUPPORT**

Tuition, board, room, limited medical care, and educational materials are provided without cost to the parents of every child found eligible for attendance if the child is a resident of the state of Kansas. Parents are required to pay for clothing, personal expenses, medical costs, and some school supplies. They also pay a mandatory \$35 Student Activity Fee which pays a portion of the costs of certain school supplies, field trips, and the loan of other school materials. A part of maturation includes the development of a responsible attitude in each child. Students are responsible for keeping necessary school supplies on hand to adequately meet the needs of their educational programs.

### **ELEMENTARY/MULTIPLE DISABILITIES AND DEAF-BLIND PROGRAM**

The Kansas State School for the Blind Elementary/Multiple Disabilities/Deaf-Blind Program is built on the philosophy that the successful growth and development of children who have a visual impairment and additional disabilities and/or who are deaf-blind depends on teachers and family members working together as a team. The curriculum addresses the development of each child's communication, self-concept, cognitive skills, gross and fine motor skills, social and compensatory skills, use of low vision, self-help skills, and language skills. Individualized, routine-based activities include art, group activities, daily living skills, movement, music and dance, literacy, and technology use. Sensory and environmental awareness activities, including field trips, provide students with new experiences.

### **ELEMENTARY PROGRAM**

The Elementary Program is geared toward students' readiness level for academic learning, those who have had problems successfully accessing instruction in their local schools, or who simply need to learn or improve their compensatory skills – braille, use of low vision aids, technology, orientation and mobility, daily living, and social interaction skills. They may also have delays in cognition, motor skills, language, or social/emotional development. In the primary grades, academic programming is supplemented with meaningful experiences using real objects and community field trips. These help students build a framework for processing new information.

Compensatory skills are taught to aid in adaptations necessary for reading, writing or other means of communication, including braille. Students also learn to use their functional vision in a variety of activities. Basic self-help skills are taught within learning routines. In the

middle grades, independent work and the acquisition of lifelong study and organizational skills are stressed. Emphasis is placed on the mastery of the basic concepts of each subject area in the regular elementary/middle school curriculum while determining the best reading medium or combination of media and other compensatory skills to access information.

Elementary students are sequentially instructed in social skills because blind children may not pick these up incidentally. They also learn about their body image and their environment in formal and informal orientation and mobility training. Physical education classes are adapted to teach a variety of developmental physical skills through enjoyable games and sports, including swimming. Students also begin instruction in educational and assistive technology in order to increase their access to information and to give them a means to communicate with others in written form.

## **SECONDARY PROGRAM**

The Secondary Program includes both junior and senior high classes. The secondary curriculum is adapted to accommodate students at a variety of levels with either a modified or regular academic approach. The academic program focuses on the general education knowledge of middle and high school curriculums, but also contains specific skills and adaptations which address the needs of visually impaired youth.

Study and organizational skills are addressed within content areas. Each student's basic learning style and most efficient reading medium are determined, and then strategies for reading, listening, and studying are taught. A key component for many of our students is the availability of accessing general education classes in the various local middle and high schools, as well as nearby community college/technical school. Students are supported both in these off-campus locations and back at KSSB through tutoring, technical assistance, and provision of braille materials.

## **GRADUATION REQUIREMENTS**

The regular curriculum requires 21 credits in the basic subject areas required by the Kansas Board of Education.

College Entrance Requirements: ESU, FHSU, PSU and WSU require a 21 ACT or higher and a 2.25 GPA. KSU requires a 21 ACT and 3.25 GPA. KU's ACT and GPA requirements would remain the same. For the institutions, aside from KU, the pre-college curriculum in high school is being recommended but not required as a condition of admission.

### **Admission Exceptions**

Students who do not meet these standards will be considered for admission on a case-by-case basis. Some students may be asked to send additional information and documentation.

### **Modified Program**

The focus of the modified program is to help students use and improve their academic skills in a variety of functional tasks which are essential for future employability and independent living within the community:

- Functional reading and writing
- Mathematics applications

- Social skills and self -advocacy
- Personal and home management skills
- Recreation and leisure
- Career education and work experience

On-the-job work experiences are available to all high school students under the direction of vocational staff. Students usually start working in various departments on campus (food service, maintenance, clerical, receptionist, housekeeping, classroom aide), and then move to jobs or job experiences in the community in hospitals, government agencies, child care facilities, and private businesses.

### **LIFE SKILLS PROGRAM**

The Life Skills Program is intended for students who have visual impairments combined with other disabilities, such as significant developmental and communication delays or dual sensory impairments. It is designed for students who learn best within a structured routine. With input from parents, the educational team and the local school district, developmental skills and functional activities are identified as areas of need. These are then taught in an integrated manner within the context of the daily routines. Community-based instruction and job site training are important components of this program. Transition planning with representatives from the student’s community and local agencies prepare them for integration into their home school vocational/transition program or into future settings in which they may live and work. Developmental skills in the following areas are consistently worked into instructional routines:

- Self Determination
- Daily living skills
- Independent movement (orientation and mobility)
- Communication skills (oral, gesture, sign, tactile symbols, calendar system, electronic device)
- Recreation/Leisure skills
- Vocational skills and experience
- Transition skills

### **THE EXPANDED CORE CURRICULUM FOR STUDENTS WITH A VISUAL IMPAIRMENT**

In both the elementary and secondary programs, the specialized techniques and modifications known as the core curriculum for blind and visually impaired students (developed by the National Agenda for the Education of Children and Youths with Visual Impairments. <https://www.afb.org/national-agenda-education>) are specifically taught. Many of these core skills require direct, sequential instruction in areas that sighted students pick up casually and incidentally:

**Compensatory academic skills** – adaptations necessary for reading and writing or for other means of communication (braille, large print, print with optical devices, recorded materials, and voice output).

**Orientation and mobility** – including independent travel in residential and business areas and the use of public transportation.

**Social interaction skills** – socially appropriate behavior skills leading to successful lives.

**Self-determination skills** – skills and beliefs to pursue personal goals and self-manage one’s life successfully, understanding one’s strengths and limitations.

**Independent living skills** – personal hygiene, food preparation, money management, time monitoring, and organization of personal spaces.

**Recreation and leisure skills** – a repertoire of enjoyable individual and team activities that carry into adult lives.

**Career education** – knowledge of the world of work, exploration of individual strengths and interests, and the chance to learn marketable skills.

**Assistive technology** – insurance of equal access to print and internet information, feedback to teachers and others, and storage of personal data for easy retrieval.

**Visual (and other sensory) efficiency skills** – instruction in the use of functional vision using specialized techniques and low vision aids, as well as the use of residual hearing and other senses.

### **Middle School**

Students in the 7<sup>th</sup> through 8<sup>th</sup> grades are provided a transition program which reinforces independent study skills and allows students to become acclimated to a class schedule involving different teachers for the various subjects. Individualized instruction continues to play an important part in steering teaching to the level of the student. Remedial instruction is provided as needed. Students who are in the 7<sup>th</sup> grade or are 14 years of age may participate in secondary extracurricular activities. These include boys’ and girls’ track, goal ball, wrestling, cheerleading, and choir or band. Students compete with other residential schools for the blind and some local public schools.

### **Grades 9th-12th**

Students are expected to pursue a curriculum leading to the completion of approved graduation requirements as follows:

English Language Arts (Braille, as appropriate)	4 units
Reading	
Writing	
Literature	
Communication	
Grammar	
History and Government	3 units
United States History & Government	
World History	
Kansas History & Government	
Economics & Geography	
Science (at least one unit as a lab course)	3 units
Physical Science	
Biological Science	
Earth & Space Science	
Chemistry	
Mathematics (including Algebra & Geometry)	3 units
Technology	1 unit

PE/Leisure (including Health)	2 units
Fine Arts (art, music)	1 unit
Electives	4 units
<b>TOTAL REQUIRED.....</b>	<b>21 units</b>

All students in 9<sup>th</sup> – 12<sup>th</sup> grade shall have an official transcript monitored annually which shows progress toward graduation. All students who complete the graduation requirements participate in annual graduation ceremonies and receive a standard diploma.

KSSB students who follow adapted or functional programming will demonstrate an academic and vocational achievement level established by the IEP Committee. If a student requires an alternative curriculum, it will be so noted. Each student’s graduation status is monitored annually beginning with the 9<sup>th</sup> grade. Each student receives the same graduation recognition and diploma as non-exceptional students who do not require an alternative curriculum. All students regardless of disabilities will be required to complete 21 credit hours. All students are eligible for services through the academic year during which he/she reaches his/her twenty-first birthday. Determination of placement and services is made by the student’s IEP team which includes the local district, parents, and KSSB staff.

**ATTENDANCE**

Regular attendance is an important part of education. Students are required to attend all classes every day. No student shall be permitted to leave school prior to the normal time of dismissal or to be absent when regular school is in session unless excused by the school administration. Attendance shall be reported and recorded daily. School administrators are obligated by Kansas law to urge and enforce regular attendance. Absence and tardiness shall be dealt with through efforts to correct the problem.

If a student is absent, the parent or guardian must call the school *office* before 8:30 am to notify the School Office. (1-800-KSBLIND / 572-5463 or 913-305-3015)

**ABSENCES**

The school administration shall determine whether an absence is excused or unexcused. Absences shall be excused for the following reasons:

1. Illness of the student.
2. Urgent need of the child to be home due to illness in the immediate family.
3. Death in the family.
4. Absence approved by the Superintendent and prearranged by the parent, student, and Superintendent.
5. No transportation available due to bad weather.
6. Other emergency reasons approved by the Superintendent or designee.
7. School-approved activities.

Students whose absences are excused shall be given the opportunity to make up work. However, no amount of make-up activity can completely duplicate the classroom participation missed during an absence.

The importance of daily participation will vary according to the nature of the class.

Individual teachers will enforce standards of attendance as outlined in the Kansas State Board of Education policy and inform students and the parents of the effect of poor attendance on academic grades.

After any excused absence, it is the student's responsibility to make the initial contact with his/her teacher(s) to determine make-up assignments and schedule times for taking tests missed. Students absent one week or less will be allowed double the amount of time in which to make up missed work. For absences longer than one week, the time allowed will be one week plus the number of days absent. Students are expected to fulfill long-term assignments as originally scheduled.

An unexcused absence is one which has been classified as such by the School Administration. An absence will be classified unexcused if it does not fit one of the seven above-stated reasons for an excusable absence. A student is not excused for an absence if under out-of-school suspension, if s/he leaves school during school hours without permission, or if he/she does not attend a class. Absences of more than 15 days in a semester may result in a loss of credit for a class or classes. Credit will not be given for make-up work resulting from an unexcused absence. However, the teacher shall inform the student of assignments missed during the unexcused absence so that the student may on his/her own initiative make up the missed work, and in doing so, maintain continuity of learning by obtaining the knowledge necessary for further study.

Students age 7-12 who have unexcused absences for either 3 consecutive days or 5 or more days in a semester, will be reported to the local district, which is required to report truancy to the Division of Children and Families (DCF) as required by law. Students aged 13-16 will likewise be reported to the district attorney in accordance with truancy laws.

**NOTE: If it is necessary for a student to leave school during the school day, the parent or another person with whom the student is authorized to leave campus must sign the student out in the School Office.**

## **HOMEWORK**

The purpose of assigning homework is to practice and reinforce skills learned while in the classroom.

The following guidelines may be used:

**Secondary Academic:** one-half hour assignment per academic class 3 times each week. This may include weekends.

**Upper Elementary:** 15-30 minutes, two to four times each week.

**Life Skills:** As ability allows, up to 15 minutes each day.

As needed, elementary classroom teachers should contact the dorm teachers by phone, email, or note to give them a list of students who did not complete their work and/or who have homework. Most secondary students have assignment notebooks which parents and dorm teachers are encouraged to check. Students have access to adaptive technology located in the student residence.

## **HOME/SCHOOL REPORT**

For upper elementary and secondary students who are having difficulty completing or simply refusing to complete homework assignments, the educational team may recommend a Home/School Report system. When executed as designed by either parents or dorm staff, it is highly successful. Under the system, the student is responsible for writing down each hour's assignment, which is verified by the teacher. Each evening, either at home or in the dorm, he/she is expected at a specific time to sit down and do the homework, or to stay there until it is finished. If students do not bring the assignment list back to the dorm they will contact the teachers and find out what the student needs to complete.

## **STUDENT PROGRESS REPORTS**

Grades and/or IEP Quarterly Progress Reports are mailed to parents following the end of each nine-week period. These reports provide parents with information on how their child is progressing in classes. Copies are also mailed to the student's local education agency (LEA) and to his/her local teacher of the visually impaired, if applicable, to keep the local school system informed of the student's progress. In addition, parents are called several times each year to inform them of their child's progress and invite them to fall and spring parent/teacher conferences.

## **EXTENDED SCHOOL YEAR (SUMMER PROGRAM)**

The Extended School Year (ESY) program is intended for those students who have been determined by an Individualized Education Program (IEP) team as needing summer services in order to receive full benefit from their educational programs. The focus is on the Expanded Core Curriculum components, especially:

- Reading and writing (with emphasis on Braille, as needed)
- Daily living skills, including cooking
- Orientation and mobility
- Vocational experience
- Assistive technology
- Recreation and leisure

## **SUPPLIES AND MATERIALS**

It is expected that each student will provide his/her own school supplies for the completion of assignments and class projects. These supplies will include standard school supplies such as paper, notebooks, pens, pencils, etc. We encourage students to purchase these supplies as much as possible at home or from local stores.

KSSB will provide those items which cannot be purchased locally, including, but not limited to, braille paper, abacus, slate and stylus, braille rulers. Necessary equipment such as braille writers and note takers will be available to students as needed. They can also be checked out to students for use in their dorm room or at home. Partial restitution through on-campus work may be required for intentional destruction of property.

KSSB will give to each student (as appropriate) a long, folding or specialty cane as part of the instructional process. Payment or restitution may be required for lost or intentionally damaged canes.

Secondary students will have lockers to keep their materials and personal possessions. Students may be issued keys to the lockers. If the key is lost, a fee to have a new key made will be charged. Lockers and keys will be issued by the school office. Please do not bring locks from home. Classroom teachers cannot be responsible for lost items on campus.

Students are requested to bring the following supplies at fall registration:

All Students:

- 2-3 Boxes Kleenex
- 1 bottle Antibacterial gel (*In typical years*)
- 1 container Disinfecting wipes (*In typical years*)
- Black pens and #2 Pencils (if that is what they use for writing)
- Black 20/20 Pens or Sharpies (if needed for writing)
- Back Pack (appropriate size for age of student)
- Swim suit (1 piece for girls)
- Diapers/pull-ups, Swim diapers, and wipes, (if student uses them)

Elementary (Preschool through Grade 6):

- Medium (24) Box of Crayons (K-6)
- Jumbo Crayons (Preschool)
- Box of Washable Markers (Regular, not fine point)
- 2 Glue Sticks
- 1 change of clothes, in case of spills or accidents
- School supply box
- Large size pencil (if that is what they use)

Secondary (Grades 7-Transition):

- USB Flash Drive, 1 GB suggested
- Notebook paper (if not a braille student)
- Earphones with assorted plug adapters

**INDEPENDENT TRAVEL**

It is of utmost importance that students develop a positive self-image and confidence in their ability to function within their environment. One way to achieve independence is the ability to move within one's environment, thereby increasing the number of experiences and concepts available, as well as the ability to control one's own life and immediate environment. KSSB subscribes to the following statements of the orientation and mobility philosophy:

- Orientation and Mobility is an integrated part of the educational curriculum and an integrated part of life. It therefore must be taught as such and not only as an isolated skill.
- Orientation and Mobility training should begin during early childhood and preschool years.

- The long cane is a primary tool for totally blind and low vision students, which may be supported by other orientation and mobility aids.
- Students will be evaluated on an individual basis to determine needs based upon parent, student, and staff input. Appropriate mobility aids will be prescribed for each student.
- Students will be encouraged to use the long cane and/or other mobility devices in all areas. Canes or other mobility devices shall not be removed from students except in cases of imminent danger (e.g., if the student is using it as a weapon).

### **OFF-CAMPUS TRAVEL PASS**

As students age and learn more independent travel skills, KSSB has a program where students are allowed to apply for an off-campus travel pass. This pass is available to all students over the age of 18, either day or residential, who meet established criteria. (The day students are given the opportunity to apply so that in the event they do stay on campus for after school activities, they have the pass in place to take advantage of travel opportunities.)

**NO STUDENT** will be allowed to leave campus during school hours, unless he/she has a legitimate reason to be away from KSSB. Parents, orientation and mobility staff, social workers and administrators together determine the degree to which students are allowed to travel independently. The pass is limited to certain destinations and conditions. The Orientation and Mobility Specialist will first determine that the student has demonstrated the skills and ability to travel independently in an urban setting. The school social worker will evaluate the student's level of maturity to determine his/her willingness and ability to follow the student contract responsibilities.

A copy of this student contract (restrictions and terms of travel included) as well as the entire student travel pass packet is available from the orientation and mobility office. Copies of the orientation and mobility and social work reports will be sent to the parents, with any restrictions noted. It is the parents who make the final decision, either approving or denying permission for independent off-campus travel. Any of several staff members, but especially the Orientation and mobility specialists, will be observing students traveling off campus. If someone reports a student exhibiting poor O&M skills or traveling in an unsafe manner, that student could lose his off-campus pass privileges for a month. Likewise, a student observed exhibiting disruptive or aggressive behavior which interferes with his or others' safety. Only students in good standing will be allowed to use their passes. Those students who currently have a detention, room restriction, in-school suspension, or failing grades may not be allowed to go off campus. When these conditions no longer exist, the pass will be reinstated as appropriate.

### **STUDENT ACTIVITIES**

#### Extra-curriculars

KSSB has the following team sports/activities: track, goal ball, wrestling, cheerleading, and forensics. Students compete, according to their ability, in local meets and in meets sponsored by the North Central Association of Schools for the Blind. KSSB is one of 11 member schools.

#### Music

All elementary students have regular music activities, but older students may choose to participate in either choir or sometimes band (depending on the number of students) which perform at school functions and community groups.

Individual instruction in voice or on a variety of instruments is available on a limited basis.

### Field Trips to Community Activities and Cultural Events

Field trips into the community are part of the learning experience, and usually involve locations which are both instructional and recreational. During the enrollment process, parents are asked to provide written authorization for their children to participate in these field trips. This authorization gives permission for their children to attend all scheduled field trips during the year. The school will attempt to inform parents of scheduled field trips as they occur by way of notes, email, posting on the school website, or other means. All field trips must be approved by the School Administration.

Students may take an active part in a variety of activities including:

- Children's theater (Coterie, Theater for Young America)
- Visits to the zoo, the American Royal, the circus, and area farms and parks
- Ice skating, bowling, and indoor tunnel playgrounds
- Libraries, parks, and children's museums
- Local grocery and other shopping excursions, tours of fire stations and various community resources

Day students may wish to stay for dorm activities, recreation, or scouting programs from time to time. Arrangements should be made with the Dorm Director, and parents should arrange for transportation home afterward. On certain occasions, when parents may find it difficult to pick up their student late in the evening, it may be possible for that student to spend the night in the dorm, if prior arrangements have been made with the Dorm Director (and the nurse, if medication is involved).

### LOST AND FOUND

The purpose of the lost and found procedure is to encourage students at the Kansas State School for the Blind to accept responsibility for school equipment and supplies which have been lent to them as well as for their own materials. School articles left in classrooms, hallways, sidewalks, gymnasium, etc., will be brought to the School Office by staff. Students need to come to the school office to retrieve lost articles. Should the student continue to lose school property, corrective actions may be taken (e.g. detentions, new rules for usage, additions to a behavior plan).

### INDEPENDENT AND DAILY LIVING SKILLS

Opportunities for learning specific living skills and personal independence are provided to students through courses in Family & Consumer Science and independent living skills, as well as experience in the Dormitory Program.

Areas of emphasis include:

- Personal grooming and hygiene, including daily bathing, care of teeth, and proper use of cosmetics and personal items.
- Clothing care, including folding and hanging clothes, orderliness in drawers and wardrobes, selection of appropriate clothing, laundry, and minor clothing repairs.
- General room care, including making and changing beds, mopping floors, dusting, vacuuming.
- Food and kitchen skills, including shopping and food preparation, menu planning, and

personal eating skills.

- Use and care of personal possessions and school property.
- Earning and spending money for goods, budgeting.
- Eating management, weight control, nutrition.
- Personal management and organization skills.

Older students can enter a simulated supervised apartment or cottage living experience on campus during their senior year, if appropriate, or as a required part of the Transition program.

# Student Conduct

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## **DISCIPLINE POLICY**

The Kansas State School for the Blind has established standards of conduct for students as well as a disciplinary process to protect members of the school community, to maintain and advance its educational mission, and to provide for the orderly conduct of the school's activities. Disciplinary procedures used by the school are considered part of its educational process. In every case of misconduct, the nature and circumstances of the violation will be considered, and appropriate disciplinary actions will be administered on a less restrictive alternative basis.

School policy and rules of conduct should be applicable to all students in any program or activity conducted by the Kansas State School for the Blind. Rules and procedures will be developed which govern the conduct of students on or off campus at any school-sponsored activities (including athletic trips) to protect the health and safety of individuals and property, and to ensure that a proper learning environment prevails in the classroom.

## **BEHAVIOR PLANS**

Whenever a student's behavior gets in the way of any students' ability to learn, positive behavioral supports will be considered. A functional behavioral assessment will be coordinated to include input from all staff working with that student. Together they will design a behavioral support plan which will address best practices in the education of the student. Environmental support and reinforcement of appropriate behavior will be included, and the plan will be implemented through the IEP process.

## **EXCEPTIONAL CONDUCT**

Exceptional conduct is behavior which promotes a positive school atmosphere. This may include acts of kindness directed toward other students or staff, school service, or exemplary attitudes directed toward a student's present course of study. Examples of exceptional conduct include, but are not limited to:

- school service
- volunteer work at KSSB or elsewhere
- assisting others when needed
- positive school attitude
- promptness
- random acts of kindness
- timely completion of school-oriented tasks
- citizenship
- pursuit of extra-curricular activities

Exceptional conduct displayed by students may result in the following:

- notification of parents by note or phone call,
- verbal recognition to student-body during the lunchtime recognition period.
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## **FOOD AND DRINK**

Students may be allowed, with teacher consent, to bring certain food items or drinks to class. Snack machine items and items brought from home or bought during an off-campus mobility or vocational activity should generally be stored in a locker or bag and then eaten after school. Exceptions include food prepared in a Family and Consumer Science class (and consumed there), special events or parties under a teacher's direction, or rewards sanctioned by a teacher.

## **APPEARANCE and DRESS CODE**

The following is the dress code effective for all students at the Kansas State School for the Blind. Students not adhering to the dress code will be subject to the school's disciplinary policy.

- Students are responsible for personal hygiene.
- Students coming to school unwashed, unkempt, or in need of personal hygiene will be sent to the school office.
- Extended day students will return to the dorm with supervision and not be admitted to class until the proper grooming has been attained.
- Day students may go to the dorm or the health center for immediate instruction in personal hygiene and grooming.
- Time missed from class will be considered unexcused.
- Examples for which students will be sent to the dorm include:
  - Hair uncombed, unwashed
  - Body odor; need for deodorant
  - Unbrushed teeth
  - Unshaven (unless a beard is being grown)
  - Dirty clothing, improper clothing
- Students are responsible for proper attire.
- Students are required to wear clothing which provides appropriate coverage of the body, which is not offensive to other students and staff, is clean and in good condition. Dorm students arriving at school in offensive or inappropriate clothing will be sent to the dorm to change. Day students will be given a choice of changing into school clothing (e.g. gym shirt and shorts) or parents will be called to take the student home to change.
- Shirts, t-shirts, and sweatshirts are allowable; however, none will be allowed that may be considered to promote negative messages advocating death, destruction, drugs, alcohol, tobacco, disobedience, or foul language. Shirts with established insignias of universities, schools, or athletic teams are allowable.
- Hats are to be worn outdoors only, unless prescribed for glare indoors (with bill in front). Hats are not allowed in the classroom, dining room, or indoors during school functions whether on or off campus.
- Outerwear is to be removed during class. Lockers and coat hooks are provided.
- Shoes or other appropriate footwear must be worn at all times. Flip-flops are not allowed during mobility lessons.
- Shorts may be worn but must reach at least mid-thigh in length. Short skirts for girls must be at least mid-thigh in length.
- No clothing of any type may be worn if it is torn or has holes.
- Fashion/fad statements which display underwear are not allowed.
- Tank tops, halter/crop or tube tops, muscle shirts, or other tops or shirts which are see-through, low cut or display a large amount of bare skin are not allowed.
- Makeup and jewelry are to be moderate and not distracting. Excessive chains are not

- allowed.
- Students attending local schools, or any off-campus activity or job, are expected to dress appropriately for the situation.
  - Students shall wear proper clothing to off-campus activities or events which may be determined by staff in charge of the event. Failure to arrive in proper attire for the field trip will result in the privilege being denied for the trip and credit (if appropriate) shall be lost.
  - Middle school and high school students are responsible for items used exclusively for athletic activities which include: shorts, shirt, tennis shoes, socks, athletic supporters, swimsuit (for girls, a one piece suit only, please), and personal hygiene items.
  - All students need to bring a tank type swimsuit or swim trunks to use at school.
  - Appeals regarding attire shall be brought before the appeals committee which consists of one staff member from the education program, one staff member from the residential program, and one representative from the student body. The decision from the appeals committee shall be final.

### **PHYSICAL CONTACT**

The primary goal of the school is to provide students with a safe, clean learning environment with a minimal number of distractions, thus allowing students the opportunity to grow, mature, and acquire knowledge and skills to the maximum extent possible. To that end, it is the policy of the school for students to respect the physical “space” of others. Therefore, it is unacceptable for students to have “social” physical contact with others, including but not limited to, embracing, kissing, horseplay, roughhousing, etc. Greetings such as arm around another’s shoulder (side by side) and handholding are acceptable. 18-21 year old students in the Transition Program may have permission to hold hands in public spaces (in certain instances), but the focus of the program is, at all times, on the development of independent living skills.

***NOTE: Boys and girls must be fully dressed in street clothes when spending time together in the common areas or in the dormitory hallway where the nurses office is located.***

### **DINING ROOM CONDUCT**

Mealtime should be a pleasant time to enjoy food and the company of friends. Students should enter the dining room in an orderly fashion and speak only in conversational tones. Shouting and calling to others at another table reflect poor manners. Students should remain in their seats during mealtime, unless they are getting second helpings. Students are expected to display good table manners, be polite and courteous, and be respectful of others. Students are required to sit at the table until they are dismissed. Secondary students may be dismissed by the lunch monitors to go outside on the patio or in the garden or to the gym for the last few minutes of the lunch period. Students not exhibiting appropriate behavior may be asked to sit at a separate table and may not be dismissed for lunch free time for one or more days. Students who have suggestions about the dining room should discuss them with the Dorm Director, the Food Services Director and/or the Superintendent. **During mealtime in the evening students may sit at any table they choose to and are required to assist in clean-up after meals. Nightly dish duty is scheduled by the Dorm Director.**

### **PROCEDURES FOR LEAVING CAMPUS**

Students must remain on campus during school hours. Students may not walk off campus during class time, homeroom, or lunchtime without authorization from the office. Dorm students wishing to leave campus after school hours must check out with the dorm staff and security. Any student needing to leave campus must have the appropriate permission and

off-campus pass and check out with the office or dorm staff. Parents who are aware of the need for their child to leave campus before a scheduled departure time should let KSSB staff know. Do not depend upon your child to inform us. During the school day, parents must sign out their students in the school office.

### **PORNOGRAPHY**

Students are not allowed to bring pornographic materials on campus, nor access pornographic materials through the internet or other electronic means. This includes downloading obscene, graphic or inflammatory music. Such items will be confiscated, parents will be notified, and consequences will be given. Future access to the internet will be denied for a period of time appropriate to the situation.

### **INVASION OF PRIVACY**

Students will not go through the room, locker, desk, purse, grade book, mail, or any other personal belongings, of any staff member or student.

### **ELECTRONIC COMMUNICATION DEVICES**

***Note: Personal cell phones should not be used to make calls, email, play games, or engage in distracting activities during school hours, although other functions such as time, calendar, and class appropriate apps may be used at the teacher's discretion.***

Students must comply with dormitory rules guiding their usage. (See dormitory section.) Music/media players will not be permitted in the classroom unless needed for classroom work.

All such items found in the school building will be confiscated and placed in a secure area until returned to the appropriate dorm staff person or parent. Radios and digital music/CD players may be used on the athletic team bus or van if headphones are used, and in the dorm when it does not disturb others.

### **SOCIAL NETWORKING WEBSITES**

To prevent interference with instructional activities, all social networking websites are automatically blocked from most KSSB computers during the school day. Because these websites are becoming a common communication medium for many people, residential students will have access to the social networking websites during the evening hours (5:00 p.m. to 9:00 p.m.). However, all content of the social networking websites will continue to be filtered for inappropriate material. Examples of the most popular social networking sites for young people are Facebook, Twitter, SnapChat, and Instagram.

### **BUYING, SELLING, BORROWING OR LENDING**

Students should not borrow, lend, buy, sell, or give any personally owned items to others. We need parent support and cooperation in this area. Parents are urged to question their child regarding possessions or items brought home when they are not fully aware of how the child came into possession of the item. Anytime you have a question, please call the school office or Dormitory Director and ask for confirmation of a transaction.

## DRUG AND ALCOHOL USE/ABUSE

KSSB recognizes the effects on the school, home, and community resulting from drug and alcohol use/abuse. While the primary obligation to seek assistance rests with the student and his/her parents/guardians, school staff shall work with the home and community to develop and implement a comprehensive prevention and intervention program.

## DAMAGE TO SCHOOL PROPERTY, LOSS OF SCHOOL MATERIALS

In case of damage to or loss of school property, the appropriate administrator/s will investigate and seek appropriate restitution for the loss or damage (e.g. working on campus). Parents will be informed that grades, diploma, and transcripts may be withheld in cases where restitution is not provided to the school.

## MISCONDUCT

Any student who willfully violates or fails to follow KSSB rules or regulations or performs an act which materially interferes with, or is detrimental to, the orderly operation of the school, classroom, a school-sponsored activity, or any other aspect of the educational process at KSSB, shall be subject to discipline, up to, and including, suspension. Corporal punishment, which is 'an infliction of physical **punishment** on a person's body', will not be allowed at KSSB. In the case of suspension, the nature and circumstances of the violation must reasonably warrant a suspension and the length of the suspension imposed. As a general rule, no student shall be suspended unless another form of corrective action or punishment has been previously imposed upon the student as a consequence of misconduct of the same nature. If, however, the violation of school rules for student conduct constitutes "exceptional misconduct" as defined below, suspension may be imposed without prior alternative corrective action.

"Exceptional misconduct" is a violation of KSSB rules which is so serious in nature and/or is so serious in terms of the disruptive effect upon the operation of the school as to warrant an immediate resort to suspension.

## OFFENSES

- **Academic Dishonesty/Cheating/Forgery**
  - Altering, copying, or imitating something, without authority or right, with the intent to deceive or defraud by passing the copy of something altered or imitated as that which is original or genuine;
  - Selling, buying, or possession of an altered, copied, or imitated thing with the intent to deceive or defraud;
  - Plagiarism, forgery, copying or stealing another person's work
  - Allowing another person to copy one's own work, doing another person's class work;
  - Creating more than one copy of one's own work for distribution;
  - Intentionally accessing another's material for the purpose of using it as one's own;
  - Unauthorized copying of software, unauthorized use of hard copy of software to develop one's own software.
- **Arson:** Willfully setting fire to either school or personal property.
- **Assault (physical):** A physically unprovoked attack on another person or persons.
- **Bomb threats/false alarms.**
- **Criminal acts as defined by law.**
- **Destruction or defacing of school property:** Any act which changes or alters the

- surface of school property.
- **Disruptive behavior:** These are behaviors that severely impede normal classroom operations (left to teacher discretion).
- **Disruptive dress:** See KSSB dress code.
- **Extortion:** To obtain something by force or inappropriate pressure (as in a bribe or threat of physical harm or well-being).
- **Fighting.**
- **Gambling.**
- **Harassment:** To intimidate or degrade in word or action, including sexual harassment or harassment on the basis of sex, race, color, national origin, or disability.
- **Insubordination:** Willful disobedience of teachers or staff in following rules and regulations to include defiance of reasonable instruction.
- **Lack of academic effort:** Not participating in class, not turning in homework.
- **Repeated violations:** Repeated offenses as defined within this policy.
- **Sexual misconduct.**
- **Tampering with fire and emergency equipment.**
- **Theft.**
- **Truancy, unauthorized absence from class, repeated tardiness.**
- **Use or possession of dangerous weapons or explosive devices:** These include knives, guns, or objects made into or used as weapons. (See Weapons in first section.)
- **Use or possession of tobacco or smoking paraphernalia.**
- **Use, possession, or sale of a controlled substance:** This includes being under the influence of a controlled substance.
- **Use, possession, or sale of an alcoholic beverage:** This includes drunkenness or being under the influence of alcohol.
- **Verbal and physical abuse:** Use of language or aggressive physical act which belittles, intimidates, or lowers self-esteem.
- **Vulgarity or profanity.**

## **DISCIPLINARY SANCTIONS**

Students who require disciplinary actions may meet with the social worker for counseling to discuss alternative behaviors for corrective action and to devise a consequence. Staff members consider the following circumstances prior to disciplinary actions:

- The seriousness of the offense.
- The student's behavior.
- Past behavior of the student.
- The student's pattern of misconduct.
- The student's degree of cooperation.
- Attendance patterns and academic progress.
- The safety and welfare of this student, as well as other students.
- Age/academic placement and comprehension of student.

The intent of discipline is to assist students in recognizing unacceptable behaviors and replacing those behaviors with acceptable behaviors. KSSB supports the concept of progressive discipline to encourage the development of self-control. This process is intended to be instructional as well as corrective. A student who repeatedly fails to follow school rules or the reasonable directives of school personnel will face progressively more severe consequences as determined by the appropriate administrative team.

Disciplinary actions include:

- Time out
- Detention
- Behavior contract
- Restriction of privileges
- Reprimand
- Restitution (usually working on campus)
- Student/teacher conference
- Parent/teacher conference
- Room restriction in the dorm
- Conference with an Administrator or Dorm Director (with or without parents)
- Academic modification
- Revocation of off-campus pass
- Time for time owed
- Confiscation of disallowed or illegal items
- Assignment of extra work or duty
- In-school suspension
- Out-of-school suspension
- Expulsion and return to the home district

## **PROCEDURES FOR SUSPENSION**

A short-term suspension (including in-school suspension) of less than ten days may be imposed after giving the student oral or written notice of the charges against him/her. A hearing will be held immediately and conducted informally, with an administrator, appropriate school staff, and usually with a staff member present as the child's advocate. The student has the right to be present, to be informed of the accusations and the basis for them, and to make statements in defense of these. Parents will also be informed immediately by phone of these proceedings. A written notice of the short-term suspension and the reason for it will be mailed to the parents or guardian as soon as the suspension has been imposed.

In the case of a long-term suspension or expulsion, parents will be notified of their procedural rights under the IDEA along with a Notice of Meeting to inform them of an upcoming IEP meeting. This IEP meeting will be held with the student's LEA and must occur within 10 days of sending the Notice of Meeting. The team must develop a plan to conduct a functional behavior assessment and then develop a behavior intervention plan. If such a plan already exists, the team must review and modify it, and as soon as practicable, reconvene the IEP meeting to develop appropriate behavior interventions to address the student's behavior.

A manifestation determination hearing must consider evaluation, diagnostic and observation results, as well as the IEP and placement. Prior to finding that the student's misconduct was not a manifestation of his disability, the team must determine that 1) the IEP and placement were appropriate, 2) the services, supplementary aids and behavioral interventions were consistent with the IEP, and 3) the student understood and could control his/her behavior.

If the team finds that the behavior was not a manifestation of the student's disability, then the school can proceed with a long-term suspension. A written notice for a formal hearing will be sent to parents, along with an explanation of their due process rights. The IEP team will decide if other agencies will become involved depending on the length of suspension. In all cases, whether the student can be suspended or not, the team may want to discuss the

appropriateness of the placement.

### **EIGHTEEN-YEAR-OLD (ADULT) STUDENTS**

When a student turns 18 years of age, he/she is legally an adult, and has certain rights regarding educational records and the IEP process. Therefore, KSSB obtains the student's written consent to give parents access to student records and grades, and permission to invite parents to IEP and other educational meetings. Regardless of age, however, all students are expected to abide by the school rules. If parents feel that their student may need a guardian to manage personal affairs as an adult, they may want to consult an attorney before their child turns 18. The transition specialist can answer questions and has materials which can help guide parents.

### **CODE OF ETHICS AND STANDARDS FOR STUDENTS PARTICIPATING IN KSSB CO-CURRICULAR ACTIVITIES**

Participation in co-curricular activities (activities, programs, and learning experiences that complement, in some way, what students are learning in school) is a privilege to be granted to those students who meet the minimum standards of eligibility adopted cooperatively by KSSB with the Kansas State High School Activities Association (KSHSAA), as well as those additional standards established by KSSB.

Students are not eligible to represent KSSB until there is a physical examination form on file signed by a practicing physician certifying the student has passed an adequate physical exam and is physically fit to participate in co-curricular activities. This statement shall also be signed by a parent or legal guardian, stating the student has permission to participate.

The student shall have passed at least five new subjects the previous semester or the last semester of attendance.

The student shall maintain appropriate behaviors in school and school related activities as defined in the handbook. These include, but are not limited to:

- No more than one detention in any week preceding a co-curricular activity.
- No fighting at any time.
- No record of inappropriate language.
- No theft or vandalism.
- No inappropriate or immoral conduct.
- No use of tobacco, alcohol, or illegal drugs.

It is important for the student to follow the instruction and direction of the supervisory staff and/or coaching staff at all times to provide for the safety and well-being of everyone participating in a co-curricular activity, an on-campus activity, or a field trip. Failure to do so may jeopardize the student's ability to participate in the next activity.

The student shall maintain passing grades in all classes, and assignments should be current or up-to-date. Athletes are expected to maintain good grades (maintain a "C" in every class). If a student has a "D" or below, he will be counseled about grades. No student will not be allowed to participate in a sports or forensics competition unless he/she has a "C" or higher in every class.

The student shall attend all practices and competitions. It is assumed that when students decide to go out for an activity that they are doing so in order to do the best they can. It is understood that, for students to do their best, they have to be at practices and competitions. It is also understood that if a student is allowed to participate without proper practice, he will not do the best he can. With this in mind, the following rules of attendance have been developed:

- If a student misses two or more practices the week of a competition, he/she cannot attend the competition for that week unless the absences were authorized.
- If a student misses practice five days cumulatively, he/she is ineligible for the next competition.
- If a student misses ten days of practice, he/she will not be allowed to compete for the remainder of the season.
- If a student misses a competition, he/she will not be eligible for the next competition. In extreme circumstances this rule can be waived with the permission of the coaches.
- If a student is excused from practice to participate in a scheduled school activity, it will not be counted as an absence (this does not include such things as haircuts).
- If a student is not in school the days following an activity, he/she is not eligible for the next activity, unless a doctor's excuse is provided.

The student shall inform coaches and/or supervisory staff when he/she is leaving an activity for any reason. (This applies especially when on trips.)

During practices, the following is expected of a student:

- actively participate in practice at all times.
- follow the coach's and/or the assistants' directions at all times.
- maintain respect for everyone involved in the practice. Causing any disruptions during practice will not be tolerated.

The student shall assume the responsibility to report to all scheduled events on time and ready to compete.

The student will follow the rules of the host school for each trip or activity. For example, "lights out" means the student will remain in his/her room quietly with the lights out.

The student, as a spectator or a competitor, will display good sportsmanship during all contests and activities.

This Code of Ethics will be reviewed with all team members at the beginning of the season. Failure to abide by the Code of Ethics may result in loss of participation in present and/or future co-curricular activities as determined by school administrators, co-curricular staff, and other appropriate staff, after meeting with the student and parents.

# Extended Day Program (Dormitory)

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The goal of the Extended Day Program (Dormitory) is to provide an environment that encourages each student to reach his/her potential and to strive for independence. Students will grow in daily living skills, social awareness, self-confidence and learn to appreciate creative leisure.

## **PURPOSE**

*KSSB is not a medical or custodial facility, nor is it intended for respite services. KSSB is an educational facility which maintains student residences so that students living beyond commuting range may access the school's educational program. The mission of the school requires that priority be given to students meeting the above criterion. Students staying in the dorm comprise a wide range of ages and ability levels, including those 18 and above who are considered legal adults and are enrolled in our Transition Program. Rules and guidelines apply to all students, however, regardless of age. The Dormitory can provide an opportunity for students to learn and practice the skills of daily living in conjunction with instruction occurring within the normal school day per the IEP. As appropriate, an IEP committee may identify the residences as the instruction site for time limited, prescriptive instruction of day students with specific needs related to the skills of daily living.*

## **RELATED CONSIDERATIONS**

Students in residence at KSSB are away from family, family physicians, and other supports for periods of time. Each child and his/her unique needs and circumstances must be considered in making decisions about utilizing the student residences. Certain characteristics must be thoroughly evaluated in terms of KSSB's ability to adequately assume overnight responsibility for students, such as the non-inclusive list that follows:

- Students who are medically fragile may exceed the resources for safe medical management and general supervision.
- KSSB student residences do not have the resources to properly manage significantly aggressive, criminal, destructive, or otherwise violent behavior that does not respond to corrective interventions.
- The need of children to be near their families may exceed any anticipated benefits from living in the residences.

***Each student is provided a room with a twin bed, linens, and a chest of drawers. All rooms have at least one desk, one chair, microwave, and small refrigerator. Some rooms have two of each item. Transition students will have a room with all items. Residents are encouraged to bring items from home to place in their rooms to make them more personal.***

On the lower level a large activity room is available for all students to do homework, play games and do crafts. The teaching kitchen is on this level and can be used with adult supervision. A laundry room is also on this level and is used to help teach the students how to do their laundry.

The great room is on the first floor and is for all students to watch TV or movies, and socialize with peers. The kitchen on this floor contains a microwave, refrigerator and several

counter-top appliances for student use. The inside apartment is also on this floor. An elevator is available to transport students with special mobility needs between the floors.

A computer technology room on the lower level has complete workstations with computers, copy stands, reading lamps, adjustable keyboard shelves, and adaptive software. CCTVs are in this room, along with Braille and print printers and a copy machine. This computer lab is used for study hall and can be used at other times with staff permission. Brailers, talking calculators and additional supplies are readily available for student use.

Students residing on campus are evaluated by residential staff, parents and classroom teachers, to determine skill areas in which students will receive instruction during the year.

Communication among parents, dormitory staff and teachers can be initiated through student notebooks when needed, and telephone calls or emails to review the child's progress and solicit parental input. Parent involvement is always welcomed and encouraged in order to better program for the student. When parents want to talk about their child's progress in the Dormitory Program, we suggest that they contact the Dorm Director (please see School Directory for names and contact information.)

For our older students in the Transition Program, we offer an apartment living experience tailored to their needs and abilities. They must meet certain standards in areas of self-help skills, self-responsibility, and independent daily living skills in order to be involved in this program.

Some students may gain a greater sense of independence through a modified apartment experience with the addition of a microwave and small refrigerator in their room as they begin to prepare their own meals, shop for groceries, manage their time and learn to manage their medications (with supervision from the health center staff). Greater responsibility comes with this increased independence, including paying bills, maintaining grades, and passing weekly inspection.

Permission to stay in a free-standing, two-bedroom cottage located outside the dorm may be granted if the training program with the apartment goes well.

### **WEEKLY TRANSPORTATION**

All students go home each weekend, leaving on Friday, or occasionally Thursday, between 1:48 p.m. and 2:30 p.m. Parents and the student's local school district are responsible for coordinating transportation and then communicating this information to the school administrative assistant. Students return to the Dormitory Program Sunday evening between 3:00 p.m. and 9:00 p.m. (no later). If a student will be unavoidably delayed in returning to school past 9:00 p.m., please notify the dorm staff or security (913-305-3050/913-305-3009) so that the gate can be opened upon arrival. **Students arriving in the late evening should eat dinner prior to arrival, others will be offered a Sunday meal at 6:00 pm.**

### **BANNED MATERIALS**

KSSB has banned a number of materials from campus. The banned materials include, but are not limited to, the following:

- alcohol
- drugs and drug paraphernalia

- fireworks
- guns and knives
- pornography
- candles or incense
- music, videos, or posters which promote racism, violence, suicide, drugs, or other inappropriate messages
- lighters

These rules promote a positive environment that encourages growth and self-esteem for all students. If you have questions regarding any banned material, or if you are not sure whether the material is allowable, please check with the Dorm Director.

### **CHECKING IN/OUT WITH STAFF**

All residential students are expected to check in and out with the Dormitory Program staff when leaving their dorm, whether going to class, off campus, or to recreational activities. Staff may deny permission to leave the dorm if chores or homework have not been completed. Hours of independent off-campus privileges vary according to the age and abilities of the student and are limited to daylight hours unless night travel is specifically approved by the off-campus pass system.

### **CHORE PROGRAM**

Each student in the dorm program is expected to further his/her level of responsibility, along with increasing home management skills, through participation in the chore program. Chores, such as vacuuming, dusting, cleaning the tub and clutter control are assigned to each student. Instructional assistants in the dormitory teach these skills to the students. Younger students working on personal hygiene, grooming and dressing, may have tasks broken into smaller components. Students will be evaluated at the beginning of the school year and each quarter in order to document their progress and assess areas that need improvement.

### **RELIGIOUS ACTIVITIES**

KSSB does not promote any particular religious viewpoint. This in no way restricts your child from taking part in religious activities off campus. Parents requesting that their child attend specific church activities should make arrangements through the local church and provide KSSB with all pertinent information, including the name, location and contact information of the place of worship, what time the activity starts and ends, and who will be transporting the student to and from the activity (including, color, make and model of the car they drive).

### **CLOTHING AND DRESS**

Students travel about campus to attend classes and need appropriate attire for inclement weather. It is suggested that enough clothing be left at home, so the student does not have to take clothes home on the weekends. (Please refer to the Dress Code in a previous section, and the clothing list at the end of this section.) Coats, jackets, and hats for all students must be appropriately marked. Dorm students will wash their own laundry. The dorm provides laundry detergent and fabric softener. If your child is not able to visually identify his clothing, it needs to be marked or labeled. The dormitory director can assist you with properly marking/labeling your child's clothes.. KSSB's Teachers of Students who have Visual Impairments may work

with your child on a tactile method of identifying clothing during the school year, if this is desired. Students may wish to duplicate some items to keep in their PE locker. If your child is not toilet-trained, please send an ample supply of diapers, pull-ups, baby wipes, and extra clothing. This applies to both residential and day students.

### **DAY STUDENTS**

Day students are eligible to participate in the Dormitory Program activities and recreation. Arrangements are made with the Dorm Director (913-305-3050). Transportation to and from KSSB for these functions will be provided by the family and should coincide with the scheduled activity. On certain occasions (after dances, for example), when parents may find it difficult to pick their students up late in the evening, it may be possible for that student to spend the night in the dorm, if prior arrangements have been made with the Dorm Director (and the nurse, if medication is involved).

### **AFTER SCHOOL ACTIVITIES**

Students who are participating in one of the extracurricular sports (track, goalball, wrestling, cheerleading) have practice after school during that activity season. Most of the other dorm students, after a quick snack, go to other clubs offered (Tech, Forensics) or engage in other activities. KSSB puts a strong emphasis on physical fitness and on building lifelong healthy habits. Whether in the gym, recreation center, or on the track, students can enjoy creative physical activities or learn new games. Students who enjoy creating artwork may participate in the on-campus Accessible Arts program. Accessible Arts offers a wide range of art experiences, from ceramics and mixed media, to movement/dance and drama. In addition to Accessible Arts, the dorm program keeps a supply of arts and craft projects on hand for the students enjoyment.

### **MAIL**

Student mail will be directed to the student and opened by the student. When a reader is needed, the person reading the mail is chosen by the student. This could be a staff person, friend, or peer. Staff members selected to act as readers will not disclose the contents of the mail to others. It is suggested that mail for younger students, or for those unable to open their own mail, be addressed to a staff member or reader. Packages addressed to the student will be opened by the student in the presence of a KSSB staff member.

### **MEALS AND SNACKS**

Every effort is made to provide nutritious meals which are served in the dining building. There are no meal charges for students. It is necessary to notify the kitchen staff in advance when planning to be away from a meal, or if a guest has been invited to dinner. Kitchens are available in the dorm for use by the students with adult supervision. Students are encouraged to prepare their own snacks and may be required to participate in a cooking program under the direction of the staff. Students can bring their own snacks to the dorm, but they must be kept in a secure container. Staff can also provide a storage place. The student's name should be put on any/all containers used to store the food.

### **MUSIC, CDs/DVDs, AND VIDEOS**

KSSB promotes a positive environment that encourages growth and self-esteem for all

students, ages 3-21. As such, KSSB believes certain forms of music and entertainment are not appropriate. Residents who bring digital music that promote alcohol, drugs, suicide, death, violence, racism, etc., will be required to take them home. Parents are asked to screen these materials prior to students bringing them to school. Material on campus found to be questionable will be reviewed by the Dorm Director and selected staff for a final determination.

Students who download music off the computer should be reminded about the KSSB Technology Policy which they and their parents signed at enrollment, and which forbids downloading inappropriate or obscene/graphic/inflammatory materials. Students violating this policy will be subject to disciplinary measures.

### **PERSONAL POSSESSIONS**

To the extent possible, personal possessions will be secured in the resident's room, storage area, or closet and will be accessible only to that resident and his/her roommate. In the event the items are lost or stolen, room searches may be conducted according to the guidelines under "Student Rights in regard to search". In cases where illegal drugs or banned materials are found in the resident's possession, the incident will be documented, and materials confiscated. Students should not have large sums of money (over \$25) in their possession or in their room. Students are encouraged to place money in safekeeping with the Dormitory Director, who has a safe.

### **RECREATION AND LEISURE**

Recreation activities are a part of the total student program and are offered to all students enrolled at KSSB. Whenever possible, students are encouraged to integrate into recreational activities within the community. Examples include scouts, church activities, athletic events, concerts, and city recreational programs. Transportation is provided when necessary for students who participate.

Many recreational activities extend beyond the campus in the form of shopping trips, picnicking, going out to eat, concerts, fairs, theaters, and athletic events. Although the recreation activities and travel are provided at no cost to the student, entrance fees to off-campus events may be (1) paid by the school, (2) paid by the student, (3) paid with the student and school sharing the costs.

Students are alerted to special events well in advance and are encouraged to make their own plans, when possible, as part of their program in gaining independence. Since socialization is an important part of the dormitory program, students are encouraged to take part in scheduled activities, and to use appropriate mobility skills when traveling off campus.

### **SOCIAL RELATIONSHIPS**

Wholesome relationships are a part of the KSSB environment since classes, meals, recreation, and most activities are co-educational. Students who are involved in off-campus organizations or who attend Wyandotte/Johnson County community schools are encouraged to invite friends on campus with permission from the Dormitory Program staff. Behavior in all instances should be appropriate.

## **STUDENT ACCOUNTS**

Students should not have large sums of money (over \$25) in their possession or in their room. Students are encouraged to place money in safekeeping with the Dormitory Director, who has a safe, or in their account. Parents should leave allowance money for their child with the Business Office at enrollment, and also send money or call and pay with a credit card during the year. The Dorm Director may request allowance money for the students periodically for upcoming activities. The Business Office writes a check to the Dorm Director who separates the cash into envelopes for each student and keeps it locked in the office. Students sign their name on a list when they receive cash from the Dorm Director for an activity. At any time, the Business Office can check records to see how much a student has left in their account, and the Dorm Director can check to see how much cash is left in the student's envelope.

## **STUDY HALL**

A regularly scheduled and supervised study hall occurs every night in the dorm. It helps teach students skills in setting priorities, being responsible and being organized. Technology assistance is available, if needed. Help with homework is provided. All students have a study hall for at least one (1) hour, with additional time for older students (if needed). If a student does not have homework, s/he should bring study materials to work ahead or expand their knowledge. There is regular communication between school and dorm on specific assignments. Reading skills are emphasized with paired reading used as requested by teachers for fluency and speed. Story time is scheduled for younger students who don't have homework.

## **STUDENT USE OF TELEPHONE**

Residents are permitted to make and receive telephone calls. Parents may call the dorm at 913-305-3051 or the Dorm Director at 913-305-3050 at any time of the day or evening.

## **CELL PHONES**

Some parents have given their students cell phones to use to call home.

### **For all students:**

- Turn off cell phones or put them on "vibrate" during scheduled activities.
- Adhere to the "acceptable use" policy in the handbook (pg. 17)

### **Students age 15 or younger:**

- Adhere to the same rules as listed above.
- No phone calls after 9:00 pm except to a parent.

### **Students age 16 or older:**

- Flashlight, clock, and alarm features on phones may be used, for safety and independence, as long as it is not disruptive and doesn't interfere with others' sleep.
- No calls after 10:00 pm except to a parent.

Students are not permitted to bring recording devices to school.

## **TOBACCO OR TOBACCO PRODUCTS**

Students are not allowed to use tobacco or tobacco products or have tobacco products, matches or lighters in their possession on campus, regardless of age. Students are not allowed to possess, purchase or use any type of e-cigarette or vaping device. Disciplinary actions will be taken when a student is in violation of this policy. Please refer to the list of sanctions and procedures in the Student Conduct Section. More information on Vaping policies here; [https://www.kdheks.gov/tobacco/download/Vape\\_Free\\_Schools\\_Toolkit.pdf](https://www.kdheks.gov/tobacco/download/Vape_Free_Schools_Toolkit.pdf)

## **VISITORS TO KSSB CAMPUS**

The KSSB campus is a closed campus from dusk until dawn and it is necessary to exercise some controls on visitations to the campus by friends. Visitors must have a purpose in mind (e.g. dinner, overnight stay, recreation activity, school program, and study hall). Residents should also make plans one day in advance when possible. KSSB reserves the right to restrict visitations that are disruptive to the school environment.

## **RECOMMENDED CLOTHING LIST FOR DORMITORY STUDENTS**

### **GIRLS**

6 pairs socks  
4 bras (or undershirts)  
8 pair of undergarments  
1 dress and/or skirt and blouse (Optional)  
5 pair of jeans or school slacks or sweatsuits (shorts in warmer weather)  
6 shirts or sweaters (or t-shirts in warmer weather) NO NEGATIVE GRAPHICS  
2 nightgowns or pajamas  
1 bathrobe  
1 pair house slippers  
1 pair dress shoes (Optional)  
1 pair school shoes or tennis shoes - MUST BE CLOSED TOE  
2 coats or jackets (1 lightweight for fall and 1 heavy coat for winter)  
1 set of rain gear: raincoat and umbrella  
Hat and gloves, winter scarf, snow boots  
2 Swimsuits (MUST BE ONE PIECE)

### **BOYS**

6 pair socks  
1 pair dress socks  
8 pair underwear (t-shirts and briefs)  
1 suit (and/or slacks and sports coat)  
5 pair jeans or school slacks or sweatsuits (shorts in warmer months)  
6 shirts or sweaters (t-shirts in warmer months)  
2 sets of pajamas  
1 bathrobe  
1 pair house slippers  
1 pair dress shoes  
1 pair school shoes or tennis shoes  
2 coats or jackets (1 lightweight for fall and 1 heavy coat for winter)  
1 or 2 belts  
Hat and gloves, winter scarf, snow boots  
1 set of rain gear: raincoat and umbrella  
2 Swim trunks

Accessories:

Jewelry, necklaces, earrings, watches, rings, barrettes, hair combs, shaver/razors, deodorant, toothpaste, toothbrush, shampoo, hair dryer (optional), body soap, sanitary napkins, and other personal care items.

It is recommended each student bring a laundry bag or clothes basket (marked with the student's name). One will be provided if needed.

Please make sure all clothing fits and is age-appropriate.

**Please Refer to the Dress Code in Student Conduct section for restrictions on clothing allowed in the instructional setting.**

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*The Kansas State School for the Blind (KSSB) does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, any of its programs and activities. Any person having inquiries concerning KSSB's compliance with the regulations implementing any federal law prohibiting discrimination may contact the Human Resources Director at KSSB, 1100 State Ave., Kansas City, KS. 66102, (913) 281-3308 (ext. 308), who has been designated by KSSB to coordinate compliance with the regulations implementing federal nondiscrimination laws. Any person may also contact the Assistant Secretary for Civil Rights, U. S. Department of Education.*

**Kansas State School for the Blind  
1100 State Avenue  
Kansas City, Kansas 66102  
Phone: (913) 305-3000**



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 20 h.

**Staff Initiating:**

Luanne Barron

**Superintendent:**

Luanne Barron

**Commissioner:**

Randy Watson

**Meeting Date:** 1/12/2021

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**Item Title:**

Act on acceptance of the Kansas School for the Deaf 2020-2021 Parent/Student Handbook

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the Kansas School for the Deaf 2020-2021 Parent/Student Handbook.

**Explanation of Situation Requiring Action:**

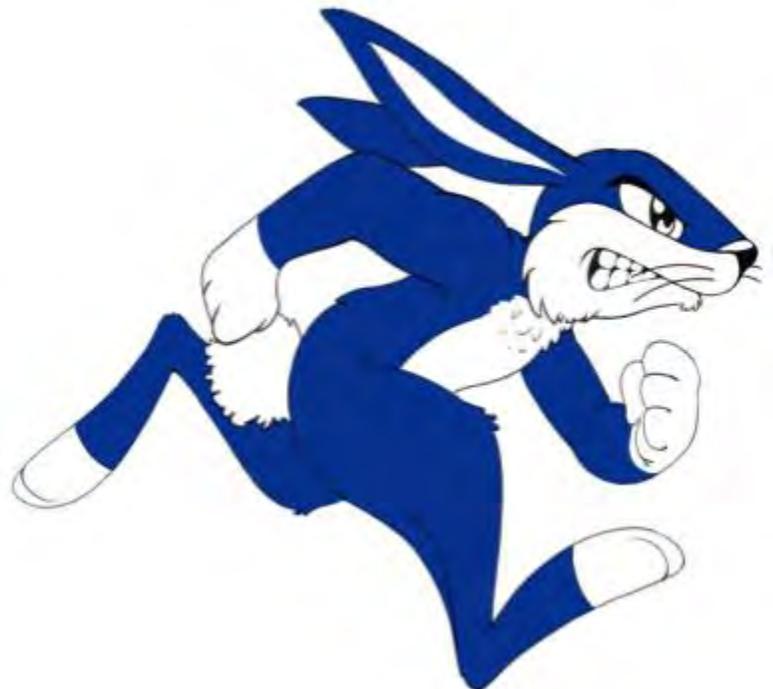
The Kansas School for the Deaf Parent/Student Handbook is prepared in order to share with parents and students the general rules and guidelines for attending and receiving an education at the Kansas School for the Deaf. Superintendent Luanne Barron seeks approval from the Kansas State Board of Education for the Kansas School for the Deaf 2020-2021 Parent/Student Handbook.



# *Kansas School for the Deaf*



## *Parent/Student Handbook* 2020-2021



# The Kansas State School for the Deaf

- |                                |  |   |
|--------------------------------|--|---|
| 1. Paul D. Hubbard Field       | 7. Alvin F. Ekegren Maintenance Building     | 13. Stanley D. Roth Administration Building |
| 2. Environmental Education Lab | 8. James B. King Student Center              | 14. Stanley D. Roth West Wing Residence     |
| 3. Uel K. Hurd Scout Cabin     | 9. Edward S. Foltz Gymnasium                 | 15. Sealey Lamm Dining Room                 |
| 4. Indoor Swimming Pool        | 10. Lloyd R. Parks & Charles M. Bilger Bldg. | 16. June A. Bishop Health Center            |
| 5. Luther H. Taylor Gymnasium  | 11. Arthur L. Roberts Academic Building      | 17. Philip A. Emery Elementary Center       |
| 6. Vocational Building         | 12. Stanley D. Roth East Wing Residence      | 18. Outreach Department                     |
|                                |  | 19. Museum of Deaf History, Arts & Culture  |





## **KANSAS SCHOOLS FOR THE DEAF AND THE BLIND**

STATEWIDE RESOURCES ON DEAFNESS AND BLINDNESS

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

**KANSAS STATE SCHOOL FOR THE DEAF**  
450 EAST PARK ST. · OLATHE, KS 66061-5497  
PHONE: 913-210-8200 FAX: 913-791-0512

**KANSAS STATE SCHOOL FOR THE BLIND**  
1100 STATE AVE. · KANSAS CITY, KS 66102-4411  
PHONE: 913-305-3000

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Dear Students & Parents,

A school environment conducive to learning and nurturing growth can only be achieved when all those involved: students, parents, teachers, and staff, possess a common body of knowledge and understanding regarding the mission and operation of the school. We are excited that you and your child are members of our learning community. The KSD Parent/Student Handbook is designed to provide helpful information about KSD's building practices, policies, and procedures.

Information on school programs, organizations, activities, and expectations are contained within these covers. Please read this handbook carefully and maintain it as a reference. Feel free to share any questions or suggestions you may have with KSD administrators. This is intended to be a "living document", subject to the same growth which characterizes our students! Ongoing dialogue and a review of school policies will assure the continuing appropriateness and relevance of the contents of this handbook.

Our mission at KSD is to collaboratively support academic excellence and personal growth for every student. KSD staff are committed to working with students and families to ensure all students reach their optimal potential. Communication between home and school is essential in ensuring the best possible education for students. We encourage parents and staff to work together openly and frequently.

Welcome to KSD where it is GREAT to be a Jackrabbit!

Luanne Barron  
Superintendent

*EQUAL EMPLOYMENT/EDUCATION OPPORTUNITY SCHOOLS*

## TELEPHONE DIRECTORY

Luanne Barron, Superintendent <a href="mailto:lbarron@kssdb.org">lbarron@kssdb.org</a>	913-210-8111
Joan Macy, Outreach Coordinator <a href="mailto:jmacy@kssdb.org">jmacy@kssdb.org</a>	913-210-8149
Molly Rothwell, Elementary Head Teacher, Gr. EC – 6 <a href="mailto:mrothwell@kssdb.org">mrothwell@kssdb.org</a>	913-210-8137 913-324-5848 (VP)
Kevin Milner, Secondary Head Teacher, Gr. 7 – 12 & KSTAR <a href="mailto:kmilner@kssdb.org">kmilner@kssdb.org</a>	913-210-8132 913-324-5818 (VP)
Mary Hughes, Dean of Student Life & KSTAR <a href="mailto:mhughes@kssdb.org">mhughes@kssdb.org</a>	913-210-8146 913-324-5837 (VP)
Justin Cleere, KSTAR Apartment Coordinator <a href="mailto:jcleere@kssdb.org">jcleere@kssdb.org</a>	913-210-8146 913-324-5840 (VP)
Larry Finn, Curriculum and Assessment Coordinator <a href="mailto:lfinn@kssdb.org">lfinn@kssdb.org</a>	913-210-8130 913-210-5660 (VP)
Jennifer Kucinski, School Psychologist <a href="mailto:jkucinski@kssdb.org">jkucinski@kssdb.org</a>	913- 210-8127 913-324-5852 (VP)
Kelly Grove, Transition Coordinator <a href="mailto:kgrove@kssdb.org">kgrove@kssdb.org</a>	913- 210-8131 913-712-0275 (VP)
Cathy Reynolds, Nurse Manager, Health Center <a href="mailto:creynolds@kssdb.org">creynolds@kssdb.org</a>	913-210-8163
Dean Muszynski, Activity Coordinator <a href="mailto:dmuszynski1@kssdb.org">dmuszynski1@kssdb.org</a>	913-210-8146 913-324-5846 (VP)
Kim Wroldsen, Student Life Sr. Admin Assistant & Transportation Coordinator <a href="mailto:kwroldsen@kssdb.org">kwroldsen@kssdb.org</a>	913-210-8146 913-324-5360 (VP)

*School rules published in this handbook are subject to such changes as may be needed to assure continued compliance with federal, state, or local regulations and are subject to such review and alteration as becomes necessary for the routine operation of the school. Not all rules of behavior can be written and inserted in a guidebook; however, we expect students to follow reasonable rules and not violate the rights of others.*

### **Equal Employment/Educational Opportunity Agency**

As an Equal Employment / Educational Opportunity Agency, The Kansas School for the Deaf (KSD) does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs, employment, or activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Human Resources, 450 E. Park St., Olathe KS 66061 913-210-8200

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## Mission Statement

To ensure that all students we serve achieve their full potential in a language-rich environment.

## Vision Statement

Every student, who is Deaf or Hard of Hearing in Kansas will achieve personal success and become a responsible and productive citizen.

### **KSD believes:**

- Each student has the right to a safe and secure educational environment.
- Each student has the right to an academically rigorous program.
- Each student has the right to full access to ASL and English. Both languages are crucial to a student's development, and are equally valued.
- Each student, and their family, should be given the opportunity to be exposed to and experience Deaf culture.
- Individuals, ages birth to 21, throughout the state of Kansas who are Deaf or Hard of Hearing, deserve quality outreach services, resources, and support. By collaborating with families, communities and professionals we can provide comprehensive and unbiased information that addresses their specific, unique needs.
- Each student and their family have the right to transition services to understand student's needs, access available services, and utilize programs for the benefit of the student's educational career and into post-secondary life.

## Academic Standards of Excellence

The Kansas School for the Deaf is accredited by the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) and will go through the Kansas Education Systems Accreditation (KESA) process with the Kansas Department of Education. KESA uses the 21st Century themes of Relationships, Relevance, Responsive Culture, Results and Rigor (The Five R's) as a framework within which to focus on the quality characteristics of an educational system. The academic curricula are aligned with the Kansas College and Career Ready Standards (KCCRS), which includes the Essential Elements subsets. Students at specific grade levels participate in state and local assessments as mandated by state law and policy.

## KSD School Profile & School Improvement Plan

A copy of the Kansas School for the Deaf School Profile and School Improvement Plan is available on the school's website.

## Curriculum and Assessments

The Kansas State Board of Education has established challenging curricular standards for all students in the core areas of reading, writing, mathematics, social studies, and science. KSD has taken those standards and created curricula based on the objectives identified by the state and then identified materials and strategies to teach the curriculum.

State assessments are completed with students annually, as required by the Kansas State Board of Education and Kansas State Department of Education. Each year, students in grades 3 through 8 and once in high school must complete assessments in reading and math. Additional assessments in writing, science, and social studies are done with limited grade levels as required. If you have specific questions about state assessments for your child, please contact the Curriculum and Assessment Coordinator.

### Communication and Language Guiding Principles

- Most Deaf students communicate and interact primarily in two different languages and cultures. Consequently, both American Sign Language (ASL) and English are valued as integral parts of the total school program at the Kansas School for the Deaf.
- One component of the KSD mission is to develop fluency in both languages for each student. Through those languages, each student can access the same educational opportunities as students in other Kansas public schools.
- All means of acquiring first and second language skills are to be implemented as appropriate based on each student’s needs. These include reading, writing, speaking, listening, receptive ASL, and expressive ASL.
- Incidental learning plays an important role in the overall education and language development of each student. Because ASL is a visually accessible language, it will be used in all face to face communication.

### Recommendations for Optimal Communication Practices Outside a Classroom

Students have the right to communicate in their most comfortable communication modes during unstructured activities outside of the classroom setting (i.e. cafeteria, hallways, bus, field trips). The KSD Staff has the responsibility to ensure that their communication is accessible to all individuals in unstructured social settings outside of the classroom. The libraries are considered the same as the classroom and not unstructured social settings. The following recommended strategies for communication sensitivity are encouraged:

<b>When students/staff are communicating orally and an ASL user is in the same proximity</b>	<b>When students/staff are communicating in ASL and a novice ASL user is in the same proximity</b>
<ul style="list-style-type: none"> <li>• As a courtesy, they can ask if the ASL user prefers for them to switch communication modes (e.g., signing, fingerspelling, written mode, simultaneous communication).</li> </ul>	<ul style="list-style-type: none"> <li>• As a courtesy, they can ask if the novice ASL user prefers for them to switch communication modes (i.e. slower signing, fingerspelling, written mode, simultaneous communication).</li> </ul>
<ul style="list-style-type: none"> <li>• The ASL user can request that they change communication modes.</li> </ul>	<ul style="list-style-type: none"> <li>• If the novice ASL user is not comfortable with his/her comprehension of the information, he/she can request that the students/staff change modes.</li> </ul>
<ul style="list-style-type: none"> <li>• The staff will switch to ASL or simultaneous communication immediately when Deaf/Hard-of-Hearing individuals are in their proximity. If the conversation is private, the staff can move to a private area.</li> </ul>	<ul style="list-style-type: none"> <li>• If the conversation is private, the staff can move to a private area.</li> </ul>

## Admission to KSD

We recognize that parents are their child's first teachers and that we (school and families) are partners in early education. Eligibility for placement at KSD is determined through the Individual Education Program (IEP) process. Initial contact with KSD can be initiated by either parents or the Local Education Agency (LEA – school district where the student currently lives). Parents complete an Initial Data Form and sign a release of information so a request for records can be initiated. An IEP team composed of parent, LEA personnel, and a representative from KSD will determine placement of the child based on the academic, social/emotional, vocational, and related service needs of the child. Placement can occur at any time throughout the year.

## **Individualized Educational Program**

The Individualized Educational Program (IEP) is a written statement of the special education and related services needed by a child based on their current level of functioning. It assigns responsibility for the delivery of these services, sets forth the anticipated change in the child's skills or behavior, and describes how these changes will be measured.

Each student is re-evaluated every three (3) years to determine eligibility for special education. The results of these tests are presented at the comprehensive re-evaluation meeting and the information is used to construct the IEP.

IEP team meetings are scheduled annually throughout the school year with the parents and the representative from the student's local school district. However, a parent may request an IEP meeting at any time should concerns arise which require such attention. For students age 14 and above, a transition plan, from school to work, is discussed and developed as part of the IEP meeting. Goals and objectives to meet each student's individual transition needs are developed at this time.

A notice and reminder regarding the date and time of your child's comprehensive/IEP meeting will be sent. Parents are encouraged to attend these meetings so that they may have input regarding their child's education. If a parent(s) cannot attend the IEP in person, a conference call IEP can be set up, so that they can participate via telephone or video conference. For accommodations, please contact the School Psychologist at (913) 324-5852.

## **Dual Placement**

Interaction between deaf/hard of hearing students and hearing students in an integrated setting can be valuable, desirable, and educationally appropriate. There are opportunities for a broad range of academic, vocational, and social experiences. The option for KSD students to take courses in the Olathe Public School District is determined by the student's needs, abilities, and desires with input and feedback from classroom teachers, LEA, parents, and school administrators. Students interested in taking one or more classes in the Olathe public school district need to follow the policies and procedures that have been set up; the initial contact is the Transition Facilitator. Dual placement is addressed and determined in the IEP meeting. A copy of the Dual Placement guidelines is available upon request.

## **Residency**

Students are required to live either with their parent(s)/guardian(s) or in KSD's dormitory. In all cases, each student must be registered with their local Kansas school district. In order for a student who resides in another state to attend KSD, their school district must give approval and must agree to pay tuition for the educational program. In order for the student to reside in the dormitory during the week, their school district must also agree to this and must pay tuition for the residential program, as well.

## **Parents' Rights in Education**

Parents of children who qualify for specially-designed instruction have certain rights and procedural safeguards under federal and state laws. The list of parental rights must be given to parents in their native language or in a communication method they understand. For a more detailed explanation of the parental rights, or for help in understanding them, contact one of the following:

- Jennifer Kucinski, KSD School Psychologist at (913) 324-5852 VP

State Level IDEA Funded Resources and Information:

- Kansas State Department of Education, 800-203-9462
- Families Together Inc., 800-264-6343
- Kansas Advocacy and Protective Services, 800-432-8276

## **Annual Notice of Authorized Student Data Disclosures**

- Please refer to the attached letter Page 56.

## **Student's Rights at Age 18**

On or before a student's 17<sup>th</sup> birthday, the student's IEP must contain a statement that they have been informed that at age 18, the student has attained the age of majority in Kansas and all parental rights transfer to the student (K.S.A. 72-987(C)(9)). Thus, at age 18, students become their own educational decision makers. When a student reaches the age of majority, school personnel must send all required special educational notices directly to the student and obtain informed consent from the student for specified special education actions unless the legal parent has provided the legal documentation required to receive all special education notes.

## **Student Records**

Records of current and former students, except directory information, are considered confidential. Proper safeguards and procedures have been established to govern access of pupil records to all parties within KSD. All procedures will be consistent with the intent of the Family Educational Rights and Privacy Act of 1974, as amended. Parents who wish to view their child's educational records should request access via the IEP office.

Report cards are issued quarterly following the end of the reporting periods as indicated on the school calendar. Only semester grades are placed on students' permanent records. While the format used varies with the age of the student, the intention remains the same at all levels – to provide parents with an overall view of their child's progress. Parents are encouraged to meet with teachers periodically throughout the school year to discuss their child's progress in school.

### Release of Student Records

The school may, without the consent of the student or his parents, release student records as follows:

- To other local school officials who have a proper educational purpose in examining the information.
- To officials of other schools or school systems in which the student intends to enroll, upon condition that the student's parents are to be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record. Students 18 or older can request records on their own.
- To law enforcement and/or the Department of Children and Families.

No other person, agency, or organization may have access to a student's records except under the following conditions:

- Request by the student or student's parents to the appropriate school official. Access to the records must be available no later than twenty (20) days after the request is made. A school official, competent in interpreting students records, must be present to explain the records being examined.
- Written consent by the student's parents specifying records to be released, to whom they are to be sent and the reason. A copy of the records to be released will be sent to student's parents, if desired.
- Request by law enforcement, or if suspected legal action is needed.

### Permanent Record

A student's permanent record consists of their latest IEP, comprehensive evaluations (audiology, psych, speech and language), attendance, grades/transcript.

### **Requesting a High School Transcript**

To request a high school transcript, contact the Office of the Superintendent and complete a request form. If requesting a transcript for a college or other official agency, the transcript will be mailed directly to the college/agency.

### **Destruction of Records**

A student's education records are considered no longer needed to provide educational services once the student graduates, transfers, or ceases to attend KSD. Student records will be maintained for at least five (5) years following any of these events. After five (5) years, student records will be destroyed, with the exception of the items maintained in the permanent record (see above). Parents or adult students may request the destruction of student records that are not needed to provide educational services.

### General K-12 Guidelines

#### **Family Contact Information**

Please notify the school office immediately if there is a change of address, email, telephone number, or other pertinent information.

## **Attendance**

Students must attend school regularly. There is a direct correlation between regular attendance and academic achievement. It is expected that each student will attend all classes, every day. The primary responsibility of attendance rests with the student and parent; however, school administrators alone will determine if an absence is excused or unexcused.

Students are to be dropped off at the front of the Roth building at 7:30 AM for the breakfast program. School buildings open at 7:45 AM. KSD has a closed campus policy between 8:00 a.m. and 3:10 p.m. Monday through Thursday and between 8:00 a.m. and 2:20 p.m. on Fridays. Students are not allowed off campus without permission from the office. Students are not allowed to leave campus for lunch and the delivery of fast food is not permitted.

Whenever possible, appointments should be scheduled outside of the school day. However, when it is necessary for a student to leave campus during the school day, a written leave request from a parent explaining where the student plans to go, their transportation, the departure and return times, and with whom they are going will be required. Written notice should be provided before the day of the appointment. Advanced notice can be provided by emailing the office secretary. Students will not be excused during school time to accomplish personal matters. All things of this nature must be done after school or on weekends.

A parent or guardian must come into the office to sign the student out when the student is leaving and must sign the student back in when returning to school. Day students driving to school may sign out and sign back in themselves when returning to school. Any student who leaves the premises without signing out in the office will be considered unexcused and will face disciplinary action. Questions about the off-campus permission process can be addressed to the Head Teacher or Dean of Student Life.

## **Absence Reporting**

Please call the appropriate school office as soon as you can between 7:30 AM to 8:15 AM on the day of the absence. If a parent does not call, a reasonable effort will be made by staff to notify parent/guardian of the absence. All absences that have not been excused by 1:00 PM on the day of the absence will be listed as unexcused.

### Absences - Secondary

All absences that have not been excused by 1:00 PM on the day of the absence will be listed as unexcused the following day. Your student will receive an Unexcused Absence Notification and it is the responsibility of the parent/guardian and/or adult student to notify the School Office in order for the absence to be changed from unexcused to excused. The final determination will be made by the Head Teacher.

- Secondary students will be given 23 hours to verify any attendance issues by speaking with teachers and/or having parents call in to report sick days or doctor's appointments.
  - It is preferred that parents call the school office or send an email prior to planned absences to avoid extra work for both staff and students.

The Secondary Head Teacher will follow the guidelines in the Parent/Student Handbook under the section General K-12 Guidelines – Truancy – for all unexcused absences.

Students who are absent from school past 10:00 AM will be ineligible for any school activity that evening unless circumstances warrant this rule being waived by the Head Teacher. This includes sporting events, club meetings, or visiting friends. Day students who come to campus during dormitory hours after missing school will be asked to leave. We will count absences and tardiness as follows:

Tardy	Arrival 8:00 AM – 10:00 AM
Half-Day Absence	Arrival after 10:00 AM Gone from school for over 2 hours, for any reason
Full-Day Absence	Arrival after 1:00 PM Leaving for the day before 10:00 AM

### **Excused Absences**

The State of Kansas delegates to the Board of Education the responsibility of determining reasons for excusable absences. As Board of Education designees, building administrators will determine if an absence is excused or unexcused. According to the Board of Education policy, the following are recognized as excusable reasons for absences:

- Personal illness
- Serious illness or death of a family member or close friend
- Obligatory religious observances of the student's own faith
- Participation in a school-approved student activity
- Verified doctor or dental appointments
- Court appearances
- Job interviews
- Emergency situations requiring immediate action
- An absence which has been requested in writing and approved in advance by the Head Teacher

For absences due to scheduled medical or dental appointments, appointment verification is to be submitted to the school secretary prior to being excused for an appointment. Upon return from the appointment, students must be prepared to provide verification of the appointment to the school secretary. Students will be required to sign in and out at the school office following established procedures.

If a child becomes ill while at school, parents will be notified immediately. Parents or emergency contacts should pick up the child from the KSD Infirmary as soon as possible. When a student returns to school from an absence due to illness, he/she must first report to the Infirmary for clearance then go to the school office for an admittance slip. When students are absent for three consecutive days, they are required to provide a physician's written excuse for the absence.

### **Excessive Absences**

Written notification of absences will be provided to parents/guardians at the end of each quarter. Excessive absences often lead to poor grades and potential loss of credit. Parents/students are encouraged to contact the Head Teacher regarding this concern. An absentee record is kept on each student. Extended absences due to illness will be reported to the school district of residence. Such absences, verified by a physician, may result in eligibility for homebound instruction.

## **Truancy**

Truancy is defined as absence from one or more classes without prior knowledge or approval of the parent/guardian and the office. The Head Teacher, or KSD designee, may rule that an excessive absence without a reasonable excuse is truancy. Under the compulsory attendance law, which includes students up to and including those 21 years and under (according to the special education laws) the following procedures will be followed:

- When truancy occurs the first time, the school officials will make an effort to get the student back in class immediately. School personnel will attempt to notify parents. A parent conference will be arranged prior to notifying the District Attorney.
- If a student is absent without an excuse for three (3) consecutive days, or five (5) days in a semester, or seven (7) days in a school year the District Attorney's office will be notified by the Superintendent's office. Included in this notification will be the following: student's full name, date of birth, parent's address, date or dates of truancy from school, and remarks.
- The District Attorney will notify parents that they have received notice of the child's unexcused absences.

For students not under the compulsory attendance laws, the following will apply:

- In cases of truancy, parents will be notified of the occurrence and disciplinary action will be taken.
- Subsequent truantries may involve a parent conference at the school to determine expectations for improvement of the student's attendance. Repeated truantries could result in the student's suspension from school or a possible change of education placement, depending on the IEP team's decision.

## **Tardiness**

A student is tardy when he/she enters the class after the designated starting time. Elementary and secondary students who arrive after 8:00 AM will be listed as tardy. Students are also listed as tardy if they are late to class following a field trip, an extracurricular activity and/or assembly program. When a student is tardy, the Head Teacher will address the situation and discern if the tardy is excused or unexcused. Tardies accumulate by quarter; the consequences for unexcused tardies are listed below.

Elementary consequences are:

- First tardy – documented on attendance record
- Second tardy – documented on attendance record and parents and/or dorm teacher contacted
- Third tardy – equals one major offense; documented on attendance record, parent and/or dorm teacher contacted, detention for student
- Fourth+ tardy – major offense; documented on attendance record, parents and/or dorm teacher contacted, detention for student

Secondary consequences are:

- First tardy – detention assigned (students expected to remain after school ten minutes for every one minute of unexcused tardiness), parent and/or dorm teacher contacted
- Second tardy – detention assigned (teacher determined), parent and/or dorm teacher contacted
- Third tardy – major offense; one day in-school suspension (ISS)
- Fourth+ tardy – major offense; documented on attendance record, parents and/or dorm teacher contacted, detention and/or ISS for student; Behavior Education Support Team (BEST) form completed and process implemented, if deemed necessary.

### **Make-up Work**

Making up classroom assignments/activities within the time period set by the teacher is the responsibility of the student, not the teacher. A teacher may request that the student come in before/after school to collect assignment information/instructions.

School policy requires that students be given a minimum of two days for each day of absence in order to make up missed work. For extended illness or injury (absence longer than one week) a reasonable plan will be developed for completion of missed work.

Teachers will give long-term assignments and set due dates several weeks in advance. If a student attends class up to the date of a long-term assignment and has an excused absence on the date the assignment is due, the student is still expected to submit the assignment on the due date unless the student or parent has made special arrangements with the teacher.

For any unexcused absence, the teacher is not required to give credit for missed work. However, the student may request the information missed during the absence so that she/he may keep up with the material covered. A teacher may request that the student come in before or after school to collect this information.

### **Student Transportation**

Many school districts provide daily and/or weekly transportation for their students. When transportation is provided, residential students are expected to use it. Parents should address questions or concerns regarding the bus service to the bus company or the home school district.

#### Drop Off/Pick Up Areas:

- Early Childhood and Elementary students: Enter the Elementary parking lot using the east entrance off Park Street.
- Secondary students: Use the area by the yellow curb in front of the Roberts Building on the southeast corner of the campus on Park Street or in the parking area on State Street.

Students participating in the breakfast program will follow the current established guidelines. All students will be supervised.

#### Bus Guidelines

The following statements are taken directly from “Laws and Regulations Governing School Pupil Transportation in Kansas,” and are the rules which apply to all bus riders from KSD regardless of

who provides the transportation.

- All drivers and parents of day students riding a bus during storm season should be advised to listen to radio and/or TV stations by 6:30 a.m. on the day in question for storm warnings and take no chances in attempting to reach school when advised of exceptionally bad conditions.
- Students transported in a school bus shall be under the authority of and be responsible directly to the driver of the bus. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for refusing transportation to any pupil. The driver of any school bus shall be held responsible for the order and conduct of the pupils transported.
- The driver is in charge of the students and the bus. Students must obey the driver.
- Students must be on time. The bus cannot wait for those who are tardy. Seven (7) minutes is the maximum time allowed for the driver to wait.
- Unnecessary conversation with the driver is prohibited. Students should not talk loudly or distract the driver.
- Outside of ordinary conversation, classroom conduct is to be observed.
- Students must not throw waste paper or other rubbish on the floor of the bus.
- Students must not at any time extend arms or head out of the bus window.
- Students must not try to get on or off the bus or move about within the bus while it is in motion.
- Students should cross the road in front of the parked bus after making sure the highway/road is clear.
- Any damage to the bus is to be reported at once to the driver.
- Students who violate these rules will be reported to the home school office. The LEA representative may deny students the privilege of riding on the bus.
- Students who want to ride on a bus they are not assigned to, for the purpose of visiting the home of a friend, must notify the bus driver in writing. The parents of both students must write a note for the driver and have the note signed by the Head Teacher. Districts reserve the right to refuse transportation to students not living within their boundaries.

## **Bicycles**

Students are allowed to have their own bicycles. At all times when bicycles are in use, appropriately fitting helmets must be worn. Students are permitted to ride bicycles on or off campus with approval and/or supervision. Day students are permitted to ride bicycles and must follow school and city bike regulations to and from school. Students are encouraged to lock bicycles to the rack provided. Only one student per bicycle. Choosing not to follow the school policy may result in loss of bicycle privileges.

## **Student Vehicles**

Students with a valid driver's license may have personal cars at KSD, under the following conditions only:

- Day students may commute to and from campus
- Dormitory students may commute to and from home
- Students may drive to and from their off-campus jobs with written permission from the Dean

of Student Life or Head Teacher and written parental permission

If students need to go off-campus for valid reasons (going to the store for personal needs, work on class projects at library, organization's needs, or appointments) they must obtain permission slips from the Head Teacher or Dean of Student Life prior to leaving.

Cooperation with the following rules is required for students who have their own cars:

- Parking is permitted on campus with written permission
- Students with orthopedic handicaps may park in any designated handicapped space; the car must be marked for handicapped parking
- Students must have written permission from the Head Teacher or Dean of Student Life and from their parents to ride in another student's car
- The driver must have a written permission from his/her parents to transport other students in his/her car, including non-KSD students. This applies regardless of the age of the driver and the other students
- Students enrolled in a mainstreamed program are not to use their cars for transportation to and from the mainstream school unless the Secondary Head Teacher gives permission
- Students are not permitted to loan their cars to other students or other persons
- A KSD vehicle tag must be in sight when parked on campus
- Before a student brings a car to KSD, the following information must be provided to Security:
  - Make/Model of vehicle
  - License plate number of vehicle
  - Parent's written permission to bring and keep the vehicle at KSD
  - Proof of insurance
  - Copy of driver's license

Dormitory and school staff may counsel students on proper driving rules and etiquette when necessary. When rules are broken, restrictions may be given. Possible consequences include, but are not limited to:

- A restriction of the privilege of having or using a car
- Loss of the privilege of having a car at KSD
- Other reasonable consequences as determined by the Dean of Student Life, Head Teacher and/or the parents

### **Ride-Sharing Policy**

Rideshare services (Uber, Lyft, etc.), have risen in popularity within the last few years. An increasing number of families nationwide have attempted to hail a rideshare service for their child upon dismissal from school or an activity. Rideshare companies have policies specifically prohibiting people under the age of 18 from using their service, however, despite these policies, rides have been requested for minors.

KSD has a duty to ensure a responsible person assumes the care of a student after dismissal, therefore, KSD will not release minors leaving campus in third-party car services, specifically, ridesharing services whose own policies explicitly prohibit minors from using them. Waivers will not be considered. If a student under 18 hails a rideshare service, KSD staff will inform the parents and the rideshare vehicle upon arrival that the student is not permitted to leave in the vehicle. If

the student persists and leaves in the vehicle, the parents and the police will be contacted.

### **Inclement Weather**

Since KSD is a residential school, it is generally not closed due to inclement weather. However, transportation for day students may not be available. Please listen to your radio or watch your local television stations to check on the status of your district's and KSD's closings. If a district is closed due to inclement weather, they will not provide transportation that day.

### **Dress Code**

Students are expected to wear appropriate clothing for an academic setting. Those who are dressed inappropriately will be asked to make appropriate changes before attending class or school activities. School and dormitory administration reserves the right to determine the appropriateness of clothing.

- Shirts must be buttoned from the third button down.
- Undershirts are not to be worn as outer clothing; all undergarments must be covered at all times.
- No spaghetti or thin strap tops, sleeveless jerseys/shirts, bare-midriff shirts permitted.
- No see-through clothing permitted.
- Pants must be worn no lower than the hip bone. No bicycle shorts permitted.
- All clothing should be appropriate in length, fit, and modesty. Clothing that is deemed suggestive and distracting to the learning environment is prohibited.
- No hats, bandanas, or inappropriate head wear (e.g., sport head band) is to be worn in any building during the school day. At no time is headwear to be worn in the cafeteria. Any exceptions will be made by the Head Teacher. Hats may be worn after school hours.
- Sneakers/tennis shoes must be worn for Physical Education and other specific settings for safety reasons. Students wishing to wear flip flops need to bring a pair of sneakers to be kept in their locker. Bedroom slippers are not permitted at any grade level.
- Students are not permitted to wear:
  - Clothing, hats, jewelry, etc. with profane, suggestive, violent, drug related, satanic or obscene pictures or words.
  - Chains or spikes.
  - Clothing with depictions of gangs, illegal substances, tobacco, or alcoholic beverages.

### **Academic Honesty**

Students are expected to learn by completing their own work. Consequently, any student who chooses to plagiarize any work to be handed in will receive disciplinary consequences. Plagiarism is a form of cheating that occurs when an individual uses another person's ideas, expressions, or writing as if they were his/her own. Acts of plagiarism include the following:

- Presenting another's essay or class assignment as one's own
- Failing to acknowledge the source when repeating another's wording or particularly apt phrase
- Failing to acknowledge the source when paraphrasing another's argument
- Failing to acknowledge the source when presenting another's line of thinking
- Making slight changes in wording from another source so that the passage is not copied word for word

- Copying from another person's test

#### Consequence for plagiarism

When a student has copied all or part of an assignment from another student, a printed source, or electronic media the student will receive a consequence, such as a grade of zero. In addition, parents will be notified and a written Office Referral will be completed.

#### **Homework**

Teachers are asked to assign appropriate daily homework. Parents are encouraged to assist their child in establishing a specific homework time. Homework expectations and assignments will be communicated to parents and/or dorm teachers. Parents should contact the child's teacher(s) if they have concerns related to assignments or grades.

Homework assistance is provided after school and during PRIDE time. Teachers will provide support to students struggling with a course(s). Students are encouraged to take advantage of this opportunity. A student on Suspension is required to see their teacher(s) for assistance.

#### **Academic Progress Report (APR)**

Academic Progress Reports (APRs) are designed to inform students and parents of academic progress. APRs are issued four times a year, at the midpoint of each quarter.

If, at any time throughout the quarter, a student's grade slips to a "D" or an "F" their teacher submits their name to the office and they are placed on the weekly academic probation list. Students on the list are monitored and provided academic support. Each week teachers send updates to the office and students who have raised their grade to a "C", or better, will be removed from the weekly academic probation list.

#### **Academic Intervention Plan (AIP)**

Once a week, students will be asked to check their grades on PowerSchool during their Pride activity period. Students receiving a "C-" or below will be required to fill out a grade tracker form and share it with their support team (teachers, building administrator, and parents). If the grade does not improve within a few weeks, the student may be suspended from extracurricular activities.

#### **Academic Probation**

Students' grades are monitored on a weekly basis for eligibility to participate in athletics or club activities during the week/weekend. A student must have a passing grade of at least a "D" in six (6) courses/units to be eligible for participation.

#### Secondary Academic Probation

For Secondary Middle and High school students, academic monitoring and weekly APR submissions will begin after the 3rd week of each quarter. Grades are monitored on a weekly basis and teachers submit their list of students for the APR every week to the Head Teacher's office, no later than 3:10 PM on Thursday. Students on the list are subject to suspension for the following week (Monday to Sunday). The APR report will be sent to appropriate staff by 4:00 pm on Fridays. The following Monday, students who have raised their grade to passing will be released from *Academic Monitoring* or *Suspension* (for the class in which they raised their grade to passing).

Academic Monitoring – Students who have a “D” in one or more of their classes are placed on Academic Monitoring. They will remain on this list until the “D/Ds” is/are removed. *Tutoring is encouraged.*

Suspension – Students who have an “F” in one or more classes are placed on suspension. If the student is on an athletic team, they cannot participate in games for that week/weekend and students on suspension are also not be allowed to participate in off-campus dorm activities. A student remains on the Suspension list until they raise their grade(s) to passing. *Homework assistance is required.*

- If a student receives one or more failing grades, they will automatically be moved to the *Suspension* list

### **Semester Eligibility**

A student who fails three or more subjects or unit weight, or its equivalent, for a semester will be ineligible to participate in athletics and/or be an officer for any organization during the following semester.

### **Language Facilitator**

For students needing language support within the structured environment of the classroom, or other educational settings, a language facilitator may be provided. A Language Facilitator facilitates communication between the target student and their peers and teachers while the student is learning ASL as a second language. If a student is deemed to possibly need the support of a Language Facilitator, a multidisciplinary team will assess the student’s receptive and expressive language skills to determine if they need additional language support in order to ensure academic success.

### **Hallway Pass Procedures**

Students are expected to have permission to leave a classroom or to be in the hallways during class time. The “origin” instructor must sign-out each student that leaves their class and the “destination” instructor must sign-in each student when they arrive and then sign them out when they leave to return to their “origin” class. Permission to leave may be refused by the instructor.

### **Assemblies**

A variety of student assemblies will be scheduled throughout the school year during the evening hours. Parents and students will receive advance notification of each assembly, including the speaker, topic, and time. Parents are always welcome to attend these assemblies with their child. Students have an opportunity to represent themselves and their school in a positive way during assemblies. The following behavior is expected:

- Students should leave classrooms and proceed to the site of the assembly, as a group under the direction of the teacher
- Quietly secure a seat
- Listen/watch attentively
- Use appropriate applause (clapping or waving hands)
- Return directly to the classroom unless otherwise directed

### **Class Fee/Dues**

Grades K–8: Class fees are used for expenses such as materials, field trips, and school activities.

Grade K – 6	\$50.00 per year
Grade 7 – 8	\$30.00 per year

Grades 9–12: Class dues are used for class expenses such as parties, caps, gowns, flowers, sponsor gifts, school gift, spirit week materials, and decorations. Money will not be refunded for any reason. When a student joins a class, the student pays dues for that year and each ensuing year the student is a member of that class. It is the student’s choice to join a class group. If a student does not join their class group, they will not participate in class activities. Dues total \$120.00 for the four years of high school as follows:

Grade 9	\$ 30.00 per year
Grade 10	\$ 30.00 per year
Grade 11	\$ 30.00 per year
Grade 12	\$ 30.00 per year

### **Field Trips**

All field trips require written permission from parents in order for students to participate. This also applies to students who are 18 years or older. Parents are invited to join these field trips to share in the experience, when appropriate, and with prior approval from the Head Teacher. Parents are responsible for transporting themselves to and from the field trip site. Siblings are not allowed to join field trips as this is an opportunity for the parent to spend quality time with their child who attends KSD.

Field trips scheduled during the school day are considered part of the regular school curriculum. Students are considered present at school while on such trips. However, students are responsible for making up class work missed as a result of participation in a field trip.

Parents will be notified if the field trip will extend beyond the regular school day to arrange for transportation home. For some field trips, there is a special fee or admission that students must pay in order to participate. If a student does not have written permission for the field trip or does not have sufficient funds, other activities will be provided on campus.

### **Media Permission**

During the school year, KSD staff and media representatives may want to interview, photograph, or videotape your child for use in publications, television reports, public presentations and websites. The photographs may be of groups of students or individuals, and the students’ names may be used. For student protection online, a student’s photo and last name will not appear together on the school website.

### **Lockers**

The school provides hall lockers for each student to be used ONLY before school, between classes, and after school. Locker assignments are made in the school office and recorded on the student’s class schedule. Students are not allowed to change lockers without permission from the office.

Lockers should be cared for in the same manner as other school property and should be kept in a neat and orderly condition. Students are responsible for the condition of their lockers and if any damage or defacing occurs, the student assigned to the locker will be held responsible. Any malfunction should be reported to the school office.

The school cannot be responsible for items lost or stolen from lockers and/or backpacks. Students may provide a padlock for their locker. A duplicate key or combination for all padlocks used on lockers must be filed in the Head Teacher's office. Occasionally, it may be necessary to search a student's room or locker (See *Search and Seizure*).

Please do not permit your child to bring valuable items to school. KSD is not responsible if they are lost or stolen. If a student chooses to bring something of high value (either money or personal item), it is recommended that the student leave these in the Dean of Student Life's office because the dorm rooms do not have locks on the doors. During school hours, contact the Head Teacher.

### **Lost and Found**

All lost articles, books, clothing, purses, billfolds, and other personal valuables will be taken to the Head Teacher's or the Dean of Student Life's office when found. Lost items can be identified and reclaimed from the school or dorm secretary.

### **Phone/Videophone Calls Usage During School**

Telephones and videophones (VPs) in administrative and staff offices are not intended for personal use. When needed, students should arrange with the Head Teacher or Dean of Student Life to use a telephone/VP. Students will not be summoned from class to accept a telephone/VP call, except in case of an emergency.

### **Gym and Pool Use Rules**

- Students are not to be in the gym/pool unless there is a Classroom/Dormitory Teacher, a coach, or an authorized staff person with them.
- Any equipment moved for use must be put back.
- Only clean gym shoes are permitted on the gym floor.
- Students are not to leave gym without knowledge and permission of the Classroom/Dormitory Teacher on duty.
- Students are not to swim without a certified lifeguard on duty.
- Students are to obey the lifeguard's directions or leave the pool area.
- Pool use rules must be followed or students will be denied the privilege of swimming.
  - T-shirts are not permitted in the pool
  - Always shower before swimming.
  - Walk around the pool, no running.

### **Dining Room**

- Good manners are to be used at all times.
- Students are not to go behind the counter to get food; the workers will serve the food.
- Students are to take only the amount of food they can eat. The kitchen staff may limit serving size. Students may return for additional servings.

- Appropriate dress for the dining room is required. Dormitory teachers may make additional rules for dress for the dining room for their own floors. The basic rules to follow include good hygiene and compliance with the dress code.
- During the school day, all students must go to the cafeteria during the lunch break.
- All food is to be eaten in the cafeteria. No drinks, candy, or food is to be taken from the cafeteria to be eaten in the halls, classrooms, or elsewhere.
- Items such as silverware, glasses, cups, etc. are not to be taken by the students from the dining room or kitchen to any other place.
- Snacks are provided to each dormitory on a weekly basis from a list of approved snacks provided by the school dietitian.
- Energy drinks are not permitted on campus.
- Conduct in our cafeteria shall be the same as that in any public restaurant.
- Students must remain in the cafeteria or common area until the meal is over unless the supervisor on duty dismisses students early. Students are not to leave the school grounds during lunch period.
- Students who are unable to comply with these expectations, or display poor behavior, may be assigned consequences consistent with the school discipline policy.

### **Students Visiting a Friend's Home**

Students can visit a friend at their home during the weekend or during the weekdays. Before the student can visit their friend, the Dean of Student Life or Head Teacher must be informed by the parents at least two days before the visit. The parents may inform the administrator of the visitation or invitation plans by phone/video phone, through emails, or by writing/faxing the notes. Parents are responsible for making arrangements for medications. The Infirmary requires at least 48 hours prior notice and a consent form to assist with arrangements for these visits. The following information will need to be included on the visitation/invitation plans:

- Student's name and name of student who will visit
- Date and time when visit starts
- Date and time when the visit ends
- Transportation arrangements

***Note: Please be advised that some districts do not permit their student's friends to ride in the same bus or van. It is suggested that you check with your district and ask if a friend can ride on the bus or van.***

For a student to ride in a friend's vehicle, please be sure to inform the Dean of Student Life or Head Teachers in advance. The following information will need to be included:

- Name of Student driving the car
- Name of Students riding in the vehicle
- Date and time when leaving campus
- Date and time when returning to campus
- Type of Vehicle

## **Visitors**

Parents and visitors are welcome to visit KSD students. Please notify the school and/or dormitory at least 48 hours in advance if you plan to visit, as students may be out on a school activity. For communication, organization, and security reasons, parents and visitors are to do the following procedures prior to a visit:

- Visitors must check in at the KSD Security Office, located at the northeast section of the Roth building, to secure a visitor badge. They will be asked to sign the visitor register and will be directed to the appropriate location. When leaving campus, visitors will return to the Security Office to sign out.
- If you would like to observe or help in a classroom, please contact the Head Teacher in advance to make arrangements so the classroom teacher's schedule can best be accommodated.
- If you are interested in eating lunch with your child, or if you plan to take your child out to lunch, notify the school office at least 1 day in advance.
- Non-KSD students will need administrative approval to visit KSD.

## Digital Citizenship

### **Network Privileges**

KSD provides students the privilege of internet access via KSD's secured, filtered network. The network is in compliance with the Child Internet Protection Act (CIPA). Internet access provides students with vast resources to conduct research and communicate with others. A student-specific internet gateway is provided via wireless connectivity to KSD's network. The student's internet gateway may be accessed while on campus via one device at any one time. Network file storage areas are considered public areas and are frequently monitored. KSD reserves the right to access, review, monitor, audit, and log and/or intercept computer/technology use at all times and without prior or subsequent notice. Files stored on network servers are not private.

### **Online Content**

KSD is aware, and parents need to be aware, that students may find ways to access inappropriate material online, whether it is on a KSD computer's Internet connection or via tools (Internet, Facebook, various apps) on a student's own device. The material may be illegal, defamatory, inaccurate, or potentially offensive. Parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. The Kansas State School for the Deaf supports and respects each family's right to decide whether or not to apply for access to KSD devices and network within its rules and regulations.

### **Definition of "Device"**

"Device" within this agreement means all of the following: KSD-owned or privately owned computers, wireless and/or portable equipment that includes, but is not limited to: KSD student-assigned Chromebooks (grades 3-12), laptop computers, existing and emerging mobile communication systems and smart technologies (iPhone, Galaxy, smart TV, iPod touch, iPad, tablet PC, etc.) or other portable technology used for word processing, wireless internet access, image capture/recording, sound recording and information transmitting/receiving/storing, etc.

## Privately Owned Device Responsibilities and Access

### Security Responsibilities

- Students are responsible for keeping their device safe and secure. Do not loan or borrow devices to/from other students.
- KSD is not liable for any personal device stolen or damaged while on campus or elsewhere.
- If a device is stolen or damaged, the administrator on duty will address this in the same manner as any other stolen or damaged personal belonging.
- Personal devices only: Apply device skins, decals, or other markings to be used to identify your device from others. Do not apply markings to KSD-owned devices.

### Access During School Hours

- Grades K-6: Personal devices are to be left in the locker during school hours.
- Grades 7-8: Personal devices are to be left in the locker from 7:55 am - 3:10 pm. They are not permitted in the classroom but may be used at lunch.
- Grades 9-12: Personal devices are to be left in the locker from 7:55 am - 3:10 pm. They are not permitted in the classroom but may be used during passing times and lunch.

1 <sup>st</sup> offense	Caught with cell phone	Phone is taken away and kept in the Head Teacher's office.	Student picks phone up after school.
2 <sup>nd</sup> offense	Caught with cell phone	Phone is taken away and kept in the Head Teacher's office. Parent(s) notified.	Student picks phone up after school.
3 <sup>rd</sup> offense	Caught with cell phone	Phone is taken away and kept in the Head Teacher's office. Parent notified and has to pick the phone up from the school office.	A contract is signed by both the student and parent to leave the cell phone in the school office from 7:55 am to 3:10 pm.
4 <sup>th</sup> offense	Caught with cell phone	Phone is taken away and remains in the school office every day. There are no additional choices.	

### Access During Dorm Hours & Overnight Safekeeping

- Students may use their privately-owned devices and KSD student-assigned Chromebooks during dormitory hours, abiding by the rules in the Digital Citizenship Agreement. For the safety and well-being of students, and for safekeeping of the devices, all devices are required to be dropped off with in the dormitory teachers' offices at the following times:
  - Grades K-6: 8:00 pm
  - Grades 7-8: 9:00 pm
  - Grades 9-12: 9:30 pm (*students working on a school project may make arrangements for a later drop-off time approved by the Dean of Student Life*)

### Disciplinary Action

Disciplinary action will be applied to students that violate the KSD Digital Citizenship Agreement. KSD administration will decide the appropriate action for the violation. Possible actions include, but are not limited to:

- Device taken for a specified time period
- Suspension from KSD computer and network privilege
- Restitution to KSD for resources consumed
- Legal action including, but not limited to, an action to recover damage
- Referral to law enforcement agencies for investigation

## Early Childhood Center (ECC)

### **Curriculum**

The Early Childhood Center utilizes the High Scope curriculum which is a developmentally appropriate curriculum to serve the age span of children within each group and with respect to different needs, interests, and developmental levels of those individual children. The curriculum is designed to promote the development of physical, social, emotional, linguistic, and cognitive skills. Assessment procedures are based on the Child Observation Record (COR) from High Scope, bilingual checklists, and developmentally appropriate materials.

### **Hearing Peer Role Models**

A limited number of hearing peer role models are accepted into the KSD ECC program. Please contact the Elementary Head Teacher for more information on this program.

### **Field Trips**

The Early Childhood team recognizes the educational value in broadening the classroom to include the local neighborhood and community. All field trips link to the curriculum. All children will need a permission form signed by the parents/guardians for each field trip. Parents are always invited to join these field trips to share in the experience. Parents are responsible for transporting themselves to and from the field trip site. Siblings are not allowed to join field trips as this is an opportunity for the parent to spend quality time with their child who attends KSD.

## Elementary Program (Grades K-6)

The elementary program offers a comprehensive instructional program which has been designed to meet the varying educational needs of deaf/hard-of-hearing students. The elementary curricula include the following: ASL and English language arts, math, science, social studies, deaf studies, library/media, art, physical education, and keyboarding/technology. All curricular areas have been aligned to the Kansas College and Career Readiness Standards. Teachers assess their students' progress through the curriculum using a variety of assessment tools. Students attend special classes as a part of a comprehension education program.

The language arts and math programs rotate students within grade-level teams to meet individual student needs. The grade-level teams are as follows: Kindergarten-1st grade, 2nd-3rd grade, and 4th-6th grade. This allows students to be taught at their instructional language level and to have access to challenging content material. Students participate in the Accelerated Reader program to accomplish individual, classroom, and school-wide goals in order to increase reading enjoyment and improve reading comprehension skills.

## Grading Scale

K – 2 <sup>nd</sup> grade	E = Excellent	
	S = Satisfactory	
	N = Needs Improvement	
	U = Unsatisfactory	
3 <sup>rd</sup> – 6 <sup>th</sup> grade	A = Excellent	90 – 100%
	B = Good	80 – 89%
	C = Average	70 – 79%
	D = Poor	60 – 69%
	F = Failed	59% and below
	I = Incomplete	Complete work within 2 weeks and receive letter grade

## Elementary Honor Roll Criteria (Grades 3-6)

- Superintendent’s Honor Roll 4.0 Grade Point Average (GPA)
- Head Teacher’s Honor Roll 3.5 – 3.9 GPA
- Honor Roll 3.0 – 3.4 GPA

## Elementary Effort Awards Criteria (Grades K-2)

- No Major/Minor discipline incidents
- ALL homework completed
- BLUE or GREEN PBIS throughout the quarter

## Secondary Program (Grades 7-12)

### Grading Criteria

Grades 7 – 12	A = Excellent	90 – 100%
	B = Good	80 – 89%
	C = Average	70 – 79%
	D = Poor	60 – 69%
	F = Failed	59% and below (Grades 9-12 receive no credit for the course)
	I = Incomplete	Complete work within in 2 weeks and receive letter grade

### Grade Point Average

GPA is a numerical evaluation of a student’s academic achievement each semester. Each letter grade is represented by a numerical value. GPA is calculated by dividing the total points earned by the credit hours attempted for the semester.

A = 4.0 points      B = 3.0 points      C = 2.0 points      D = 1.0 points      F = 0 points

“P” (Pass) is not included in GPA calculations

“I” (Incomplete)\* will be changed to a letter grade within two weeks after the end of the quarter

\* “I” represents an incomplete grade which indicates that a student has not completed the required work for the quarter. To be given a grade of “I”, a student must obtain permission from their teacher and the Head Teacher to turn in the required work within an agreed upon time frame. If the work is not completed within that time, the “I” will convert to an “F”.

### Secondary Department Honor Roll Criteria

Scholarship is recognized and encouraged through honor rolls. The honor rolls are compiled after each quarter. Students are recognized at the end of the year awards program for achieving honor roll status the first three (3) quarters of the school year.

- Superintendent’s Honor Roll                      Straight A’s for a specific grading period
- Head Teacher’s Honor Roll                      3.5 GPA or better with no grade less than “C”
- Honor Roll    3.0 GPA or better with no grade less than “C”

### Classification Guidelines

Placement in one of the upper three (3) levels of high school is based on credits earned.

- Sophomore                      6 credits
- Junior                              12 credits
- Senior                              18 credits

### Grade Acceleration Policy

KSD typically will not grant whole grade acceleration during any of the secondary school years. In high school, students can take classes at their own level and once all credits have been earned, students may graduate early.

### Graduation Requirements

Students receiving diplomas from the Kansas State Board of Education must complete the minimum graduation requirement of 25 credits. Each year, every high school student meets with the Transition Facilitator and their Primary Provider to discuss course offerings and which courses the student needs to take in order to meet their requirements for graduation and to help them prepare to meet their postsecondary goals.

English .....	6 Credits
Social Studies.....	3 Credits
<i>Required: Government = ½ credit, U.S. History = 1 credit</i>	
Science .....	3 Credits
Mathematics.....	3 Credits
Physical Education.....	1 Credit
<i>Required: PE = ¾ credit, Health ¼ credit</i>	
Career Technical Education.....	4 Credits
Fine Arts.....	1 Credit
Deaf Studies .....	½ Credit
American Sign Language.....	½ Credit
Electives.....	<u>3 Credits</u>
<b>TOTAL.....</b>	<b>25 Credits</b>

Eight (8) units in Language Arts, four (4) units in Mathematics, and three (3) units in Science are recommended for students planning to attend an institution of higher education. It is recommended that students preparing for college schedule a full academic load each of their four (4) years completing a minimum of 25 units.

For students who wish to pursue a particular field of interest, there are programs outside of KSD made available to assist the student with an early start to their chosen career. Students in Grades 9 through 12 may enroll in any Olathe high school, depending on their area of interest. Students also have the option of taking classes at their neighborhood school in conjunction with KSD's educational program.

### **College and Career Center**

The College and Career Center provides students the opportunity to focus on postsecondary life. It enhances education by connecting classroom learning to the world of work and exploring secondary planning. Students learn about their interests as well as become aware of their strengths and needs. Heavy emphasis is placed on learning job etiquette, employer and employee responsibilities, and helpful tips for working successfully in the hearing world. The Center offers information about job searches, senior portfolios, career planning, college searches, job coaching, interviewing skills, filling out applications, and scholarships. The Center also provides support to local businesses for accommodations needed to work with deaf and hard of hearing students.

### **Community Service**

- KSD High School students are required to complete 64 hours of Community Service as part of their graduation requirements. Community Service is designed for students to develop an attitude of service and caring by participating in volunteer opportunities. Students can complete their Community Service hours after school, on weekends, or during the summer months. All proposals must be approved by administration prior to beginning the service in order to receive credit. A Community Service form must be completed in order for the students to receive credit for the hours. Students are to earn at least the minimum number of required hours per year but are encouraged to earn more. Students are not to receive any type of compensation for their time or service.

KSD students have the opportunity to earn The President's Volunteer Service Award. This award recognizes United States citizens and lawfully admitted permanent residents of the United States who have achieved the required number of hours of service over a 12-month period/lifetime. This award structure is designed to recognize individuals for their service throughout their volunteer journey. Recommended schedule for community service hours:

- Freshman           6 hours
- Sophomores       12 hours
- Juniors             20 hours
- Seniors             26 hours

### **Senior Portfolios**

Seniors are required to complete senior portfolios as a part of their graduation requirements. These portfolios will consist of documentation of service learning projects, resume, apprenticeship, internship, work experience, job shadowing, and other projects needed for postsecondary occupation, training, or college.

## **Valedictorian/Salutatorian Selection Criteria**

### Valedictorian

- Top academic student following Kansas College and Career Readiness Standards (KCCRS)
- Must have a cumulative GPA of 3.0 or higher
- Cumulative GPA will be determined at the end of 1<sup>st</sup> semester of the senior year
- Student must have attended classes at KSD during the last three out of seven high school semesters.

### Salutatorian

- Second-ranked Academic student following Kansas College and Career Ready Standards (KCCRS) *OR* a top ranked academic student following at least 40% KCCRS
- Must have a cumulative GPA of 3.0 or higher
- Cumulative GPA will be determined at the end of 1<sup>st</sup> semester of the senior year
- Student must have attended classes at KSD during the last three out of seven high school semesters.

## **Graduation Ceremony**

The graduation ceremony is conducted on Wednesday evening during the last week of school. Graduates are not to remain on campus after graduation.

### Related Services

#### **Audiology**

Audiology services are available to students at KSD. These services include the following:

- Comprehensive audiology evaluation
- Hearing aid evaluation including electro-acoustic evaluation of the hearing aid, functional and/or real ear gain measurements
- Hearing aid supplies, such as batteries, tubing, etc. may be obtained from the Audiology department
- Limited hearing aid repair may be arranged through the Audiology department.

#### **Counseling**

The counseling team facilitates a variety of school-wide programs to promote student well-being. Students are welcome to receive counseling as needed. If a parent or teacher has a concern regarding a student, please contact one of the counselors. The parent, teacher, counselor and the student (if age appropriate) will discuss the concern and prepare a plan of action. If it is recommended that students receive regular counseling services, this will need to be added to the student's IEP as a related service. If you have any concerns regarding family crises, support is available to help you find resources and/or facilitate services for you.

#### **Psycho-educational Evaluations**

A psycho-educational evaluation may be requested by the parent or teacher at any time to address a concern with a student's learning and to identify educational interventions to support learning. It may also be a part of the comprehensive three-year re-evaluation. Requests for a psycho-educational evaluation are made during the IEP meeting or by contacting the School Psychologist.

### **Physical/Occupational Therapy**

Both physical therapy and occupational therapy are available to students whose IEP team has determined that such services are needed. Determination of need is based on an assessment.

### **Speech and Language Therapy**

Speech and Language services include comprehensive diagnostic evaluations for new students upon admission and for all students every three years. Speech/language therapy is provided for students who qualify for this support as determined by assessment and the IEP team.

### **Student Health Services**

The Infirmary is open 24 hours a day during the school week, Sunday afternoon to Friday afternoon. The school doctor visits daily to examine any ill or injured students. Nursing staff, with the doctor's input, may keep a student in the Infirmary for a short-term minor illness or may send a student home for medical attention. The decision to temporarily exclude a student from school, dorm, and/or any extracurricular activities or field trips is at the discretion of the on-duty nurse and administrator.

### Immunization Policy

KSD requires immunizations in accordance with Kansas Statute 72-5208 and 72-5209. Prior to admission to school, all students, regardless of age must provide KSD a copy of the Kansas Certification of Immunization. An Annual Immunization Assessment Report is filed with the Kansas Department of Health and Environment (KDHE) Immunization Program. The nurses will also send a letter to parents advising them it is time for shots.

### Required Medical Information

At enrollment, or when admitted to KSD, the parent/guardian will need to complete the Student Health Center Information Form. This form provides staff with emergency phone numbers, addresses, and authorization for medical and/or emergency treatment, signed permission for administering specific over the counter (OTC) medications, health insurance information, and any known food/medicine allergies. It is recommended that any newly admitted student have a physical by their family doctor prior to enrollment at KSD. The student and parents are interviewed by the nurses to enhance the understanding of previous and present health problems.

### Medications:

***Medications are not to be in the possession of the student*** - by law the only exceptions to this are Epi Pens and certain inhalers. The medication/refills must be hand delivered by an adult or mailed to the Infirmary when requested. KSD will supply postage paid bubble-wrap envelopes for use when mailing the medications. This policy is for the safety of everyone and also will allow for more accurate assessment of the student's illness. Medications include short-term prescription medications (i.e., antibiotics), vitamins, and over-the-counter medications or treatments.

Before the nurses can implement any change in medication or specialized medical procedures, they must have a written order signed by the student's physician. Contact the nursing staff if any student with a health need (injury, illness, medication) is to report to the Infirmary. The school nurse, in consultation with the administrator, makes the decision as to whether a student is to remain in school, go home, or be admitted to the Infirmary. If a student is admitted at any time, parents, school staff and dormitory staff are notified. KSD follows the Johnson County Health Department policy for re-admission.

# Johnson County Health Department Exclusion Guidelines



## Johnson County Health Department Exclusion Recommendations

	Exclude:	Readmit:
Symptoms suspected of being contagious or infectious	Fever with or without any other symptoms.	Fever free for 24 hours without the aid of medication.
	Eyes inflamed with purulent discharge.	Drainage has stopped; or treated for 24 hours with antibiotic; or physician note stating non-infectious.
	Drainage from ear.	Drainage has stopped.
	Lice	After treatment with an approved antiparasitic is initiated.
	Diarrhea ( 2 or more loose or watery stools ).	Diarrhea free for 24 hours without the aid of medication.
	Vomiting	Free of vomiting for 24 hours
	Skin Affiliations:	Exclusion / Provision:
Any open or draining/oozing lesion must be kept covered.	Athlete's Foot	No exclusion necessary, but must keep shoes and socks on for all activities.
	Hand, Foot, and Mouth	Exclude until fever free for 24 hours without the aid of medication and no open lesions.
	Herpes	No exclusion necessary, but no participation in activities involving skin-to-skin contact until 5 days after lesions have crusted.
	Impetigo	Exclude until treated for 24 hours with antibiotic; or physician note stating non-infectious.
	MRSA	If lesions can be covered then no exclusion. If lesions can not be covered exclude until lesions have crusted over.
	Molluscum Contagiosum	No exclusion necessary. No participation in activities involving skin-to-skin contact or after curettage.
	Rash	Consider exclusion pending a physician evaluation.
	Ringworm	Exclude until after treatment has been initiated. No participation in activities involving skin-to-skin contact until lesions are completely healed.
	Scabies	Exclude until after treatment with an approved antiparasitic is initiated.
	Shingles	If lesions can be covered then no exclusion. If lesions can not be covered exclude until lesions have crusted over.
Varicella	Exclude until all lesions have formed scabs or crusted over.	

Johnson County Government does not discriminate on the basis of race, color, national origin, gender, religion, age and disability status, in employment or the provision of services. If special assistance is required, please notify the Health Department in advance. For TDD service, please call the Kansas Relay at 1-800-766-3777 1/80, Rev 11/07, JCED Form #76

Emergency Medical Services, such as an ambulance, will be used in emergency situations as determined by staff. The child's parents/guardians are responsible for the expense of these services. An out of town parent/guardian will be advised of a medical emergency as soon as possible by the school nurses or other designated person.

If your child has plans to participate in after school or weekend activities that are not part of the KSD calendar, parents are responsible to request medication arrangements **at least 48 hours in advance**. This includes visits to friends. We must have a signed release of information form. Medication can only be released to a designated adult. Medication will not be released without prior authorization.

### Medical and Health Care Services

A student who has a communicable disease (i.e., chicken pox) is sent home as soon as possible. The child must be cleared by the Infirmary before returning to school. Policy for exclusion from school because of a communicable disease is consistent with procedure and recommendations of the Johnson County Health Department. Some communicable diseases must be reported to the Health Department according to KS law.

Any student who has been absent from school due to illness, is required to check through the Infirmary when returning to school. **The student must be symptom free for 24 hours without the use of medication** to mask these symptoms (i.e., fever, vomiting, diarrhea, etc.) before permission is given to attend school or return to the dorm. A doctor's permission may be required at the nurse's discretion.

### Medication Compliance and Behavior Expectations within the Infirmary

Students are expected to participate in prescribed medication/treatment regimens with the assistance and/or prompting of school and dorm staff. Students are expected to follow school-wide behavior expectations while they are in the Infirmary. Mobile phones and other electronic devices will not be permitted in the Infirmary to protect the privacy of other students. The administrator on duty will be contacted to address medication non-compliance issues or other behavior compromising safety and privacy in the Infirmary.

### Off-Campus Medical Care

KSD is not able to provide transportation or staff to take students to off-campus medical, dental or other routine appointments. Parents/guardians are expected to handle those arrangements.

When a student is off-campus for athletic competition or student activity, the staff is responsible for medical care for an injury. In addition, the staff is responsible for dispensing medications to students as instructed and delegated by the school nurse. Documentation will be filled out by the staff person. The parent/guardian of a day student is responsible for providing medication for a field trip to the Infirmary staff 48 hours before their child leaves for any off-campus trip. At the discretion of the administrator and nurse, a student may be excluded from a trip if necessary medication is not provided.

### Vision Screening

Vision screening is done by the school nurses, using the Lea Symbols and/or HOTV eye chart. According to Kansas vision screening laws and regulations it is stated that every student enrolled in each school shall be provided a basic vision screening without charge to the pupil not less than

once every two (2) years. At the recommendation or referral from a parent or teacher, a student can be seen earlier than the two-year rotation. Results are shared with the parent/guardian when the screenings are completed.

All new students (Kindergarten – 12<sup>th</sup> grade) are screened for Usher’s Syndrome, a rare genetic disorder of hearing loss with progressive loss of vision. Screenings involve questionnaires for teachers, dorm staff, students and parents. A short series of vision tests are also done. This screening is typically done during February.

The above statements serve as notification of vision screenings to be completed during the current school year. Any parent/guardian who prefers that their child’s vision not be screened at KSD may provide documentation of a vision screening within the six months prior to the scheduled school screening.

### Dental Screening

In compliance with Kansas State Statute 72-5201, all students will be screened unless the parent does not want their child to participate in the screening. The screening will be provided at KSD and free of charge. No dental work is provided. Data collected from screenings will be used to analyze oral health trends in Kansas children so that programs can be improved or created for better care. Referrals for dental work will be made by the oral health nurse through the Kansas Department of Health and Environment.

The statement above serves as notification of the dental screening during the current school year. Any parent/guardian who prefers to not have their child’s teeth screened may contact the Infirmary. If your child does participate, a copy of the results of the screening will be sent home with the child.

### Dental Program:

KSD partners with a visiting dental program. A parent/guardian can sign permission for their child to participate in this program. A dentist and 2 dental hygienists visit KSD on scheduled dates to provide cleanings, x-rays and many dental treatments. This program works with families to provide dental services through private insurance, Medicaid and grant funded care. Uninsured students may be offered free or discounted services by this program. The parent/ guardian is responsible for completing the necessary paperwork.

### Student Life

#### **Use of the Dormitories**

Generally, to live in the dormitories, it is expected that a student lives more than 25 miles from KSD. For some students who live closer to the KSD campus, there are times when it is beneficial to take advantage of the Student Life programs offered and live in the dormitories. The following rules govern the acceptance and placement of students in the dormitories:

- The student requires additional communication, language, or social development activities beyond the school day.
- The student’s social and physical well-being is better served in the dormitory.
- The student is involved in school activities that might end late at night.

If a day student wishes to stay in the dormitory, a conference will be set up with the Dean of Student Life and the student's parent(s)/guardian(s) to discuss the reasons for the request and the rules for the student. Parents/guardians are expected to attend this meeting. The day student who chooses to stay in the dormitory agrees to follow the rules of the dormitory and the directions of the dormitory staff. If they do not agree to this, or fail to follow the rules, the student will lose their dormitory privilege and will need to get transportation to and from school each day.

Approval for a day student to stay in the dormitory is always contingent on available staffing. If there is not enough staff to provide adequate supervision, day students will not be able to reside in the dormitories.

### **General Rules**

- All KSD students are expected to complete assigned dormitory duties on a daily basis. The duties are alternated and may include dusting furniture, vacuuming group areas, sweeping hallways, picking up or collecting trash, carrying dirty laundry to the pick-up area, or other responsibilities. Dormitory staff may counsel students on the need to complete their assigned duties in a timely manner or instruct students in the proper way to complete the duty. In addition to these group responsibilities, students are also responsible for keeping their rooms in reasonably neat order and may be counseled by dormitory staff regarding completion of these duties in an appropriate way.
- Students may have locked trunks or lock boxes in their dormitory rooms. They must unlock the trunk or lock box for inspection any time they are requested to do so by KSD staff.
- Students may attach pictures and posters to the walls in the dormitory rooms if this can be done without damage to the walls and if the outside edges of pictures are firmly attached. No inappropriate pictures or posters will be permitted at any place in the dormitory at any time. Questionable posters are subject to the approval of the Dean of Student Life.
- Students who wear inappropriate jewelry (such as satanic symbols, marijuana leaves or other drug symbols, and gang signs or symbols) or clothing with inappropriate pictures or language (profanity, gang language, drug/alcohol symbols/words, etc.) will be asked to remove the item of jewelry or clothing and take it home. If students persist with wearing such items, the parents will be asked to come for a meeting.
- Linen, which is the property of KSD, is not to be taken home. This includes laundry bags.
- Students should not return to the dormitory during school hours.
- KSD students are expected to give proper respect to all staff. Dormitory Teachers will counsel students on the meaning of respect and appropriate ways to show respect to others.
- Each dormitory floor has a telephone and videophone available for incoming and outgoing phone calls. These are available for student and staff use. All long-distance calls must be made collect or with a telephone credit card. These phones now have a block on them to prevent any direct long-distance dialing. Students who need assistance with dialing any telephone call may contact the dormitory staff. Dormitory Teachers may also counsel students about their telephone use and dialing habits. Calls cannot be made or received after hours (established for each dormitory floor).
- Using lasers of any type or shape will not be permitted on the KSD campus.
- All students (grades 7 – 12) are required to sign in and out of their dormitory each time they enter and leave.

## **Day Students**

Day students are welcomed and encouraged to participate in many after school activities planned in the dormitories. However, parents may not drop their child off without contacting the Dean of Student Life for prior approval. Some general guidelines to follow are listed below:

- Day students must obtain permission **prior** to the time they want to stay. They should plan to go home by 6:30 p.m. unless a special activity is scheduled or special permission is obtained.
- Parents must leave a phone number where they can be reached.
- Elementary day students and their parents should coordinate time in the dormitory with the Dean of Student Life. Many activities involve a fee that parents will need to pay.
- Day students who are not picked up by 3:30 p.m. should report to the Dean of Student Life. The only reason for a student not to report to the dormitory would be a scheduled meeting with a teacher or a scheduled school activity.
- While on campus after school hours, day students are to follow the same rules as dormitory students. They are to obey all staff persons, when asked to follow the rules. Students who do not understand the dormitory rules should ask for clarification from any dormitory staff. This includes those students who attend KSD activities, such as football games, basketball games, and other public activities.
- When day students attend KSD activities, such as football games, basketball games, and other public activities without their parents, they are considered to be under dormitory supervision throughout the activity. If a day student misbehaves while involved in an activity, the parents will be called and the Dean of Student Life will request that the student be picked up immediately. The student will be taken out of the activity and remain with the Dean of Student Life until the parents arrive. If the inappropriate action is serious, consequences may include suspension from dormitory activities, or all evening activities, for a period of time (e.g., one day, one week, or more) depending upon the reason for the suspension.
- If a day student arrives in the dormitory without permission, they will be sent to the Dean of Student Life, who will call the parents.
- High school day students are expected to use the dormitory sign in/out sheets when they arrive and leave.

## **Academic Support from Student Life**

### The Learning Center (TLC)

The Learning Center (TLC), operated by the Student Life department, is available to all KSD students for homework assistance. Homework assistance must be scheduled with the Dean of Student Life based on the recommendation of teachers. Day students who wish to use the TLC for homework assistance will need permission from the Dean of Student Life.

If a student living in the Roth Hall dormitory (Grades 7-12) has one or more grades of “F”, that student will be required to go to the TLC and complete homework assignment(s). The student will need to remain in the TLC for at least one hour; they will not be allowed to leave the TLC until all assignments are completed. Accuracy of the completed assignments will be checked by the classroom teacher(s).

If a day student has to stay in the dormitory after school, while waiting to participate in a KSD sports program (practices or games) or after school club activities, that day student is required to follow the dormitory rules. That means that a day student with one or more grades of “F” is required to attend study hour in the TLC. Daily reports are sent to classroom teachers on the completion of assignments for students with grades of “D” or “F”. The above rule also applies to students in Grades K-6. Their homework is done in the Emery Hall Common Area or in the TLC.

### Academic Monitoring

Students are encouraged to attend one hour of scheduled study time daily, either in the dormitory or at The Learning Center (TLC).

### Academic Suspension

Students on academic suspension are required to attend one hour of scheduled study time each day, determined by the dorm teacher. They may do homework either in the dormitory or the TLC. Upon completion of their homework, they are required to meet with the Dean of Student Life to have homework checked and signed. Students may participate in various activities on campus before or after study hours (e.g., Student Center, gym, outdoors, Scout Cabin, etc.) and are permitted to participate in athletic practices and attend home or away games.

### **Suspension from Activities**

Students on suspension from activities are required to attend one hour of scheduled study time, to be determined by the dorm teacher and are required to do homework at the TLC. After completing their homework, they are required to meet with the Dean of Student Life to have it checked and signed. Students will remain in the dormitory and may not participate in activities outside the dormitory – any exception will be made by the Dean of Student Life. Students are permitted to participate in athletic practices but are not permitted to participate in home or away games. They may, however, watch home games with staff supervision.

### **Animals or Pets**

No personal pets of any kind are allowed in the dormitories. Dormitory staff may have pets as part of the independent living curriculum to teach students responsibility.

### **Clothing Lists**

A list of suggested clothing needs for each dormitory is sent to parents before the start of the school year. The lists are meant as a guideline, not a requirement. High school and middle school students are encouraged to do their personal laundry in the dormitory. If they do so, they must furnish their own laundry supplies. Parents may supply their child a laundry bag or basket for dirty or soiled clothing.

ALL clothing should be marked with an indelible pen. Please give the full name, for example: John Doe. Mark shoes, caps, raincoats, rain boots, and toys with a marking pencil. We will not be responsible for any articles of clothing, toys, etc. that have not been marked.

### Personal Care Supplies

Please remember that consumable supplies (toothpaste, lotion, deodorant, etc.) need to be replenished from time to time. Parents will receive a reminder when supplies are needed. Optional supplies may duplicate items needed for classrooms.

## Bedding

Students living in the dormitory will be responsible for bringing their own blankets, sheets, pillows and towels. KSD will not provide these items except in an emergency. It is advisable that students should have their blanket, sheets and towels washed at least once every week. They can be washed at home or in the dormitory. Students will not be permitted to sleep on the bed without sheets and blankets.

## **Life Skills Training Curriculum**

The purpose of the Life Skills Training Curriculum is to provide all students with experiences, skills, and activities to help prepare them to independently function after graduation. The following skill areas may be addressed:

- Living skills
- Leisure time skills
- Personal awareness and experiences
- Shopping and cooking skills
- Community service
- Money management skills (checks, banks, etc.)
- Renting and buying homes
- Understanding the laws of their community

## **On-Campus/Chaperoned**

### Guidelines for Socializing

- Students are given many opportunities to socialize on-campus in chaperoned settings. Some of these areas include the Student Center, gyms, and dorm lounge areas.
- Male and female students eat together and are permitted to sit together. Following the study period, socialization is permitted in any area that is open and supervised.
- All students, regardless of age or grade, have opportunities to socialize with the opposite sex in these chaperoned settings, with staff approval.
- Inappropriate touching or sexual activity is prohibited at any time
- High school students can visit in opposite gender dorms if they follow this procedure:
  - o Obtain staff permission
  - o Sign out in their dorm before going to the other dorm
  - o Visits are permitted at certain times; these vary depending on activities.
  - o Visitors are permitted in the living room only; they may not enter bedrooms.
  - o Staff can end the visit at any time

## **Student Center**

Students are given the opportunity to socialize with their friends in the Student Center most evenings after study hall. The Student Center offers table games, a snack bar, and time in the gym for basketball or volleyball. It is open Monday through Thursday evenings for dormitory students of all ages. Schedules are determined at the beginning of each school year for each level of the dormitory program. Day students may use the Student Center Monday through Thursday depending on availability of staff. Dormitory staff must be present when students are in the Gym or Student Center.

### **Off-Campus/Unchaperoned**

Freshman, Sophomore and Junior students, who have written permission from their parent(s)/guardian(s), have the privilege to go off campus unchaperoned in groups of two or more students, for up to one hour per day. Seniors have the privilege to go off campus for up to two hours per day. Students must sign-out with dormitory staff before leaving campus and must sign-in with the dormitory staff when they return. They may use this privilege to do shopping for personal needs and/or food, and to eat out. Students will not be permitted to go off campus during bad weather such as rain/thunderstorm, winter storm, etc., for safety reasons.

### **Skateboarding & Rollerblades**

Skateboarding is not permitted on the KSD Campus. Students who wish to use roller blades at KSD must provide their own equipment. We **require** all students to wear appropriately fitting protective helmets, knee pads, elbow pads, and wrist protectors when using roller blades. Rules for the use of rollerblades at KSD include the following:

- Equipment should not be used in an aggressive manner; skaters should respect others.
- When skating on KSD property, skaters may use the sidewalks, but should yield to walkers.

### **Movies and Movie Theaters**

Students who are 17 years of age and older, may watch R-rated movies at movie theaters or rent and watch R-rated movies. Dorm staff will assist in finding a place to watch those movies. Students under 17 years of age will not watch R-rated movies.

### **Video Games**

High school students, age 17 and up, may bring M-Rated video games to the KSD dormitory as long as the video game does not include the option of killing, maiming, dismembering or sexually assaulting an image of a human being.

### **Student Allowances**

Parents of dormitory students send money to KSD for their child's allowance. The money is put in students' personal charge accounts and allowances are given to the dormitory students every two weeks from the Student Life office. Parents are notified when there is no money remaining in their student's account. Borrowing from another student's account is not permitted. Please do not send cash; only checks. For additional information, please contact the Dean of Student Life.

- Grades K-6: The suggested minimum amount for allowance is \$10.00 every two (2) weeks. Students use allowance for bowling, skating, snacks, soft drinks, and for other needs that children may encounter. Upon request, an itemized list of expenditures may be obtained from the Dean of Student Life at any time.
- Grades 7-8: The suggested minimum amount for allowance every two (2) weeks is \$15.00.
- Grades 9-12: The suggested minimum amount for allowance for every two (2) is \$20.00.

### **Field Trips**

The Student Life Program requires parental permission for all field trips. We also send out monthly activities schedules for common daily activities including shopping, eating out, visiting museums, etc. If a parent does not want their child to participate in an activity, they are to let us know at least 2 days in advance and we will plan other activities for the students. If we do not hear anything from a parent, that means they support the activities planned.

## **Religious Education / Services**

Each year, KSD is contacted by several churches or religious youth group organizations to provide weekly religious or church services to the KSD students. Parents can give permission for their child to participate by completing and signing a *Church Preference Form*. Without this form, students will not be permitted to attend church or church activities. Parents need to indicate which church their child should attend, or if their child can make their own choice. They are also asked to indicate if church attendance is mandatory for their child or if, again, the child can make their own decision. Parents are welcome to check with church staff regarding their child's church attendance.

## **Non-Student Visitors**

Parents are encouraged to visit their children in the dormitory at any time. Please call ahead to make sure that your child is not at a field activity. Deaf or Hard of Hearing students who are mainstreamed in the local public schools may participate in after school activities at KSD. These students join KSD students in free play activities and structured activities such as scouts and planned outings.

Non-student visitors are required to stop by the Security Office to obtain a visitor badge when they want to visit the dormitory. It is recommended that non-student visitors call before they come to check on visiting hours. Immediate family (parents, siblings, or grandparents) are allowed to visit in the dormitory without a visitor badge. All visitors, with the exception of family members, will be asked to follow the Non-Student Visitor schedule below. This schedule is posted in the high school dormitories. Visitors are permitted in supervised areas only.

Sunday .....	8:00 PM – 9:30 PM
Monday – Thursday .....	3:30 PM – 5:30 PM
	8:00 PM – 9:30 PM

## Extracurricular Activities

### **Athletics**

KSD is on the Kansas State High School Activities Association (KSHSAA) approved school list. KSHSAA establishes rules and guidelines for athletic participation. KSD is also a member of the Great Plains Schools for the Deaf Conference which offers round robin or tournament competition in the activities listed below. The member schools include Arkansas, Iowa, Kansas, Minnesota, Missouri, New Mexico, North Dakota, Oklahoma, South Dakota, and Wisconsin. KSD is also a member of the Great Plains Athletic Conference.

Generally, athletic activities begin at 3:30 p.m. All eligible High School, Middle School and Elementary School students may participate in sports. Athletes who participate in sports are expected to maintain good sportsmanship on the field and in the classroom. All cheerleaders and athletes must have passed a physical examination and have a physical form signed and dated by a physician on file before participating in practice. (Physicals must be completed after May 1<sup>st</sup> of the previous year.) All athletes must have written permission from their parents or legal guardian before participating in sports (*see Eligibility*). KSD offers the following interscholastic programs for the specified grade ranges:

Volleyball (grades 7-12)  
Basketball (grades 7-12)  
Cheerleading (grades 8-12)

Football (grades 7-12)  
Middle School Track and Field (grades 6-7)  
High School Track and Field (grades 8-12)

### **KSHSAA Regulations**

All KSHSAA rules and regulations are published in the official KSHSAA Handbook; they can be viewed at [www.KSHSAA.org](http://www.KSHSAA.org). Some of those rules are summarized in this handbook for your convenience. If you have questions, please ask the KSD Activities Director.

**Rule 7: Physical Examination – Parent Consent** = Student shall have passed an adequate physical examination given by a physician and have the written consent of their parents or legal guardians.

**Rule 14: Bona Fide Student** = Eligible students shall be a bona fide undergraduate member of his/her school in good standing.

**Rule 17: Age Requirements** = Students are eligible if they are not 19 years of age for high school and 14 years of age for junior high or middle school on or before September 1 of the school year in which they compete.

### **Eligibility**

To be eligible for participation in athletics, a student must

- Have an acceptable academic citizenship within the athletic season
- Be enrolled as a full- or part-time student at KSD
- Be enrolled in at least five (5) subjects for the coming semester and be a bona fide student in good standing in school
- Pass five (5) or more classes the previous semester
- Be in attendance for three (3) periods, or its equivalent, of the school day to be eligible for competition the same day

### **Disciplinary Procedures**

- First suspension/one major office referral – student shall be suspended from competition, parents contacted
- Second suspension/two major office referrals – student suspended from competition, parents must attend face-to-face meeting with coach(es) and Activity Director
- Third suspension/three major office referrals – suspension and/or removal from the team for the rest of the season
- Suspension for cause(s) not mentioned above is at the discretion of the Activity Director

### **Non-Athletic Related Extracurricular Activities**

Extracurricular activities include not only sports and cheerleading, but also Student Body Council, class activities, and others. All students participating in extracurricular activities will be expected to follow the same procedure as outlined in *Eligibility* above. Any behavior problem or rule infraction resulting in a disciplinary action may restrict a student's participation in extracurricular activities. Students who are suspended, in-school suspension or in-dorm suspension, are not permitted to participate in games or activities. However, they may attend practices.

## **Disqualification from a Student Organization**

Class Offices, Academic Bowl, Jr. NAD, and Student Body Council (SBC) are considered as student organizations.

To be eligible for extracurricular activities, a student must have an acceptable academic citizenship and disciplinary record within the school year when a student holds an office (e.g., if a student is the SBC president, the allotted time to hold office begins at the election and concludes at the end of the term). The student must be enrolled as a full- or part-time student at KSD. The student must have and maintain a grade point average of at least 2.5 throughout the school year.

Any officer/participant of the organization will be asked to resign from the organization/team and their office following a conference with the sponsor, parents, and administrator because of the following suspension(s):

- one (1) OSS (out of school suspension) during the school year
- two (2) ISS (in school suspensions) during the school year
- placement on the academic probation list two (2) times in a quarter

Suspension for cause(s) other than the above mentioned is at the discretion of the administrator. These violations include, but are not limited to, insubordination, profanity, unexcused absence, unsatisfactory attitude, and a failure to follow any additional rules and regulations that the sponsor deems necessary to maintain discipline and facilitate the efficient execution of daily procedure. Parental notification will be required in all cases of suspension.

## **Grades 7-8 Organizations and Activity**

Middle School Student Body Council (MSSBC): This is an elected student governing body of 7<sup>th</sup> and 8<sup>th</sup> graders. The purpose of MSSBC is:

- To introduce students to the process of a governing organization
- To provide students the experience of participating in activities requiring decision-making and teamwork
- To learn fundraising skills, develop a volunteer attitude, and have fun in planned parties

Oratorical Competition: The Optimist Club sponsors an annual oratorical competition. Scholarships are given to the winners of the statewide competition by Optimist International.

## **Grades 9-12 Organizations and Activities**

### Freshman Class

- Plan Homecoming activities for the Freshman class

### Sophomore Class

- Select class rings in the spring for delivery the next fall
- Serve at the Junior/Senior Banquet
- Plan Homecoming activities for the Sophomore class

### Junior Class

- Host Junior/Senior Banquet
- Host commencement refreshments/ushers
- Plan Homecoming activities for the Junior class

### Senior Class

- In late spring or early fall, senior class officers meet with the freshman class to orient them to responsibilities and activities such as class meetings, election of officers, duties of officers, and division of responsibilities between students and sponsors.
- Plan Homecoming activities for the Senior class
- Prepare for graduation (i.e., ordering announcements, caps, gowns, senior pictures, etc.)
- Attend Junior/Senior Prom and Banquet

Academic Bowl: Students compete in two academic bowl competitions: Gallaudet University Regional Academic Bowl and the Great Plains Schools for the Deaf.

Oratorical Competition: Students compete in two annual oratorical competitions: Great Plains Schools for the Deaf and the statewide competition sponsored by the Optimist organization. Optimists International award scholarships to the winners of the statewide competition.

American Sign Language (ASL) Bowl: Students compete in two ASL Bowl competitions: KSD local competition, and the Great Plains Schools for the Deaf competition.

Performing Arts: Students have opportunities to write, act, and be part of the stage crew.

Job Olympics: The annual competition is the showcase of the talents of high school students with disabilities. The focus of the competition is in the areas of work habits and work skills.

Junior National Association of the Deaf (Jr. NAD): The Kansas Association of the Deaf sponsors the KSD chapter of the Jr. NAD. High school students have the opportunity to become members of Jr. NAD with the purpose to:

- Empower students through partnerships in leadership, citizenship, human communication, and teamwork
- Provide students with unlimited opportunities for contributions to the development of their school and community

Student Body Council: SBC is an elected student governing body consisting of high school students with the purpose to:

- Promote the welfare of the school
- Encourage self-government
- Develop a sense of responsibility among the students
- Assist in furthering regular activities of the school and dormitory

### **Fundraising Activities and Requests for Donations**

All requests for fundraising and donation activities must be approved. This is school-wide and includes student organizations, individual staff, and community organizations.

### Title IX

The Kansas School for the Deaf does not discriminate because of sex (gender) in the education programs or activities that it operates. This requirement not to discriminate in education programs and activities extends to employment and to admission.

No student or employee of the Kansas School for the Deaf shall, based on sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity conducted by the Kansas School for the Deaf.

More specifically, the Kansas School for the Deaf will treat its students without discrimination based on sex regarding access to and participation in course offerings, athletics, counseling, employment assistance and extracurricular activities as prescribed by the Title IX regulations. Grievance procedures are available from the Superintendent.

### School-Wide Guidelines

#### **Multi-Tier Systems of Support (MTSS)**

KSD's school-wide expectations for behavior are outlined on the "PRIDE Matrix" posters which are posted in each academic and dormitory setting. The acronym, "PRIDE" was selected by students and staff for our school-wide expectations: Preparation, Respect, Independence, Diversity, Effort. Behavior support consists of three levels: Universal, Targeted, and Individual.

Universal support (All Students): All students receive instruction on the behavioral expectations and social skills instruction and receive recognition for displaying appropriate behaviors. Each department develops their own reinforcement system for recognizing appropriate behaviors.

Targeted Support (Some Students): Students who may need additional social skills instruction or behavior support, receive support from the KSD counselors, teaching and dormitory teaching staff.

Individual Support: Students who need individual support have a Behavior Intervention Plan (BIP) attached to their Individual Education Plan (IEP). The BIP is developed with the IEP team after observation and data collection on the function of the student's behavior. Teaching and dormitory teaching staff are provided training on BIP implementation. The purpose of the BIP is to adjust the student's environment to enable behavioral improvement in order to be an effective learner.

Parental involvement is critical for supporting a child's behavior at home and school. There are many resources for parents online such as the Kansas Parent Information Resource Center (KPIRC <http://www.kpirc.org/>) and an MTSS booklet at <http://www.kpirc.org/uploads/MTSSKS1.pdf>.

#### **Compliance with State Regulations Concerning Discipline of Students**

KSD shall follow the suspension and expulsion regulations as stated in KSD 72-8901 through 72-8905. KSD does not expel students; however, if a student is suspended for more than ten (10) days, a formal comprehensive review of that child's IEP will be initiated to determine whether the current placement is appropriate and whether the behavior resulting in suspension is related to the student's disability. In addition, a behavior intervention plan (BIP) will be developed as needed and will be a part of the IEP process.

If there is a disagreement as to the appropriate placement of the child at KSD, procedural due process shall be followed. A copy of the referenced laws and guidelines is available from the IEP Office. Questions about the Behavior Intervention Plan (BIP) can be directed to the IEP Office. Questions about Manifestation Determination can be referred to the KSD Due Process and Hearing Officer Luanne Barron at (913) 210-8111.

## **Administration's Application of Possible Actions**

Administration has the authority to use discretion in enforcing the policies and protocols in the *KSD Parent/Student Handbook*. Administration is authorized to apply a higher level of consequence for serious violations even if it is the student's first offense. In all cases, the parents will be contacted and informed about the situation. Police intervention will be considered and utilized if the student is a danger to self, others or to property. In some cases, a student may be referred to the Behavior & Education Support Team (BEST) in order to develop an action plan or a Behavior Intervention Plan (BIP) to help that student avoid future occurrences/incidents. Please refer to *Minor/Major Behavior Chart*.

## **Restitution**

Our intent is to teach students to value property that belongs to them as well as to others. If a student is responsible for any damaged/destroyed property or lost/damaged books, they are required to repay KSD, or an individual, for the cost of that property. Graduating seniors will be expected to clear their accounts prior to graduation. This includes any unpaid fees for restitution, materials and unreturned sports uniforms from previous school years. Transcripts and/or diplomas will be held until there is a zero balance.

- Parents/guardians will receive a letter from the school describing the damages or the specific description of items lost and the amount due. Payments are due upon receipt of the notification.
- The value of the property will be established according to the cost of replacement or the cost of man-hours to repair plus materials.
- Students are expected to make restitution in payment. However, after discussion with administrators, a student may be required or allowed to work on campus to pay for the damages. The rate of pay for such work is \$5.00 an hour and is contingent on availability of work.

## **Detention**

Detention periods are held during lunch or after school (usually called '8<sup>th</sup> Hour' in the teacher's classroom). Day students will be given 24 hours notification, if necessary, in order to arrange for their own transportation home. Any request for rescheduling an after-school detention must be made in advance of the scheduled time to be served. Teachers may accept requests for rescheduling at their own discretion. A student who fails to serve a detention for a teacher will be assessed an additional after school detention. If the student misses that detention, parents will be notified and the student will automatically receive one day of in-school suspension. Further violations will result in referral to an administrator.

## **In-School Suspension (ISS)**

### Elementary

- Students will be assigned and are responsible for their academic work. All assigned class work must be completed satisfactorily each day.
- During the school day, students will be required to remain in a supervised area and have no contact with the rest of the student body. They will receive related services as scheduled.
- Students will be allowed two supervised breaks during the day and will eat lunch in the detention area.

- Students will not be allowed to talk unnecessarily or carry on conversations while in the detention area.
- During the suspension period, students will not be able to participate in any extra-curricular school activities.

### Secondary

- Student will be assigned five (5) separate lunch suspensions (with a box lunch and follow the rules - no talking, no using devices).
- Same Day – students are unable to participate in activities such as games or competitions. If student is a dormitory student, they will not be allowed to participate in activities incorporated at the dorm and/or any other activities for the day on the KSD campus (excluding pre-arranged tutoring and/or learning center appointments).
- The administrator will have the priority; if the teacher gives a lunch suspension while the student already has an ISS, the student will be required to serve the teacher-given lunch suspension either in the morning or after school hours (scheduled to avoid field trips, sports dismissals, dormitory activities, etc.).
- If student refuses to accept lunch suspension, the administrator will decide the suspension of the privileges during the five (5) separate lunch suspensions including field trips, sports, and dormitory activities. KSD's collaboration between our dorm and school is 24/7. The day student will not be able to come to the KSD campus until the student serves the lunch suspension (excluding pre-arranged students tutoring and/or TLC arrangements). The consequence could include an Out-of-School Suspension (OSS) for defiance.

### **In-Dorm Suspension (IDS)**

An In-Dorm Suspensions (IDS) assigned by an administrator will be served in the IDS room under the supervision of a Dormitory Teacher. The student reports to the Dean of Student Life promptly at 3:30 p.m. and will be dismissed at 9:00 p.m. An infraction of IDS rules or failure to follow instructions of the IDS supervisor will result in further disciplinary action. In some cases, repeated refusal or multiple placements in IDS will result in out-of-school and/or out-of-dorm suspension. Please contact the Dean of Student Life for a list of rules for students placed in IDS.

### **Out-of-School Suspension (OSS)**

KSD follows the suspension and expulsion regulations as stated in KSA 72-8901 through 72-8905. These regulations refer to short-term and long-term suspensions. Short-term suspension refers to any number of OSS incidents that total ten (10) days or less of out-of-school suspension. Long-term suspension refers to any number of OSS incidents that total any number of days of out-of-school suspension exceeding 10 days.

KSD does not expel students; however, if a student is suspended for eleven (11) or more days (long-term suspension), a formal comprehensive review of that child's IEP will be initiated to determine whether the current placement is appropriate. If there is a disagreement as to the appropriate placement of the child, procedural due process shall be followed. The number of days does not have to be consecutive nor do they have to be for the same infraction.

***Students suspended from school will be provided an opportunity to complete their course work. Grades for the days out of the classroom will be dependent on the timelines and quality of the work completed. Since KSD is a 24-hour program, out-of-school suspension from any department at KSD shall be considered as suspension from the KSD campus.***

## **Emergency Safety Interventions (ESI)**

The Kansas School for the Deaf serves students with a variety of needs. Any student, at some point in time, could have problem behaviors. Creating a safe environment for all our students is our primary concern. Through the use of proactive evidence-based practices, prevention and de-escalation strategies, most behaviors are addressed without incident. However, on extremely rare occasions, a student's actions may possibly cause harm to others. KSD makes every effort to address the behavioral needs of a student to prevent the need for Emergency Safety Interventions. KSD trains school employees in the Crisis Prevention and Intervention (CPI) program.

Effective April of 2013, Kansas law (K.A.R. 91-42-1 and K.A.R. 91-42-2) requires that schools have procedures for the use of ESI for all students. In 2015, the Kansas Legislature passed statutes on ESI, which became a law on June 4, 2015. KSD does not use seclusion. The only time physical restraint is permitted at KSD is when a student presents an immediate danger to himself or others, or destroys property. The use of ESI is discontinued the moment immediate danger has passed.

Physical restraint means bodily force used to substantially limit a student's movements. The use of prone (face down) or supine (face up) restraint, or any physical restraint that impacts a student's primary mode of communication is PROHIBITED. Chemical restraint and mechanical restraint (with the exception of law enforcement officers) is PROHIBITED at KSD. Physical restraints are never used for discipline or punishment.

Physical restraint does not include physical escort (temporarily holding the hand, wrist, arm, shoulder, or back) of a student who is acting out for the purpose of inducing the student to walk to a safe location.

Time-out is not seclusion. Time out is defined in the regulations as a behavioral intervention in which the student is temporarily removed from a learning activity without being confined. In-school suspension is not seclusion because the student is not isolated from adults and peers.

If ESI is used with a student, it must be documented, reviewed by school administration, and reported to the Department of Education. School administrators will notify the parents about the use of ESI on the same day the intervention is used with their child. Go to our website ([ksdeaf.org](http://ksdeaf.org)) and find the ESI policy. Visit <http://ksdetasn.org/> to access the ESI law, guidance documents, webinars, and handouts.

In any given situation, humiliation techniques (public embarrassment), corporal punishment (striking a student with hand or object), seclusion (placing a student alone in a locked room) and mechanical restraint (restricting a student's movement by limiting the use of their limbs with belts, ropes, etc.) are not permitted at KSD.

## **Corporal Punishment**

No teacher or administrator shall use physical force or physical contact against a student or strike a student as punishment for a violation. However, nothing in this policy shall be construed to keep a teacher or administrator from using reasonable and necessary physical force to restrain a student in order to protect one's self, the student, or other persons, to prevent the destruction of property, or to prevent any illegal overt act on the part of the student.

## **Reporting of Abuse**

All KSD employees are mandated reporters. KSD employees are required to promptly contact the Kansas Department of Children and Families (DCF) when they are concerned a child may be the subject of physical, mental, or emotional abuse, neglect, or sexual abuse. KSD will ensure the prompt and thorough investigation of those reports via collaboration with DCF. The Kansas Protection Report Center hotline number is 1-800-922-5330. According to state law, the willful and knowing failure to report suspected abuse, and preventing or interfering with the intent to prevent the making of a report by a mandated reporter, is a class B misdemeanor. Please be aware that if a child arrives at KSD with symptoms of physical, sexual or verbal abuse, the KSD staff will not call the parents to inquire about the symptoms but will instead comply with instructions from the DCF staff and law enforcement officers. KSD reserves the right to also investigate any allegation of abuse. The following definitions are the identification of abuse:

Physical Abuse: the use of more force than is necessary usually resulting in physical injury in the form of bruises, abrasions, broken bones, or dislocated joints.

Neglect: the intentional or unintentional leaving of children without supervision where the likelihood of serious physical injury is high.

Verbal Abuse: the use of derogatory, extremely negative language said in such a manner as to demean an individual's self-esteem. This is also called mental or emotional abuse.

Sexual Abuse: sexual activity between adults and children, including indecent liberties with a minor (under 18 years) which could include sexual battery, sodomy, sexual intercourse, sexual exploitation or gratification (including taking nude or sexual pictures of students or distributing sexual pictures), sexting, or any sexual contact with a child. In any of these situations/scenarios, the child is a victim of sexual abuse no matter if they are a willing participant, submit to the act, or the act is forced upon them.

## **Gun and Weapon Free School**

Possession and/or use of a firearm or weapon – No student or visitor on the KSD campus, or at any school-sponsored function or event on or off campus, may possess, handle, transport, display, offer for sale, use, threaten to use, or exchange any dangerous weapon or firearm. This includes any object that may reasonably resemble or look like a dangerous weapon, device, or firearm. Knives of any kind are considered weapons for the purpose of this section. For the purpose of KSD's policy, weapon is defined as:

- A firearm or gun of any kind including toy guns, water guns, BB guns, pellet guns or any other objects that can emit a projectile of any kind in a manner that can be used to injure someone or place someone in fear or apprehension of bodily harm. This policy may be applied to replica guns. **Special note:** Replica guns brought to KSD as part of a presentation or a program require the prior authorization of the Superintendent.

In addition, KSD will apply the definition of weapon as defined in 18 U.S.C. 921: "Weapon" means

- any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
- the frame or receiver of any weapon described in the preceding example;
- any firearm muffler or firearm silencer;

- any explosive, incendiary, or poisonous gas
  - bomb
  - grenade
  - rocket having a propellant charge of more than four ounces
  - missile having an explosive or incendiary charge of more than ¼ ounce
  - mine
  - similar device
- any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant and which has any barrel with a bore or more than ½ inch in diameter
- any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled
- any bludgeon and club, metal knuckles, or throwing star
- any knife, commonly referred to as a switchblade, which has a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of the knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement

The school will turn over all firearms and weapons to the appropriate law enforcement agency in compliance with the “Gun Free Schools Act” (Federal) and KSA 72-89b01-89b04. Any student who is determined to have brought a weapon (as defined above) to school in violation of this policy shall be suspended for a period of not less than one (1) year and will be referred to the appropriate legal authorities. The Superintendent may modify such suspension on a case by case basis.

### **Drug and Alcohol-Free School Zone**

KSD actively promotes a drug-free lifestyle for all students. Our campus is a “Drug and Tobacco Free School Zone”. Illegal drugs, alcohol, tobacco and electronic cigarettes are not permitted on the KSD campus or at any KSD sponsored activity for any reason at any time. The KSD administration has consequences for students who possess or are under the influence of illegal drugs, alcohol, tobacco and electronic cigarettes while on campus or at school-sponsored activities. The staff will report illegal behavior to the local police department and will assist with the prosecution of any individual bringing illegal drugs, alcohol, tobacco and electronic cigarettes to the campus or to school-sponsored activities.

### **Notice of Drug Dog**

A registered, trained drug dog may be employed by the Kansas School for the Deaf to prevent the use and/or possession of prohibited drugs or alcohol on school property. The dog, while gentle, has been specifically trained to locate marijuana, alcohol, and other illegal or prohibited drugs. Periodic, unannounced visits to all educational and dormitory programs and school-sponsored activities and locations may be made by the dog and its handler. Lockers, dorm rooms, automobiles, and other areas of the buildings may be searched. Students, staff, and visitors will be held responsible for any prohibited items found in their room, lockers, automobile or belongings at school. Should prohibited items be found during the school check, the violator(s) will be disciplined under KSD policies and may be prosecuted under local, state, or federal laws.

## **Search and Seizure**

School property is loaned to the students for their use and, as such, is a privilege, not a right. School officials reserve the right to, and will periodically, inspect school property, including lockers, desks, and dormitory rooms. School officials also reserve the right to request that a student remove any and all items on their person if the search is reasonable and necessary to maintain order or safety.

In addition, students, staff, and visitors should be aware that all automobiles parked on the school premises are subject to search when school administrators have reason to believe weapons, drugs, or objects prohibited by school policy or state law are contained therein. Staff conducting the search will discuss the results of the search with the student(s). When a search is considered necessary, we will:

- Inform the student(s) that a search will be done at that time and invite the student(s) to be present.
- Have two (2) or more staff present during the search.

## **Harassment/Bullying/Cyber-bullying**

KSD will not tolerate the harassment of others, whether the harassment is physical, sexual, verbal, or done through the use of electronic devices. Bullying is prohibited

- on or immediately adjacent to the school grounds
- at any school-sponsored activity
- on school-provided transportation, or at any official school bus stop
- through the use of the school's internet system while on or off campus
- through the use of a personal digital device on campus
- or off-campus activities that cause, or threaten to cause, a substantial disruption at school

In any specific situation, administrators may decide that the harassment/bully behavior is severe enough to warrant the harshest consequence.

Both bullying and cyberbullying on KSD property, in a KSD vehicle, at any KSD-sponsored activity or event, and/or through the use of electronic devices, whether on or off campus are strictly prohibited. All consequences will be subject to due process safeguards and procedures.

Harassment – annoying or tormenting repeatedly and persistently

Sexual harassment – unwanted sexual advances. This could include touching without permission, speaking of sexual matters or using sexual language, telling sexual jokes or making comments about others' appearance or habits, or any perceived derogatory sexual comment or action.

Physical harassment – touching, slapping, hitting, pinching, or attempting to do these things to another individual. The physical touches may be intended to intimidate and control another's actions.

Hazing – another form of physical harassment; means to harass by exacting unnecessary, disagreeable, or difficult tasks, or by banter, ridicule, or criticism, or by playing abusive or humiliating tricks on another individual by way of initiation. Hazing is frequently found in schools or universities as an initiation rite into special groups or sports teams.

Verbal harassment – talking in a derogatory, insulting, or threatening manner to another individual. The intent of this type of language may be to intimidate or control another’s actions. This includes gossip used to insult or threaten another person and the use of racial slurs.

Cyberbullying and Cyberthreats – creating an unpleasant educational environment that is intimidating, threatening, abusive, or hostile and that keeps the targeted student from being able to participate in, or benefit from, a KSD education program or activity.

Sexting (A combination of the words “sex” and “texting.”) – the use of a digital device to distribute pictures or video of sexually explicit images. It can also refer to text messages of a sexually-charged nature.

Bullying – Any intentional gesture or intentional written, verbal or physical act or threat that is sufficiently severe, persistent, or pervasive to create an intimidating, threatening or abusive educational environment for a student or staff member that a reasonable person, under the circumstances, knows, or should know, will have the effect of:

- harming a student or staff member, either physically or mentally
- damaging a student’s or staff member’s property
- placing a student or staff member in reasonable fear of harm
- placing a student or staff member in reasonable fear of damage to their property

Bullying also includes any other form of intimidation or harassment prohibited by any policy of KSD.

### **Sexual Behavior**

Students involved in inappropriate/unacceptable sexual behavior while under the supervision of KSD, on or off campus, will be subject to a progressive sequence of consequences for offenses committed during any 12-month period. The sequence will be by-passed in the event of illegal activity or egregious behavior, resulting in an immediate long-term suspension or possible change of education placement. These activities may include, but are not limited to consensual activity between a student who has reached the age of majority (age 16 and older) and a younger student (under age 16), consensual activity between students who have reached the age of majority (both students age 16 and older), group sexual activity, any sexual activity involving an exchange of money, or participation in any conventional or non-conventional sexual practice.

In the case of non-consensual sexual behavior (i.e., forcing sexual activity on an unwilling partner), the consequence is 10 days out-of-school suspension (OSS) followed by an IEP meeting to initiate a change of placement in compliance with the protocol for due process and IEP regulations.

### **Student/Police Interaction**

When police request a meeting with a student who is a suspect or victim, and the student is age 14 or under, they are required by law to involve parents. For students ages 15-17, they are not required to involve parents. When police interview students of any age who are not suspects or victims (for example, witnesses), they are not required to contact parents. KSD staff will contact parents in all situations involving the police, unless explicitly asked not to do so by a police officer. If a KSD staff member is unable to contact a parent, that staff member will leave a message with a designated emergency contact. In situations involving the Kansas Department of Children and Families (DCF), or when the parent is being investigated, the police may indicate that a parent should not be contacted. In that situation, we will respect such requests.

### **Suicide Prevention & Awareness (Jason Flatt Act)**

All statements, behaviors, and threats to harm oneself or others are considered serious. This includes self-mutilation, suicidal threat, and suicidal attempt. Staff will attend a minimum of one-hour training on suicide prevention. Students will attend a suicide prevention awareness workshop during the school year in addition to attending other health and wellness workshops to promote a positive and healthy lifestyle. In any situation where a student has made self-destructive statements or behaviors and threats to harm them self or others, an Intervention Team consisting of an Administrator, Counseling Staff, and the Nurse Manager will meet to confer and make decisions on what actions to take.

When a student makes a statement or threat, or conducts a behavior that is self-destructive in intent, a risk assessment is completed by two members of the Intervention Team, one of which must be a counselor. The risk assessment yields a low, medium, or high-risk level. The risk assessment immediate interventions are listed below. If the student is in a life-threatening situation, emergency services will be contacted. The parent(s)/guardian(s) will be contacted by an administrator or a counselor and informed of the risk assessment and immediate intervention. They will be involved in the development and implementation of a follow-up action plan. Confidentiality is a legal requirement upon all school staff. Staff reporting self-destructive statements, threats, and behaviors will maintain confidentiality.

If the student is hospitalized or removed from school, the parent(s)/guardian(s) are contacted immediately by an administrator and informed of the incident. Parent(s)/guardian(s) are financially responsible for all medical services and follow-up medical appointments. If the parent(s)/guardian(s) are uncooperative and the student is high-risk and in an emergency situation, the Intervention Team will make a decision on how to proceed which may include contacting the Olathe police and the Department of Children and Families (DCF).

When the student is ready to return to school, the parent(s)/guardian(s) will contact the administrator. The administrator will meet with the Intervention Team and with the parent to develop a follow-up action plan before the student returns to school. If new medications have been prescribed, please contact the Nurse Manager for necessary documentation.

<b><u>Low/Medium Risk Immediate Intervention</u></b>	<b><u>High Risk Immediate Intervention</u></b>
<ul style="list-style-type: none"><li>● Team member completes a No-Harm Contract with student</li><li>● Documents close supervision</li><li>● Parent/staff meeting</li><li>● Follow-up plan and actions to ensure a safe environment – remove all weapons, poisons, medications, sharp objects – or make these items inaccessible.</li></ul>	<ul style="list-style-type: none"><li>● Team member recommends a mental health assessment be completed</li><li>● Parent is contacted by a team member</li><li>● Emergency mental health assessment/treatment – Parents transport the student to a hospital emergency room or mental health facility</li><li>● If parent(s)/guardian(s) are not available, two members of the Intervention Team transport the student</li><li>● If the student is uncooperative, the police will be contacted for assistance</li></ul>

### **Emergency Regulations**

KSD has a comprehensive school-wide crisis management plan. In compliance with state regulations, fire drills will be conducted monthly during the school year. Tornado drills will be conducted three (3) times per year in all school buildings on campus. Students should pay close attention to directions and move in a quick and orderly manner to the designated area. Individual fire/tornado/intruder drill procedures are posted in each classroom and dormitory room.

Most buildings on the KSD campus have a 3-light visual (and auditory) alarm system, red for fire, blue for weather, and yellow for intruders (lockdown). Above, or to the side of school entrances, is a sequence of 3 lights intended to alert those approaching the buildings that the school is in an alarm mode.

When red and blue lights are flashing, students will follow the emergency alert protocol, that is, remain outside for a fire alert or proceed to the designed safety area for a weather alert. When the yellow light is flashing, the school is in lockdown. If this happens before school starts in the morning, do not discharge children from vehicles. Drive away from the immediate area of the school. Return 10-15 minutes later and check to see if the alarm is off. Please do not call the school; telephone lines need to be kept open for emergency communication.

### **School Asbestos Management Plan**

An Asbestos Management Plan has been developed for the KSD. This plan identifies the location of real or suspected asbestos-containing materials. Copies of the Asbestos Management Plan are available in the main lobby of the buildings involved in this program and can be viewed during normal school hours.



**KANSAS SCHOOLS FOR THE DEAF AND THE BLIND**  
STATEWIDE RESOURCES ON DEAFNESS AND BLINDNESS  
www.KSSDB.org

**KANSAS STATE SCHOOL FOR THE DEAF**  
450 EAST PARK ST. · OLATHE, KS 66061-5497  
PHONE: 913-210-8200 FAX: 913-791-0512

**KANSAS STATE SCHOOL FOR THE BLIND**  
1100 STATE AVE. · KANSAS CITY, KS 66102-4411  
PHONE: 913-305-3000

August 2019

**Annual Notice of Authorized Student Data Disclosures**

In accordance with the Student Data Privacy Act and board policy IDAE, student data submitted to or maintained in a statewide longitudinal data system may only be disclosed as follows. Such data may be disclosed to:

- The authorized personnel of an educational agency or the state board of regents who require disclosures to perform assigned duties; and
- The student and the parent or legal guardian of the student, provided the data pertains solely to the student.

Student data may be disclosed to authorized personnel of any state agency, or to a service provider of a state agency, educational agency, or school performing instruction, assessment, or longitudinal reporting, provided a data-sharing agreement between the educational agency and other state agency or service provider provides the following:

- purpose, scope and duration of the data-sharing agreement;
- recipient of student data uses such information solely for the purposes specified in agreement;
- recipient shall comply with data access, use, and security restrictions specifically described in agreement; and
- student data shall be destroyed when no longer necessary for purposes of the data-sharing agreement or upon expiration of the agreement, whichever occurs first;
- service providers engaged to perform a function of instruction be allowed to retain student transcripts as required by applicable laws and rules and regulations.

Unless an adult student, or parent or guardian of a minor student, provides written consent to disclose personally identifiable student data, student data may only be disclosed to a governmental entity not specified above or any public or private audit and evaluation or research organization if the data is aggregate data. "Aggregate data" means data collected or reported at the group, cohort, or institutional level and which contains no personally identifiable student data.

The district may disclose:

- student directory information when necessary and the student's parent or legal guardian has consented in writing

- directory information to an enhancement vendor providing photography services, class ring services, yearbook publishing services, memorabilia services, or similar services
- any information requiring disclosure pursuant to state statutes
- student data pursuant to any lawful subpoena or court order directing such disclosure
- student data to a public or private postsecondary educational institution for the purpose of application or admission of student to the postsecondary educational institution, with the student's written consent.

**As the parent or legal guardian of \_\_\_\_\_, I acknowledge that I have**  
name of student  
**been provided with notice of authorized student data disclosures under the Student Data Privacy Act.**

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

Code of Conduct

*Administration reserves the right to dispense a consequence, or a combination of consequences, deemed appropriate for the infraction.*

<b>MINOR BEHAVIOR INFRACTIONS</b>		
<i>Behavior examples provided, not meant to be an exhaustive list.</i>		
<b>Behavior</b>	<b>Elementary Examples</b>	<b>Secondary Examples</b>
Inappropriate Language	Talking/signing back; Mumbling/rude comments under breath; Talking out in class; Name calling; Gesturing with hands/face; Staring to intimidate; Threatening to not be friends anymore	Low-intensity; Accidental, discrete, signing under the breath, slip of the tongue; Insults and put-downs to another student; Swear words; Inappropriate slang
Physical Contact	Non-serious, inappropriate; Horseplay; Tapping/Patting; Poking/Bumping; Tripping; Pinching	Inappropriate physical or sexual contact; Tripping another student; Bumping another; Pinching/poking/tapping; Intimate contact; Excessive touching; Intimate signing; Getting to close to the face
Defiance /Disrespect/ Non-Compliance	Taking another’s materials; Rolling eyes; Negative body language; Head on table but up after redirection; Rude behavior; Refusal to work	Not complying with a reasonable request that results in the teacher giving a consequence
Disruption	Rocking in chair; Wondering; Standing up/out of seat without permission; Passing notes; Physical gestures (fist pumping, middle finger); Throwing objects	Low-intensity; Out of seat; Blurting out; Tapping of pencil or hands on the table or feet on the floor; Disrupting conversations; Talking/making noise at inappropriate times; Slamming books on desk; Exaggerated disruptive signing; Bothering other students while sleeping or doing homework
Property Misuse	Low-intensity misuse; Broken pencils; Writing on desk; Tearing paper; Scribbling	Low-intensity; Willful misuse of property resulting in no monetary damage; Drawing on desk; Writing on property that is not theirs; Tearing/writing in textbooks; Slamming any door including locker and wardrobe; Careless use of technology, equipment, or furniture; Borrowing campus property without permission; Leaning back in chairs
Vandalism/Property Damage	Low-intensity; Willful misuse of property resulting in monetary damage (\$99.99 or less); Damaging art supplies; Slamming door that breaks	Low-intensity; Willful misuse of property resulting in monetary damage (\$99.99 or less); Damaging art supplies; Slamming door that breaks
Dress Code	Wearing inappropriate clothing; Hats in the classroom	Wearing clothing that do not fit within the dress code guidelines

**MINOR BEHAVIOR INFRACTIONS & CONSEQUENCES**

*Behavior examples provided, not meant to be an exhaustive list.*

<b>Behavior</b>	<b>Elementary Examples</b>	<b>Secondary Examples</b>
Forgery/Theft	Taking/hiding objects (materials, toys, money) from another	Taking/hiding objects (materials, toys, money) from another
Lying/Cheating (>3 = Major)	Delivering messages that are not true	Delivering message that is untrue and/or deliberately violating rules; Lying about one's whereabouts; Lying about others; First-time attempt to improve one's position or grade by violating academic policy via copying assignments or papers; plagiarism
Technology Misuse	Unplugging cords; Changing settings (volume, screen, icons); Accessing websites without teacher permission and/or offensive websites; Intentionally wasting paper, ink, etc.; Offensive messages/pictures; Obscene language/Profanity	Sending or displaying offensive messages or pictures; Using obscene language or profanity (swearing); Violating copyright laws; Using another person's password; Intentionally wasting resources (e.g., ink)
Refusal to do homework/classwork (>3 = Major)	Initial refusal to do work	Initial refusal to do work; Not turning in homework
Leave class/dorm without permission (>3 = Major)	Initial exit from class/dorm without permission (After a 5 minute wait a search will be initiated; After 30 minutes of student missing, police contacted)	Leave classroom or dormitory without permission for a short length of time
Tardy (>3=Major)	Arriving at school after 8:00 am	Students who are tardy will be handled by the teacher; students who are late following a field trip, extracurricular activity, and/or assembly program will also be listed as tardy; A student is tardy when they enter the class after the designated starting time or are late to dorm-related activities or curfew
Bullying/Harassment (>3 = Major)	See definitions listed in handbook: pages 52 & 53	See definitions listed in handbook: pages 51 & 52
Weapons	Pretend gesture play with others; Drawings	n/a
Other	Problem behavior causing a referral that is not listed above; Staff using this area will specify the problem behavior observed	Problem behavior causing a referral that is not listed above; Staff using this area will specify the problem behavior observed

### **MINOR Behavior Consequences**

*Consequences are not listed in hierarchical order; not an exhaustive list.*

- Staff processes situation with student and teaches acceptable replacement behavior (e.g., think sheet)
- Behavior contract
- Parent contact
- Apology – written letter of apology to be given to the victim by the offending student or a face-to-face apology
- Loss of privilege (examples listed)
  - School - technology device taken and held in office until a meeting with parents and student takes place
  - Dorm - missing out on an activity on that day, losing weekly reward points, or having no TV, computer, etc.
  - Technology device taken
    - \* first offense – taken for 1 day and parent contacted
    - \* second offense – held in office for one week and parent contacted
    - \* third offense – sent home for remainder of the school year and parent contacted
- Detention / Time in bedroom
- Meal with staff
- Field trip/Community-based considerations: back-up van may be available to take an uncooperative student back to school, or if a student's behavior is deemed unsafe and they refuse to be redirected
- Bullying –
  - First Offense – Staff processes situation with student and teaches acceptable replacement behaviors; Parent contact
  - Second Offense – Referred for sessions of bullying prevention education with appropriate staff; Apology; Lunch with staff
  - Third Offense – Major (Administrator)

## MAJOR BEHAVIOR INFRACTIONS

*Behavior examples provided, not meant to be an exhaustive list.*

Behavior	Elementary Examples	Secondary Examples
Inappropriate Language	Repeated talking back; Name calling; Arguing; Profanity; Sexual language	High-intensity; Swearing, name calling, use of words in an inappropriate way with aggression to students and/or staff; Words that can ruin a staff person's reputation; Any verbal act of disrespect directed at a teacher, staff member, student, or other person in school, dormitory, on campus or at any school-related activity on or off campus; Using profane words or gestures
Physical Contact	Serious physical contact where injury may occur; Hitting; Kicking; Pushing; Biting; Hair pulling; Spitting; Pinching	Escalation of inappropriate physical or sexual contact; Physical or verbal confrontation with intent to harm; Anger; Sexual or other unwanted or inappropriate touching; Hitting, slapping, punching, kicking, pulling hair, hitting with an object; Slamming doors with intent to hurt others
Defiance/Disrespect/ Non-Compliance	Refusing to follow instruction after redirection; Talking back to staff; Talking when staff is giving directions/instructions; Sustained head on table; Impeding another's learning; After "safe seat" defiance continues	Refusal to comply with a reasonable request; Refusing to comply with staff request; Leaving class, school, or dorm without permission; Violation of Digital Citizenship guidelines; Inappropriate, disrespectful facial expressions at a peer or staff; Ignoring staff; Refusing to make choices given to the student by staff; Inappropriate gestures intended to mock or undermine staff authority; Refusing to participate in regularly assigned class or dorm activities
Disruption	Sustained acts of disruption; Yelling; Out of seat; Horseplay; Rolling on floor; Throwing items; Throwing a fit; Leaving room; Fighting	Student's behavior causes a major disruption; Sustained loud talk, yelling, screaming; Noise with materials; Horseplay or roughhousing and/or sustained out-of-seat behavior; Throwing, kicking, or forcefully moving object; Excessive bothering another student when they are trying to do classwork, homework, or sleep; Disrupting others' things; Encouraging student misconduct for any purpose including gang related graffiti, attire, or signs/symbols

## MAJOR BEHAVIOR INFRACTIONS

*Behavior examples provided, not meant to be an exhaustive list.*

Behavior	Elementary Examples	Secondary Examples
Vandalism/Property Damage	Repeated minor “property misuse” as determined by administrator; Resulting in costly or permanent damage; Kicking; Punching holes in walls; Tearing off items affixed to the wall; Flooding urinals/toilets; Graffiti; Carving into desks; Breaking doors	Student deliberately impairs the usefulness of property; Student participates in an activity that results in substantial destruction or disfigurement of property; Behavior that is chronic and/or intent-driven; Monetary damages of \$100+; Damaging art supplies, athletic equipment, computers; graffiti; Damaging furniture, doors; Holes in walls; Slamming doors
Dress Code	Repeatedly wearing clothing that does not comply with the dress code; Pictures/words regarding illegal substances, alcohol, profanity	Student repeatedly wears clothing that does not fit within the dress code guidelines
Forgery /Theft	In possession of, having passed on, or being responsible for removing staff or peer property (materials, toys, money, computer files, backpack, wallet, technology device)	Student is in possession of, having passed on, or being responsible for removing someone else’s property
Lying/Cheating (>3 = Major)	Repeated violation (>3) after initial offense; Delivering a message that is not true; Deliberately copying/plagiarizing another person’s work; Allow another person to copy/plagiarize one’s work; Cheating on a test or assessment	Student chronically delivers message that is untrue and/or deliberately violates rules; Lying about their whereabouts, other people, what happened; Misleading statements that cause disruptions or more serious incidents Attempting to improve one’s position or grades by chronically violating academic policy; Cheating on tests; Copying assignments or papers; Plagiarism

## MAJOR BEHAVIOR INFRACTIONS

*Behavior examples provided, not meant to be an exhaustive list.*

Behavior	Elementary Examples	Secondary Examples
Technology Misuse	Portable game system or other electronics not permitted at school; Slamming keyboards; Pushing off monitors; Harassing/insulting emails; Damaging computer, computer system or network; Copyright law violation; Trespassing in another's folders, works, or files; Employing the network for commercial purposes; Downloading pornographic, violent, drug use, or other illicit materials; Using another's password; Using one's digital device without permission; Loaning one's digital device	Harassing or insulting email; Damaging digital device or network; Violating copyright laws; Trespassing in others' files; Using the network for commercial purposes; Downloading material containing pornography, justification of violence, or drug use; Student loans digital device for communication, games, music or other intent to other student(s) or borrows the same from other student(s) in violation of the digital citizenship policy (e.g., computer files, backpack, technology device)
Refusal to do homework/classwork (>3 = Major)	Repeated refusal to do work; Repeatedly not turning homework in; Not finishing homework during recess	
Leave class/dorm without permission (>3 = Major)	Not appearing for class (unexcused); Repeatedly leaving area without permission; Leaving without permission with aggression; Staying out of class without permission for >10 minutes (After a 5 minute wait a search will be initiated; After 30 minutes of student missing, police contacted)	Student leave without permission with aggression; Stays out of class/dorm for more than 10 minutes; Behavior that is chronic and/or intent driven (After a 15 minute wait a search will be initiated; After 30 minutes of student missing, police contacted)
Tardy (>3=Major)	3+ tardies	Student is late to class or start of school 3 times in 1 class per quarter; Late to dorm or dorm-related activities without permission

## MAJOR BEHAVIOR INFRACTIONS

*Behavior examples provided, not meant to be an exhaustive list.*

Behavior	Elementary Examples	Secondary Examples
Bullying/Harassment (>3 = Major)	Threatening/Harassing statements, disrespectful messages, negative comments based on race, religion, gender, age, and/or national origin; Intimidating (friendship threats); Threats or acts of violence (throwing object, pushing, hitting); Physical gestures (middle finger, fist); Exclusionary statements (bribery); Exclusionary actions (rejection of others)	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes; Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; Hurting or intimidating verbally, taunting, middle finger, threatening to beat up, pelvic thrust, touching/grabbing above or under the clothes, sexual insults, or words that are said
Inappropriate Sexual Contact	Sexual/Inappropriate touching; Unwanted touching of a serious nature; Sexting	Inappropriate/unacceptable sexual behavior; Unlawful consensual sexual activity between a student who has reached the age of majority (age 16 and older) with a student under age 16; Group sexual activity; Any sexual activity involving an exchange of money; Participation in any sexual practice regardless of age; Non-consensual sexual behavior (e.g., forcing sexual activity on an unwilling partner)
Weapons	Actual or replica weapon; Pretend gestures; Objects used as weapons	Student is in possession of knives, guns (real or look-alike), or other objects readily capable of causing bodily harm
Alcohol/Drugs/ Illegal Substances	Student is in possession of, using, or consumed alcohol; Student is in possession of or using illegal drugs/substances or imitations	Student is in possession of, using, or consumed alcohol; Student is in possession of or using illegal drugs/substances or imitations
Tobacco	Student is in possession of or using tobacco or tobacco products	Student is in possession of or using tobacco or tobacco products
Arson	Student plans and/or participates in malicious burning of property	Student plans and/or participates in malicious burning of property

## MAJOR BEHAVIOR INFRACTIONS

*Behavior examples provided, not meant to be an exhaustive list.*

Behavior	Elementary Examples	Secondary Examples
Bomb Threat	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosions	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosions
Combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g., matches, lighters, firecrackers, gasoline, lighter fluid); Use of firecrackers is illegal in the City of Olathe and will be reported to the local law enforcement agency	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g., matches, lighters, firecrackers, gasoline, lighter fluid); Use of firecrackers is illegal in the City of Olathe and will be reported to the local law enforcement agency
Other	Problem behavior causing a referral that is not listed above; Staff using this area will specify the problem behavior observed	Problem behavior causing a referral that is not listed above; Staff using this area will specify the problem behavior observed

## MAJOR Behavior Consequences

*Consequences are not listed in hierarchical order; not an exhaustive list.*

1. Administrative conference with student and/or staff
2. Parent contact
3. Detention
4. Apology
5. Individualized instruction
6. Time out in bedroom or quiet room
7. Loss of privilege
8. Restitution
9. In-school / In-dorm suspension
10. Out-of-school suspension
11. Tardy (elementary): 3<sup>rd</sup> – attendance record, parent contact, & detention; 4<sup>th</sup>+ - attendance record, parent contact, detention, & district attorney’s office contacted
12. Digital Device: 1<sup>st</sup> – device taken until the end of the day; 2<sup>nd</sup> – device taken and held until a meeting with the student and parents take place; 3<sup>rd</sup> – device taken and held until the last day of school in May
13. Tardy (secondary): 3<sup>rd</sup> – ISS, conference with student and staff, parent contact, refer to BEST team; 4<sup>th</sup>+ BEST team intervention, individualized instruction, ISS, OSS
14. Bullying (Elementary): Staff process situation with student and teaches acceptable replacement behaviors; Parent contact; 1<sup>st</sup> – referred for sessions of bullying prevention education with appropriate staff, meal suspension, apology; 2<sup>nd</sup> – referred for further sessions of bullying prevention education to be determined by the administrator, in-school/in-dorm suspension, apology; 3<sup>rd</sup> – parents provided information on community support resources, out-of-school/dorm suspension, police report if appropriate

15. Harassment/Bullying/Cyberbullying/Sexting (Secondary): 1<sup>st</sup> –Administrative meeting with student and parent; In-school suspension or short-term out-of-school suspension; bully prevention sessions with appropriate staff, parent contact, and warning of more severe consequences; 2<sup>nd</sup> – Administrative meeting with student and parent; Short-term out-of-school suspension, and warning of more severe consequences, referral to mental health/counseling supports if needed; 3<sup>rd</sup> – Administrative meeting with student and parent; long-term out-of-school suspension, police report; Any offense of cyberbullying can include the device(s) will be taken and internet privileges revoked until administrative meeting with student and parents take place (preferably face-to-face)
16. Alcohol/Drugs/Illegal Substances: Police will be called; Report will be filed with District Attorney of Johnson County; Reports may result in student’s arrest, court appearances, diversion programs, or other consequences; Student will receive 5 days OSS; Long-term suspension, through a due process hearing will be recommended; If student is allowed to return to KSD, counseling will be required; All students suspended under this policy receive drug/alcohol counseling and show proof that the student attended for a minimum of 12 sessions; In some cases, KSD will recommend a long-term suspension through a due process hearing
17. Weapons: Any student who is determined to have brought a weapon to school in violation of this policy shall be suspended for a period of not less than 1 year and will be referred to the authorities; The superintendent may modify such suspensions on a case by case basis
18. Sexual behavior while under the supervision of KSD on or off campus: 1<sup>st</sup> – 3 days OSS, referral to outside resources such as Sunflower House, JCMH; 2<sup>nd</sup> – 5 days OSS; 3<sup>rd</sup> – IEP review to discuss change of educational placement; The sequence will be by-passed in the event of illegal activity or egregious behavior, resulting in an immediate long-term suspension or possible change of educational placement; In the case of non-consensual sexual behavior, the consequence is 10 days OSS followed by an IEP meeting to initiate a change of placement in compliance with the protocol for due process and IEP regulations
19. Police contacted.
20. Meeting to discuss change of educational placement

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number: 20 i.**

**Staff Initiating:**  
Luanne Barron

**Superintendent:**  
Luanne Barron

**Commissioner:**  
Randy Watson

**Meeting Date: 1/12/2021**

---

**Item Title:**

Act on acceptance of the Kansas State School for the Blind / Kansas School for the Deaf Employee Handbook / Policies

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the Kansas State School for the Blind / Kansas School for the Deaf Employee Handbook/Policies.

**Explanation of Situation Requiring Action:**

The Kansas State School for the Blind / Kansas School for the Deaf Employee Handbook / Policies provides employees guidance and information related to the schools' histories, missions, values, policies, procedures and benefits. The superintendents of both schools request that the Kansas State Board of Education approve the Kansas State School for the Blind / Kansas School for the Deaf Employee Handbook / Policies.





**VISION**

*The Right Help, at the Right Time,  
in the Right Location for Students  
with Visual Impairments*

# Employee Handbook

*With Great Staff Comes Great Responsibility*

## Kansas School for the Deaf

**MISSION**

*To ensure that all students we  
serve achieve their full potential  
in a language-rich environment.*



Month 2020

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## SECTION 1: HANDBOOK INTRODUCTION

### *1.1 Welcome Statement*

It is a pleasure to welcome you to the Kansas School for the Deaf/Kansas State School for the Blind. To each of you, we wish to express our sincere hope that you find your experience as an employee to be rewarding. Every job at KSD/KSSB is important and plays a key role in the continued growth of our schools. We urge you to read this handbook as it contains a great deal of important information.

### *1.2 Purpose of Handbook*

We feel that employees are happier and more valuable if they know what they can expect from our agencies and, in turn, what our agencies expect from them. This handbook will apprise you of the policies, procedures, privileges, benefits, and responsibilities of being an employee at KSD/KSSB and we expect you to incorporate this information into your day-to-day job performance.

The contents of this handbook are presented as a matter of information only and serve as a general guide to what we can reasonably expect from each other in the conduct of our businesses. While KSD/KSSB believe wholeheartedly in the plans, policies, and procedures described herein, over time, circumstances and situations change and we reserve the right to modify, revoke, suspend, terminate, or change any or all such plans, policies, or procedures, in whole or in part, at any time, with or without notice. Any policies herein that might be in conflict with state or federal regulations will be superseded by state and federal guidelines.

Neither this handbook nor any of its provisions constitute an employment agreement or contract of any kind towards continued employment at KSD/KSSB. Staff are encouraged to keep all employment information in a safe and accessible place for future reference. Should you have any questions, please feel free to discuss them with your supervisor or Human Resources.

### *1.3 Methods of Communication*

The powers and duties of the Superintendents of KSD/KSSB are established by the policies of the Kansas State Board of Education (KSBE). The Superintendents serve at the pleasure of KSBE and are responsible for all reports to KSBE. The Superintendents shall serve as KSBE's liaison to the executive and legislative branches of state government regarding the schools' services, facilities and budget. The Superintendents shall have active oversight responsibility for all policy, personnel, and budgetary decisions, and shall have active leadership in the development of all curricular and extracurricular programs of KSD/KSSB. The Superintendents, or designees, are the spokespersons for KSD/KSSB in regard to the media or in any other situation where the official position of the schools are being represented. (K.S.A. 76-1115)

## Temporary Policies

The Superintendents have the authority to establish and enforce reasonable temporary policies to comply with federal or state legislative, judicial, or executive mandates; to implement or maintain necessary educational services in accordance with KSD's/KSSB's mission and purpose and to accommodate other unforeseen circumstances. These temporary policies shall be provided to KSBE for modification, permanent approval, and/or dismissal.

Important notices and items of general interest are communicated by email, newsletters, and postings on bulletin boards located in the hallways by the Human Resources offices and additional bulletin boards throughout the buildings on each campus. These areas are also where Human Resources posts important information regarding legal rights, including information about equal employment opportunity laws and wage and hour laws.

### *1.4 Human Resources Department*

The Human Resources Department professionals are available to answer your questions, field your complaints, and assist in making our agencies run more efficiently. In fact, the procedures in this handbook often refer you to the Human Resources Department for additional assistance.

- KSD/KSSB HR Director:  
913-210-8113 (V) / 913-645-5358 (V or Text) / 913-324-5850 (VP)
- KSD Human Resources Professional  
913-210-8114 (V)
- KSSB Human Resources Professional II  
913/305-3004

All employees of KSD/KSSB are required to furnish various documents during their employment. Such documents are kept in employee personnel files which are reviewed as needed to ensure the required information/documentation is current and meets state and federal guidelines. Employees should understand that misrepresentation or omission of facts on their employment documents is grounds for dismissal. If an employee has questions regarding policies or procedures of KSD/KSSB and/or the State of Kansas, it is the employee's responsibility to contact their supervisor or the Human Resources Department for clarification or additional information. Staff are required to abide by all rules and regulations of KSD/KSSB.

## SECTION 2: GOVERNING PRINCIPLES OF EMPLOYMENT

### *2.1 Governance of Kansas State School for the Blind and Kansas State School for the Deaf by the Kansas State Board of Education – August 2012*

Kansas statutes establish the Kansas State School for the Blind and the Kansas State School for the Deaf (K.S.A. 76-1101 *et seq.* and K.S.A 76-1001 *et seq.*) The Kansas State Board of Education is charged with the control and supervision of both schools. Specifically, the State Board “may enter into contracts, adopt rules and regulations and do or perform such other

acts as are authorized by law or are necessary for such purposes” (K.S.A. 76-1001a and K.S.A. 76-1101a). The following chart attempts to clarify “control and supervision”.

Required by Statute, Regulation or Policy	Desired	Not Required by Statute, Regulation or Policy
Appoint superintendent (K.S.A. 76-1115(a), 76-1002(a))	Regular communication from superintendent: <ul style="list-style-type: none"> <li>• Quarterly face-to-face State Board meetings</li> <li>• Monthly written report</li> <li>• Monthly phone conferences with Commissioner</li> <li>• Immediate communication during emergencies</li> </ul>	Day-to-day management, operation and maintenance of the schools (K.S.A. 76-1115(b)(1), 76-1002(b)(1))
Fix annual salaries for unclassified staff within appropriations from Legislature (K.S.A. 76-1116, 76-1002a)	Anticipate challenges	Personnel decisions (recruitment, retention, disciplinary)
Negotiations (Kansas State School for the Deaf only)		Budgetary decisions
Set annual compensation of superintendent (K.S.A. 76-1115(a), 76-1002(a))		Curriculum decisions
Approve contractual agreements of amounts over \$10,000 (KSDE Policy)		Contractual agreements less than \$10,000 (KSDE Policy)
Set tuition, fees and charges for non-residents (K.S.A. 76-1102, 76-1006)		Procurements less than \$10,000
Set tuition, fees and charges for training programs at the school (K.S.A. 76-1102a, 76-1013)		Student disciplinary issues
The power to delegate “such other duties and functions as are specified by KSBE.” (K.S.A. 76-1115(b)(3), 76-1002(b)(3))		
Rules and regulations for the admission of students (K.S.A. 76-1101b(a), 76-1001b(a))		

## 2.2 Policies of the Kansas State Board of Education and KSD/KSSB

The responsibility of the Board is to establish policies, leaving implementation to the Commissioner. Board policies relating to the work of the staff on behalf of the State Board direct the Commissioner to achieve certain results or limit the Commissioner to act within acceptable boundaries.

1. The Commissioner is authorized to make all decisions, take all actions and develop all activities which are consistent with the Board's policies.
2. The Commissioner serves the State Board.
3. The Commissioner may not perform, allow or cause to be performed any act which is unlawful, insufficient to meet commonly accepted business and professional ethics on executive authority.

### *2.3 Equal Employment Opportunity/Affirmative Action & Title IX Policies*

In accordance with the Kansas Organization of State Employee's (KOSE) Memorandum of Agreement (MOA) effective July 1, 2010, it is the policy of the Kansas School for the Deaf/Kansas State School for the Blind to prohibit discrimination in employment against any employee or applicant for employment because of race, color, gender, sexual orientation, gender identity, religion, national origin, ancestry, age, military or veteran status, disability status or political affiliation and to promote and implement a positive and continuing program of equal employment opportunity. Any person having inquiries concerning KSD's/KSSB's compliance with the regulations implementing any federal law prohibiting discrimination may contact the Human Resources Director at 913-210-8113 (V) or 913-645-5358 (V or text).

The current KSD/KSSB Affirmative Action Plan (AAP) is distributed to all employees via email. The AAP can be referenced on the schools' websites under Human Resources. The plan is also posted on the official bulletin boards located in the hallways by the Human Resources offices and additional bulletin boards throughout the buildings on each campus. KSD/KSSB follow the Governor's Executive Order 92-153 regarding individuals with disabilities (ADA).

Furthermore, the Kansas School for the Deaf/Kansas State School for the Blind now notify all parents, students, patrons, employees and potential employees that it will not discriminate because of sex in the educational programs or activities that it operates. This requirement, to not discriminate in educational programs and activities, extends to employment therein and to admission thereto. No student or employee of the Kansas School for the Deaf/Kansas State School for the Blind shall, based on sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity conducted by the Kansas School for the Deaf/Kansas State School for the Blind. More specifically, the Kansas School for the Deaf/Kansas State School for the Blind will treat their students without discrimination based on sex regarding access to and participation in course offerings, athletics, counseling, employment assistance, and extracurricular activities as prescribed by the Title IX regulations.

Inquiries regarding compliance may be directed to any of the following:

Equal Employment Opportunity Commission  
400 State Ave., 9th Floor  
Kansas City, KS 66101  
913/551-5655

Kansas Human Rights Commission  
900 SW Jackson, Suite 568-S  
Topeka, KS 66612  
785/296-3206

United States Department of Education  
Office for Civil Rights  
One Petticoat Lane  
1010 Walnut St., Suite 320  
Kansas City, MO 64106

## *2.4 Code of Ethics*

The standards set forth in the KSD/KSSB Code of Ethics are designed to help avoid conflicts of interest between your public responsibilities and personal interests. These standards aim to improve the standard of public service, and to promote and strengthen the faith and confidence of the citizens of Kansas in their public service employees.

The Code of Ethics policy recognizes:

- You have the same personal and economic interest in the decision and policies of the State government as do other citizens.
- You retain your rights as an individual, and interests of a personal or economic nature.
- Your standards or ethical conduct need to distinguish between minor or inconsequential conflicts that are unavoidable in a free society, and those conflicts that are substantial and material.
- You may need to engage in employment, other than official duties or may need to maintain investments, but you shall not engage in any employment or maintain any investment if the employment or investment conflicts with specific provisions of KSD's/KSSB's code.

***Affirmation:*** As a KSD/KSSB employee, I will promote organizational integrity, professional and personal integrity, and exceptional service. **PEP:** Provide Exceptional Service / Ensure Organizational Integrity / Promote Professional & Personal Integrity.

### **Provide Exceptional Service**

- Advance the highest standards in all school activities to inspire confidence and trust.
- Be proactive in providing quality service in a responsive, courteous, and professional manner.
- Seek public input and participation that promotes educational excellence.
- Promote principles of equality, fairness, representation, and due process.

### **Ensure Organizational Integrity**

- Cultivate an environment that promotes ethical behavior and holds staff and students accountable for their conduct.
- Demonstrate and champion a cooperative work environment among all departments in each school.

- Have the courage to overcome barriers to communication, cooperation and productivity.
- Use effective planning strategies to facilitate the current and future goals of the schools.

### **Promote Professional and Personal Integrity**

- Be sensitive to the balance of the diverse groups served by the schools.
- Take personal responsibility for decisions and actions.
- Recognize the contributions and efforts of others.
- Practice truthfulness and respect in all interactions.
- Establish and maintain professional relationships with all KSD/KSSB employees and consumers.

### *2.5 Americans with Disabilities ACT of 1990*

The enactment of the Americans with Disabilities Act of 1990 (ADA) prohibits discrimination against the physically and mentally disabled. This act provides protection to persons with disabilities similar to those accorded under the Rehabilitation Act of 1973. KSD/KSSB actively support the ADA in determining and making reasonable accommodations for employees. For more detailed information, refer to the ADA Policy Handbook located in the offices of the Human Resources Director.

## **SECTION 3: GENERAL STANDARDS OF CONDUCT**

### *3.1 Staff – Student Relations*

All KSD/KSSB employees shall maintain professional relationships with KSD/KSSB students that are conducive to an effective educational environment. Staff are to maintain an appropriate, professional conduct with students and are not permitted to associate with students outside of the school environment. Students seeking counseling, tutoring, or other personal assistance must address this need in the school or dormitory setting. An exception to this policy may be made with employees who are also parents of KSD/KSSB students. School employees shall not submit students to sexual or racial harassment and shall not have any interaction of a sexual nature with any KSD/KSSB student at any time regardless of the student’s age, status or consent. Staff are not permitted to transport students in their own personal vehicles unless parents grant permission. Refer to Section 3.4 (page 7) Social Networking.

### *3.2 Freedom of Speech and Expression*

KSD/KSSB Superintendents or designees may reasonably regulate the time and the place of speeches, assemblies, distribution of literature, and content of school publications.

### *3.3 Media and Community Relations*

The Superintendents shall be the media contacts for all matters concerning the schools. The Superintendents may designate others to perform this function as needed.

### *3.4 Social Networking*

KSD/KSSB discourage school employees from socializing with KSD/KSSB students outside of school either in person or by interactive communication including, but not limited to, social networking websites such as Twitter, Facebook, Instagram, Snapchat or others.

Posting by staff of **any** school data, documents, photographs or other school owned or created material/information on any website, including social media websites, is **strictly prohibited**.

School employees are prohibited from engaging in any conduct, in person or by interactive communication (including social networking websites), which violates the law, school policies, or other standards of conduct. Employees who violate this policy may face discipline and/or termination in line with other school policies and/or collective bargaining agreements, if applicable.

Nothing in this policy prohibits employees or KSD/KSSB students from the use of educational websites if such sites are used solely for educational purposes. It is understood that access to social networking and other media sites does occur from time to time, but care must be taken not to violate KSD/KSSB policies or the law, and to ensure that it does not habitually take time from the performance of one's duties or have a negative impact on the work environment.

### *3.5 Violence in the Workplace*

KSD/KSSB have a zero-tolerance policy for workplace violence. Any attempted violence, be it physical or verbal, will not be tolerated; this includes the use of profanity. If you have experienced any workplace violence, notify your supervisor immediately. Employees are entitled to a safe and secure workplace.

#### **Anti-Bullying Policy** (copy available in school offices)

KSD/KSSB have a zero-tolerance policy for bullying whether it be students, staff, or visitors involved. Bullying means

- any intentional gesture or intentional written, verbal, or physical act or threat sufficiently severe, persistent or pervasive that it creates an intimidating, threatening, or abusive environment for a student or staff member and that a reasonable person, under the circumstances, knows or should know, will have the effect of:
  - harming a student or staff member, whether physically or mentally
  - damaging a student's or staff member's property
  - placing a student or staff member in reasonable fear of harm to themselves or to their property
- any other form of intimidation or harassment prohibited by any policy of KSD/KSSB.

### 3.6 KSD/KSSB Promote Diversity



#### What is Diversity?

Diversity is each and all of us, individually and collectively. It is what we do and how we do it, individually and collectively. Our challenge as individuals and as a community is to expect, appreciate, value, and respect diversity in those around us.

Diversity is everything that makes individuals different *and* those things about individuals that are similar. Diversity refers to things you can see and things you can't see in the people around you at any time, and in any place. Culture, sex, age, ethnicity, nationality, geography, lifestyle and education are just a few dimensions of diversity present in every individual. Diversity speaks to people and their unique experiences. Diversity is language and how people use it. Dimensions of diversity such as culture, age, ethnicity, and geography are reflected in the way people talk.

People using their talents and skills to do different things to accomplish similar goals – this is also diversity. Staff provide different experiences yet share the similar goal of educating students. As a result, staff and students will have unique opportunities to broaden their understanding and respect of others for personal and professional growth. Diversity requires that we create an environment where no one is advantaged or disadvantaged by prejudices and biases but where every person is encouraged to fully utilize their unique talents, skills, and abilities.

### 3.7 Professional Conduct

When an individual joins KSD/KSSB, that person becomes part of a team. Each person is part of their departmental team doing the best job in a cooperative manner. In organizations such as ours, each department is dependent on the others. Teamwork and cooperation between employees and departments is very important. Whatever your work may be, it is necessary to the efficient and successful operation of the entire school.

All employees are expected to devote their full work day to the business of the school. Work schedules, breaktime, mealtime, and all leaves of absence are set by the Superintendents or by department supervisors. They are consistent with state and federal rules, regulations, and laws. ***Absenteeism and tardiness are a part of each employee's annual review.***

Employees are required to notify KSD/KSSB if unable to report to work. You are expected to arrive at work BEFORE your assigned start time and to begin your duties at the scheduled time. Check with your supervisor regarding the protocol on this in your department.

It is expected that all employees will maintain a courteous attitude toward students, parents, fellow employees, and the public. This attitude is part of the annual review process for all staff.

### 3.8 Reporting of Child Abuse

It is the policy of the State of Kansas and KSD/KSSB to provide protection for children from being the subject of neglect or physical, mental, emotional, or sexual abuse by requiring the

prompt reporting of suspected abuse and/or neglect. We will ensure the prompt and thorough investigation of those reports by working with the Department for Children and Families (DCF). Reports will be made to the Kansas Protection Report Center (1-800-922-5330). Immediately after reporting an incident to the Department for Children and Families (DCF), staff members are to report the incident to their supervisor and/or the Superintendent.

State law requires that willful and knowing failure to report suspected abuse, and preventing or interfering with the intent to prevent the making of a report by a mandated reporter, is a class B misdemeanor. All KSD/KSSB employees are mandated reporters.

**Physical Abuse:** The use of more force than is necessary usually resulting in physical injury in the form of bruises, abrasions, broken bones, or dislocated joints.

**Neglect:** The intentional or unintentional leaving of children without supervision where the likelihood of serious physical injury is high.

**Verbal Abuse:** The use of derogatory, extremely negative language said in such a manner as to demean an individual's self-esteem. This is also called mental or emotional abuse.

**Sexual Abuse:** Sexual activity between adults and children, including indecent liberties with a minor (under the age of 16) which could include sexual battery, sodomy, sexual intercourse, sexual exploitation, or gratification (including taking nude or sexual pictures of students or distributing sexual pictures), or any sexual contact with a child. Any of these could occur willfully by the child, be submitted to by the child, or be forced upon the child. In the state of Kansas, the age of consent is 16 years. This means that any child under the age of 16 cannot agree to participate in sexual activity and cannot legally participate in any sexual activity. It is equally inappropriate for any adult to do any of the above with any student over the age of 16.

**Corporal Punishment:** Punishment intended to cause physical pain to a person. No teacher or administrator shall use physical force or physical contact against a student or strike a student as punishment for a violation. However, nothing in this policy shall be construed to keep a teacher or administrator from using reasonable and necessary physical force to restrain a student in order to protect oneself, the student, or other persons, to prevent the destruction of property, or to prevent any illegal overt act on the part of the student.

In any given situation, humiliation techniques (public embarrassment), corporal punishment (striking a student with hand or object), seclusion (placing a student alone in a locked room), and mechanical restraint (restricting a student's movement by limiting the use of their limbs with belts, ropes, etc.) are not permitted at KSD/KSSB.

KSD/KSSB reserve the right to also investigate any allegation of abuse.

### *3.9 Emergency Safety Intervention (ESI) - Used only in rare, specific situations*

In the event any student needs to be restrained for their safety or the safety of others, or to prevent the immediate destruction of property, the following procedures should always be followed as demonstrated in the Crisis Prevention and Intervention (CPI) program training.

If the employee present/involved has not had CPI training they should immediately contact their supervisor to inform them of the dangerous situation so that trained personnel can be sent to the situation site immediately.

KSD/KSSB have certified CPI trainers who provide CPI instruction to designated employees annually. If an employee has not had this training, they should contact their immediate supervisor and request training.

The safe immobilization of the student will **never** include the following:

- restraining a student in a manner that will prevent the student from communicating with you, either with voice or visual language.
- holding a student in a prone (face down) or supine (face up) position or in any other manner where a student's airway could be obstructed.
- using ANY chemical or physical restraints. Law enforcement may use these types of restraint at their sole discretion.

The following procedure **DOES NOT** constitute physical restraint:

- Physically escorting a student who is acting out by touching or holding the hand, wrist, arm, shoulder, or back of the student in order to induce the student to walk to a safe location.

**Seclusion** - This type of restraint is **never** practiced at KSD/KSSB.

**Time Out** - is neither emergency restraint nor seclusion. Time out is defined in regulations as a behavioral intervention in which the student is temporarily removed from a learning activity without being confined.

**In-School Suspension** – is neither emergency restraint nor seclusion. In-school suspension places a student in a safe, neutral place where the student can work on their schoolwork or other activities as assigned by a teacher or school administrator. The student is not isolated from adults or peers.

### **Required Emergency Safety Intervention Documentation**

All instructional supervisors have procedures to follow for the purpose of state reporting. Any CPI trained employee, after restraining a student, is required to complete an incident report.

### **Parent Notification**

When emergency safety intervention is used with a student, written documentation of the incident must be completed and provided to the parent no later than the school day following the day on which the emergency safety intervention was used. Parents are advised of their right to file a formal complaint with the KSD/KSSB Superintendent and of other due process rights.

### **Debriefing**

Once the Emergency Safety Intervention is complete and the student is deemed safe, a certified CPI trainer shall facilitate a meeting with all personnel involved to review the following:

- cause of the behavior
- types of intervention that could have been used to avoid acceleration of the behavior that necessitated the use of ESI
- type/techniques of restraint used and whether they were appropriate for the student and/or the situation

### **Reporting to KSDE**

The school will provide a written report to the Superintendent for the purpose of reporting to the Kansas Department of Education.

### *3.10 KSD/KSSB Work Rules*

*Work Rules* are created by management, within its authority and discretion, to define the rights of employees on the job. When an employee's conduct would harm the interests of the State as an employer, KSD/KSSB may enforce *Work Rules* outside of work hours.

The rules listed below cannot cover every behavior or eventuality but are guidelines for employees to follow, along with good judgment and professional work ethics, to govern their own behavior. The *Work Rules* are listed as activities that are prohibited. These activities may result in disciplinary action ranging from reprimand to immediate discharge, depending upon the seriousness and/or frequency of the prohibited activity. Additional rules are covered in State Statutes and Regulations. Talk with your supervisor if you have any questions about *Work Rules*.

Employees of KSD/KSSB will conduct themselves in a manner that supports the missions of the schools and does not cause disruptions to the work or learning of others. The following are examples of unprofessional conduct, however, this list is not exhaustive.

- Failing or refusing to follow written or verbal instructions of supervisory authority, or neglecting, failing, or refusing to perform job duties or responsibilities without good cause (insubordination).
- Bringing children/friends/relatives to the worksite, without the Superintendent's approval, while ***on duty***.
- Loitering, sleeping, or engaging in other unauthorized personal activities during working hours.
- Disclosing confidential information and/or records without authorization.
- Intentionally falsifying records or intentionally giving false information to other state agencies, private organizations, or employees responsible for record keeping.
- Failing to observe all safety rules and practices including, but not limited to, the use of protective equipment and clothing, and in the operation of vehicles and equipment.
- Intentionally altering, withholding, removing, or destroying records, documents, or other materials to conceal wrongdoing or violation of the work rules by the employee or others.
- Directing, encouraging, or knowingly permitting others to intentionally falsify records or give false information to other State agencies or private organizations or to employees responsible for record keeping.

- Stealing State or another employee's personal property, or personally acquiring or using State property for unauthorized purposes.
- Failing to report promptly at the scheduled starting time, leaving before the end of the scheduled work shift, or leaving the place of duty during a work shift without permission (in most instances, excluding lunch periods). Exempt employees must follow leave request procedures for ANY time away from work. A supervisor may require an exempt employee to use increments of half-day leave if the employee abuses time away from work.
- Failing to notify the proper authority of unexpected absence or tardiness for any reason, one hour prior to scheduled starting time, and/or within a specific timeframe and procedure established by an individual department; unexcused or excessive absences.
- Failing to observe the time limits of lunch (1/2 - 1 hour) or breaks. [Lunch is mandatory non-paid time for classified staff as well as for instructional staff according to the KSD-NEA agreement. Breaks (paid time) are optional if work schedule permits.]
- Failing to properly maintain equipment according to common standards.
- Abusing or misusing state or private property, equipment, telephones, vehicles, materials, credit cards, keys, passes, and staff identification including knowingly permitting, encouraging, or directing others to misuse, abuse, or use state property for unauthorized purposes including entering State property outside of assigned work hours without authorization.
- Using a work computer for other than work related matters is discouraged. (All messages distributed via the KSD/KSSB e-mail system, even personal emails, as well as computers are KSD's/KSSB's property.) You must have no expectation of privacy in anything that you create, store, send, or receive on KSD computers. Staff and students are prohibited from; a) **sending or forwarding** emails containing libelous, defamatory, offensive, racist or obscene remarks, b) **forwarding** or copying a personal message or attachment belonging to another user without first acquiring permission from the originator, c) **sending** unsolicited e-mail messages or chain mail, d) **forging** or attempting to forge e-mail messages, or disguising or attempting to disguise your identity when sending email. All business emails shall contain a digital signature approved by the IT Department.
- Making false or malicious statements about other employees, supervisors, or KSD/KSSB.
- Threatening to inflict, attempting to inflict, or inflicting bodily injury on others.
- Threatening, intimidating, harassing, or using abusive language toward others.
- Interfering with an employee's performance of their duties.
- Using official stationery (agency letterhead) without administrative authorization.
- Possessing any weapon on the KSD/KSSB campuses or at other sanctioned KSD/KSSB activities off campus, subject to Kansas law.
- Possessing or using alcohol or controlled substances (unless medically prescribed) while on State time or property including reporting for work in an unsafe condition due to the influence of alcohol or other drugs.

- Conducting oneself in a manner unbecoming a State employee (example: profanity, lewd gestures, sexually explicit or otherwise inappropriate portrayals on social or publicly accessible websites will be considered a violation of K.S.A. 75-2949f).
- Smoking or the use of tobacco products on KSD/KSSB grounds is prohibited (see 4.8).
- Littering, creating unsanitary or unsafe conditions.
- Selling commercial products or services on State property during working hours.
- Soliciting funds or donations for any purpose not directly related to the benefit of KSD/KSSB during working hours, without authorization.
- Committing or participating in workplace gossip, rough or boisterous play, pranks, and offensive jokes, as they may develop into a serious and dangerous chain of events.
- Lending or borrowing agency keys and key access badges without authorization. Duplicating keys is prohibited, except by authorized employees.
- Dressing inappropriately for the workplace. Staff has a responsibility to dress appropriately for the workplace. Our agencies have liberal standards for dress, but each individual must keep in mind the reasons that we want to present a good image. First, part of our curriculum is to teach students that appearance is extremely important and that appropriate dress varies from situation to situation, i.e., business versus leisure. This is a critical concept for the success of young people transitioning to adult roles and responsibilities. Second, our public images as schools and State agencies are directly connected to how we are perceived by parents and visitors. It is understood that appropriate dress varies according to job assignment, i.e., classroom versus maintenance, but each has its own set of generally accepted standards for attire. Any attire or appearance that is disruptive to a school environment will be considered inappropriate. Please consider these issues and dress accordingly.
- Gambling at the workplace, which includes tournament pools.
- Soliciting or accepting compensation, reward, or gift from outside sources for any matter related to your job responsibilities as a KSD/KSSB employee. (K.S.A. 46-237)
- Inappropriately and/or excessively using personal cell phones or school phones for personal phone calls. Cell phones are conveniences which should not interfere with or distract from workplace responsibilities. Non-work-related use should be limited to break time and meal time. Non-critical work-related use should be planned to avoid disruption of classroom and student related service delivery. Telephone courtesy is essential. Much business is conducted over the telephone and the lines should not be tied up with personal phone calls. If a personal call is necessary, please try to make it as brief as possible so it does not interfere with work. Emergency calls may be made or received any time. An emergency is regarded as illness or severe injury, etc. Long distance calls that incur a charge must be for OFFICIAL school business.
- Talking about politics during work—these types of conversations/discussions can create an uncomfortable work environment, impacting morale and productivity and could ultimately lead to discrimination and/or hostility amongst staff. Staff elected or appointed to a public office, which restricts the employee's ability to complete contractual obligations, may be required to take unpaid leave for a period of time determined by the KSD/KSSB Superintendent, or may be terminated.
- Engaging in any activity which may conflict or detract from the effective performance

of their duties. No employee will attempt, during the school day or on school property, to sell or endeavor to influence any student or school employee to buy any product, article, instrument, service or other items which may directly or indirectly benefit the school employee.

- An employee may not knowingly accept gifts or gratuities totaling a value greater than \$25.00 in a single calendar year, from any person or business that does business with, is regulated by, is seeking grants from, is involved in litigations against, or is lobbying or attempting to influence the actions of the state agency for which the employee works or from any group of association which has as its primary purpose the representation of such persons or businesses. The giving of gifts between students and staff members is discouraged.

## SECTION 4: HEALTH AND SAFETY

### *4.1 Video Surveillance*

Video surveillance is conducted to promote the safety of employees, students, and visitors, as well as the security of facilities. KSD/KSSB may conduct video surveillance of any portion of its premises at any time, the only exception being private areas such as restrooms, dressing rooms, bedrooms, etc. The video cameras will be positioned in appropriate places in order to help promote the safety and security of people and property. Only the Superintendents can give approval for reviewing any videos.

### *4.2 Directions for Fire Drills/Alarms*

- Fire drills/alarms will be conducted according to KSDE regulations. The audio and visual signals will be the fire alarm notification.
- When the fire alarm is activated everyone, without exception, will vacate the buildings. Do not search for a cause.
- Safety of the children is the first concern. Fighting the fire or protecting property is to be considered only after the children have been removed to safety, or when absolutely necessary for the removal of the children.
- Attendance should be taken once students and staff are outside.
- Students and staff will remain out and away from buildings until they are advised by an administrator on duty to return to the buildings.

***It will be the responsibility of classroom and student life teachers/instructional assistants to see that:***

- The premises are vacated by doing room checks.
- All windows and doors are closed, if time allows.
- Students leave by the assigned exit (all staff should learn their assigned exit prior to students reporting to their classroom/dorm area).
- Students leave promptly, quietly, and orderly.

***In an emergency, it will be the responsibility of all other KSD/KSSB staff to help with the students whenever the circumstances dictate or when requested by another employee. The safety of the children is the responsibility of all staff.***

#### *4.3 Directions for Tornado & Intruder Drills/Alarms*

When the tornado or intruder drill/alarm is activated, as with the fire alarm, all staff and students are to move quickly and quietly to safe and secure areas. Staff are responsible for knowing where they are to go in their respective buildings. Staff and students will remain in the assigned safety areas until they have been notified that the all clear has been sounded. Refer to the Crisis Management Cascade for specific procedures.

#### *4.4 Intruders on Campus - Safety First (Refer to the Crisis Cascade)*

Contact your supervisor if you suspect someone is on campus without authorization. If you feel it necessary, notify the Security Department and/or police - 911. The person(s) should be questioned as to their identity and business on campus. If they do not belong, ask them to leave immediately. If the person(s) fails to leave, ask your immediate supervisor to notify the local police immediately. If necessary, make the call yourself.

#### *4.5 Locked Doors - Keep Your Area Secure*

Upon leaving an office, classroom, or locked building be sure to test the lock to make certain the door is secure. Doors to offices and dormitories are locked to prevent unauthorized persons from entering the building. EVERYONE is responsible for safety and security. ***Don't leave your valuables unsecured at any time.***

#### *4.6 Inclement Weather*

##### ***Inclement Weather School Closing Guidelines and Procedure***

KSD/KSSB have long histories of remaining open when surrounding schools are closed due to weather and road conditions. A number of students reside at the schools during the week, and are on the campuses regardless of the weather. Teachers and other staff who are able to travel safely to KSD/KSSB will maintain a somewhat modified school routine for residential students and those day students for whom personal or LEA transportation is available. Student absences on such days are considered excused. However, inclement weather which occurs on a weekend when all students are home may result in KSD/KSSB closing. When this occurs, please note the following:

- The Superintendents determine if conditions, or predicted conditions, warrant school closing. This decision must be made Sunday morning in order to alert families and transportation services in distant locations.
- The decision to close school activates an electronic communication procedure for notifying all those transportation services and families who normally transport students on Sundays.
- Television and radio stations in the Johnson County/Kansas City metropolitan area are notified of the school closing, and KSD/KSSB may be listed along with other closings as part of media broadcasts.
- Efforts will also be made to personally contact (electronically) all students' families and all employees.
- The decision to close school must be made on a daily basis. The above procedure will be replicated, as needed, when school continues to be closed for a sequence of days.

- When there is an official school closure, all school activities scheduled for that day will be cancelled.

There have been times when KSD/KSSB have closed and all surrounding schools were open. This may happen when Sunday morning forecasts show severe weather for Sunday night or Monday morning and the forecasts are wrong. The opposite may also happen, that is, unforeseen weather conditions may warrant school closings Monday morning, but for KSD/KSSB, this is too late. Many students are already on campus, and school will be in session as indicated in the first paragraph.

Your understanding and patience in dealing with occasional severe weather situations is appreciated. When local schools are closed and KSD/KSSB remain open, the decision to transport day students rests with each family.

The Superintendents, or authorized designees, may declare an inclement weather situation. When students are on campus, all KSD/KSSB personnel are considered essential and should report to their assigned job. If students are NOT on campus at the time of the declaration, only essential personnel need to report to work. For a detailed explanation, contact your supervisor for a copy of the KSD/KSSB Inclement Weather Implementation Plan.

***Inclement Weather Plan Essential Personnel (Students on campus)***

If inclement weather is declared when students are on campus, all KSD/KSSB personnel are considered “essential” and are expected to report to work at their assigned times or as directed by their supervisor. Personnel who miss work due to weather must use leave time to cover the absence. According to K.A.R. Article 9: 1-9-5 sick leave **cannot** be used to cover the absence. Certified/licensed educators should reference the KNEA agreement for the use of sick leave. (Personnel who are concerned about the ability to safely travel to work may remain home and inform their supervisor they will use leave time.)

***Inclement Weather Plan (No students on campus)***

If inclement weather is declared and there are no students on campus, only essential personnel need to report to work. Essential personnel are defined as maintenance and security personnel and designated members of KSD/KSSB Administration. All other personnel normally scheduled to work will be provided Inclement Weather Leave (IWL).

Essential personnel who miss work due to weather must use leave time to cover the absence. (Sick leave cannot be used to cover absence.) K.A.R. Article 9: 1-9-5

Only the Superintendents, or authorized designees, can declare Inclement Weather. The status of the inclement weather period, and the students’ return to school will be conveyed via local media and the KSD/KSSB SwiftK12 mass notification system.

#### 4.7 KSD/KSSB Crisis Management Plan

The KSD/KSSB Crisis Management Plan sets forth procedures to take when certain situations might occur and how to handle each situation you might encounter. Refer to the Crisis Management Cascade for a complete explanation, evacuation steps, and other resource information for the following situations:

- Medical emergency
- Fire
- Tornado/Severe weather
- Intruder
- Toxic chemicals
- Bomb threats/Suspicious packages
- Field trip

#### 4.8 Health Center Services/Employee Accidents

Blood pressure checks will be provided for staff by the nurses at KSD/KSSB. The nurses will also provide first aid for staff who are injured while working. Health Center medications are not to be used for staff illness, except in emergency situations.

A written report must be completed for all accidents/injuries that occur at work no matter how minor they are. It is the individual's responsibility to see that the report is completed within 24 hours of the incident unless circumstances prevent it, in which case the report must be completed as soon as possible. Please note that for any workplace injury, you must notify your supervisor immediately and complete an Inured Employee's Report of Injury (form WC-9).

#### **Workplace Injury Report/Workers' Compensation Forms**

All KSD/KSSB employees are covered by insurance under the provisions of the Kansas Workers' Compensation Law under the State Self-Insurance Fund (SSIF). This insurance protects the employee with entitlements to certain benefits to assist with income losses and/or medical expenses caused by job-related injuries or occupational diseases arising out of and in the course of an employee's assigned duties. The HR department must report all staff related injuries, no matter the extent of the injury, to Workers' Comp (State Self-Insurance Fund) within 24 hours of the incident and authorization must be obtained for any medical treatment that is needed beyond first aid.

It is the responsibility of employees to immediately report all accidents, no matter how minor, to their department supervisor. The supervisor will investigate the reported injury and *An Injured Employee's Report of Injury (form WC-9)* must be completed, signed by both the employee and the supervisor, and sent to the Human Resources Department. Timely recording of an accident is essential to providing appropriate medical attention and establishing a claim for the job-related injury, i.e. Workers' Compensation claim. Failure by an employee to report an injury and complete the required form, and to be treated in a timely manner, may affect their eligibility for Workers' Compensation benefits and could result in nonpayment of future medical expenses for a job-related injury. Injured employees will be given Workers' Comp information explaining employees' rights and responsibilities.

Upon receiving *An Injured Employee's Report of Injury*, HR will submit the information to Workers' Comp via the SSIF web portal. All other documentation, such as physician's notes or return to work slips can be emailed to [wc1101a@ks.gov](mailto:wc1101a@ks.gov). **Note:** All email containing Protected Health Information (PH\*) such as physician's notes, medical reports, etc. must be sent securely. If you do not have a secure email delivery mechanism, you may use DHCF's "Proofpoint" secure email delivery server to send encrypted email to DHCF.

Human Resources shall obtain Prior Authorization for Medical Care from SSIF (State Self-Insurance Fund). **Note:** If it is a life or limb threatening emergency, get the employee to the closet medical provider as soon as possible. Staff needing medical care for Workers' Comp may be sent to any one of the following approved SSIF medical providers: Emergency Room at Olathe Medical Center, KU MedWest Occupational Health, State Avenue Health Care, Occupational Health at the University of Kansas Hospital, or the University of Kansas Hospital Emergency Room. In the case of a life-threatening emergency, call 911 for an ambulance.

The State has contracted with the SSIF medical providers listed in the previous paragraph as providers of medical services for State employees in the immediate Kansas City area. Services for Workers' Compensation illness/injuries provided by these facilities may require prior authorization from the State Self-Insurance Fund, or the cost of treatment exceeding \$500 may become the employee's responsibility. Transportation for an employee to obtain medical attention is the responsibility of the employee, not KSD/KSSB.

When an employee returns to KSD/KSSB after going to an approved SSIF medical provider, they must submit the medical release forms to their department supervisor. The supervisor will then submit the appropriate documents to the Human Resources Department for processing. All bills for medical treatment covered under Workers' Compensation should be submitted to the Human Resources Department to be forwarded to the State Self-Insurance Fund.

If medical services are needed on the initial day of injury/illness, the employee will be considered to be on "pay status" while away from work to go to the approved SSIF medical provider and will not need to use accrued leave for that time. If medical services are needed after the initial day of injury/illness, the employee must use accrued leave to cover the time off, or be considered on "Leave Without Pay" status.

Under the provision of the State Self-Insurance Fund, an employee is not paid compensation for time they are unable to work until they are off work for three consecutive weeks. Reimbursement is paid at the rate of 66 & 2/3% of the employee's average weekly wage up to a maximum of 75%. If an injury/illness results in permanent disability, the law provides for additional benefits.

Employees with questions concerning the benefits provided under Workers' Compensation should contact the KSD/KSSB Human Resources Department or the Kansas State Self-Insurance Fund to speak with a representative who specialize in aiding injured employees with claim information questions and problems.

Workers' Compensation packets containing the "Employer's Report of Accident" form, Work Injury/Illness Incident Report, Workers' Compensation Benefit/Information letter, and informational memo from the State Self-Insurance Fund are available in the Human Resources Department or the Health Center.

#### *4.9 Safety Conscious Staff and Students*

We expect all of our employees to be safety-conscious and to help us in finding conditions in our school that might cause accidents. As previously stated, report ANY unsafe conditions and ANY injury received while at work to your supervisor IMMEDIATELY. We require all employees who have direct supervision of students during activities associated with KSD/KSSB to assure their health and safety at all times.

#### *4.10 Tobacco Policy*

KSD/KSSB are smoke-free campuses and the use of tobacco products on school property is strictly PROHIBITED. Tobacco use is also prohibited in state vehicles. We follow the Kansas State Board of Education's Comprehensive Tobacco-Free School Grounds Policy. "Tobacco product" means any product that is made from or derived from tobacco, or that contains nicotine, that is intended for human consumption or is likely to be consumed, whether smoked, heated, chewed, absorbed, dissolved, inhaled or ingested by any other means, including, but not limited to, Electronic Nicotine Delivery System (ENDS), cigarettes, cigars, pipe tobacco, snuff, or snus. Violators of this policy are subject to disciplinary procedures. FDA-approved Nicotine Replacement Therapies including transdermal nicotine patches, nicotine gum and nicotine lozenges are not included in the definition of "tobacco product".

#### *4.11 Drug Screening*

The Kansas Governor signed into law the Drug Screening Program, effective May 16, 2002. Employees of the Kansas School for the Deaf/Kansas State School for the Blind are included. The bill states that KSD/KSSB employees can be tested for drugs if there is reasonable suspicion. (H.B. #2933 Session of 2002) (REF: K.S.A. 75-4362) If you see any suspicious behavior, report it to the Human Resources Director immediately.

## **SECTION 5: USE OF COMPANY PROPERTY**

### *5.1 State Property*

State property is not to be taken from the campus without signed or written permission from your Supervisor or from the KSD/KSSB Superintendent. This includes machines, tools, supplies, etc. You are expected to exercise due care in the use of school property and to use such property only for authorized purposes. The misuse of computers for personal gain or for illicit means will result in immediate disciplinary action to include possible termination. Negligence in the care and use of school property may be reason for suspension and/or dismissal. Unauthorized removal of school property from the premises or its conversion to personal use will be considered a reason for suspension and/or dismissal. School property issued to you must be returned to the school upon termination of employment or when your

department head, or designated representative, requests its return. The value of any property issued to you that is lost, destroyed, or not returned will require a personal check made payable to KSD/KSSB.

### *5.2 Respect for Privacy*

The Appointing Authority reserves the right to search any vehicle, office, dormitory, or property on campus, if reasonable cause is suspected. For details regarding this, refer to the Kansas Board of Education Policy, Section P-3800.

A search for any reason, whether it relates to staff or students, requires that an Administrator BE NOTIFIED IN ADVANCE and they, or a designated staff member, will help in the inspection.

### *5.3 State Vehicles*

When a state vehicle is needed for school education and business-related activities, it should be reserved in advance. Vehicle requests will be handled by Facilities Operations via their FOS Management System.

Please be aware that there are times when vehicles will not be available, and it may be possible that an approved request may be “bumped”, depending on priorities. Student transport takes priority over all other requests. For requests that do not involve the transportation of students, vehicles will be assigned based on purpose and destination.

### *5.4 KSD/KSSB Vehicle Use Policy*

If your job duties entail driving a KSD/KSSB vehicle for any reason, you must be familiar with, and adhere to, the vehicle use policy. The policy states:

- Employees must have a copy of their driver’s license on file in the security office before driving a state vehicle and are responsible for reporting to the security office any change in driver’s license status during the year such as driving restrictions or a license being revoked. If your name appears as a driver on a vehicle request form and we do not have a copy of your current driver’s license on file, you will be notified. Due to insurance/liability issues you will not be allowed to drive a KSD/KSSB vehicle until this requirement is satisfied.
- Drivers are responsible for following traffic laws and operating state vehicles in a safe and controlled manner.
- Drivers will NOT transport anyone in a state vehicle who is not on official school business or has not been approved by the KSD/KSSB Superintendent (*this includes pets*).
- Drivers are responsible for taking care of and returning the vehicle key. *A fee of \$300.00 (subject to change based on replacement costs) will be assessed to any employee who loses or fails to return vehicle keys.*

- If a fuel card (VISA) is needed, it is to be promptly turned, along with all receipts acquired, upon your return from the trip. If you check out a fuel card please make sure that the vehicle is refueled before returning to campus.
- All passengers must be secured with provided seatbelts.
- It is the responsibility of staff using the vehicle to install and remove car booster seats when needed for fieldtrips. Seats are located on shelves in the garage bays and must be removed from the vehicle and returned to the shelves upon returning to campus.
- Drivers are responsible for the returned condition of the vehicle. At the completion of your trip, make sure:
  - all trash is picked up
  - all lights (interior and exterior) are off
  - windows are rolled up
  - doors are locked

The vehicles are checked nightly and drivers who are found to have violated this policy may be subject to driving restrictions. Continuous violations will result in the loss of driving privileges and possible legal consequences.

- The vehicle log, kept in a folder in each vehicle, must be completed after each use.
- If you encounter/notice a vehicle maintenance issue while using a vehicle, send an email to the Security Department at [security@kssdb.org](mailto:security@kssdb.org) to inform them of the issue.

### *5.5 Personal Liability for Damages to State Vehicles*

Historically, agencies of the state of Kansas have not attempted to hold an employee liable for any damages to a state vehicle incurred because of that employee's use of the vehicle for official state business. Two exceptions to this in which case the state may seek indemnification from the employee for damages, are when the employee is using the vehicle for other than state business or when the damage was caused by the employee's gross negligence. Within the state's policy "gross negligence" means conduct showing a reckless disregard and complete indifference for the possible consequences of the person's actions. Examples of such a situation would be reckless driving and/or driving under the influence; i.e., drugs or alcohol.

It is the intent of KSD/KSSB to follow the above state policy. It is requested, of course, that employees using state vehicles treat them with care. An employee shall report ANY damage that occurs to a state vehicle while that employee has that vehicle checked out. The driver must report the cause of the damage, however slight it might appear, and whether the damage is on the inside or outside of the vehicle. In the event that damage (breaking, bending, denting, cutting, scratching, etc.) is caused by a staff member or a student, the employee who has the vehicle checked out shall inform security of the cause and the extent of the damage when the vehicle is returned.

If an accident occurs while off campus, the employee shall follow the generally accepted routine of calling the police, getting names of people involved in the accident and names of witnesses, surveying for injuries/damages, etc. The employee should **NOT** admit guilt. When

possible, after the accident call the security department (KSD 913-915-8109/KSSB 913-305-3009) immediately to report the accident, the extent of damage to the vehicle and whether it is drivable. The Director of Finance must be notified of the extent of injuries to staff and/or students and given a copy of the accident report and a written statement from the employee describing the details of the accident to give to the insurance company.

We will not automatically penalize employees for damage to state vehicles (except as noted above), HOWEVER, we MUST insist that damages be reported. Failure to report damage to a state vehicle will result in disciplinary action.

### *5.6 Mileage Logs in State Vehicles*

Whenever a state vehicle is used for any reason, the mileage must be recorded on the log in that vehicle. Anyone using a state vehicle should check the beginning odometer reading with the last entry on the mileage log. Any discrepancy should be noted on the log. Also, please note that repair and/or maintenance to the vehicle is to be noted on the mileage logs. Items needing immediate emergency attention should also be reported to the Security Department as soon as possible.

Drivers may request approval to take a vehicle home on the evening of a workday immediately preceding a travel day so long as it does not increase the total one-way trip between work and destination by more than ten (10) miles. (Ref: K.A.R. 1-17-2a)

### *5.7 Inventory Control of Consumable Supplies*

An inventory of supplies will be maintained in your department. If you need supplies, contact your immediate supervisor. If an item that you need is not available, please complete a requisition and send it to your supervisor. Always check with your supervisor and the Business Office to ensure that you can be reimbursed for the purchase of an item.

Do not purchase an item without prior approval. State policies, procedures, and contracts must be adhered to; otherwise, you may end up paying for the item(s) yourself.

### *5.8 Inventory Control of Capital Assets*

KSD/KSSB equipment that is required to be on the asset list, (e.g., items costing \$5,000 or more at time of purchase) must be accounted for each year. The responsibility for that equipment is the occupant of the office or classroom where it is located, or the building supervisor. Any changes to items on the asset list must go through your supervisor in written form and physical inventory should be completed by May 1st of each year. You are responsible for any additional equipment within your care that is not on the asset list. To remove any item within your care, request permission from the Director of Finance or Procurement Officer, then submit a work order for removal.

## SECTION 6: BUILDING ACCESS & ID BADGES

### 6.1 ID Badges

If, for any reason, you need an adjustment made to your access times during the school year, please inform your supervisor and they will contact the Superintendent, or authorized designee, for authorization. The Security Department cannot make an adjustment to an employee's access times without the authorization of the Superintendent, or authorized designee.

If you need to have a replacement ID badge made due to loss or damage, a **\$25** replacement fee must be paid in the Business Office prior to the new badge being made. Please bring your receipt to the Security Office.

### 6.2 Key Requests

If you need a key during the school year, you must fill out a Key Request Form which is located on the Google Shared Drive. After completing the form, forward it to your supervisor for approval. If approved by your supervisor, the form will then be forwarded to the Superintendent for approval and then to the chief of operations for approval. After the form has gone through the approval process, it will be forwarded to the Security Department for processing.

When the Security Department received the Key Request Form, you will be notified by email that it has been received and is being processed. When the key is ready to be picked up, you will again be notified by email. *You must personally go to the Security Department to pick up the key and sign for it.* Note: sometimes keys will have to be cut by our locksmith which can cause a delay in the process.

### 6.3 Parking Permits

Staff will be notified when parking permits are available for distribution. When you come to the Security Office to get a parking permit, please bring your valid driver's license (for copying, if needed), and **have the following information available: vehicle make, model, year, color, and license plate number.** This is kept on file for identification and emergency use, if needed.

### 6.4 Parking

The only reserved parking areas are 'Handicapped' and 'Visitor' spots located in the various parking lots on the campuses and as designated. Students have been designated to park in specific areas. All parking is on a first-come basis. Do not park in NO PARKING areas or behind someone to block another individual's vehicle. Cars parked illegally are subject to ticketing and/or towing at the individual's expense.

## 6.5 Campus Visitors

Unauthorized solicitations of employees on the premises are strictly prohibited. This prohibition applies both to employees and to non-employees. Solicitations for gifts (for such occasions as resignation, retirements, weddings, and births, etc.) are considered authorized. Distribution of literature of any kind and/or solicitations of any kind by non-employees is prohibited at any time without the consent of the KSD/KSSB Superintendent or the Human Resources Director. Also prohibited is the posting of notices or signs, or writing in any form on school property including bulletin boards, without specific approval. Notices or signs that have been approved and posted are not to be removed without specific approval.

- All visitors on the campuses must check in through the Security Office.
- Personnel who schedule visitors or resource persons must receive approval from their supervisor in advance. The Administrative Assistant for the area is to be notified to expect the visitor(s). The person visiting should check in through the Security Office to obtain an appropriate ID badge.
- The only sales persons allowed on the campuses are those scheduled to talk with supervisors about purchases for the school. If any individual contacts you on campus or by phone, regarding buying miscellaneous items, (e.g., copying machine supplies) ask for their name, company, address and telephone number and then give this information to the Director of Finance *immediately*.

## SECTION 7: HUMAN RESOURCES INFORMATION

### 7.1 Introduction

The Human Resources Director is the Equal Employment Opportunity Affirmative Action, Title IX Sexual Harassment and the Employee Assistance Coordinator. If at any time an employee needs information for referral to other services, contact the Human Resources Department. All information is handled in a strictly confidential manner. Also, additional information is available about job advancement, testing, other agency job opportunities, etc., for those who need it. If an employee has questions regarding the policies/procedures of KSD/KSSB and/or of the state of Kansas, it is the employee's responsibility to contact their supervisor or the Human Resources Department to clarify or request additional information.

KSD/KSSB will comply with all applicable federal and state laws and regulations regarding employment practices, and will comply with other employment policies that may be developed by the Kansas State Board of Education and the Department of Administration.

The following laws are specifically applicable to personnel policies and procedures of KSD/KSSB:

- Kansas Civil Service Act (K.S.A. 75-2925)
- Fair Labor Standards Act of 1938, as amended
- Equal Pay Act of 1963, as amended
- Title VI & VII of the Civil Rights Act of 1964, as amended
- Age Discrimination in Employment Act of 1967, as amended
- Title IX of the Education Amendments of 1972, as amended

- The Rehabilitation of 1973, as amended
- The Immigration Reform and Control Act of 1976, as amended
- The Americans with Disabilities Act of 1990, as amended
- The Civil Rights Act of 1991, as amended
- The Family Medical Leave Act of 1993, as amended

## 7.2 Kansas Civil Service

The Kansas Civil Service is divided into Unclassified and Classified services. Unclassified service comprises positions held by state employees at KSD/KSSB who are administrative officers, directors, and teaching personnel who are under the supervision and control of the State Board of Education and generally are employed on a year to year basis. Personnel regulations affecting Unclassified employees are available through the Human Resources office. These regulations are taken from three (3) primary sources: Kansas State Board of Education regulations and policies; Kansas State Department of Administration regulations and policies; and KSD/KSSB procedures.

Classified service comprises all positions now existing, or hereafter created, which are not included in the unclassified service. Appointments in classified service shall be made according to merit and fitness from eligible lists prepared upon the basis of examination that, as far as practicable, shall be competitive. Personnel regulations affecting classified employees are available through the Human Resources Department. (Ref: K.S.A. 75-2935) KSD/KSSB shall comply with all statutes, regulations, policies, and directives pertaining to all employment actions involving staff in the Classified and Unclassified Service. (Ref. K.S.A. 76-1002a)

## 7.3 Legal Representation

If a KSD/KSSB employee is subpoenaed to testify or provide records CONCERNING ONE OF OUR AGENCIES in a court proceeding, ***it is very important*** that the Superintendent of the school AND the Human Resources Director ***be notified immediately***. Certain state records are confidential; certain information known to state employees is confidential; thus, it is very important that legal advice be secured ***prior*** to the giving of testimony or records. Legal consultation will be obtained through the appropriate school channels according to state regulations.

### **Tort Claims:**

When a civil suit is brought against an employee for an action taken as a part of employment, the State of Kansas will provide defense for that employee when the employee was acting within the scope of employment, subject to exceptions from liability as outlined by Kansas statute.

Defense will not be provided for the following:

- Acts outside the scope of employment
- Acts or omissions due to malice or fraud
- Cases where conflict of interest might arise for the State

The employee must file a written request for defense with the Office of the Attorney General within fifteen (15) days after service of process upon the employee. When the employee is eligible, yet is unable to receive defense from the State Attorney General or designated attorney, the employee is entitled to recover, from the State of Kansas, reasonable attorney's fees, costs, and expenses which are necessarily incurred in defending the action. Please refer to Kansas Statute Annotated 75-6101 et seq. for further information concerning this benefit.

#### *7.4 Personnel Files*

No employee is allowed to examine individual personnel files unless authorized to do so. Employees have the right to examine their own file upon request to the Human Resources Department. Staff may review their files only while in the presence of someone from the Human Resources Department. Nothing may be added or deleted without first submitting a written request to the Human Resources Director. Copies of information may be obtained by submitting a written request to the Human Resources Department.

In accordance of K.A.R. 1-13-1a and KOSE MOA the only information allowed to be given out on an employee regarding employment reference/verification inquiries includes: 1) confirmation that an individual is employed by the agency, 2) name of employing state agency, 3) current or prior title and job position, 4) current or prior rates of pay, 5) length of employment with the state, 6) length of time the employee has served in the employee's current or prior job position. Any additional information must be specified in writing with an original signature of the employee requesting the release to a specific agency/company.

Employee personnel records are required by law, deemed essential for efficient operations, and will be maintained by KSD/KSSB. Employees are required to report ***immediately*** any changes in status to the Human Resources Department such as name, address, phone number, marital status, dependents, college courses completed and other training skills acquired, beneficiaries of life insurance and retirement, physical disabilities, on-the-job injuries, etc. ***Remember, if the change affects your group health insurance it is very important to make the change within 31 days to comply with federal regulations; otherwise you run the risk of not being covered.***

#### *7.5 Grievances*

The efficiency and effectiveness of KSD/KSSB is decided mostly by the willingness of employees to do their duties as outlined in position descriptions, day-to-day instructions, and requests by their supervisors, principals, directors, or the KSD/KSSB Superintendent. Employees have a right to expect supervisors, principals, directors, and the Superintendent to treat them fairly and be alert and receptive to ways of improving working conditions. However, when people work together over a period of time, differences between supervisors and employees and with co-workers may develop.

K.A.R. 1-12-1 and KOSE MOA Article 12 require that each agency shall have a written grievance procedure for its employees. It is the intent of our agencies to provide an effective mechanism for the orderly, fair, and expeditious processing and settlement of employee grievances. For this procedure, a grievance means a detailed, written expression of

dissatisfaction by an employee of working conditions, employee relationships, employment problems, or departmental policies or procedures not covered by statute or the Department of Administration Regulation.

However, the grievance procedure may be used for a grievance alleging discrimination based on race, color, national origin, age, sex, sexual orientation, physical disability, or political or religious affiliation. The grievance procedure applies to all employees. If you have a problem, you should first talk with your supervisor when you can and explain how you feel. **You must act within fourteen (14) days of the alleged incident or within fourteen (14) days of the employee's knowledge of its occurrence.** Please refer to your copy of the KSD/KSSB Grievance Procedure for complete details.

**\*\*\*Certified/licensed educators should refer to the KSD/NEA Professional Agreement for complete details on the grievance procedure.**

### 7.6 Nepotism

Concerning K.A.R. 1-9-21, **no person** shall be appointed, promoted, transferred, or otherwise employed in any position at KSD/KSSB, when as a result, they would supervise (directly or indirectly) or receive supervision from a member of their family or household. Supervising means the authority to influence, recommend or approve the individual's appointment, transfer, promotion, salary, evaluation, termination, or other similar personnel actions.

For the purpose of this policy, **"Family Member"** means:

- Spouse
- Parent
- Child (includes legally adopted & foster)
- Sibling/Half Sibling
- Uncle
- Aunt
- Cousin
- Nephew
- Niece
- Step – Mother/Father/Sister/Brother/Daughter/Son
- Grand or Great Grand – Mother/Father/Daughter/Son
- In-Law – Mother/Father/Sister/Brother/Daughter/Son

**"Household Member"** means:

- Person having legal residence in, or permanently living in, the employee's place of residence.

Exceptions will be considered by the KSD/KSSB Superintendent when enforcement of this policy could result in the non-selection of an employee for a critical position for which difficulty in recruiting has been demonstrated.

### *7.7 Outside Employment*

All employees are expected to place the responsibilities and obligations of their job (KSD/KSSB) first, and will only be allowed to engage in outside work on off-duty time if

- There is no possible conflict of interest.
- There is no interference with the work of KSD/KSSB and the outside employment does not interfere with the employee's job efficiency, quality, and effectiveness.
- Outside employment shall not be carried on in the school nor shall KSD/KSSB equipment, supplies, or staff be used for such work or to do personal business without the specific consent of the KSD/KSSB Superintendent via your Supervisor. Failure to follow these guidelines is grounds for disciplinary action.

### *7.8 Temporary Staff Living Quarters*

KSD/KSSB are state-funded residential schools. Residential services are provided for students enrolled at KSD/KSSB who meet specified guidelines and wish to use them. Occasionally, new KSD/KSSB staff is hired from outside the state or from nearby communities and they must relocate to begin work at the school(s). When an individual is hired and relocation is a problem, the individual may request to be considered for TEMPORARY living arrangements at KSD/KSSB. These requests will be submitted to the KSD/KSSB Superintendent, or authorized designee, who will give final approval. Approval is for a specified time period not to exceed two months. No individuals (except for student teachers or interns during the school year) are allowed to have permanent living quarters on the KSD/KSSB campuses.

### *7.9 Promotions/Transfers*

If you are interested in advancing within the school, you should perform your present job to the best of your ability and prepare yourself for advancement by taking advantage of training and educational opportunities. Before applying, you may wish to contact the Human Resources Department which will acquaint you with the job description and other basic information about the job. Employees who wish to do so are often allowed to transfer from one job to another within their school. This can be done only when there is a vacancy, when there are sufficient revenues to cover any added increase of the individual's salary, when both the "sending" and "receiving" immediate supervisors have given their approval, and when the KSD/KSSB Superintendent has authorized the transfer. KSD/KSSB employees who are interested in promotion or transfer are encouraged to apply for vacancies by completing an application. Any KSD/KSSB employee who meets the minimum requirements for the position will be considered. In addition, as an employee of the school, you will be treated on an equal basis with all other applicants without regard to race, creed, color, national origin, religion, age, non-job-related disability, sex, sexual orientation, or veteran status. This also applies to every aspect of work, including demotion, layoff or other terminations, recalls from layoff, rates of pay and other benefits, and selection for training. Your request for promotion/transfer will be considered based on your qualifications for the position and the needs of the school at the time.

### *7.10 Resignations/Terminations*

All employees who are resigning from their position must submit a signed and dated letter of resignation. The letter should be addressed to the Superintendent of the school and delivered to the Human Resources Director. A copy should also be sent to your immediate Supervisor. This must be done at least **two weeks prior** to the date of the resignation in order to resign in good standing. This is necessary in order to coordinate your employee benefits, i.e., medical and life insurance, KPERS, leave, etc.

All terminating employees will be provided an exit survey form by the Human Resources Director. The main purpose of this interview is to be certain that the reasons for an employee's termination are not founded on a misunderstanding that might be corrected by either the school or the employee. In addition, KSD/KSSB wants to collect any information that may improve future working conditions.

Unclassified Certified Teachers are covered under the Kansas continuing contract statute; 76-11a05 "written notice of intention to non-renew a contract shall be served . . . .on or before May 1<sup>st</sup>. A teacher shall give written notice . . . .that they do not want continuation of contract on or before May 15<sup>th</sup>." (per Office of Revisor of Statutes and subject to legislative review.)

In addition to voluntary resignation, the following conduct shall also be deemed a resignation:

- Unauthorized and unexplained absence from work for five (5) consecutive working days may be considered by the KSD/KSSB Superintendent as abandonment of the job and a presumed resignation. The Superintendent, or authorized designee, must make a reasonable effort to contact (via phone, postal mail, or email) the employee before proceeding with the resignation of the employee.
- Failure to return to work at the expiration of an authorized leave of absence, or upon notice by the Superintendent of the school that a leave has been terminated.
- The KSD/KSSB Superintendent will consider the resignation of any employee that is submitted in writing. Failure to return an employment contract (unclassified staff) by the stipulated date shown on the contract may be considered a form of resignation and that position may be considered open for receipt of applications to fill the position. The Superintendent will accept such resignation only when he/she believes it will be in the best interest of the State of Kansas. The protection of public interest is a proper consideration in the determination of a possibility of liquidated damages. A teacher who has signed his/her contract and accepted a teaching position at KSD/KSSB for the coming year MAY NOT BE RELEASED from that contract to accept another position until a competent replacement has been contracted in his/her place. The Superintendent may accept a late resignation in the case where a spouse is transferred outside the Kansas City metropolitan area; a health problem and or disability exists; or where a significant change, as decided by the KSD/KSSB Superintendent, has occurred due to family circumstances. (Ref: GBO-R KSSD Board Policy)

Any layoff or furloughs for classified staff will be in accordance with K.A.R. 1-14-6 through 1-14-11. Unclassified staff will be in accordance with KSDE and KSD/KSSB policy.

When employment ends, regardless of the reason, employees must return to their immediate supervisor all government-owned equipment. This includes office and building keys, electric gate openers, access cards, books, computer equipment, supplies, etc.

### *7.11 Sexual Harassment*

It is the policy of KSD/KSSB to maintain an environment free of discrimination for all employees. Part of maintaining a good working atmosphere includes freedom from unwelcome sexual advances. All employees are responsible for assuring that the work place is free from sexual harassment. Therefore, it is important for all employees to know that all forms of sexual harassment are prohibited at school, on school property, and at all school-sponsored activities, programs, or events. Sexual harassment against individuals associated with the schools is prohibited, whether or not the harassment occurs on school grounds. To help clarify what is unlawful sexual harassment, the Federal Equal Employment Opportunity Commission Guidelines say that unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature will constitute unlawful harassment when

- Submission to sexual conduct is an explicit or implicit term or condition of an individual's employment.
- The submission to or rejection of sexual conduct by an individual is the basis for any employment decision affecting the individual.
- Sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, have the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Any employee who has a complaint of sexual harassment at work concerning anyone, including supervisors, co-workers, or visitors, must bring the problem to the attention of a responsible school official immediately. As a result, there may be situations in which we find a violation of our sexual harassment policy occurred that would not actually be a violation of law. Employees may bring their complaints to their supervisors, and/or the Human Resources Director/EEO Coordinator. If the complaint is against the complainant's supervisor, then the employee may bring the complaint to another supervisor, the next level of management, or the Human Resources Director. All such complaints will be promptly handled through the school's complaint-handling process, except that special privacy safeguards will be applied. False or malicious complaints of sexual harassment may result in corrective or disciplinary action against the complainant. The privacy of both the charging party and the person accused of sexual harassment will be strictly maintained. The school will retain confidential documentation of all allegations and investigations and will take appropriate corrective action, including disciplinary measures when justified, to remedy all violations of this policy. Employees who fail to report complaints or incidents of sexual harassment to appropriate school officials may face disciplinary action. The KSD/KSSB Grievance Procedure is available to make a formal complaint and is specifically designed to handle Sexual Harassment issues. All new employees receive a copy of the Grievance Procedure.

### *7.12 Bullying*

Bullying on KSD/KSSB property or at any KSD/KSSB sponsored activity or event is prohibited. Staff members who bully others may be subject to disciplinary action, up to and including suspension pending a hearing and/or termination.

The following definition applies. "Bullying" means:

- Any intentional gesture or any intentional written, verbal or physical act or threat that is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for a student or staff member that a reasonable person, under the circumstances, knows or should know will have the effect of:
  - harming a student or staff member, whether physically or mentally
  - damaging property
  - placing a student or staff member in reasonable fear of harm
  - any other form of intimidation or harassment prohibited by any policy of KSD/KSSB

### *7.13 Substance Abuse*

Employees are the State of Kansas' most valuable resource and, therefore, their health and safety is a serious concern. The State of Kansas will not tolerate substance use or abuse that imperils the health and well-being of its employees. Furthermore, employees have a right to work in an environment free of substance abuse and with persons free from the effect of drug or alcohol abuse. It shall therefore be the policy of the State of Kansas to maintain a workforce free of substance abuse.

- Reporting to work or doing work for the state while impaired by or under the influence of drugs or alcohol is prohibited.
- The illegal use, possession, dispensation, distribution, manufacture or sale of a controlled substance by an employee at the worksite, during work hours, or while the employee is on duty, official state business, or standby duty is prohibited.
- Violation of such prohibitions by an employee is considered conduct detrimental to state service and will result in discipline according to K.S.A. 75-2949d or other appropriate administrative regulations for both classified and unclassified staff.
- Employees are required by federal law to notify the KSD/KSSB Superintendent or Human Resources Director within five (5) days of any criminal drug statute conviction where such conviction was due to an occurrence at the worksite, during work hours, while on duty, official business or standby duty.
  - An employee who is convicted of violating any criminal drug statute in such workplace situations as stated above will be subject to discipline according to K.S.A. 75-2949d and K.A.R. 1-10-6, or other appropriate administrative regulations.
  - A conviction means a finding of guilt (including a plea of nolo contendere) or the imposition of a sentence by a judge or jury, or both, in any federal, state, county, or city court.

- Employees are given a copy of the Substance Abuse Policy to read and sign during the initial orientation process by the Director of Human Resources. Employees must abide by the terms of the policy as a condition of employment, and by the consequences of any violation of such policy.

#### *7.14 Disciplinary Process*

From time to time, it may be necessary to discipline due to deficiencies in work performance or because of personal conduct detrimental to the school (Ref: K.S.A. 75-2949e & 75-2949f). Disciplinary action can range anywhere from a verbal warning to termination. Typical disciplinary steps are:

1. Verbal warning
2. Written warning
3. Suspension without pay
4. Termination

There may be circumstances when a situation is serious enough to warrant immediate dismissal, demotion, suspension, or bypassing steps in the progressive discipline process. ***(Depending on the seriousness of the infraction, some steps may be eliminated.)***

Supervisors may obtain progressive discipline forms from the Human Resources Department. These forms become part of an employee's personnel file. The Human Resources Director is to be consulted immediately by the supervisor regarding any step beyond step two. Supervisors need to be aware of the correct procedures for Classified versus Unclassified staff. For further clarification, contact the Human Resources Director.

Any regular classified employee may be suspended, demoted, or dismissed in adherence to proper Civil Service procedures. Staff covered within the working units established by KOSE MOA will follow Article 13. Classified employees with regular status (second year or longer) shall have the right to a hearing as provided by Civil Service regulation. Unclassified employees and classified employees within one year, and temporary and provisional appointments do not have a Civil Service right of appeal.

Unclassified employees, i.e., administrators, dormitory teachers, and paras serve at the pleasure of the Superintendent.

Unclassified certified teachers are covered under the Kansas continuing contract statute (K.S.A. 72-5435, et seq.). (A teacher must have been offered a contract following three consecutive years of satisfactory teaching at KSD to become tenured REF: K.S.A 76-11a13).

***\*Certified/licensed educators should refer to the KSD/NEA Professional Agreement for complete details on disciplinary procedures.***

## SECTION 8: PERFORMANCE EVALUATIONS

### *8.1 Classified / Unclassified Non-Teaching Staff*

Kansas Statute requires that the performance of each state employee in the Classified service be evaluated at least annually. Supervisors are responsible for overseeing the completion of job descriptions and performance reviews on time. ***After probation, an employee's performance review will be completed each year between October 1st and December 31st.*** Pay increases usually do not coincide with performance reviews. During the six (6) month training period an employee may be terminated at the sole discretion of the appointing authority, without right of appeal. The new employee may talk with the appointing authority regarding the termination if the employee requests, either verbally or in writing, to the appointing authority's office within seven (7) calendar days from the date of proposed termination.

The employee's immediate supervisor will evaluate their work performance and complete a review form provided by the Human Resources Office. The performance report will be reviewed and signed by the appropriate staff in the following order; supervisor, reviewer, and employee. The reviewer MUST APPROVE and SIGN before the employee sees the review. Upon completion of all signatures, a copy will be provided to the employee and supervisor. An employee's signature on an evaluation does not necessarily signify agreement (K.A.R. 1-7-12). If the employee feels that the evaluation of their work was unfair or inaccurate, they may make a written comment on the review form and appeal the report in writing to the KSD/KSSB Superintendent within seven (7) calendar days after being informed of their evaluation.

### *8.2 ASL Diagnostic Assessment*

"American Sign Language (ASL) is a complex form of manual communication in which hands, limbs, head, facial expression and body language are used to communicate a visual-spatial language without sound. ASL is not related to spoken English and features an entirely different grammar and vocabulary: linguistically it is a complete, natural and fully realized language in its own right."

The school environment should be one that promotes clear communication and ASL is an integral part of the communication environment at KSD. Meaningful and understandable communication among students, staff, parents and other consumers is a critical component in creating positive and healthy learning and living environments for our students.

Every KSD employee is a valuable resource for enhancing the quality and quantity of ASL communication and, as such, the school shall assume responsibility for providing each one with the opportunity to develop and strengthen their ASL proficiency. Becoming proficient in ASL is an ongoing process for employees which should extend throughout their employment with the school. Staff development will be provided to support employees in their continued learning and development of ASL skills, regardless of their standard of proficiency.

The ASL Diagnostic Assessment is a conversational interview. The questions generally move from social topics to more academic topics. After asking questions from the set below, the interviewer may ask follow-up questions to allow for elaboration and for a more conversational flow to occur.

The School's program of ASL instruction for employees shall include:

- A reliable method for assessing employee proficiency and determining an appropriate course of instruction.
- A variety of conveniently scheduled instructional opportunities structured to meet employee needs based on proficiency level.
- Enrichment opportunities and resources including provision of information about deaf culture and the linguistics of American Sign Language.
- Opportunities to participate in instructional offerings in the community.

Depending on a number of factors, employees' proficiency levels in ASL communication will vary significantly. These factors include length of employment, previous learning opportunities for ASL communication, and opportunities for interaction with persons skilled in ASL communication.

The KSD Superintendent shall ensure that a procedure is adopted to implement this policy. The procedure shall include but is not limited to the following topics:

- The method for determining the standard of ASL proficiency assigned to each position or group of positions.
- A reliable and efficient assessment for determining an employee's ASL proficiency.
- Supervisors responsibility to monitor and review ASL proficiency activities in performance evaluations.

The ASL communication skills of each KSD employee are assessed as part of the interview process. Individuals deemed as needing support for their development of ASL, as part of their employment agreement, are identified during the interview process. They will be required to attend ASL classes which are provided to them on campus during their work hours.

(Adopted August 17, 2020)

**\* *Currently the ASL Assessment Testing will be utilized at KSD only. (Subject to change at the Superintendent's discretion)***

### *8.3 Certified Teaching Staff*

The evaluations of unclassified employees are important factors when considering the renewal of contracts/agreements. Evaluation appeals may only go up to the KSD/KSSB Superintendent. Specifically, licensed teachers who are covered (those having successfully completed three continuous years and offered a fourth year ["tenure"] under the continuing contract state law (REF: K.S.A. 76-11a05) must receive written notice of non-renewal **by *May 1st*** (dates subject to change per State Board of Education). The tenured teacher shall be given a written notice of the proposed non-renewal or termination including:

- A statement of the reason(s) for the proposed non-renewal or termination.
- A statement that the employee may have the matter heard by a hearing committee, upon written notice filed with the Human Resources Director as provided by K.S.A. 72-5436, et seq.

A teacher shall give written notice to the school that they do not want continuation of their contract **on or before May 15th** (dates subject to change per State Board of Education). All other Unclassified staff (REF: K.S.A. 76-1002a&b) ". . . of KSD/KSSB shall serve at the pleasure of the Superintendents" i.e., Paras, Dormitory staff, Administrators. (K.A.R. 1-7-12)

- **72-5413 et.seq. The Professional Negotiations Act**

Teacher evaluation is a term and condition of professional service and, as such, is a mandatory topic for bargaining. In the Act, the phrase used in 72-5413 (I)(1)(a) is "professional employee appraisal procedures."

- **Evaluation of Licensed Personnel**

The evaluation of licensed personnel in Kansas is governed by K.S.A. 72-9001 through 9006. The statute requires each local board of education to adopt written policies of personnel evaluation procedure [and those relating to teacher evaluation are governed by the above-referenced Professional Negotiations Act].

The statute also includes timelines for evaluations, which are consistent with the requirements for evaluation on a regular basis," as required by the ESEA Waiver. Those timelines are:

- First two consecutive years of employment: at least one time per semester but not later than the 60th school day of the semester.
- Third and fourth years of employment: at least one time each school year but not later than February 15.
- Fifth year and beyond: at least once every three years not but later than February 15 of the school year in which the employee is evaluated.

## SECTION 9: PAYROLL

### *9.1 Work Schedule*

As a general policy, staff are allowed two paid (optional) fifteen-minute work breaks, during each eight-hour working period. The optional breaks are to be taken with approval from your supervisor, in a designated area, and at a designated time. Break times cannot be saved, added together or combined with lunch or in place of lunch. A break time is allowed **if the work situation permits**.

All employees who work a minimum of a FIVE-hour shift will be allowed a lunch break (non-paid time) of at least thirty-minutes. Eight-hour shift personnel **MUST** take at least one half of an hour, and may take up to an hour for lunch, if requested and approved by the supervisor. Lunch time is non-paid time.

Work schedules are assigned to each employee. All employees are to be at KSD/KSSB in time to take care of personal needs BEFORE starting work at the scheduled time. Consult your supervisor on your specific department's procedures.

### 9.2 Paydays/Payroll Periods/Payroll Entry

Pay periods occur bi-weekly. Paychecks are deposited electronically to your bank savings and/or checking account every other Friday via direct deposit.

All full-time employees will have the option to enter their time worked through the Employee Self Service at <http://www.kansas.gov/employee/>. Please refer to the training materials you received for step by step instructions on entering your time in the Employee Self Service. Contact the Human Resources Department with questions or for further assistance/training.

### 9.3 Compensation

#### **Classified Employees**

Classified employees are paid according to classification from the Kansas State Civil Service Basic Salary Plan based on the pay grade for that classification and step. Steps range from 4 thru 18. Other types of compensation are:

- **Annual Cost of Living Adjustment (COLA)** authorized by the state legislature each year and may vary depending upon the revenue restrictions of the state for that particular legislative session.
- **Longevity Pay** (Ref: K.S.A. 75-5541) is authorized, if approved, for those Classified employees who have worked at least ten (10) SATISFACTORY service credit years with a state agency. Employees are paid \$40 for each satisfactory credit year based on length of service with the state. This provision does not apply to any state employee who was hired or rehired on or after June 15, 2008.
- **Shift Differential** (time worked after 5:00 p.m. and before 7:00 a.m.)
- **Call-In Pay\***, if an employee is called in to work during a time other than their scheduled hours of work, he/she will receive no less than two hours pay beginning at the start of work.
- **Stand-By Pay\*** also is available to those required to be on stand-by.
- **Overtime Pay - Refer to Section 9.4 (a)**
- **Holiday Pay - Refer to Section 9.4 (b)**

***\*An employee who is using sick leave and not able to respond to Call-in or Stand-by is considered not eligible for either type of pay.***

Please see your supervisor or contact Human Resources regarding more details. Again, funding for step movement and longevity for classified staff is subject each fiscal year to the Kansas Legislature's authorization and appropriation.

## **Employees**

Unclassified employees receive an annual Cost of Living Adjustment (COLA) increase. This increase is subject to approval by the legislature each year. COLA increases vary from year to year for all unclassified employees. Administrators on twelve pay twelve positions receive their first increase at the beginning of the fiscal year.

Another possible increase for certified, unclassified staff each year is the “column” movement for additional college hours on the approved State Board of Education salary schedules. Subject to annual legislative approval, licensed and certified staff receive pay comparable to the Olathe School District as set out in Kansas Statute 76-11a17, effective July 1, 2007. Salary is based upon years of experiences, college credits and professional development. Proof of completion of college hours (i.e. grade card) may be submitted to the Human Resources Department for salary schedule column advancement. College hours that will result in column advancement in the current contract year will be credited only if official transcripts are submitted by the second paycheck of the current contract year. Failure to meet the deadline for official transcript submission after submitting proof of completion of college hours will result in retroactive salary adjustment. Transcripts for college hours submitted after the second paycheck will be credited in the following contract year. It is your responsibility to obtain these transcripts.

The PDC year is May 1 to April 30. All point requests should be submitted by May of the current school year and should be for professional development completed between May 1 of the previous year and April 30 of the current year. Points will be applied for the following school year contract.

KSD/KSSB certified employees may use school-approved professional development credits to renew for licensure through the Kansas State Department of Education. Both certified and noncertified instructional student life staff may also use professional development credits to move across the salary schedule. The schools provide both on-campus and off-campus activities. Employee participation in the program is managed and monitored by the Professional development Council (PDC). This group is representative of both administrators and the teachers.

Licensure renewal may be accomplished by using professional development points alone, college credit alone, or a combination of points and credits. One clock hour of approved professional development activity equals one professional development (PD) point. One college/university credit is equivalent to twenty (20) professional development (PD) points. Points are documented in the Professional Development Toolbox through Greenbush.

To move onto a degree column, (i.e., BS or MS column) you must earn a BS or MS degree. All hours to obtain a Ph.D. degree must be hours earned within that approved program **by the KSD/KSSB professional development committee**. Hours granted for experience will not be accepted. A combination of college credit and inservice will not be authorized. College credits beyond your degree are counted from the time you obtain your last, highest degree. For more specific details see the Human Resources Director, your supervisor, or the professional development coordinator. Once you obtain your master’s degree, accumulation of inservice points starts over.

#### *9.4 Fair Labor Standards Act (FLSA)*

Under the Fair Labor Standards Act (FLSA) positions are divided into two categories, exempt and nonexempt. Employees in exempt positions are paid a salary which covers the amount of time required to perform the job. Although an exempt employee's compensation is not determined by the specific number of hours worked, an exempt position normally requires a minimum of 40 hours per week to meet the needs of the State government and the public.

Employees in nonexempt positions are paid for hours worked and are covered by the provisions of the Fair Labor Standards Act (FLSA). Occasionally situations arise that warrant employees to be required to work overtime. KSD's/KSSB's policy and fiscal management seeks to hold overtime to a minimum. It requires prior approval by the employee's supervisor based on consideration for the operational needs of KSD's/KSSB's programs. Supervisors are responsible to explore other alternatives before assigning any overtime work.

##### **9.4(a) Overtime**

Employees assigned to nonexempt positions, who have worked over 40 hours per week, will be compensated at the premium rate of one and one-half times the employee's regular hourly pay, or given compensatory time at the premium rate. (See next section, Compensatory Time & Holiday Compensatory Time.)

All employees on nonexempt temporary appointments shall have all overtime paid in cash at the premium rate. The accrual of compensatory time is not an option.

***(Please note: Paid leave hours do not count towards the total number of hours in a work week in determining whether overtime is to be paid. Paid leave includes all paid time away from work.)***

##### **9.4(b) Compensatory Time & Holiday Compensatory Time**

Employees assigned to nonexempt positions are paid through compensatory time (comp time) and holiday compensatory time (holiday comp) at the premium rate of one and one-half times the number of hours worked for time worked over 40 hours per week or when required to work on a designated holiday. Employees can accrue up to a maximum of 120 hours of holiday compensatory time (holiday comp), with each balance independent of the other. It is standard practice that all overtime be earned in the form of compensatory time (comp time) and/or holiday compensatory time (holiday comp), when applicable. (See Holiday section in Section 10 for the list of designated holidays.)

Unclassified nonexempt staff, who have elected to accrue compensatory time, may use it only within the regular school year (i.e., September to June) to cover breaks (i.e., Christmas, Spring Break, etc.) ***(Sick leave cannot be used to cover breaks.)***

## 9.5 Shift Differential

Employees in eligible positions with consistently scheduled workdays and hours (a regular schedule) that have hours that fall between 5:00 PM and 7:00 AM, will be eligible for shift differential for those regular hours within the range. All hours outside the 5:00 PM and 7:00 AM range will not qualify for shift differential, unless the employee is scheduled and/or is required to work overtime.

If an employee works unscheduled hours between the 5:00 PM and 7:00 AM range, they will not be eligible for the shift differential. ***Shift differential is only for those hours worked on a regular basis (a regular schedule), or for prior approved overtime.***

Currently, employees in eligible unclassified positions have shift differential factored into the base rate of compensation, which takes into consideration the nature of the job and related schedules, such as Dormitory Teachers/Instructional Assistants.

Specific questions concerning the applicable Kansas Administrative Regulations should be referred to the Human Resources Department.

## SECTION 10: BENEFITS

### 10.1 Introduction

Our employee benefits program is an addition to your paycheck and can provide comfort and security. The State supports a comprehensive and up-to-date benefits program that is competitive with most plans and is designed to provide protection if you're sick or injured, security for your survivors, and financial support for the future. This section gives a quick review of benefits provided to benefits eligible KSD/KSSB employees. If you have further questions, contact the Human Resources Department.

### 10.2 Holidays

Classified employees, the Superintendents (Appointing Authorities), and some unclassified exempt & nonexempt staff are entitled to receive holiday credit for the following holidays, subject to approval by the Governor:

- New Year's Day
- Martin Luther King Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Day (two days)
- Christmas Day

The Superintendents (Appointing Authorities)/Supervisor may require an employee to work the holiday. If an employee works a holiday they will receive either holiday pay for that day or compensatory time at the rate of time and a half for hours worked. Employees ***MUST be in pay status the day before and after*** to receive pay credit for the actual holiday.

Unclassified, certified employees are on contract for a specified number of school days/hours in the year. In some cases, Unclassified staff work holidays due to the school calendar work days. Unclassified nonexempt staff who work a holiday that ***falls within the school work calendar*** will receive either holiday pay for that day or compensatory time at the rate of time and a half for all hours worked on the holiday. Most unclassified EXEMPT certified staff do not receive any "holiday" credit either in ***extra*** compensation or time.

### *10.3 Discretionary Day*

KSD/KSSB employees that are benefits eligible receive a Discretionary Day if they 1) are employed 50% of the time or more, and 2) have worked a minimum of six months with KSD/KSSB. This day is granted on a year-to-year basis by the Governor to employees to observe a holiday or other special DAY during the calendar year. The Discretionary Day should be requested at least two weeks in advance on a KSD/KSSB Application for Leave form. It must be approved by your supervisor. Staff are encouraged not to wait until the end of the calendar year to use this time due to scheduling conflicts near the holidays. The Discretionary Day is authorized on a calendar basis and may not be carried over into the next calendar year. It **MUST** be taken as a regular whole work day, i.e., half day (4 hours) for part-time (50%) staff or a full work day (8-24 hours) for full-time (100%) staff.

### *10.4 Personal Days*

Certified personnel, Paraprofessionals and Student Life staff will be granted three (3) days of personal leave each year. This may be used during the regular school year, but not during the extended school year (ESY). Any time not taken during the regular school year will be forfeited, and cannot accumulate. Personal leave requests must be made a minimum of three (3) days in advance to allow for the development of lesson plans and related activities for the support of a substitute teacher.

Personal leave is not available under the following conditions unless authorized by the Superintendent (Appointing Authority)/Supervisor:

- The orientation period at the beginning of the school year
- The last five (5) contract days of the school year
  
- The last contract day prior to Thanksgiving break, winter break, spring break, or a holiday
- The first contract day following Thanksgiving break, winter break, spring break, or a holiday
- Any professional development or professional preparation days identified on the school calendar

### *10.5 Group Health Insurance*

State sponsored group health insurance is available to state employees with a variety of vendor plans. (Contact the Human Resources Department for booklets containing the different plan options.) The state pays a portion of the employee's premiums but the

employee must pay the majority of the premiums for his/her dependent and spouse's coverage through payroll deduction. Dental Insurance covers **routine** dental work. New employees have a waiting period of approximately 30 days before their insurance becomes effective and then it will begin on the 1st of the month after the waiting period is met. Current employees may change coverage and/or providers during open enrollment, usually during October, to be effective on January 1st of the New Year. Employees are **not allowed** to change their coverage at-will midyear unless there is a qualifying event (check with the Human Resources Department for more details on qualifying events). **Restrictions apply** (i.e., waiting periods for pre-existing conditions). (**Consult your insurance carrier** or the Human Resources Department.) Employees who do not work during the summer months but are returning in the fall, will continue to be covered. Staff not paid 12 months must prepay premiums before the beginning of a pay period by bringing a check into the Business Office for the amount normally deducted from their biweekly paycheck to cover their portion of the insurance program in order to avoid cancellation of the coverage.

### *10.6 Life Insurance*

Members can enroll, or increase their coverage, at any time. You can enroll for, or increase coverage, without proof of good health within 30 days of a marriage, a change in marital status, or the birth or adoption of a child. New employees (30 days from date of employment) can receive up to \$50,000 of optional life insurance coverage without providing proof of good health. Optional Life is available for Spouse and Children. All benefit eligible employees are covered for 1.5 times their annualized salary at no cost (free) while employed. Contact Human Resources for further details. Dollar amounts are subject to change.

### *10.7 Disability Insurance*

After six months (180 days) of certified **total** disability, an employee may receive compensation equal to 60% of their state salary. (Percentage will be reduced if the employee is receiving any other form of disability pay, SSI, retirement pay, etc.)

### *10.8 Shared Leave*

Employees who work 50% of the time or more and meet eligibility requirements are eligible for Shared Leave. The Shared Leave policy is posted on the Official Bulletin Board just outside of the Human Resources Department, and in the Human Resources Office. (REF: K.A.R. 1-9-23) Shared Leave is for situations considered to be "**catastrophic or life threatening**" to one's self or one's immediate family. A three-member Department of Personnel Services (DPS) committee must approve all requests before any donations from state employees are solicited. Employees are not eligible for Shared Leave if they are receiving worker's compensation benefits. Under extenuating circumstances, the KSD/KSSB Superintendent may, at the committee's discretion, overrule the decision of the committee.

### *10.9 Sick Leave*

Benefit eligible **Classified and Unclassified NONEXEMPT** employees receive Sick Leave for the pay period worked at the rate of:

**SICK LEAVE TABLE FOR NONEXEMPT EMPLOYEES**

<b>HOURS IN PAY STATUS PER PAY PERIOD</b>	<b>HOURS EARNED PER PAY PERIOD</b>
00 - 07	0.0
08 - 15	0.4
16 - 23	0.8
24 - 31	1.2
32 - 39	1.6
40 - 47	2.0
48 - 55	2.4
56 - 63	2.8
64 - 71	3.2
72 - 79	3.6
80+	3.7

Nonexempt employees shall only use sick leave increments of a quarter (.25) of an hour. Benefit eligible **Classified and Unclassified EXEMPT** employees receive sick leave according to the number of days worked in their pay period.

**SICK LEAVE TABLE FOR EXEMPT EMPLOYEES**

<b>TIME IN PAY STATUS PER PAY PERIOD</b>	<b>HOURS EARNED PER PAY PERIOD</b>
0	0.0
>0	3.7

**SICK LEAVE PAYOUT AT RETIREMENT**

8 Years	800-999 Hours	Paid 240 Hours/30 days
15 Years	1000-1199 Hours	Paid 360 Hours/45 days
25 Years	1200+ Hours	Paid 480 Hours/60 days

Exempt employees, including part-time exempt employees, shall only use sick leave in either half (4 hour) or full (8 hour) day increments. Unclassified Exempt "9 pay 12" staff may accrue 80 hours (10 days), unless they work summer school and then would receive an additional 8 hours. Unclassified Exempt "12 pay 12" staff may accrue 96 hours (12 days). Sick leave with pay shall be granted for the following reasons:

- Illness or disability **of the employee** including pregnancy, childbirth, miscarriage, abortion, and recovery therefrom
- Illness or disability, including pregnancy, childbirth, miscarriage, abortion, and recovery therefrom, **of a member of the employee's family** when the illness or disability reasonably **requires** the employee to be absent from work. "Employee's family" shall be limited to:
  - Persons related to the employee by blood, marriage, or adoption.
  - Minors residing in the employee's home because of court proceedings pursuant to the Kansas code for care of children or Kansas juvenile offenders code.

- The employee's personal appointments with a physician, dentist, or other recognized health practitioner.
- Legal quarantine of the employee. (REF: K.A.R. 1-9-5)(C)

**\*\*Communicable Diseases**

Whenever an employee has been diagnosed by a physician as having a communicable disease, the employee shall report the diagnosis and nature of the disease to the Superintendent, Supervisor or Human Resources so that a proper reporting may be made to the county or joint board of health as required by current law. KSD/KSSB reserves the right to require a written statement from the employee's physician indicating that the employee is free from all symptoms of the communicable disease.

**\*\* *Sick leave will not be granted in place of absences other than illness with the exception of certified/licensed educators covered under the provisions of the KNEA agreement.***

### 10.10 Vacation Leave

#### **VACATION LEAVE/DESIGNATED EMPLOYEES ONLY**

If an employee is entitled to vacation leave with pay it shall be earned and accumulated as shown in the following table per pay period:

**VACATION LEAVE TABLE FOR NONEXEMPT EMPLOYEES**  
Hours Earned Per Pay Period Based on Length of Service

<b>Time in Pay Status Per Pay Period</b>	<b>Less Than 5 Years</b>	<b>5 Years &amp; Less Than 10 Years</b>	<b>10 Years &amp; Less Than 15 Years</b>	<b>15 Years &amp; Over</b>
00-07	0.0	0.0	0.0	0.0
08-15	0.4	0.5	0.6	0.7
16-23	0.8	1.0	1.2	1.4
24-31	1.2	1.5	1.8	2.1
32-39	1.6	2.0	2.4	2.8
40-47	2.0	2.5	3.0	3.5
48-55	2.4	3.0	3.6	4.2
56-63	2.8	3.5	4.2	4.9
64-71	3.2	4.0	4.8	5.6
72-79	3.6	4.5	5.4	6.3
80+	3.7	4.7	5.6	6.5

Nonexempt employees shall only use vacation leave in increments of a quarter of an hour.

**VACATION LEAVE TABLE FOR EXEMPT EMPLOYEES**  
Hours Earned Per Pay Period Based on Length of Service

<b>Time in Pay Status Per Pay Period</b>	<b>Less Than 5 Years</b>	<b>5 Years &amp; Less Than 10 Years</b>	<b>10 Years &amp; Less Than 15 Years</b>	<b>15 Years &amp; Over</b>
00	0.0	0.0	0.0	0.0
>0	3.7	4.7	5.6	6.5
<b>Maximum Accumulation of Hours</b>	144.0	176.0	208.0	240.0

Exempt Employees, including part-time exempt employees, shall only use vacation leave in either half or full-day increments.

### 10.11 Family Medical Leave Act (FMLA)

As a State benefit eligible employee who has worked six months at KSD/KSSB, you are entitled to be covered under the Federal Family and Medical Leave Act (FMLA) up to 12 weeks paid and or unpaid leave based on a “rolling year”. Please refer to the FMLA policy posted on the Official Bulletin Board near the Office of the Director of Human Resources. Staff are sent an inquiry if they miss more than three work days in a row.

Employees are to turn in their Application for Leave immediately upon return to work or in advance if possible, (i.e., doctor's appointments), to be approved by your supervisor and to alert them to your absence. If an employee is sick for three consecutive work days or more a doctor's statement is to be given to your supervisor upon return to work. It shall be the policy of KSD/KSSB to reserve the right to verify an employee's reason for use of sick leave and their ability to return to full and unrestricted duties of their position. A doctor's statement and/or release to return to work may be required for any use of sick leave even for one day. (REF: 1-9-3 (a), 1-9-5 (a, d, f))

Up to twelve (12) weeks of paid sick leave and/or Leave Without Pay (LWOP) can be used for absence from work because of pregnancy, termination of pregnancy, childbirth and the recovery therefrom (see FMLA policy in Human Resources). A physician's statement may be requested to decide probable birth and **is required** after birth to return to work. Any additional time off will require a special request for a Leave of Absence and must be approved by the KSD/KSSB Superintendent.

Annual leave requests are to be submitted to an employee's supervisor with at least two weeks' notice to ensure that the work of the school can be accomplished during the employee's absence.

#### *10.12 Military Leave*

Any employee who is a member of the National Guard or U.S. Military reserve unit, shall be granted a leave of absence with pay for the duration of any official call to duty or for the annual training period that shall be limited to twelve calendar days in any calendar year. Any additional military time will be taken as vacation time or leave without pay unless specified by the Governor. (K.A.R. 1-9-7) (See FMLA policy for use for Military Leave for families.)

#### *10.13 Funeral Leave*

An Appointing Authority may grant leave with pay to an employee who is working 50% of the time or more, upon the death of a close relative. Such leave shall not exceed six (6) working days. The Supervisor shall consider the employee's relationship to the deceased and the necessary travel time among the factors considered in determining whether to grant leave, and if so, the amount of leave to be granted. To insure consistency regarding the use of funeral leave, "close relative" shall be defined as: spouse, child, (step) mother, (step) father, brother, sister, foster parent, mother-in-law, father-in-law, brother-in-law, sister-in-law, daughter-in-law, son-in-law, grandparent, grandchild, aunt, uncle, cousin, or a relative permanently residing in the employee's household. (REF: K.A.R. 1-9-12)

#### *10.14 Extended Leave of Absence*

Leave without pay may be granted to an employee for an extended illness, temporary disability, or other good or sufficient reason considered in the best interest of KSD/KSSB, not to exceed one (1) year. Such leave shall be requested in writing by the employee on an Application for Leave form. The Appointing Authority must approve the request. If the employee does not return to work at the end of their approved time, their employment status will be officially terminated (REF: K.A.R. 1-9-6).

### 10.15 Jury Duty

Benefit eligible employees shall be granted leave when summoned for jury duty, or to comply with a subpoena as a witness before the civil service board, the Kansas Commission on Civil Rights, the United States Equal Employment Opportunity Commission, or a court. An employee shall NOT be entitled to leave with pay in circumstances where the employee is called as a witness on the employee's own behalf in an action in which the employee is a party. When jury duty leave is requested and taken by an employee, his/her regular salary will be received. Jury duty pay may be retained by the employee if the amount does not exceed \$50.00. You must obtain from the court a written statement showing the days you served as a juror or as a subpoenaed witness. This statement of service is to be given to your supervisor and forwarded with your Application for Leave to the Human Resources Department (REF: K.A.R. 1-9-8).

### 10.16 Official Leave

In general, Official Leave is used for attending seminars, workshops, and other official meetings that will benefit the school upon the employees' return. Unclassified employees must request Official Leave to attend off-campus training, seminars, workshops, or other meetings on scheduled work days whether the school pays for the expenses or not.

### 10.17 Kansas Public Employees Retirement System (KPERs)

KSD/KSSB employees whose positions are at least 1,000 hours (50%) per year and who are not temporary employees are covered by KPERs. Participation is **mandatory**.

Effective July 1, 2009, new employees will be immediate members and not have a waiting year. This system provides disability benefits, a retirement plan, and a death benefit. Should a non-vested member resign, he/she may elect to leave his/her contributions up to five years or apply, after 31 days, to withdraw his contributions by filing an application with KPERs. Once vested (5 years) effective 7/1/09, employees may leave their contributions in the retirement system until they reach retirement eligibility. Please contact KPERs for current and specific information or call 1-888-275-5737; Website: [www.kpers.org](http://www.kpers.org).

**\*\*\*The Legislature has passed changes to your KPERs benefits beginning in 2014.**

#### **TIER 1**

<b><i>Tier 1- Now</i></b>	<b><i>Tier 1 (Change) January 2014</i></b>	<b><i>Tier 1 (Change) January 2015+</i></b>
4% contributions	Increase to 5% contributions	Increase to 6% contributions
1.75% multiplier	Increase to 1.85% multiplier (future service only)	Continue with 1.85% multiplier

**TIER 2**

<b><i>Tier 2 Current (members hired July 1, 2009+)</i></b>	<b><i>Tier 2</i></b>
6% contributions	Continue with 6% contributions
1.75% multiplier  Have COLA increase	Increase to 1.85% multiplier ALL services, not just future Starts January 2014  Lose COLA starting July 2012 (Doesn't affect members retiring before July 2012)

**TIER 3**

<b><i>Tier 3 (members hired January 2015 &amp; after)</i></b>	<b><i>Tier 3</i></b>
6% contributions	Continue with 6% contributions
No multiplier  No COLA increase	Contributions earn 4% interest annually (paid quarterly). There is also a possibility of additional interest, depending on KPERS' investment returns.  You earn retirement credits while working. They are based on a percentage of your pay and the number of years you've worked. These credits can only be used at retirement.

**10.18 Miscellaneous Benefits**

*This is not a complete, all-inclusive list. Check with the Human Resources for a complete list of all state employee benefits.*

- **Tax-sheltered benefits** – Available through various state approved companies. Contact Human Resources for more information on Deferred Compensation Plan (Section 457 of IRS code) and Voluntary Tax-Sheltered Annuities (Section 403(b) of IRS code)
- **Service Awards** – For recognition upon 10, 20, 30 and 40 years of employment.
- **Social Security** (FICA tax or OASDI) – Employee and employer contributions are deposited with the Social Security Administration and are available to employees in the form of retirement, disability, and death benefits. For further information contact your local Social Security office.
- **Unemployment Insurance** – Employees of KSD/KSSB are under the Kansas Unemployment Compensation Act. This act was designed to provide a program of insurance on a short-term basis for the payment of benefits to former employees of the State who, through NO FAULT OF THEIR OWN, have been temporarily restricted

from gainful employment. All employees are covered by the act. However, employees who are under contract for nine months or who accept a position that is less than twelve months, are NOT eligible for unemployment compensation during the summer months, IF THEY ARE RETURNING the next school year. The eligibility or disqualification of each staff member who separates from KSD/KSSB employment will be based on the type of separation. A claimant must initiate the claim at his/her nearest State Employment Security/Job Services Office.

- **Workers' Compensation** – Income protection for ON THE JOB injuries. Payment of medical bills and other benefits specified by law, providing documentation was completed within the required time frame of the accident. You will receive further information when you complete an accident form.
- **Other benefits** – Credit for months not worked that is extended to staff not working during the summer months (due to school requirements) includes; service credit for longevity pay, service pins, leave accrual rate, and classified step movement on the salary schedule.

## SECTION 11: ORGANIZATIONS

In 1972, the Kansas Public Employer-Employee Relations Act was passed by the Kansas Legislature to promote improvement of employer-employee relations in the public agencies of the State. This law recognized the right of public employees to join or refrain from joining such organizations. There are several employee organizations for State employees.

### *11.1 Kansas Organization of State Employees (KOSE):*

The State of Kansas acknowledged KOSE in May 2008 as the “recognized employee organization”, as that term is defined in K.S.A. 75-4322, for employees in the bargaining unit where it has been certified or recognized. The Employer recognizes the Union as the sole and exclusive representative in all matters establishing and pertaining to wages, hours, and other terms and conditions of employment and ***revised July 1, 2010, for employees of KSD and KSSB.***

## SECTION 12: GENERAL INFORMATION

### *12.1 Professional Development*

The schools maintain a working environment in which opportunities are provided for all employees to achieve their fullest potential. One of the ways these opportunities are brought about is through training programs. In support of this policy of personal development, the schools offer training programs for exempt and nonexempt employees in all departments. There are also training programs in supervisory and managerial skills. A variety of training courses are available to help employees improve job performance. To decide what, when, and where courses are available, ask your supervisor.

## *12.2 Notary*

Occasions may arise that require the services of a notary public. You may obtain this service free of charge through the Business Office or Human Resources.

## *12.3 Political Activity*

Employees are free to participate in any political activity offsite, on your own time. With few exceptions, being a State employee does not prohibit your right to participate in our political process. You are encouraged to support the candidates of your choice, and to vote on Election Day. At work, however, it is important to keep several Kansas laws in mind. (Ref: K.S.A. 75-2953)

The following guidelines are suggested in order to be in full compliance with State law and to avoid any question of impropriety:

- Supervisors or members of their immediate families should not solicit for political contributions or participation in political activities from any State employees, whether classified or unclassified, under their supervision.
- Solicitation for political contributions or political activities should not occur on State property or during regular hours of employment.
- To the extent solicitations for funds or activities are lawful and appropriate, they should not be made with expressed or implied offers of special favor or threats of penalty.
- Campaign literature or other paraphernalia should not be brought onto State property or transported in or displayed on State vehicles. You may have a bumper sticker or other decal on your own private vehicle.

## *12.4 Employee Assistance Program (EAP)*

If you have a question or problem, your supervisor will be glad to talk with you about it. There may be times, however, when you would rather discuss a personal problem with someone who is not directly associated with you. In such a case, the Director of Human Resources will assist you with your problem or direct you to other persons who may be able to help.

## *12.5 Meals*

You may eat in the school cafeteria; the cost is set and posted annually in the kitchen. Staff supervising students while on duty are not required to pay for meals.

### *12.6 Official Bulletin Board (Human Resources)*

KSD/KSSB has an official information bulletin board which is located next to the Human Resources Department. Please check the bulletin board from time to time to see what has been added or changed. Items such as in-house job vacancies, other state job vacancies, Governor's Directives & Executive Orders, training opportunities, and policies on Affirmative Action Plan, Sexual Harassment, Grievance Procedure, Political Activity, Substance Abuse, Employee Assistance Program, Public Employer-Employee Relations are posted for your information. The locations of the information boards are:

- KSD - ground floor of the Roth Administration building
- KSSB - Irwin Administration building

### *12.7 Official Employee Bulletin Board*

The KSD/KSSB employee information bulletin board is also located next to the Human Resources Department. Please check the bulletin board from time to time to see what has been added or changed. Employees may post items such as thank you cards, employee personal announcements, items for sale, etc. Check with the Human Resources Department before posting any item on the Employee Bulletin Board.

### *12.8 Maintenance Requests*

All requests for maintenance and inventory transfers must be made through the FOS Management System. Approved requests will convert to work orders and be assigned to the appropriate service area.

### *12.9 Requests for References*

Unless otherwise allowed by law, a request by a third party for release of any personnel record shall require the written consent of the employee, and shall be submitted to the Human Resources Department who shall respond to the request as the law allows.

Upon receipt of the written request, school officials may provide information regarding past and present employees to prospective employers in compliance with current law. Information that may be provided will include:

- employment date(s)
- job description and duties while in the school's employment
- last salary or wage
- wage history

## *History of KSD*

The Kansas State School for the Deaf (KSD) was founded by Philip A. Emery, a deaf man who had been a teacher at the Indiana School for the Deaf from 1854 to 1860. Emery had come to Kansas to start a new life and a new occupation; but J. R. Kennedy, one of the early Kansas settlers, persuaded him to educate Kennedy's three deaf children. Emery located a small house with two rooms and an attic in Baldwin City that could be rented for five dollars per month. On December 9, 1861, the Kansas State School for the Deaf opened its doors to the first student, Elizabeth Studebaker from Clinton, a niece of the famous Studebaker wagon manufacturer.

On March 5, 1862, the first Kansas legislation was passed to help the School by appropriating a sum of \$500 for the "purpose of helping Professor P.A. Emery" and twenty-five cents per day per student for their education (the funds were to be paid in state script that could be cashed only by taking a discount of between twenty-five and thirty-five percent off its value). For this Emery was required to report to the auditor of Kansas the number of pupils he taught and the number of days each attended.

Disaster almost came to the Kansas State School for the Deaf on August 21, 1863. Quantrill and his men had finished their infamous raid on the nearby town of Lawrence and were headed to Baldwin City, probably intending to destroy the town and everyone in it. However, Major Preston B. Plumb, with 200 Union cavalry, intercepted Quantrill before they reached Baldwin City, thus saving the little school house that was the beginning of the Kansas School for the Deaf.

With land acquired, the School was scheduled to move to Olathe, but the legislators of this time were debating over the location of many of the State's newly formed institutions. A School for the Deaf located in a legislator's hometown would represent prestige and a source of employment for his constituents. Some legislators believed that all State agencies should be located in Topeka, and so in the Fall of 1864, the Kansas State School for the Deaf was moved to Topeka where it was located for one year before moving back to Baldwin City in 1865. Problems increased about the location of the School and there was a three-way political dispute between Olathe, Baldwin City, and Topeka as to which city would get the School for the Deaf. W. H. Fishback, a senator from Olathe, was able to get a bill passed and signed into law by Governor Carney on February 12, 1864, which stated the School for the Deaf would be located in Olathe, Kansas.

On November 15, 1866, the Kansas State School for the Deaf with its 18 students moved into its newly constructed stone building in Olathe. This building was torn down in 1886 to make way for a new administration and dormitory building that was replaced in 1934 by the present Roth Administration and Dormitory Building. By the year 1893 the enrollment of the school had soared to more than two hundred students.

The School was first known as the Asylum for the Deaf and Dumb and in 1885 the name was changed to the Kansas Institution for the Education of the Deaf and Dumb. In 1896, the School was named the School for the Deaf. In 1905, the legislature enacted a law that made

attendance of all deaf persons between the ages of six and twenty-one compulsory unless they attended another special school.

KSD continues as a large center school for the deaf and hard of hearing. The School is known for its academic excellence in pre-college preparation and its strong career technical training and dual placement programs leading to job placement, or post-secondary training/education upon graduation.

KSD is a source of pride for all Kansans. We are proud of our history that tells of our commitment to the mission of quality education for deaf and hard of hearing children in Kansas.

### *History of KSSB*

The Kansas State School for the Blind (KSSB), governed by the Kansas State Board of Education, is an excellent example of the long-standing commitment by the State of Kansas to special education.

The first organized classes for Kansas blind children was held on October 7, 1867. There were nine children in attendance. By 1900, the enrollment at KSSB had increased to more than 50 students, and with few exceptions, the enrollment has fluctuated from 60 to 80 students. Blindness is the rarest of disabilities and can occur in all age ranges, all socioeconomic and ethnic groups, and at all intellectual levels. Therefore, it is not uncommon for the general public to have had little contact with a person who is blind or visually impaired.

KSSB is located on land in Kansas City, Kansas, formerly owned by the Delaware and Wyandotte Tribes. In 1853, the Wyandotte Tribe purchased 36 sections from the Delaware Tribe. A member of the Wyandotte Tribe, Mr. William Johnson, disposed of his real estate to the original town company. In 1866, the City of Wyandotte deeded the land to the State of Kansas for the purpose of serving the blind.

This agency, in cooperation with other public and private schools, serves as an important part of the continuum of services to the children and youth of Kansas. Admissions are made cooperatively with the student's local school district and the child's parents. There is no charge for tuition or board for Kansas citizens. The local school district is responsible for the transportation costs; however, the State of Kansas refunds a percentage of these costs.

The parents are financially responsible for a nominal annual activity fee (for extracurricular activities, yearbook, and other miscellaneous items), clothing, spending allowances, and other personal items. Should families have need of financial assistance, the request will be reviewed.

At KSSB, students are provided the adapted technique and technology needed to allow them to develop the academic, technical, and social skills which are important to compete in a sighted society.

Although some students board at the school during the Fall and Spring semesters, and possibly for the Extended School Year Program (summer), strong family ties are maintained. All residential students return home every weekend. Students who reside in the local community (day students) are transported home daily during the school year. This agency is very cognizant of the sacrifices made by parents of student boarders. In exchange for sending their child to a residential school, parents have a right to expect that their child receives an intensive education resulting in the ability to live independently in the sighted community. Successful graduates are evidence that this trust has been kept over the years.

**Agenda Number:** 21

**Meeting Date:** 1/12/2021



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**Item Title:** Discuss work-based learning and Individual Plan of Study connection

**From:** Stacy Smith, Natalie Clark

This update to the State Board of Education will cover the collaboration between intergovernmental agencies through the Governor's Council on Education regarding Work-Based Learning. Board members will learn of specific sub-committee work, important connections between students' Individual Plans of Study and work-based learning experiences, and other initiatives to help ensure student success toward their educational and career goals.

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





# Individual Plan of Study



All students, beginning in middle school, will develop an IPS based on their career interests. An IPS is both the product a student develops and a process the school implements to guide students in developing future plans. A student's IPS is developed cooperatively between the student, school staff members and family members.

There are four minimum components of a student's IPS:

- A graduated series of strength finders and career interest inventories to help students identify preference toward career clusters.
- Eighth- through 12th-grade course-builder function with course selections based on career interests.
- A general postsecondary plan (workforce, military, certification program, two- or four-year college).
- A portable electronic portfolio.

The vision requires that every middle and high school student in Kansas will have an IPS.



[Kansas Can Star Recognition Program, Individual Plan of Study Rubric:](#)  
[Kansas Can Star Recognition Program: Individual Plan of Study Artifacts:](#)  
[Kansas Can Talking Points – Five Outcomes](#)  
[Individual Plan of Study Fact Sheet \(ksde.org\)](#)



[IPS Training Module](#)  
[KSDE IPS Student-Led Conference](#)

Rubric Elements Identified ([IPS One Page Rubric](#)) and ([IPS Rubric Detailed Version](#))

Every student (middle-12<sup>th</sup> grade) has an IPS on file. IPS is reviewed and updated at least twice per year.

There are four minimum components of a student's IPS:

1. A graduated series of strength finders and career interest inventories to help students identify preference toward career clusters.
  - Career interest area(s) from inventories identified.
  - Evidence exists that student assessments/interest inventories and academic results inform decisions made regarding life-career goals, course options, and hobby preferences as they relate to a career path/cluster and to review/revise the IPS.

# Individual Plan of Study



- Career development activities reflect a series of graduated, age-appropriate career interest inventories, ability profilers, learning style and personality assessments administered multiple times from middle grades through high school. Students can articulate a clear connection between results of assessments and related careers.
2. Eighth- through 12th-grade course-builder function with course selections based on career interests.
    - High school courses mapped to interest areas.
  3. A general postsecondary plan (workforce, military, certification program, two- or four-year college).
    - Specific Postsecondary plan and secondary coursework aligned with interests.
    - According to career interests, all postsecondary courses are identified for first two years after graduation or entry-level qualifications for a specific job in identified career interest area or military clearly defined.
  4. A portable electronic portfolio.
    - Students have a well-developed portable, electronic portfolio that includes all pertinent information, reflects the IPS journey and the student accomplishments. Students can articulate an understanding of the requirements and benefits of their portfolio and the expectations of a rigorous IPS designed to prepare them for their postsecondary experiences.

For more information, contact:

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



# KSDE/KBOR Collaboration



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## History of KSDE/KBOR Collaborative Projects

Collaborative Project	Date	Link
 <b>College Admissions Webinar</b> • 113 Participants	April 27, 2020	<a href="https://mediastream.ksde.org/Media/ECSE/AdmissionsWebinar.mp4">https://mediastream.ksde.org/Media/ECSE/AdmissionsWebinar.mp4</a>
 <b>College Admissions Webinar Q and A Document</b> • Sent on KSDE ListSers		<a href="#">College Admissions Webinar Q&amp;A April 2020 final piece.docx - Google Drive</a>
 <b>Student Financial Aid Webinar</b> • 79 Participants	April 28, 2020	<a href="https://mediastream.ksde.org/Media/csas/FinancialAidWebinar.mp4">https://mediastream.ksde.org/Media/csas/FinancialAidWebinar.mp4</a>
 <b>Student Financial Aid Webinar Q and A Document</b> • Sent on KSDE ListSers		<a href="#">Student Financial Aid Webinar April 28 2020 final piece.docx - Google Drive</a>
 <b>College Admissions Among COVID-19 Resource</b> • Resource to help 2020 graduates make post-secondary decisions • Posted on KSDE IPS Page		<a href="#">Individual Plans of Study (IPS) - Student (ksde.org)</a>

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# History of KSDE/KBOR Collaborative Projects

Collaborative Project	Date	Link
<b>Kansas Post-Secondary Exploration Guide</b> <ul style="list-style-type: none"> <li>Resource to help Kansas high school students make post-secondary decisions</li> <li>Posted on KSDE IPS Page</li> </ul>	July 13, 2020	<a href="https://www.ksde.org/Portals/0/Files/2020/07/Kansas-Post-Secondary-Exploration-Guide.pdf">Kansas Post-Secondary Exploration Guide.pdf (ksde.org)</a>
<b>Kansas Post-Secondary Exploration Guide KSDE Hot Topics Webinar</b> <ul style="list-style-type: none"> <li>Currently 179 Views</li> </ul>	September 2020	<a href="https://www.youtube.com/watch?v=...">(219) September 2020 Lunchtime Hot Topics Kansas Post-Secondary Exploration Guide - YouTube</a>
<b>Qualified Admissions Webinar</b> <ul style="list-style-type: none"> <li>Approximately 350 Participants</li> </ul>	October 20, 2020	<a href="https://mediastream.ksde.org/Media/CSAS/QualifiedAdmissions.mp4">https://mediastream.ksde.org/Media/CSAS/QualifiedAdmissions.mp4</a>
<b>Unique Student Situations and the FAFSA</b> <ul style="list-style-type: none"> <li>Sent Registration Information for the Kansas Association of Student Financial Aid Administrators Event on Counselor's ListServ</li> </ul>	November 17, 2020 November 18, 2020	Registration: <a href="https://my.kasfaa.org/Calendar/moreinfo.php?eventid=59938">https://my.kasfaa.org/Calendar/moreinfo.php?eventid=59938</a>



## Kansas Post-Secondary Exploration Guide

resources to help Kansas high school graduates make post-secondary decisions  
a collaborative tool from Kansas Board of Regents and Kansas State Department of Education

### Content Quick Reference:

- General Information
- Information for Kansas Public Universities
- Information for Kansas Public Community and Technical Colleges
- Information for Kansas Independent Colleges
- Exploratory Resources to Consider Post-Secondary Options
- Transfer Credit & Credit for Prior Learning Resources
- Financial Aid & Scholarships Resources

### General Kansas Information:

- Qualified Admissions
- Kansas Scholars Curriculum
- Public Institutions – comprehensive list
- Financial Aid Offices – comprehensive list
- Independent Colleges – comprehensive list

### Public Universities

Institution	Location	Admissions	Financial Aid	New Student Info
<a href="#">Emporia State University</a>	Emporia	<a href="#">Undergraduate Admissions</a>	<a href="#">Financial Aid, Scholarships, &amp; Veterans Support Services</a>	<a href="#">How2ESU Programs</a>
<a href="#">Fort Hays State University</a>	Hays	<a href="#">Admissions Office</a>	<a href="#">Financial Assistance Office</a>	<a href="#">First Year Experience</a>
<a href="#">Kansas State University</a>	Manhattan	<a href="#">Admissions</a>	<a href="#">Office of Student Financial Assistance</a>	<a href="#">K-State First</a>
<a href="#">Pittsburg State University</a>	Pittsburg	<a href="#">Admission Office</a>	<a href="#">Student Financial Assistance</a>	<a href="#">Information for New Students</a>
<a href="#">The University of Kansas</a>	Lawrence	<a href="#">Admissions</a>	<a href="#">Financial Aid &amp; Scholarships</a>	<a href="#">First Year Experience</a>
<a href="#">Washburn University</a>	Topeka	<a href="#">Admissions</a>	<a href="#">Financial Aid Office</a>	<a href="#">First Year Experience</a>
<a href="#">Wichita State University</a>	Wichita	<a href="#">Admissions</a>	<a href="#">Office of Financial Aid</a>	<a href="#">Office of First Year Programs</a>

**Public Community & Technical Colleges**

Institution	Location	Admissions	Financial Aid	New Student Info
<a href="#">Allen Community College</a>	Iola	<a href="#">Admissions</a>	<a href="#">Financial Aid</a>	<a href="#">Student Life</a>
<a href="#">Barton Community College</a>	Great Bend	<a href="#">Admissions</a>	<a href="#">Financial Aid &amp; Scholarships</a>	<a href="#">Student Life</a>
<a href="#">Butler Community College</a>	El Dorado	<a href="#">Admissions</a>	<a href="#">Financial Aid &amp; Scholarships</a>	<a href="#">First Year Experience</a>
<a href="#">Cloud County Community College</a>	Concordia	<a href="#">Admissions</a>	<a href="#">Financial Aid</a>	<a href="#">Student Engagement</a>
<a href="#">Coffeyville Community College</a>	Coffeyville	<a href="#">Admissions</a>	<a href="#">Financial Aid Office</a>	<a href="#">Student Life</a>
<a href="#">Colby Community College</a>	Colby	<a href="#">Admissions</a>	<a href="#">Financial Aid</a>	<a href="#">Student Services</a>
<a href="#">Cowley Community College</a>	Arkansas City	<a href="#">Admissions</a>	<a href="#">Financial Aid</a>	<a href="#">Student Life</a>
<a href="#">Dodge City Community College</a>	Dodge City	<a href="#">Admissions</a>	<a href="#">Financial Aid &amp; Scholarships</a>	<a href="#">Student Life</a>
<a href="#">Flint Hills Technical College</a>	Emporia	<a href="#">Admissions</a>	<a href="#">Financial Aid &amp; Scholarships</a>	<a href="#">Student Life</a>
<a href="#">Fort Scott Community College</a>	Fort Scott	<a href="#">Admissions</a>	<a href="#">Financial Aid</a>	<a href="#">Campus Life</a>
<a href="#">Garden City Community College</a>	Garden City	<a href="#">Admissions</a>	<a href="#">Financial Aid</a>	<a href="#">Student Life</a>
<a href="#">Highland Community College</a>	Highland	<a href="#">Admissions</a>	<a href="#">Financial Aid</a>	<a href="#">Student Life</a>
<a href="#">Hutchinson Community College</a>	Hutchinson	<a href="#">Admissions</a>	<a href="#">Financial Aid</a>	<a href="#">Student Life</a>
<a href="#">Independence Community College</a>	Independence	<a href="#">Admissions</a>	<a href="#">Financial Aid</a>	<a href="#">Student Life</a>
<a href="#">Johnson County Community College</a>	Overland Park	<a href="#">Admissions</a>	<a href="#">Financial Aid</a>	<a href="#">Campus Life</a>
<a href="#">Kansas City Kansas Community College</a>	Kansas City	<a href="#">Admissions</a>	<a href="#">Financial Aid</a>	<a href="#">Student Resources</a>
<a href="#">Laketta Community College</a>	Persons	<a href="#">Admissions</a>	<a href="#">Financial Aid &amp; Scholarships</a>	<a href="#">Student Life</a>
<a href="#">Manhattan Area Technical College</a>	Manhattan	<a href="#">Admissions</a>	<a href="#">Financial Aid</a>	<a href="#">Student Resources</a>



**Independent Colleges & Universities**

Institution	Location	Admissions	Financial Aid	New Student Info
<a href="#">Baker University</a>	Baldwin City	<a href="#">Admissions</a>	<a href="#">Costs &amp; Aid</a>	<a href="#">Student Life</a>
<a href="#">Berclay College</a>	Haviland	<a href="#">Admissions</a>	<a href="#">Costs / Financial Aid</a>	<a href="#">Student Activities</a>
<a href="#">Benedictine College</a>	Atchison	<a href="#">Admissions</a>	<a href="#">Financial Aid</a>	<a href="#">Student Life</a>
<a href="#">Bothany College</a>	Lindsborg	<a href="#">Admissions</a>	<a href="#">Tuition &amp; Financial Aid</a>	<a href="#">Student Life</a>
<a href="#">Bethel College</a>	Newton	<a href="#">Admissions</a>	<a href="#">Affordability</a>	<a href="#">Student Life</a>
<a href="#">Central Christian College of Kansas</a>	McPherson	<a href="#">Admissions</a>	<a href="#">Financial Aid</a>	<a href="#">Campus Life</a>
<a href="#">Cleveland University - Kansas City</a>	Overland Park	<a href="#">Admissions</a>	<a href="#">Financial Aid &amp; Scholarships</a>	<a href="#">Campus Life</a>
<a href="#">Donnelly College</a>	Kansas City	<a href="#">Admissions</a>	<a href="#">Financial Aid</a>	<a href="#">Student Services</a>
<a href="#">Friends University</a>	Wichita	<a href="#">Admissions</a>	<a href="#">Costs &amp; Financial Aid</a>	<a href="#">Involvement &amp; Activities</a>
<a href="#">Hesston College</a>	Hesston	<a href="#">Admissions</a>	<a href="#">Cost &amp; Financial Aid</a>	<a href="#">Campus Activities</a>
<a href="#">Kansas Wesleyan University</a>	Salina	<a href="#">Undergraduate Admissions</a>	<a href="#">Student Financial Planning</a>	<a href="#">Student Development</a>
<a href="#">Manhattan Christian College</a>	Manhattan	<a href="#">Admissions</a>	<a href="#">Financial Assistance</a>	<a href="#">Campus Life</a>
<a href="#">McPherson College</a>	McPherson	<a href="#">Admissions</a>	<a href="#">Financial Aid</a>	<a href="#">Clubs &amp; Activities</a>
<a href="#">MidAmerica Nazarene University</a>	Olathe	<a href="#">Undergraduate Admissions</a>	<a href="#">Financial Aid</a>	<a href="#">Student Success</a>
<a href="#">Newman University</a>	Wichita	<a href="#">Admissions</a>	<a href="#">Financial Aid</a>	<a href="#">Life at Newman</a>
<a href="#">Ottawa University</a>	Ottawa	<a href="#">Admissions</a>	<a href="#">Tuition and Financial Aid</a>	<a href="#">Student Activities</a>
<a href="#">Southwestern College</a>	Winfield	<a href="#">Admissions</a>	<a href="#">Financial Aid</a>	<a href="#">Student Life</a>
<a href="#">Sterling College</a>	Sterling	<a href="#">Admissions</a>	<a href="#">Financial Aid</a>	<a href="#">Student Life</a>
<a href="#">Tabor College</a>	Hillsboro	<a href="#">Undergraduate Admissions</a>	<a href="#">Financial Aid</a>	<a href="#">Student Life</a>
<a href="#">University of Saint Mary</a>	Leavenworth	<a href="#">Admissions</a>	<a href="#">Scholarships &amp; Financial Aid</a>	<a href="#">Student Engagement</a>



### Exploratory Resources

 <b>Options to Consider</b>	<p>Need help exploring post-secondary options? Kansas has seven public universities and twenty-six community and technical colleges to consider. <a href="#">Learn more about these institutions.</a></p> <p>You may also want to look into <a href="#">military options</a> or <a href="#">private and out-of-state institutions</a> or <a href="#">go straight into the workforce.</a></p>
 <b>Kansas Public Higher Education &amp; Training Program Search</b>	<p><a href="#">Quickly search program and training opportunities available from the 32 Kansas public higher education institutions</a> via the <a href="#">Kansas Public Higher Education &amp; Training Program Search Tool.</a></p> <p>The database includes information submitted by the state's public higher education institutions, which may not include all programs offered in all locations (including online or satellite campuses). If you cannot find a specific program at an institution using this search tool, please contact the institution(s) directly to learn more about educational opportunities available in your area.</p>
 <b>Kansas High Demand Occupations</b>	<p><a href="#">Browse occupations</a> in the state of Kansas (or your local area within the state) that are in high demand. Information regarding required education, experience level, and median annual wage is available.</p>
 <b>General Career Exploration</b>	<p>Need help exploring career options and figuring out the education, skills, training, etc. needed to achieve your goals? Check <a href="#">Q*NET Online</a>, <a href="#">Career OneStop</a>, or <a href="#">GoArmy.com.</a></p> <p>If you are interested in attending college, you should also contact the career services office at the institutions you are interested in attending to learn more about their, typically, free services!</p>
 <b>Degree Programs in Kansas</b>	<p>This <a href="#">interactive online tool</a> reviews cost and earnings data from graduates for each undergraduate degree program offered at a public institution in Kansas.</p> <p>With <a href="#">hundreds of degree programs available</a>, there are many factors to consider when selecting the institution and the degree program that are the best match for you.</p>
 <b>Career Paths</b>	<p>Search the <a href="#">Occupations &amp; College Programs</a> tool to learn about high demand, high wage occupations near you, as well as opening forecasts, wages and more!</p> <p>Check out the <a href="#">High School and Career Pathways section</a> to explore high school and college courses plus other opportunities to gain knowledge and experience in high demand occupations.</p>

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### Transfer & Credit for Prior Learning Resources

 <b>College Credit Transfer Courses</b>	<p>The Kansas Board of Regents has approved 100+ <a href="#">System Wide Transfer (SWT) courses</a>. A student who successfully completes any of these courses at a Kansas public university, community college, or technical college will be able to transfer the course to any Kansas public postsecondary institution offering an equivalent course.</p> <p><a href="#">View these courses and see how they transfer</a> across Kansas public institutions.</p> <p><a href="#">Learn more</a> about transferring credits across Kansas public institutions.</p>
 <b>College Credit for Prior Learning</b>	<p><b>Credit for Prior Learning (CPL)</b> refers to a process used by post-secondary institutions to award academic credit for a student's knowledge and expertise acquired through life and professional experience, as long as the student's knowledge and skills are determined to be equivalent to college-level learning.</p> <p>Advanced Placement, College-Level Exam Program, International Baccalaureate, military experience are common types of CPL for which college credit is awarded at institutions.</p> <p><a href="#">View specific CPL information and policies for Kansas public institutions.</a></p>

### Financial Aid & Scholarships

 <b>Student Financial Aid</b>	<p>Student financial aid includes grants, scholarships, and loans. It can be available through the federal and state government, private corporations, and philanthropic organizations, to name a few. For more information on financial assistance, please contact the <a href="#">financial aid office at the school you wish to attend</a>, or contact the <a href="#">Kansas Board of Regents</a> for more information.</p> <p>Resources/Programs:</p> <ul style="list-style-type: none"> <li>• <a href="#">State of Kansas Student Aid Application for Specific Scholarships &amp; Grants</a></li> <li>• <a href="#">Kansas State Scholarships</a></li> <li>• <a href="#">Free Application for Federal Student Aid</a></li> <li>• <a href="#">Kansas Learning Quest College Savings Program</a></li> <li>• <a href="#">Midwest Student Exchange Program</a></li> <li>• <a href="#">Financial Aid FAQs</a></li> </ul>
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## History of KSDE/KBOR Collaborative Projects

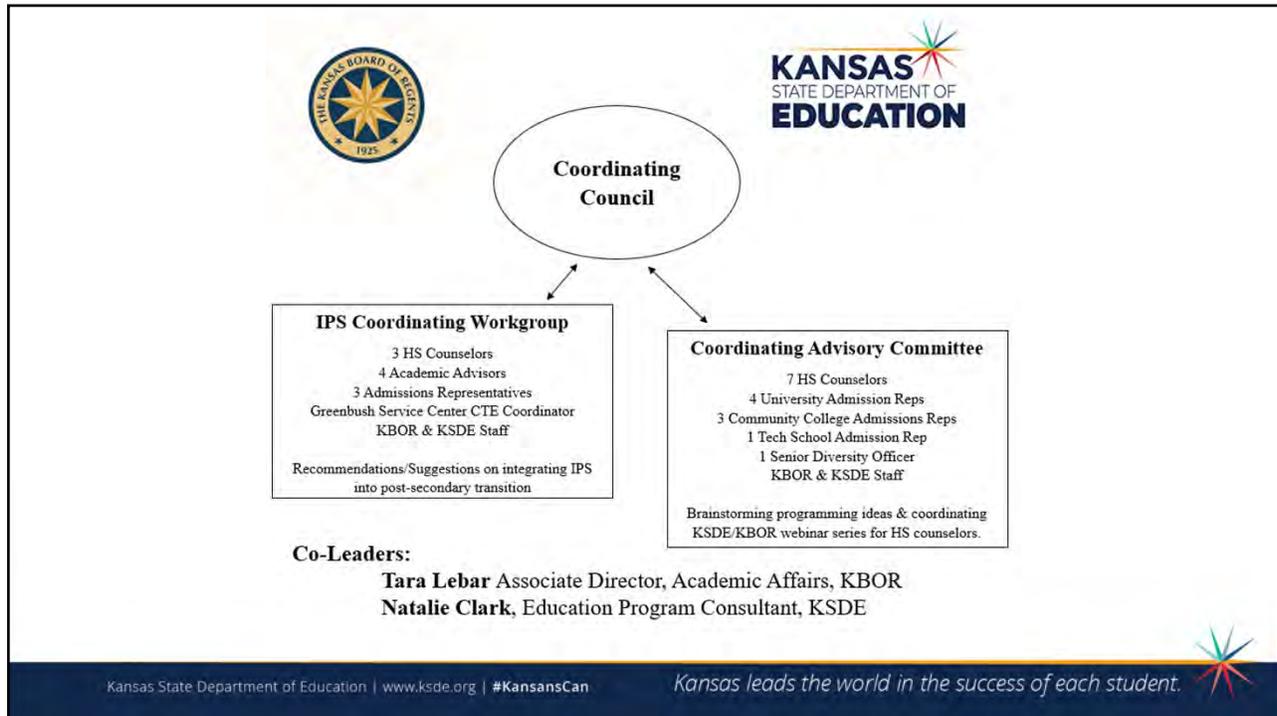
Collaborative Project	Date	Link
<b>Kansas Post-Secondary Exploration Guide</b> <ul style="list-style-type: none"> <li>Resource to help Kansas high school students make post-secondary decisions</li> <li>Posted on KSDE IPS Page</li> </ul>	July 13, 2020	<a href="#">Kansas Post-Secondary Exploration Guide.pdf (ksde.org)</a>
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 <b>Qualified Admissions Webinar</b> <ul style="list-style-type: none"> <li>Approximately 350 Participants</li> </ul>	October 20, 2020	<a href="https://mediastream.ksde.org/Media/CSAS/QualifiedAdmissions.mp4">https://mediastream.ksde.org/Media/CSAS/QualifiedAdmissions.mp4</a>
 <b>Unique Student Situations and the FAFSA</b> <ul style="list-style-type: none"> <li>Sent Registration Information for the Kansas Association of Student Financial Aid Administrators Event on Counselor's ListServ</li> </ul>	November 17, 2020 November 18, 2020	Registration: <a href="https://my.kasfaa.org/Calendar/moreinfo.php?eventid=59938">https://my.kasfaa.org/Calendar/moreinfo.php?eventid=59938</a>



## History of KSDE/KBOR Collaborative Projects

Collaborative Project	Date
 <b>Individual Plan of Study (IPS) Coordinating Workgroup</b> <ul style="list-style-type: none"> <li>IPS Overview</li> <li>IPS Presentations from Secondary Representatives</li> </ul>	October 28, 2020 November 16, 2020
 <b>Coordinating Advisory Council</b>	November 16, 2020
<b>Kansas Degree Stats Lesson Created by KBOR</b>	November 17, 2020
<b>Financial Aid Resource Pages Created by KBOR</b> (Financial Aid Timeline and FAFSA Resources)	December 2, 2020





## History of KSDE/KBOR Collaborative Projects

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Coordinating Advisory Council	November 16, 2020
→ Kansas Degree Stats Lesson Created by KBOR	November 17, 2020
→ Financial Aid Resource Pages Created by KBOR (Financial Aid Timeline and FAFSA Resources)	December 2, 2020



### Degree Stats Lesson

Degree Stats is a search engine provided to search degree programs and earning potential from completing those programs at one of the Kansas public institutions.

Navigate to [Kansas Degree Stats](#) search engine

At the top of the page you'll see three fields to search. Follow the instructions below to learn how the search engine works, and then the last few questions will be based on your own searching.

Find "Criminal Justice" in the drop-down list under "Choose a Degree Title"

List institutions that offer degree types in the boxes below:

Associate Degree:

- 1.
- 2.
- 3.

Bachelor Degree:

- 1.
- 2.



Go back to the home search page to start a new search

Choose a Degree title you are interested in & list here: \_\_\_\_\_

Select two institutions & check the boxes on the left to use the compare feature to complete the following information

**Institution** \_\_\_\_\_

**Cost of Degree:**

**Scholarship & Grants:**

**% graduates employed:**

**Median Earnings on entry:**

**Institution** \_\_\_\_\_

**Cost of Degree:**

**Scholarship & Grants:**

**% graduates employed:**

**Median Earnings on entry:**



### Notes for Teachers/Counselors

This lesson is designed to be for students to visit the Degree Stats website and work independently to be delivered in a classroom setting without much teacher instruction.

We put together this page for teachers/counselors who want a little more background on the degree stats site or may want to identify areas where students may have questions.



### Kansas DegreeStats

This interactive online tool reviews cost and earnings data from real graduates for each undergraduate degree program offered at a public university or college in Kansas. The earnings data is from graduates of these programs now working in either Kansas or Missouri.

For detailed description on how to use the DegreeStats search tool [click here](#).

1. The first part of the assignment is intended to expose students to the different degree programs available by major at our Kansas public institutions. Students will search for institutions offering a Criminal Justice program and note that there are Associate Degree and Bachelor Degree options.



### **Financial Aid Resources**

[FAFSA Introduction Video](#)

[FAFSA Process](#)

[FAFSA Deadlines](#)

[FSA ID Instruction Video](#)

[Why your family should apply for FAFSA](#) [Kansas Financial Aid Resources & Links](#)

[Kansas Scholarship & Grant Programs](#)

[Midwest Student Exchange Program \(multi-state tuition reciprocity\)](#)



### **Financial Aid Timeline**

1. Complete college application
2. Create your FSA ID
3. Complete the FAFSA Application (Application opens Oct 1 each year)
4. Look for additional scholarship applications or deadlines at your chosen institutions
5. Search for scholarship applications in your community, [state](#) or online
6. Receive your Financial Aid packet from the institutions you have been accepted to
7. Compare the financial aid options at each institution, decide on taking out optional loans after scholarship and grant money have been distributed & send in an enrollment deposit to your chosen institution.
8. Complete the FAFSA each year you are in college.

### **Complete your [Free Application for Federal Student Aid \(FAFSA\)](#)**

### **Financial Aid Tips:**

1. Do not pay for someone to complete the FAFSA for you (it is a free application)
2. Always go to [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov) DO NOT use anything with a ".com" or ".org" extension. Always utilize the government site.
3. Financial Aid departments at each institution are free resources for questions and assistance in filling out your FAFSA
4. Look for the logo for NASFAA or KASFAA to know if an organization is reputable
5. Apply early! FAFSA opens each year on Oct. 1. You should complete the FAFSA application as soon as you complete your college applications.



# History of KSDE/KBOR Collaborative Projects

Collaborative Project: Work-Based Learning (WBL) Professional Development	Date	Link
<ul style="list-style-type: none"> <li>National Governor's Association (NGA) Work-Based Learning Knowledge Exchange State</li> </ul>	2018-2019	<a href="#">NGA Work-Based-Learning Guide final web.pdf</a>
<ul style="list-style-type: none"> <li>Scale High Quality Work-Based Learning Pilot</li> </ul>	January 2020 to Present	<a href="https://drive.google.com/drive/folders/1uWMW9hwbxsBeXT1DBOHNL4CGC0cwOoP4?usp=sharing">https://drive.google.com/drive/folders/1uWMW9hwbxsBeXT1DBOHNL4CGC0cwOoP4?usp=sharing</a>
<ul style="list-style-type: none"> <li>Virtual WBL Professional Development                             <ul style="list-style-type: none"> <li>Scott Smathers shared KBOR Resources that included KS DegreeStats</li> <li>April Henry presented on Excel in CTE</li> <li>Approximately 50 participants May 20, 2020</li> <li>Approximately 100 participants November 4, 2020</li> </ul> </li> </ul>	May 20, 2020  November 4, 2020	<a href="#">Kansas Work-Based Digital Reference Guide (ksde.org) (p 11)</a>
<ul style="list-style-type: none"> <li>NGA Learning Lab State                             <ul style="list-style-type: none"> <li>Adapting WBL during the pandemic and using WBL as a catalyst for economic recovery</li> </ul> </li> </ul>	2020-2021	<a href="#">Policy Academy on Scaling Work-Based Learning - National Governors Association (nga.org)</a>



## Work-Based Learning Pilot Schools

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**Work-Based Learning Pilot Schools**

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**Work-Based Learning Regional Network Schools**

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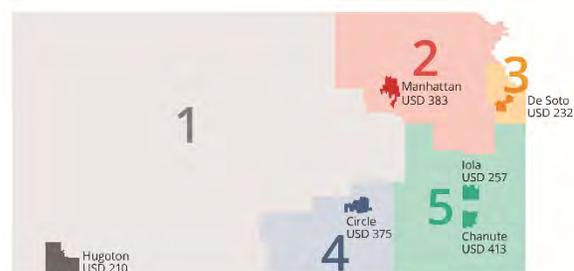
The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries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



# Work-Based Learning Pilot Region One

## HUGOTON USD 210

Hugoton Unified School District 210 is the Work-Based Learning (WBL) Pilot in Workforce Region One and has collaborated with regional team members that include the Kansas State Department of Education, Kansas WorkforceOne, Kansas Department of Commerce, Seward County Community College, Kansas Board of Regents, Hugoton Chamber of Commerce and Kansas Department of Labor.



## Hugoton USD 210

- Purchased three augmented reality units to facilitate 3D human body experiences for students in health science and allows design students the opportunity to create designs in augmented reality and send the information to print a 3D hard copy.
- Business students created a business plan and started the Cloud 9 Coffee Shop.
- The District Site Council shared that employability skills were most important to business and industry.
- WBL Coordinator Bill Losey created an [electronic portfolio website template](#). Graduating seniors will have all of the elements in a portfolio website that they can utilize for postsecondary, which may include a four-year college, community or technical college or the workforce.
- The [USD 210 Career Development Center](#) website was developed as a resource for WBL experiences.
- Internships for 18 high school seniors were developed for the 2020-2021 year.

## Kansas State Department of Education

- [WBL Digital Reference Guide](#).

## Kansas Department of Commerce/WorkforceOne

- [Building Bridges](#), Stevens County's business event, is rescheduled for Sept. 24, 2020. The event is designed to help develop connections between educators, students and the workforce in Stevens County. Building Bridges is an event planned in collaboration with Kansas WorkforceOne, Hugoton Chamber of Commerce and Hugoton USD 210.
- Other Ways to Win and Essential Skills Workshops delivered to students.
- Regional intermediary to connect education, business/industry and chamber members.

## Kansas Board of Regents/ Seward County Community College

- Seward County Community College Virtual Tour.
- Students participating in CNA, welding, auto mechanics and computer science programs.
- Business/industry connection to facilitate Inspire online platform for WBL experiences.
- CTE Expo – Sept. 30, 2020: Opportunity to meet instructors and employers online.

## Kansas Department of Labor

- Kansas Department of Labor has prepared [labor market information](#) statewide, as well as regionally, that may be sorted by Career Cluster.

For more information, contact:

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

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

September 2020

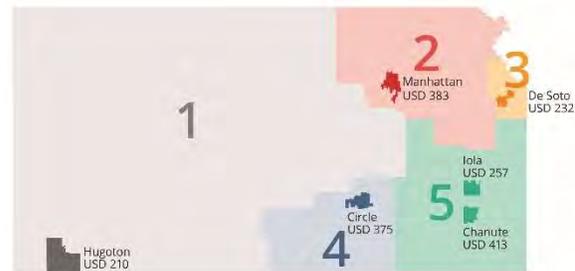
# FACT SHEET



## Work-Based Learning Pilot Region II

### MANHATTAN-OGDEN USD 383

Manhattan-Ogden Unified School District 383 is the Work-Based Learning (WBL) Pilot in Workforce Region Two and has collaborated with regional team members that include the Kansas State Department of Education, Workforce Alliance of North Central Kansas, Manhattan Chamber of Commerce, Manhattan Area Technical College (MATC), Kansas Department of Commerce (KSDE), Kansas Board of Regents and Kansas Department of Labor.



### Manhattan USD 383

Manhattan High School (MHS) has 19 pathways with 10 pathways of focus: Agriculture, AV/Communication, Business, Construction, Family and Consumer Sciences, Health Science, Mobile Equipment, Restaurant and Event Management, and Teaching/Training.

MHS purchased essential equipment and supplies for each of these pathways to improve WBL experiences and better prepare MHS students for real-world environments with hands-on skills.

### Project design

MHS team members include Chris Holborn, USD 383 CTE director; a CTE teacher from Industrial Tech, FACS, Digital Media; a science (CTE) teacher; special education teacher; Spanish teacher; counselor; and two administrators.

The team also includes Jim Genandt, president of the Manhattan Area Technical College; Seth Bovee, Heartland Works; Kurt Dillon, KSDE; and the Regional Workforce Center.

### Manhattan High School

MHS had a career day at the high school for all middle school students to attend. Activities and demonstrations took place throughout the school, sharing information from the 19 pathways and allowing students to do hands-on activities. Students had the chance to explore various career areas and speak with local business. MATC and MHS faculty teach college technical courses at the MHS campus.

### Manhattan High School

MHS purchased five Z space units for the health science pathway in order for students to better understand the human anatomy and develop the high-tech skills needed in the health science fields.





## Kansas Board of Regents/ Manhattan Area Technical College (MATC)

MATC had a career day for all MHS staff members and teachers to share what MATC has to offer. Teachers had the opportunity to tour the MATC facilities and inquire about various program areas and discuss options with MATC staff and teachers.

## Kansas Department of Commerce/ Heartland Works

The team is working to develop information for the *Inspire* platform and connect with area businesses to inform them of the project.

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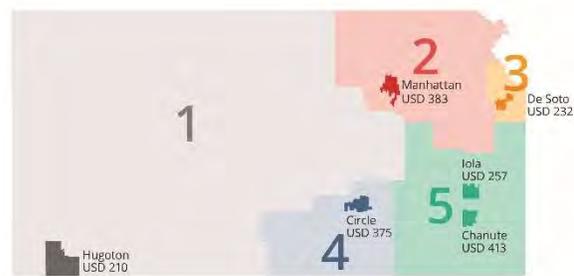
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## Work-Based Learning Pilot Region III

### DE SOTO USD 232

De Soto Unified School District 232 is the Work-Based Learning (WBL) Pilot in Workforce Region III and has collaborated with regional team members that include the Kansas State Department of Education (KSDE), Workforce Partnership, Kansas Department of Commerce, Johnson County Community College, Kansas Board of Regents, Shawnee Chamber of Commerce and Kansas Department of Labor.



### De Soto USD 232

- Partnered with the Shawnee Chamber of Commerce to provide CTE teachers externships to develop greater knowledge of local manufacturing companies and careers available to students and future workforce.
- Hosted a De Soto USD 232 Career Fair and invited neighboring districts, Eudora and Basehor, to attend.
- Created a partnership program between De Soto USD 232 and K12itc/Menlo, which provides mentors in each school and allows use of their online HR portal for student applications. Students assist teachers, staff members and other students in the building with Information Technology (IT) issues.
- Cerner Scholars Program for Information Technology provides interested students with a mentor and an IT team. Cerner has an application and interview process to facilitate student placements.

- High school WBL team created a Professional Studies Internship Program to provide more student opportunities and maximize use of the new Inspire database.
- De Soto USD 232 joined the Center for Advanced Professional Studies (CAPS) network and will have a new CAPS to provide personalized learning experiences in high-skill, high-demand jobs.
- Mill Creek Middle School started a tech program where students provide support for MacBook IT issues and assist with professional learning.
- A Mill Creek Middle School digital media instructor invited a news anchor to chat with eighth-grade students about careers in reporting news and media in today's world.
- Prairie Ridge Elementary hosted a career day for students where they rotated through career stations with various speakers based on their career interests.

### Kansas State Department of Education

- WBL Digital Reference Guide.





## Kansas Department of Commerce/ Workforce Partnership

- Assist with new business partnerships to form and meet with advisory committees.
- Assists with the development of new student career awareness, career exploration and career preparation opportunities.

## Kansas Board of Regents/ Johnson County Community College

- Teacher externships.
- Expansion of CTE partnerships and Career Ready programs.
- College credit for WBL internships.

## Kansas Department of Labor

- Kansas Department of Labor has prepared labor market information statewide and regionally that may be sorted by Career Clusters.

For more information, contact:

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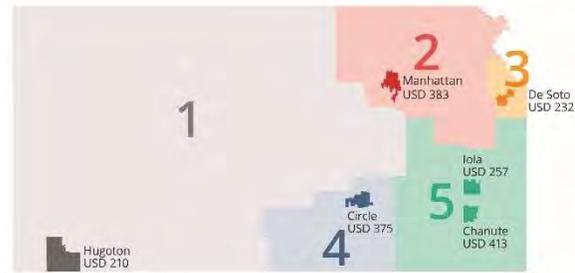
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## Work-Based Learning Pilot Region IV

### CIRCLE USD 375

Circle Unified School District 375 is the Work-Based Learning (WBL) Pilot in Workforce Region Four and has collaborated with regional team members that include the Kansas State Department of Education, Workforce Alliance of South Central Kansas, El Dorado Chamber of Commerce, Butler Community College, Kansas Department of Commerce, Kansas Board of Regents and Kansas Department of Labor.



### Circle USD 375

Circle High School (CHS) has 13 pathways with five pathways of focus: Manufacturing, Health Science, AV/Communication, Restaurant and Event Management, and Teaching/Training. CHS purchased essential equipment and supplies for each of these pathways to improve WBL experiences and better prepare CHS students for real-world environments with hands-on skills.

Workplace Etiquette and Financial Literacy. Through this initiative, nearly 100 CHS students earned the Essential Work Skills Certificate of Completion Award. Additionally, they offer the Helping Youth Prepare for Employment (HYPE) Camp that also includes career and personality assessments, leadership activities and sponsored industry-related presentations.

### Kansas Department of Commerce/ Workforce Alliance of South-Central Kansas

The Youth Employment Project Newsletter (YEP) is an initiative to promote employment opportunities and skills for teens and young adults. The Wichita Workforce Center has provided events and exposure to essential skills through workshops on Keys to Employment,

### El Dorado Chamber of Commerce

The El Dorado Chamber of Commerce and their Business Education Strategic Team (BEST) provided events and experiences in WBL. For the 2019 BEST Career Expo, there were 52 business exhibits provided for 235 juniors and seniors in Circle and El Dorado high schools. In addition, Region IV has set the goal to become a Work Ready Community through the National Career Readiness Certificate (NCRC). Currently, there are 2278 NCRCs that have been issued in Butler County.





## Kansas Board of Regents/ Butler Community College

Butler Community College (BCC) collaborated to bridge the gap between education and business communities through their partnership with BEST, using the NCRC for college placement, providing students with employment resources through the Handshake platform and creation of THRIVE packages for specific pathways. Based on the career inventory data of CHS students, THRIVE packages now give students the opportunity to attend classes in Agriculture, Education, Health Services and Business pathways on BCC's campus.

For more information, contact:

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## Work-Based Learning Pilot Region V

IOLA USD 257/CHANUTE USD 413

Chanute Unified School District 413 and Iola USD 257 share the Work-Based Learning (WBL) Pilot in Workforce Region Five and have collaborated with regional team members that include the Kansas State Department of Education, Southeast KansasWorks, Cloud and Neosho County Community College, Kansas Department of Commerce, Kansas Board of Regents and Kansas Department of Labor.



### Iola USD 257

Iola High School (IHS) has 20 pathways with two pathways of focus: Manufacturing and Health Science. IHS purchased essential equipment and supplies for each of these pathways to improve WBL experiences and better prepare IHS students for real-world environments with hands-on skills.

- **PROJECT HIGHLIGHT:** The first IHS student to be placed in an internship under this grant, a 17-year old junior, worked as a welder with Precision International in Iola, a company that manufactures parts and equipment for the oil field industry. He worked two hours a day on tasks, including using a tig welder to weld a thin layer of metal inside a series of pipes.

### Chanute USD 413

Chanute High School (CHS) has 14 pathways with three pathways of focus: Manufacturing, Health Science, and Restaurant and Event Management. CHS purchased essential equipment and supplies for each of these pathways to improve WBL experiences and better prepare CHS students for real-world environments with hands-on skills.

- **PROJECT HIGHLIGHT:** 5 Z spaces were purchased for a manufacturing pathway that were offered to students at the Ross Lane facility in Chanute through Neosho County Community College. Z spaces are 3D virtual reality machines that allow students to simulate an actual manufacturing scenario they might see in the workplace.





## Kansas Department of Commerce/Southeast KansasWorks

Southeast KansasWorks has provided events and exposure to essential skills through their “Where Bright Futures Begin” LifeWorks course featuring modules for Career Exploration, Career Preparation, Introduction to Financial Literacy and Soft Skills Training.

- **PROJECT HIGHLIGHT:** The “Bring Your Game to Work” soft skills training features more than 40 hours of content to help build competency around seven foundational workplace skills established based on interviews with more than 1,500 national employers. Following completion, participants are eligible to earn their Certificate of Work Ethic Proficiency by demonstrating mastery through an online assessment.

## Kansas Board of Regents/ Cloud and Neosho County Community College

Neosho County Community College (NCCC) implemented the ‘Accelerating CTE’ program, building off their successful AO-Kansas program, that sought to improve opportunities for student success in adult education. In Accelerating CTE, the college focuses on improving persistence and completion in Career and Technical Education (CTE) pathways in health care and welding by offering team teaching, supplemental instruction and wrap-around support services for students.

- **PROJECT HIGHLIGHT:** Cloud and Neosho both work with the Regional Rural Technical Center (RRTC) in LaHarpe offering free college courses to juniors and seniors in Wind Energy, Construction Trades, Welding and Health Occupations programs.

For more information, contact:

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Dr. Deena Horst District 6	Ben Jones District 7	Betty Arnold District 8	Jim Porter District 9	Jim McNiece District 10

**Subject:** Chair's Report and Requests for Future Agenda Items

These updates will include:

- a. Act to accept updates to Navigating Change document since Dec. 8

**Recommended Motion**

I move to accept updates to the Navigating Change document reflecting changes and new information since State Board approval on Dec. 8.

- b. Committee Reports
- c. Board Attorney's Report
- d. Requests for Future Agenda Items

Note: Individual Board Member Reports are to be submitted in writing.





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**Item Title:** Act on Board Member Travel

Travel requests submitted prior to the meeting, and any announced changes, will be considered for approval by the Board.

Upcoming deadlines for reporting salary/payroll information to the Board office are:

Pay Period Begins	Pay Period Ends	Deadline to Report	Pay Date
12/13/2020	12/26/2020	12/23/2020	1/08/2021
12/27/2020	1/09/2021	1/07/2021	1/22/2021
1/10/2021	1/23/2021	1/21/2021	2/05/2021





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## WEDNESDAY, JANUARY 13, 2021 MEETING AGENDA - VIDEO CONFERENCE

- |                 |   |
|-----------------|---|
| 9:00 a.m.       | 1. Call to Order  |
|                 | 2. Roll Call  |
|                 | 3. Approval of Agenda   |
| 9:05 a.m. (IO)  | 4. Citizenship Day conversation with Career Technical Student Organizations' presiding officers |
| 9:45 a.m. (IO)  | 5. Announcement of Board member committee assignments   |
| 10:00 a.m. (IO) | 6. Receive Special Education Advisory Council Annual Report                                     |
| 10:30 a.m.      | Break   |
| 10:40 a.m. (DI) | 7. Retreat on Boardmanship  |
| Noon            | <b>ADJOURN</b>  |



**Agenda Number:** 4

**Meeting Date:** 1/13/2021



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**Item Title:** Citizenship Day conversation with Career Technical Student Organizations' presiding officers

**From:** Stacy Smith

Citizenship Day for Career Technical Student Organizations (CTSO) offers the Kansas State Board of Education a chance to meet the elected state leaders of the various organizations. At the same time, these student officers are provided a unique opportunity to gain a better awareness of the roles individuals, such as members of the State Board, have in Kansas public education. Each CTSO representative will make brief remarks during the presentation and then the group will engage in conversation to describe how the skills they've learned through their CTSO involvement have aided in coping during the pandemic.

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





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**Subject:** Announcement of Board member committee assignments

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



**Agenda Number:** 6

**Meeting Date:** 1/13/2021



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**Item Title:** Receive Special Education Advisory Council Annual Report

**From:** Bert Moore

The Special Education Advisory Council (SEAC) will present its annual report to the Kansas State Board of Education. SEAC formation and membership requirements are set forth in the Individuals with Disabilities Education Act (IDEA). Council leadership will share highlights of the report as well as upcoming topics for discussion and recommendations for moving forward.

The purpose of the SEAC is to:

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





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**Subject:** Retreat on Boardmanship

Dr. Doug Moeckel, leadership services field specialist with the Kansas Association of School Boards, will lead a mini-retreat for State Board members focusing on board development and the role of policymaking boards.