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Ann E. Mah
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Jim Porter
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Jean Clifford
District 5
Jim McNiece
District 10

TUESDAY, JULY 14, 2020 MEETING AGENDA

10:00 a.m.	1. Call to Order — Chairman Kathy Busch	
	2. Roll Call	
	3. Mission Statement, Moment of Silence and Pledge of Allegiance	
	4. Approval of Agenda	
	5. Approval of June Minutes	
10:05 a.m.	6. Commissioner's Report — Dr. Randy Watson	
10:30 a.m.	7. Citizens' Open Forum — Written comments only	pg 21
10:40 a.m. (RI)	8. Receive <i>Navigating Change 2020</i>	pg 23
11:15 a.m.	Break	
11:25 a.m. (DI)	9. Discuss elements of state's accrediting model for continuous improvement	pg 27
12:10 p.m.	Lunch	
1:30 p.m. (IO)	10. Kansans Can Highlight: Redesign schools in Beloit and Wellington share successes of Continuous Learning Plans	pg 29
2:00 p.m. (IO)	11. Announcement of Apollo Phase II participants in Kansans Can School Redesign	p 31
2:15 p.m. (AI)	12. Presentation of Gemini II and Apollo I schools' redesign plans for acceptance and launch	pg 33
2:35 p.m.	Break	
2:45 p.m. (RI)	13. Receive Accreditation Review Council recommendations for Kansas Education Systems Accreditation	pg 35

PLEASE NOTE:

Streaming: The public may listen to and observe the meeting through livestreaming at <https://www.ksde.org/Board/Kansas-State-Board-of-Education/Streaming-Media>

Open Forum: Written comments for Citizens Forum should be directed to the State Board secretary at plhill@ksde.org

References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible future action, (IO) Information Only

Materials: Electronic versions of the agenda and meeting materials are available at www.ksde.org/Board

Next Meeting: Aug. 11 and 12, 2020 in Topeka

Kansas leads the world in the success of each student.

3:45 p.m. (IO)	14. Update on Computer Science education implementation	pg 63
4:00 p.m. (AI)	15. Act on appointments to the Licensure Review Committee	pg 65
4:05 p.m. (AI)	16. Act on appointments to the Professional Standards Board	pg 73
4:10 p.m. (AI)	17. Act on appointments to the Professional Practices Commission	pg 79
4:15 p.m. (AI)	18. Act on recommendations of the Professional Practices Commission	pg 89
4:20 p.m. (AI)	19. Consent Agenda	
	a. Receive monthly personnel report	pg 95
	b. Act on personnel appointments to unclassified positions	pg 97
	c. Act on local in-service education plans	pg 99
	d. Act on recommendations for Visiting Scholar licenses	pg 101
	e. Act on recommendations of the Evaluation Review Committee for higher education accreditation and program approvals	pg 107
	f. Act on cut scores for licensure tests	pg 125
	g. Act on educator licensure fees for 2020-21	pg 127
	h. Act on request from USD 205 Bluestem to hold a bond election	pg 129
	i. Act on request from USD 205 Bluestem for capital improvement	pg 133
	j. Act on Mental Health Intervention Team Program grants and applications	pg 137
	k. Act on request to approve USD 323 Rock Creek to operate a Preschool-Aged At-Risk program for 2020-21	pg 141
	l. Act on Interlocal Agreement for the provision of non-Special Education services by Keystone Learning Services	pg 143
	m. Act on Articles of Agreement to continue the Flint Hills Special Ed. Coop	pg 159
	n. Act on request to contract with the Office of Administrative Hearings	pg 173
	o. Act on request to contract with the Kansas Association of Independent and Religious Schools for professional development activities	pg 175
	p. Act on request to contract with Measurement in Practice, LLC for professional learning and technical assistance for Literacy Network of Kansas districts	pg 177
	q. Authorize out-of-state tuition contracts for students attending Kansas School for the Deaf (KSD)	pg 179
	r. Authorize out-of-state tuition contracts for students attending Kansas State School for the Blind (KSSB)	pg 181
	s. Authorize KSSB to contract with Accessible Arts Inc.	pg 183
	t. Authorize KSSB to contract with Baer Wilson and Company LLC	pg 185
	u. Authorize KSSB to contract with Providence Medical Center	pg 187
	v. Authorize KSSB to contract with Supplemental Health for nursing services	pg 189
	w. Act on recommendations of the Licensure Review Committee	pg 191
4:25 p.m. (IO)	20. Chairman's Report and Requests for Future Agenda Items	pg 197
	a. Delegate State Board member to NASBE delegate assembly	pg 198
	b. Act on NASBE membership dues for 2021	pg 199
5:00 p.m. (AI)	21. Act on Board Travel	pg 205
5:10 p.m.	RECESS	



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WEDNESDAY, JULY 15, 2020 MEETING AGENDA

9:00 a.m.

1. Call to Order
2. Roll Call
3. Approval of Agenda

9:05 a.m. (AI)

4. Discuss and act to accept *Navigating Change 2020*

pg 209

10:45 a.m.

Break

11:00 a.m. (AI)

5. Legislative Matters: Discuss options and act on budget recommendations for Fiscal Year 2022

pg 211

Noon

ADJOURN

PLEASE NOTE:

Streaming: 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, June 9, 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, June 9, 2020. The meeting was conducted virtually by video conference and was broadcast livestream for the public as concerns for COVID-19 continue. Ms. Busch welcomed everyone listening online.

(00:00:08)

ROLL CALL

The following Board members participated:

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. Vice Chair Janet Waugh was granted a moment of personal privilege to read a joint statement from the Chair and Vice Chair regarding current events and commitment to all students. Ms. Busch then asked for a moment of silence after which the Pledge of Allegiance was recited.

APPROVAL OF AGENDA

Mr. Roberts moved to reject the day's agenda and instead have a workshop amongst the Board members. Mrs. Dombrosky seconded. Motion failed on a 2-8 vote, which lacked the 6 required votes necessary for passage. Ms. Busch, Dr. Horst, Mrs. Mah, Mr. McNiece, Mrs. Waugh, Mr. Porter, Mr. Jones and Mrs. Clifford voted in opposition. Mr. McNiece moved to approve the day's agenda as presented. Dr. Horst seconded. Motion carried 9-1, with Mr. Roberts in opposition.

MOTION
(00:07:36)

MOTION
(00:08:38)

APPROVAL OF THE MAY MEETING MINUTES

Mr. Porter moved to approve the minutes of the May State Board meeting. Mr. Jones seconded. Motion carried 10-0.

MOTION
(00:09:44)

COMMISSIONER'S REPORT

In his monthly report, Commissioner Randy Watson referenced several historical events from 1968 and his personal recollection of tensions in the U.S. that parallel tensions of today and divisions among society. He commented on the deep-seeded work underway in education and accomplishments since the *Kansans Can* vision was enacted in 2015. Dr. Watson recounted the increased level of rigor to the standards, emphasis on student success skills, focus on social-emotional growth, increased civic engagement, and tracking of students' postsecondary routes.

(00:10:07)

CITIZENS' OPEN FORUM

No written public comments were submitted for the meeting.

ACTION ON RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEMS ACCREDITATION (KESA)

(00:42:16)

The State Board of Education approved the KESA in 2016 as the new model to accredit schools in Kansas. The KESA shifts accreditation from schools to the district/system level as well as moves accreditation from a yearly event to a five-year improvement model approach. Four systems in the current cycle for accreditation review were presented for action. Director of Teacher Licensure and Accreditation Mischel Miller and Assistant Director Jeannette Nobo answered questions about the accreditation process. Comments included annual review visits (not just every five years), availability of data at any time, and systems' work to remedy any identified deficiencies. The Accreditation Review Council is a group of field representatives responsible for reviewing documentation, data and progress reports, and recommending a status to the State Board. Mr.

MOTION

(00:55:22)

McNiece moved to accept the recommendations of the Accreditation Review Council and award the status of accredited to USD 259 Wichita, USD 393 Solomon, USD 491 Eudora and Kansas School for the Deaf. Dr. Horst seconded. Motion carried 9-1 with Mr. Roberts in opposition. (See "Requests for Future Agenda Items" section regarding proposed discussion topics).

UPDATE FROM KANSAS SCHOOL FOR THE DEAF

(01:00:52)

Luanne Barron, Superintendent for Kansas School for the Deaf, summarized activities for KSD students during the pandemic, including the school's Continuous Learning Plan and multiple learning opportunities for use at home. She reported on survey feedback received from parents and students reflecting on online learning. Her update also included the following:

- preparations for returning to school this fall
- extended school year conducted virtually for three weeks this summer
- traditional graduation ceremony for seniors moved to June 22
- first Seal of Biliteracy recipient who was recognized for skills in both English and American Sign Language
- review of district policies, which will be combined into one handbook with KSSB.

BREAK

Board members took a break from 11:25 to 11:35 a.m.

UPDATE FROM KANSAS STATE SCHOOL FOR THE BLIND

(01:26:21)

Jon Harding, Superintendent for Kansas State School for the Blind, briefed members on KSSB's Continuous Learning Plan implementation, extended school year program, and preparations for return to the school campus this fall. Mr. Harding commented on accomplishments during the time of remote learning, such as positive experiences with podcasting and parent engagement, as well as lessons learned. He also reported on the following:

- Resident program policies
- Aug. 17 KSSB playground opening
- Preschool enrichment program
- Staffing additions
- Mobile STEM unit

ACTION ON APPOINTMENTS TO SPECIAL EDUCATION ADVISORY COUNCIL

(01:45:46)

One of the major functions of the Special Education Advisory Council (SEAC) is to serve as a liaison between the statewide populace and the State Board of Education. The requirements of membership and representation on the SEAC are identified in the Individuals with Disabilities Education Act and Kansas Statute. KSDE Director Bert Moore presented the Council leadership's recommendations to fill vacancies on the SEAC. Mr. McNiece moved to reappoint Dr. Chelle Kemper and Laura Thompson to a second term and to appoint Jennifer Kucinski, Trisha Backman, Amy Zimmerman, Marvin Miller and Jennifer Kurth to the Special Education Advisor Council with their

MOTION

(01:54:17)

terms effective July 1, 2020 through June 30, 2023. Mr. Porter seconded. Discussion included fulfilling majority requirements and other current vacancies. Motion carried 9-0-1 with Mr. Roberts abstaining.

At 12:10 p.m., Chairman Busch recessed the meeting for lunch.

LUNCH

At 1:05 p.m., Chairman Busch reconvened the video conference meeting.

RECOGNITION OF KANSAN TABATHA ROSPROY AS NATIONAL TEACHER OF THE YEAR

On May 21, Tabatha Rosproy, 2020 Kansas Teacher of the Year, was announced as the 2020 National Teacher of the Year. She is a preschool teacher for Winfield Early Learning Center's Cumbernauld Little Vikes program in Winfield USD 465. She becomes the first early childhood educator to be named National Teacher of the Year. Mrs. Rosproy joined the Board via video conference to be recognized for this honor. During her remarks, she noted that she will be advocating at the national level on two main messages: early childhood education as a foundational element and support of instilling social-emotional themes like empathy and self-regulation. At present, she is already scheduled for 150 speaking engagements. The National Teacher of the Year program is run by the Council of Chief State School Officers.

P.M. SESSION
(02:02:52)

ACTION ON HIGHER EDUCATION PREPARATION PROGRAM STANDARDS FOR BUILDING LEADERSHIP AND DISTRICT LEADERSHIP

Institutions of higher education utilize program standards to develop their preparation programs and ensure continuous monitoring and improvement. KSDE's Dr. Catherine Chmidling and Dr. Mischel Miller explained the revisions to the standards for building and district leadership. Several of the changes were reflective of Board member feedback last March to include social-emotional well-being, inclusiveness, and collaboration with families and communities. Board members asked questions or commented on the content and process for implementation. Dr. Cheryl Redding from the University of Saint Mary was available to help answer questions about the revisions. Mr. Jones moved to approve the new educator preparation program standards for Building Leadership PreK-12 and District Leadership PreK-12. Dr. Horst seconded. Motion carried 9-1 with Mr. Roberts voting in opposition.

(02:21:27)

MOTION
(02:42:54)

UPDATE ON MENTAL HEALTH INTERVENTION PILOT PROGRAM

The Mental Health Intervention Team Program was originally passed by the 2018 Legislature as a one-year pilot and then was approved for an additional year. A total of 32 school districts are participating, up from nine the first pilot year. The program focuses on behavioral health partnership between the school district and Community Mental Health Center(s) to benefit students and families. The program reports 3,009 students received services in 2019-20, just one of several measurable data points. In addition to the staff update, two school districts — Leavenworth USD 453 and Wabaunsee USD 329 — shared how the program has benefitted their students with availability of a school-based therapist, intervention services, crisis response and reduction in office referrals. Additional districts will be able to apply for program funding this summer.

(02:43:43)

Mr. Roberts exited the Zoom meeting for the remainder of the afternoon.

UPDATE ON WORK OF THE SCHOOL MENTAL HEALTH ADVISORY COUNCIL

Education Program Consultant Myron Melton provided an update on work of the School Mental Health Advisory Council, which was formed by the State Board of Education in July 2017. His report focused on progress addressing recommendations from the Kansas Blue Ribbon Task Force on Bullying. Among the Council's initial actions are assigning subgroups to tackle specific areas

(03:19:38)

such as cyberbullying, utilizing Kansas Communities That Care survey data and identifying gaps in resources. Board members discussed schools' accountability for reduced bullying incidents, the need for a common bullying definition, importance of training and involvement of parents.

BREAK

There was a 10-minute break at 2:53 p.m.

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

MOTION
(03:53:31)

Linda Sieck, Chair of the Professional Practices Commission, represented the PPC in presenting a single case for consideration this month. Mr. Porter moved that the State Board of Education deny the application for an Emergency Substitute license in case 19-PPC-50. Mrs. Dombrosky seconded. Motion carried 9-0 with Mr. Roberts absent for the vote.

REPORT ON WORK-BASED LEARNING PILOT PROGRAM

(03:55:04)

The Scale High Quality Work-Based Learning Pilot involves five workforce regions providing students opportunities to grow through experience. Among the many partners are a regional workforce center or local workforce board, community and/or technical colleges and school districts. Presenters were Bob Kreutzer Work-Based Learning Coordinating Council Co-Chair, providing an overview of the program; Jack Frederick, Chair of the Kansas Advisory Committee for Career and Technical Education, sharing personal experiences with work-based learning; KSDE's Natalie Clark, who talked about the continuum areas of career awareness, exploration and preparation. She described pilot project examples and highlights from each of the five regions. Scaling the WBL pilot involves modeling for other secondary schools utilizing a regional work-based learning intermediary and providing professional development content training.

INFORMATION FROM HAYSVILLE USD 261 ON RECESS MODEL

(04:27:55)

Haysville USD 261 Superintendent Dr. John Burke and Assistant Superintendent Jennifer Reed described a new initiative in the district's elementary schools based on research finding that increased physical activity throughout the day enhances academic achievement. Recreation, Engagement, Communication, Exploration Social-Emotional, Success are combined into R.E.C.E.S.S. The purpose of the program is to bridge the gap between academic engagement and social emotional learning by providing four 15-minute recesses throughout the day. Students will be encouraged to engage in imaginative play and positive interaction with peers. Expected benefits are increased attention in the classroom and improved student wellness.

ACTION ON CONSENT AGENDA

MOTION
(04:45:54)

Dr. Horst moved to approve the Consent Agenda as presented. Mrs. Clifford seconded. Motion carried 9-0 with Mr. Roberts absent. In the Consent Agenda, the Board:

- received the monthly Personnel Report for May.
- confirmed the unclassified personnel appointment of Marcia Fiorentino as Education Program Consultant on the Career, Standards and Assessment Services team, effective May 18, 2020, at an annual salary of \$56,118.40.
- approved, with modifications, the in-service education plans for USD 106 Western Plains, USD 206 Remington-Whitewater, USD 233 Olathe, USD 242 Weskan, USD 267 Renwick, USD 305 Salina, USD 345 Seaman, USD 353 Wellington, USD 408 Marion-Florence, Southeast Kansas Educational Service Center (Greenbush), Sedgwick County Interlocal, ESSDACK, Southwest Plains Regional Service Center.
- approved the Interlocal Agreement entered into to create the South Central Kansas Education Service Center, aka Orion Education and Training.

- approved recommendations for funding continuation Kansas 21st Century Community Learning Centers Grants for 2020-21 as follows: USD 101 Erie \$88,457; USD 108 Washington County \$95,000, Washington County HS \$100,000; USD 209 Moscow Public Schools \$82,600; USD 210 Hugoton \$65,000; USD 214 Ulysses \$64,998; USD 218 Elkhart \$65,000; USD 225 Fowler Public Schools \$70,161; USD 235 Uniontown \$103,387; USD 244 Burlington \$64,571; USD 248 Girard \$64,984; USD 250 Pittsburg \$74,562; USD 252 Southern Lyon \$94,929; USD 257 Iola (Jefferson) \$65,000; USD 257 Iola (McKinley/Lincoln) \$70,000; USD 259 Wichita (Adams) \$59,632; USD 259 (Cleaveland) \$50,000; USD 259 Wichita (Linwood) \$69,541; USD 259 Wichita (Ortiz) \$50,000; USD 259 Wichita (Park) \$57,760; USD 259 Wichita (Spaght) \$98,257; USD 259 Wichita (Washington) \$99,580; USD 259 Wichita (White) \$98,257; USD 261 Haysville (Middle School) \$64,958; USD 282 West Elk \$92,099; USD 286 Chautauqua \$105,081; USD 290 Ottawa (Garfield) \$57,540; USD 290 Ottawa (Sunflower/Lincoln) \$67,439; USD 305 Salina (Oakdale) \$75,000; USD 315 Colby \$75,000; USD 322 Onaga \$124,860; USD 349 Stafford (Elementary) \$70,000; USD 349 Stafford (Middle School) \$71,344; USD 352 Goodland \$64,999; USD 361 Chaparral \$116,509; USD 367 Osawatomie \$99,613; USD 374 Sublette \$77,624; USD 379 Clay County (Lincoln/Garfield) \$64,956; USD 383 Manhattan-Ogden (Bergman) \$65,000; USD 383 Manhattan-Ogden (Ogden) \$70,000; USD 386 Madison-Virgil \$70,000; USD 387 Altoona-Midway \$104,933; USD 435 Abilene \$65,000; USD 443 Dodge City \$69,914; USD 445 Coffeyville \$65,000; USD 445 Coffeyville (Preschool) \$72,342; USD 446 Independence \$65,000; USD 461 Neodesha \$66,564; USD 466 Scott City \$70,000; USD 475 Geary County (Seitz) \$99,985; Geary County (Ware) \$70,000; USD 475 Geary County (Washington/Grandview) \$70,000; USD 475 Geary County (Westwood) \$99,750; USD 498 Valley Heights \$73,267; USD 499 Galena \$65,000; USD 500 Kansas City (New Stanley) \$65,000; USD 500 Kansas City (Silver City) \$65,000; USD 500 Kansas City (Whittier) \$65,000; USD 501 Topeka (Quincy) \$65,000; USD 501 Topeka (Robinson) \$65,000; USD 506 Labette County \$99,992; Boys & Girls Club of Lawrence (Cordley) \$75,000; Boys & Girls Club of Lawrence (Hillcrest) \$65,000; Boys & Girls Club of Lawrence (Kennedy) \$65,000; Boys & Girls Club of Lawrence (Teen Center) \$100,000; Boys & Girls Club of Lawrence (Woodlawn) \$65,000; Boys & Girls Club of Manhattan (Eisenhower) \$75,000; Boys & Girls Club of Manhattan (Lee) \$65,000; Boys & Girls Club of Manhattan (Roosevelt) \$65,000; Boys & Girls Club of Hutchinson (AAA) \$100,000; Boys & Girls Club of Lawrence (Prairie Park) \$100,000; Boys & Girls Club of Lawrence (Schwegler) \$75,000; Boys & Girls Club of Manhattan (Bluemont) \$75,000; Boys & Girls Club of Manhattan (Northview) \$75,000; Boys & Girls Club of Topeka (Montara) \$75,000; Boys & Girls Club of Topeka (Tecumseh South) \$70,000; Boys & Girls Club of Topeka (Tecumseh North) \$70,000; Catholic Charities of Wichita (St. Anne's) \$68,927; KCK Community College (Schlagle HS/Central MS) \$65,000; KCK Community College (Wyandotte HS) \$70,000; YMCA of SW Kansas (DCASA) \$75,000; YMCA of SW KS (Y LRNS) \$75,000; YWCA of NE KS (Ross) \$75,000; YWCA of NE KS (Williams Magnet) \$64,833. Total award amount: \$6,374,195.
- approved recommendations for funding new Kansas 21st Century Community Learning Centers Grants for 2020-2021 as follows: Boys & Girls Club of Greater Kansas City (Breidenthal) \$101,957; Boys & Girls Club of Greater Kansas City (Olathe) \$100,966; Boys & Girls Club of Lawrence (New York) \$75,000; Boys & Girls Club of Lawrence (Pinckney) \$75,000; USD 459 Bucklin \$114,889; USD 436 Caney Valley \$101,765; USD 349 Clay County (Wakefield) \$68,597; USD 216 Deerfield \$97,597; USD 457 Garden City (Wilson, Ornelas) \$102,000; USD 367 Osawatomie \$99,987; USD 504 Oswego \$117,523; USD 235 Uniontown (K-3) \$115,112. Total award amount: \$1,170,393.
- approved recommendations for funding continuation of the Kansas Middle School After School Advancement Grants for the 2020-21 school year as follows: Boys & Girls Club of Hutchinson \$16,375; Boys & Girls Club of Lawrence \$16,375; Boys & Girls Club of Manhattan

\$16,375; Boys & Girls Club of Topeka (Teen Center) \$16,375; Cherry Street Youth Center \$10,375; USD 491 Eudora \$16,375; USD 457 Garden City \$16,375; USD \$500 Kansas City Kansas \$16,375. Total award amount: \$125,000.

- approved recommendations for funding the Kansas After School Enhancement Grants for the 2020-21 school year as follows: Boys & Girls Club of SC KS (Wichita) \$11,700; Boys & Girls Club of Hutchinson \$15,006; Boys & Girls Club of Lawrence \$14,206; Boys & Girls Club of Manhattan \$15,006; Cherry Street Youth Center \$9,000; USD 396 Douglass \$15,006; USD 310 Fairfield \$5,495; USD 457 Garden City \$11,700; Greater Wichita YMCA \$14,388; USD 446 Independence \$8,573; USD 500 Kansas City Kansas \$9,000; Kansas Reading Roadmap \$12,522; USD 373 Newton \$15,006; USD 335 North Jackson \$5,559; USD 498 Valley Heights \$10,327; USD 259 Wichita \$15,006. Total award amount: \$187,500.
- approved IDEA Title VI-B Special Education Targeted Improvement Plan grants for 2020-2021 as follows: USD 115 Nemaha Central (Marshall/Nemaha Co. Ed. Services Coop) \$16,675; USD 202 Turner-Kansas City \$31,443; USD 207 Ft. Leavenworth \$14,386; USD 229 Blue Valley \$121,200; USD 230 Spring Hill \$14,761; USD 231 Gardner-Edgerton \$24,887; USD 232 De Soto \$29,134; USD 233 Olathe \$150,814; USD 234 Ft. Scott \$16,986; USD 244 Burlington (Coffey County SpEd Coop) \$17,741; USD 253 Emporia (Flint Hills SpEd Coop) \$59,356; USD 259 Wichita \$351,381; USD 260 Derby \$47,609; USD 261 Haysville \$33,813; USD 263 Mulvane \$18,094; USD 273 Beloit SpEd Coop \$22,801; USD 282 West Elk (Chautauqua and Elk Co. SpEd Services) \$17,225; USD 290 Ottawa \$21,229; USD 305 Salina (Central Kansas Coop in Education) \$111,383; USD 308 Hutchinson \$42,846; USD 320 Wamego Special Services Coop \$25,870; USD 321 Kaw Valley \$12,978; USD 330 Mission Valley \$10,865; USD 333 Concordia (Learning Coop of North Central KS) \$35,407; USD 336 Holton SpEd Coop \$30,887; USD 345 Seaman \$27,035; USD 353 Wellington \$18,708; USD 364 Marysville (Marshall County SpEd Coop) \$14,402; USD 368 Paola (East Central KS SpEd Coop) \$68,962; USD 372 Silver Lake \$11,420; USD 373 Newton (Harvey Co. SpEd Coop) \$39,845; USD 379 Clay Center (Twin Lakes Education Coop) \$26,142; USD 383 Manhattan-Ogden \$43,550; USD 389 Eureka \$12,315; USD 405 Lyons (Rice Co. Special Services Coop) \$22,084; USD 407 Russell County \$11,693; USD 409 Atchison Public Schools \$18,908; USD 418 McPherson (McPherson County SpEd Coop) \$38,785; USD 428 Great Bend (Barton Co. Coop Program of Special Services) \$39,231; USD 437 Auburn-Washburn \$37,066; USD 450 Shawnee Heights \$27,193; USD 453 Leavenworth \$24,953; USD 457 Garden City \$54,589; USD 458 Basehor-Linwood \$16,283; USD 465 Winfield (Cowley County Special Services Coop) \$53,477; USD 469 Lansing \$19,440; USD 475 Geary County Schools \$51,398; USD 480 Liberal \$33,084; USD 489 Hays (Hays West Central KS SpEd Coop) \$34,343; USD 495 Ft. Larned (Tri -County Special Services Coop) \$17,136; USD 497 Lawrence \$76,744; USD 500 Kansas City (Wyandotte Comprehensive SpEd Coop) \$171,825; USD 501 Topeka Public Schools \$113,195; USD 512 Shawnee Mission Public Schools \$211,822; D0 602 Northwest KS Ed. Service Center - Oakley \$57,958; D0 603 ANW SpEd Coop—Humboldt \$54,770; D0 605 South Central KS SpEd Coop - Pratt \$63,264; D0 607 Tri-County SpEd Coop \$71,443; D0 608 Northeast KS Ed. Service Center \$42,460; D0 610 Reno County Ed. Coop - Hutchinson \$41,148; D0 611 High Plains Ed. Coop - Ulysses \$76,130; D0 613 Southwest KS Area Coop - Ensign \$77,120; D0 614 East Central KS Coop - Baldwin City \$27,097; D0 615 Brown County KS SpEd Coop- Hiawatha \$20,703; D0 616 Doniphan County Ed. Coop - Troy \$16,093; D0 617 Marion County SpEd Coop - Marion \$26,637; D0 618 Sedgwick County Area Ed. Services - Goddard \$118,123; D0 619 Sumner Co. Educational Service - Wellington \$19,012; D0 620 Three Lakes Ed. Coop - Lyndon \$33,019; D0 636 North Central Kansas SpEd Coop Interlocal - Phillipsburg \$37,736; D0 637 Southeast KS SpEd Interlocal - Pittsburg \$96,564; D0 638 Butler Co. SpEd Interlocal - El Dorado \$96,827; S0 507 State Hospital Training Center-Parsons \$3,705; S0 521 Dept. of Corrections \$19,440; S0 604 KS School for the Blind \$4,300; S0 610 KS School for the Deaf \$10,235. Total award amount: \$3,629,183.

authorized the Commissioner of Education to negotiate and

- enter into a contract with Diane Gjerstad to provide assistance with the Mental Health Intervention Team Pilot program in an amount not to exceed \$60,000 for Fiscal Year 2021.

CHAIRMAN'S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS

Committee reports were given on Virtual and Charter School Advisory Committee by Mrs. Dombrosky, Confidence in Kansas Public Education Task Force and KACEE by Mrs. Waugh, Coordinating Council by Ms. Busch and Mrs. Clifford. Individual written reports of member activities were provided electronically.

(04:46:29)

Board Attorney Mark Ferguson reported on Kansas School for the Deaf NEA negotiations. He also noted continued conversations were occurring as part of KSSB mediation with an employee.

Requests for Future Agenda Items —

- Discuss structure and protocol of Outside Visitation Teams working with KESA (Mr. Porter)
- KESA discussion, including distinction between process and product (Mr. Jones) and proactive measures to stop bullying (Mrs. Mah)
- Federal and state regulations concerning career and technical ed programs (Mr. Jones)

APPOINTMENT OF TEMPORARY COMMITTEE

Chair Report—Ms. Busch commented on the recent Coordinating Council meeting with KSDE and the Board of Regents. A temporary committee will convene to study high school graduation requirements and compare to Board of Regents' changes in college admissions. Assignees from the State Board are Mr. McNiece, Mrs. Mah and Mr. Porter. They will join a representative from KBOR and two high school principals on the committee. The committee will then prepare a report for the State Board.

(04:57:55)

BOARD MEMBER TRAVEL

Board members had the opportunity to make changes to the travel requests for approval. Mr. Porter moved to approve the travel requests and updates. Mrs. Dombrosky seconded. Motion carried 9-0.

MOTION
(05:04:22)

RECESS

Chairman Busch recessed the meeting at 4:15 p.m. until 9 a.m. Wednesday.

Kathy Busch, Chairman

Peggy Hill, Secretary

MINUTES



Kansas State Board of Education

Wednesday, June 10, 2020

CALL TO ORDER

Chairman Kathy Busch called the Wednesday meeting of the State Board of Education to order at 9 a.m. on June 10, 2020. The meeting was conducted virtually by video conference and was broadcast livestream for the public.

(00:00:08)

ROLL CALL

The following Board members participated:

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 8-1 with Mr. Roberts voting in opposition and Mr. Jones absent for the vote.

MOTION
(00:01:06)

DISCUSSION ON GUIDANCE FOR REINTEGRATION AND REOPENING SCHOOL FOR FALL

Dr. Brad Neuenswander and Craig Neuenswander reported on current work to prepare schools for safely reopening buildings this fall and to give districts instructional options in the event that school is disrupted again. When the COVID-19 pandemic resulted in school buildings being closed this spring, emergency Continuous Learning Plans were developed to complete the remainder of the school year. Guidance being created now has a different focus and is regarded as an accountability model.

(00:02:35)

Approximately 700 volunteers — led by educators, health officials, KSDE staff and others — began in Stage 1 planning guidance for operations and instruction. Stage 2 involves an Oversight Committee, led by Valley Center Superintendent Cory Gibson and 2015 Kansas Teacher of the Year Shannon Ralph. Stage 3 involves guidance for implementation, including professional development and training.

Dr. Neuenswander explained that options for competency-based learning are organized by grade bands, focusing on STEAM (science, technology, engineering, arts and math) and the humanities. The operations side focuses on areas such as sanitation, transportation, spacing in classrooms, co-curricular activities, etc. Once the document “Navigating Change 2020” is complete and has been vetted, the information will be presented to the State Board at the July meeting before being released to school districts. During discussion, Board members asked about protection against litigation from Coronavirus claims, accountability for quality remote learning, inclusion of social-emotional support and auditing seat time. Commissioner Watson assisted with answering questions and providing clarification. Schools and local boards of education will decide how to use the “Navigating Change 2020” information.

BREAK

Board members took a break from 10:37 to 10:47 a.m. Board member Jean Clifford disconnected from the meeting.

LEGISLATIVE MATTERS

(01:39:17)

Members took a preliminary look at budget options for education state aid programs in Fiscal Year 2022. Deputy Commissioner Dale Dennis explained that most major financial decisions were made by the courts and legislature. Mr. Dennis and Director of School Finance Craig Neuenswander reviewed each of the many categories of aid, provided a historical record of funding, and budget options for consideration. These program options for FY 2022 will be discussed next month as the State Board makes final budget recommendations to the Governor as required by statute.

EXECUTIVE SESSION

MOTION
(02:22:35)

Mrs. Waugh moved to enter 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 11:42 a.m. for 20 minutes and the open meeting would resume via video conference at 12:02 p.m. Commissioner Randy Watson was invited to join the session. Mr. Roberts seconded. Motion carried 9-0 with Mrs. Clifford absent for the vote.

ADJOURN

The open meeting resumed at 12:02 p.m. and Chairman Busch immediately adjourned the meeting.

The next State Board meeting is July 14 and 15.

Kathy Busch, Chairman

Peggy Hill, Secretary

MINUTES



Kansas State Board of Education

Tuesday, May 12, 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, May 12, 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. Ms. Busch's opening remarks were to thank teachers, students and parents, and to congratulate seniors.

(00:00:08)

ROLL CALL

The following Board members participated:

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

Mrs. Dombrosky requested that Consent Items 17 h. (Preschool-Aged At-Risk programs), 17 i. (Preschool Pilot grants), and 17 j. (Parents as Teachers grants) be pulled for separate votes. Dr. Horst moved to approve the agenda as amended. Mr. Jones seconded. Motion carried 9-1, with Mr. Roberts opposing.

MOTION
(00:06:32)

APPROVAL OF THE APRIL MEETING MINUTES

Mr. McNiece moved to approve the minutes of the April 14 regular State Board meeting. Mr. Porter seconded. Motion carried 10-0.

MOTION
(00:07:12)

COMMISSIONER'S REPORT

Commissioner Randy Watson began his report praising efforts of workers who provided food service delivery to children, and to educators who generated and implemented Continuous Learning plans during the time school buildings were closed. Dr. Watson addressed moving forward with plans for schools being in session this fall, giving consideration to students' social-emotional welfare as well as academic needs. He stated that he is cautiously optimistic school will resume in August, but reminded listeners that only certain entities can close schools — the Governor, health officials and the Legislature. Neither the State Board nor the Commissioner can close schools. The responsibility will be to ensure that teaching and learning occur for every student even if school is interrupted again. A team of KSDE staff and Kansas educators are preparing plans to assist schools, both with academic strategies and operational best practices for spacing, sanitation, etc. A time for questions and comments followed.

(00:08:05)

CITIZENS' OPEN FORUM

No written public comments were submitted for the meeting. However, Chairman Busch read excerpts from a thank you letter from KNEA to the State Board regarding the Board's prompt measures in response to the Coronavirus crisis.

BREAK

Board members took a 10-minute break at 11:09 a.m.

UPDATE ON CONTINUOUS LEARNING PLAN IMPLEMENTATION AND SURVEY RESULTS

(01:10:41)

In April, the State Board approved Continuous Learning plans submitted by public school districts and private systems in Kansas. At the request of the Board, a survey was sent to all systems as a follow-up to plan implementation. Survey responses were compiled and presented in data form for the Board. Mischel Miller, Director of Teacher Licensure and Accreditation, explained that the questions were based on Board member inquiry and focused on student engagement, internet access, delivery methods for instruction, lessons learned, barriers, meal service, etc. Professional development for virtual instruction was an identified need. Chairman Busch was curious if a deeper analysis of the data would reveal more information about common trends or differences among rural, urban and suburban districts.

POTENTIAL ACTION ON CONTINUOUS LEARNING APPLICATIONS

Any school district(s) that made significant revisions to their original Continuous Learning plans needed to re-submit the plans for State Board approval. There were no new plans presented for the May meeting.

REPORT ON CURRENT PARTNERSHIP INITIATIVES

(01:27:07)

Dr. Brad Neuenswander prefaced a number of partnership initiatives established in the past several weeks, responding to circumstances of the COVID-19 pandemic, and designed to help parents and families.

Virtual ParentCamp experience — KSDE's Tammy Mitchell along with Laura Gilchrist, Vice President of ParentCamp, described the pilots marketed in Sedgwick County, which provided a platform for parents and educators to collaborate and learn from each other. Julie Pile, President of ParentCamp, and Jane Groff, Director of the Kansas Parent Information Resource Center, were also instrumental with the project. Districts interested in hosting their own virtual ParentCamp were given assistance on getting started.

Senior Leader Project — A group of 64 seniors from all across Kansas was selected to share their own stories and give guidance to their peers on how to transition from high school to postsecondary plans during the COVID-19 pandemic. Two participants in the senior project—Alyvia Zeigler, Paradise USD 399, and Annie Bogart, DeSoto USD 232, talked about plans for a senior appreciation day on May 20 utilizing social media and commentaries from notable Kansans. Other student participants were introduced to the Board. KSDE's Jay Scott noted that this tribute for seniors was a student-driven way to honor the class of 2020.

Learning Across Kansas, the Public Broadcasting Service Alliance — The objective of this new partnership is to promote the work of the KSDE Continuous Learning Taskforce and provide supplemental educational content to students and families across the state by partnering with the Public Broadcasting Service (PBS). Kansas educators and all four Kansas PBS stations coordinated to provide 30-minute segments for elementary, middle and high school students based on consistent themes across the grade bands. The stations' work was given in kind. Eugene Williams, Executive Director at KTWU in Topeka, as well as the teacher co-hosts described how the project evolved from building relationships to discovering new skills.

At 12:17 p.m., Chairman Busch recessed the meeting for lunch.

LUNCH

At 1:15 p.m., Chairman Busch reconvened the video conference meeting.

ACTION ON THE KANSAS EARLY CHILDHOOD STRATEGIC PLAN

Early Childhood Director Amanda Petersen announced that Kansas had been awarded nearly \$9 million in federal grant funding to put the early childhood strategic plan in action. Melissa Rooker, Executive Director of the Kansas Children's Cabinet and Trust Fund, spoke about the various infrastructure improvements that the grant would support across several agencies. Many of these were identified through the needs assessment to better serve communities. The "All in for Kansas Kids Strategic Plan" was presented last month for review. The Kansas Children's Cabinet and Trust Fund will provide oversight for early childhood systems building, including implementation of this strategic plan. Mr. Jones moved to accept the "All in for Kansas Kids Strategic Plan." Mrs. Clifford seconded. Motion carried 8-2 with Mr. Roberts and Mrs. Dombrosky in opposition.

P.M. SESSION
(00:00:10)
(Timer restarted)

MOTION
(00:12:57)

UPDATE FROM SPECIAL EDUCATION ADVISORY COUNCIL

The purpose of the Special Education Advisory Council (SEAC) is to provide policy guidance to the State Board of Education with respect to special education and related services for children with disabilities in the state. Bert Moore, Director of Special Education and Title Services with KSDE, reported on current activity of the Council. During the Council's April meeting, the group discussed responses to COVID-19, implementation of Continuous Learning Plans and special education resources. Mr. Moore also talked about evaluation training for the field and gave a SEAC membership update. He then answered questions from Board members.

(00:16:56)

ACTION ON SEAC TRANSITION IMPLEMENTATION PLAN

The SEAC, with support from KSDE's Special Education and Title Services team, has prepared a transition table based on recommendations of the Transition Task Force. This comprehensive plan was the result of much collaboration. It incorporates existing supports, proposed immediate action and long-term strategies. The document continues to evolve and be refined based on the needs of students and the input of stakeholders. A virtual Transition Summit will be offered on July 27. Mr. McNiece moved to approve the SEAC plan for implementation of the Transition Task Force recommendations. Mr. Porter seconded. Motion carried 9-1 with Mr. Roberts in opposition.

MOTION
(00:41:18)

RECEIVE ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEMS ACCREDITATION

Accreditation recommendations on four school systems were presented to the State Board for consideration: USD 259 Wichita, USD 393 Solomon, USD 491 Eudora and the Kansas State School for the Deaf. During the 2019-20 school year, 30 systems are scheduled for accreditation based on their placement in the five-year cycle. The systems will be grouped and presented for Board consideration in May, July and November, depending on when final visitations are complete. Assistant Director Jeannette Nobo described the critical nature of the reviews, which evaluate both process and product, and the role of the Accreditation Review Council (ARC). Beth Sandness, a member of the ARC from Prairie View USD 362, talked about questions the ARC considers and reflection of feedback. Board members asked questions about focus and goals, charting academic results, refining reports, plans for improvement and chronic absenteeism data. Board members will act on the recommendations at the June meeting.

(00:44:25)

There was a break from 2:35 to 2:50 p.m. to manage technical difficulties which caused a brief interruption in livestreaming.

BREAK

MOTION
(01:21:01)

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

Linda Sieck, Chair of the Professional Practices Commission, represented the PPC in presenting the cases for consideration this month. Dr. Horst moved that the State Board of Education suspend the license of 19-PPC-29 through April 26, 2021 or until the individual successfully completes diversion, whichever occurs later. Mr. Porter seconded. Motion carried 10-0.

MOTION
(01:23:41)

Ms. Sieck then gave an overview of the next cases. Mr. Jones moved that the State Board of Education deny or revoke the licenses in the cases of 19-PPC-14 (denial), 19-PPC-35, 19-PPC-42, 19-PPC-43, 19-PPC-44 and 19-PPC-46 (revocations). Dr. Horst seconded. Motion carried 10-0.

(01:24:59)

REPORT FROM TEACHER VACANCY AND SUPPLY COMMITTEE AND ACTION ON EXTENSION OF HIGH INCIDENCE SPECIAL EDUCATION ALTERNATIVE PATHWAY PILOT

The Teacher Vacancy and Supply Committee (TVSC) has considered alternative licensure pathways. Mischel Miller and Susan Helbert from KSDE's office of Teacher Licensure and Accreditation reviewed specifics of the Limited Apprentice Pilot pathways the State Board approved in 2018 for two years. The Limited Apprentice Pilot allows candidates meeting certain requirements to teach while achieving their license. Following an evaluation process, the TVSC has recommended continuation of the pilots, which have recorded 269 participants. Mr. Jones moved to approve an extension of the High Incidence Special Education and Elementary Education Limited Apprentice pilots by allowing new cohorts to start through the program summer semester of 2020. Dr. Horst seconded. Motion carried 9-1 with Mr. Roberts in opposition.

MOTION
(01:37:10)

ACTION ON CONSENT AGENDA

Dr. Horst moved to approve the Consent Agenda, excluding Items 17 h. (Preschool-Aged At-Risk programs), 17 i. (Preschool Pilot grants), and 17 j. (Parents as Teachers grants) be pulled for separate votes. Mr. McNiece seconded. Motion carried 9-1 with Mr. Roberts abstaining. In the Consent Agenda, the Board:

MOTION
(01:38:26)

- received the monthly Personnel Report for April.
- confirmed the unclassified personnel appointment of M. Kay Emerson as Public Service Executive on the Teacher Licensure and Accreditation team, effective April 5, 2020, at an annual salary of \$47,985.60.
- accepted the following recommendations for licensure waivers valid for one school year:
High Incidence Special Education — Jaimee Broadus, USD 261, Melissa McBrayer, USD 512.
Low Incidence Special Education — Katherine Allison, D0607.
- approved, with modifications, the in-service education plans for USD 262 Valley Center, USD 315 Colby, USD 396 Douglass, USD 435 Abilene, USD 449 Easton, USD 511 Attica, USD 512 Shawnee Mission.
- accepted the following recommendations of the Evaluation Review Committee for program approval: **Benedictine College** — Art (PreK-12), Biology (6-12), Building Leadership (PreK-12), Elementary (K-6), English Language Arts (6-12), Foreign Language (PreK-12 French, Spanish), Health (PreK-12), High Incidence (K-6, 6-12), History Government Social Studies (6-12), Physical Education (PreK-12), Physics (6-12), all continuing programs through Dec. 31, 2026; **Friends University** — History Government Social Studies (6-12), new program through June 30, 2022; **Newman University** — History Government Social Studies (6-12), continuing program through June 30, 2026; **Ottawa University** — Biology (6-12), History Government Social Studies (6-12), both continuing programs through June 30, 2026; **University of Kansas** — Art (PreK-12), English Language Arts (6-12), Low Incidence (PreK-12), Mathematics (6-12), Music

(PreK-12), Physical Education (PreK-12), School Psychologist (PreK-12), all continuing programs through Dec. 31, 2026.

- accepted recommendations of the Licensure Review Committee as follows: *Approved Cases* — 3302, 3306, 3312.
- approved the Kansas Volunteer Commission's recommendations for 2020-2021 AmeriCorps subgrantees as follows: Boys & Girls Club of Lawrence \$665,597; Harvesters Community Food Network \$108,353; Kansas Department of Wildlife, Parks and Tourism \$358,253; International Rescue Committee \$108,350; Rosedale Development Association \$77,579; USD 260 Derby \$247,649; United Way of Douglas County \$232,185; Wichita State University \$80,558; Kansas State University (AmeriCorps Planning Grant) \$20,000. Total funding: \$1,898,524.
- approve the continued funding and extension of contracts for TASN projects (evidence-based professional development system evaluation, Kansas special education personnel recruitment and retention programs, installation of high quality instruction within inclusive learning environments, scaling up family/school/community partnerships) to Dec. 31, 2020, in a total amount not to exceed \$488,847.

SEPARATE ACTION ON CONSENT AGENDA ITEMS

Mr. McNiece moved to approve consent agenda items 17 h., 17 i., and 17 j. as presented. Dr. Horst seconded. Motion carried 8-1-1 with Mrs. Dombrosky in opposition and Mr. Roberts abstaining. In this motion, the Board:

MOTION
(01:43:43)

- approved districts to operate Preschool-Aged At-Risk (State PreK four-year-old at-risk) programs for 2020-21.
- approved grant awards for the Kansas Preschool Pilot for 2020-2021 in an amount not to exceed \$8,332,317.
- approved grant awards for the parent education program (Kansas Parents As Teachers) for 2020-2021 for an total award amount of \$8,437,635.

LEGISLATIVE MATTERS

Deputy Commissioner Dale Dennis informed members that several legislative committee meetings are scheduled to take place during the days before May 21, the day all the legislature is to return for sine die. The dates and times were provided to members. He answered questions about the wrap-up session and concerns about balancing the budget.

(01:43:15)

CHAIRMAN'S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS

Committee reports were given on KSHSAA's summer guidelines and anticipated first day of sports practices; Kansas Foundation for Agriculture in the Classroom virtual farm tours; School Redesign Advisory Committee and application extension for Apollo II; School Mental Health Advisory Committee subcommittee work and preparation of recommendations; and E-Cigarette/Vaping Task Force discussions of cautions related to COVID-19.

(02:07:51)

Board Attorney Mark Ferguson reported on procedure developments for Kansas School for the Deaf NEA negotiations. The next meeting is May 14.

Requests for Future Agenda Items —

- Deeper analysis of Continuous Learning survey data for discussion, i.e. differences experienced in rural, urban, suburban schools (Ms. Busch)

MOTION
(02:32:58)

- Regular updates on progress of work associated with the Preschool Development Grant Birth through Five (Ms. Busch)
- Report from School Mental Health Advisory Council, including subcommittee activity (Ms. Busch)

BOARD MEMBER TRAVEL

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

ADJOURNMENT

Chairman Busch adjourned the meeting at 4:15 p.m. The next meeting is June 9 and 10.

Kathy Busch, Chairman

Peggy Hill, Secretary



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Janet Waugh District 1	Steve Roberts District 2	Michelle Dombrosky District 3	Ann E. Mah District 4	Jean Clifford District 5
Dr. Deena Horst District 6	Ben Jones District 7	Kathy Busch 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 plhill@ksde.org by July 10.

Because of precautions to limit the spread of COVID-19, only written comments will be accepted for the July State Board meeting.

Agenda Number: 8

Meeting Date: 7/14/2020



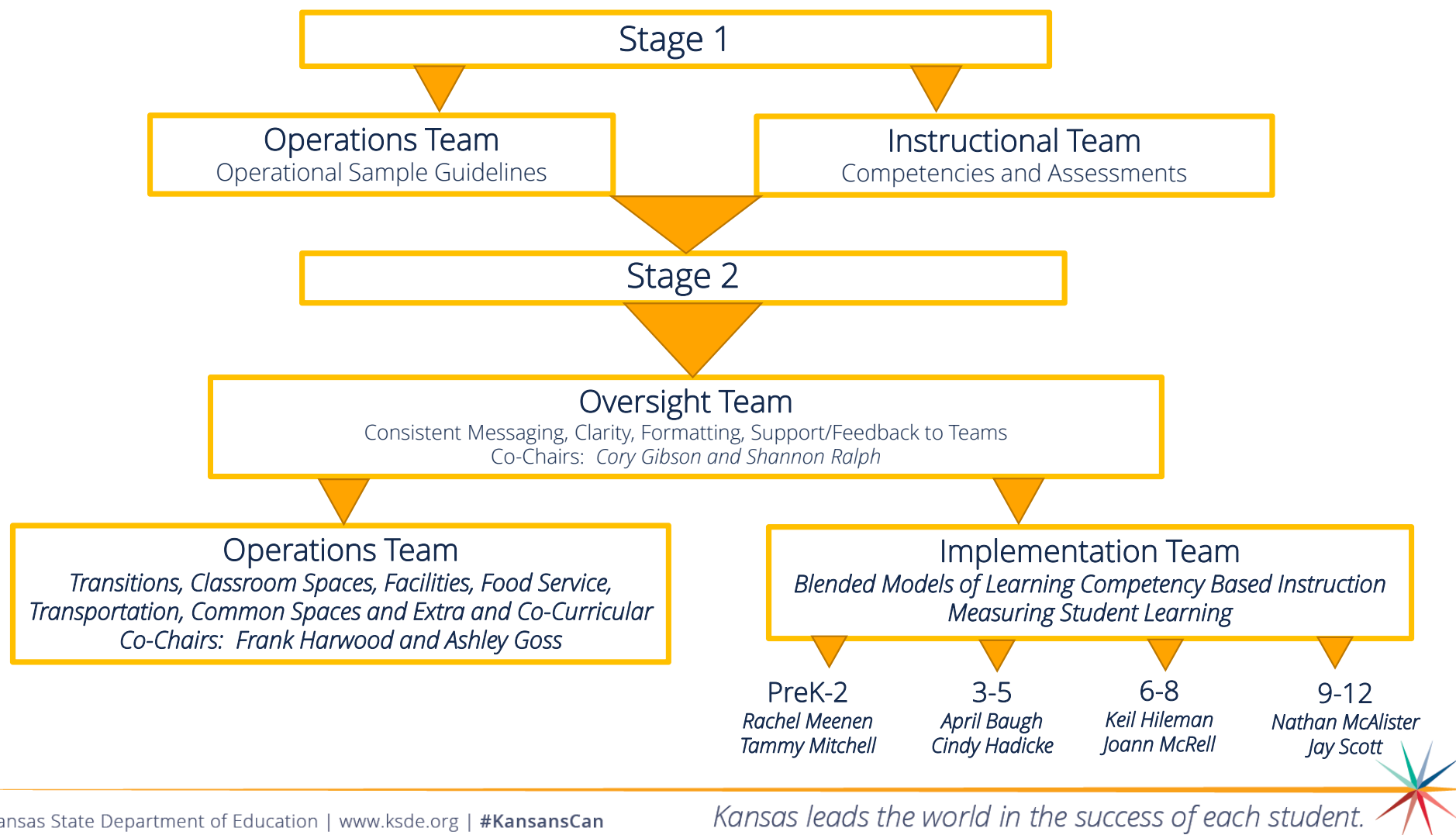
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Item Title: Receive *Navigating Change 2020*

From: Brad Neuenswander

Kansas State Department of Education staff will provide an overview of *Navigating Change 2020* -- the guidance that has been developed for Kansas schools for the upcoming 2020-2021 school year in the event of another disruption caused by the Coronavirus pandemic. The presentation covers the stages of development in preparing the document, timeline, committees (operations, implementation, overview) and major topics covered. On Wednesday, time has been reserved on the agenda for State Board discussion and formal acceptance of the guidance.

Kansas leads the world in the success of each student.



Agenda Number: 9

Meeting Date: 7/14/2020



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Item Title: Discuss elements of state's accrediting model for continuous improvement

From: Jeannette Nobo, Mischel Miller

The Kansas Education Systems Accreditation (KESA) is the state's continuous improvement process for school systems. KESA staff and KSDE attorney Scott Gordon will provide an overview for the State Board and answer questions. This presentation will focus on these elements within KESA:

- Continuous Improvement Process
- How data is used
- Role of evaluation
- Action planning and connection to System's Strategic Plans
- Role of the Accreditation Review Council (ARC) and process towards an accreditation recommendation
- Appeal process

Agenda Number: 10

Meeting Date: 7/14/2020



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Item Title: Kansans Can Highlight: Redesign schools in Beloit and Wellington share successes of Continuous Learning Plans

From: Brad Neuenswander

At their July meeting, the State Board will hear from two schools in the Kansans Can School Redesign Project -- Kennedy Elementary in Wellington USD 353 and Beloit Junior-Senior High in Beloit USD 273. They will share how their current work with redesign helped them be more adaptable to Continuous Learning and what that meant for their students.



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Item Title: Announcement of Apollo II applications in Kansas Can School Redesign Project
From: Brad Neuenswander

Agency staff will announce the schools and districts that have been selected for the Apollo II cohort of the Kansans Can School Redesign Project. They will discuss this year's timeline as well as the adjustments being made in response to the ongoing pandemic.

During the August 2017 State Board of Education meeting, KSDE announced the first participants in the Kansas Can School Redesign Project. The seven districts originally selected are referred to as the Mercury 7, each representing one of the Mercury 7 astronauts. The districts designated one elementary and one secondary school to be redesigned around the five outcomes established by the State Board of Education, the five elements identified as defining a successful Kansas high school graduate, and what Kansans said they want from their school system.

Mercury, Gemini I, Gemini II and Apollo are the four cohorts that currently make up the School Redesign project. Now the Apollo II cohort will be added. The application window for this group closed July 1.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 12

Staff Initiating:

Brad Neuenswander

Deputy Commissioner:

Brad Neuenswander

Commissioner:

Randy Watson

Meeting Date: 7/14/2020

Item Title:

Presentation of Gemini II and Apollo I schools' redesign plans for acceptance and launch

Recommended Motion:

It is moved that the Kansas State Board of Education accept the Gemini II and Apollo I 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 redesign trainings 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 I schools that applied to be part of the redesign effort. They have also been approved by their local boards of education to launch in 2020-2021.

The Launch Readiness Committee recommends the State Board of Education accept the redesign plans of these six schools:

Clay County Middle School (Gemini II)

Clay County USD 379

Haven Middle School (Gemini II)

Haven USD 312

Lyons High School (Gemini II)

Lyons USD 405

Stafford Elementary (Gemini II)

Stafford USD 349

North Elementary School (Apollo)

Goodland USD 352

Rossville Grade School (Apollo)

Kaw Valley USD 321



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

From: Jeannette Nobo, Mischel Miller

This school year, 2019-2020, thirty (30) systems are scheduled for accreditation. However, due to the COVID-19 pandemic, not all of these systems were able to complete their final Kansas Education Systems Accreditation (KESA) visit in a timely manner. Consequently this year, KESA staff will be bringing to the State Board for their review and vote, Accreditation Review Council (ARC) recommendations on three separate occasions.

The ARC met two days in June for the purpose of reviewing systems scheduled for an accreditation recommendation. The systems included for State Board review in July are:

- USD 202 Turner
- USD 303 Ness City
- USD 389 Eureka
- X0758 Heartspring

KSDE accreditation staff will share the ARC's review process, system findings and accreditation status recommendations.

This information will be received this month and then presented for action at the August 2020 State Board meeting.

Accreditation Summary

Date: 11/18/2019

System: D0202 Turner-Kansas City (0000)

City: Kansas City

Superintendent: Jason Dandoy

OVT Chair: Mary Jean Grindel

Executive Summary/AFI

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

ARC Comment

The system has worked on new testing procedures to help bring their assessment participation rates into compliance. All compliance requirements were met as verified by KSDE.

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

ARC Comment

All foundational areas have been addressed and evidence was provided.

Tiered Framework of Support - The district is using the MTSS model and have implementation guides and assessments at each level.

Stakeholder Engagement – Evidence is noted that Turner was able to pass a bond with 70% voter approval. They also publish monthly newsletters on their website to keep stakeholders informed.

Diversity and Equity – Turner sends out communication in both, English and Spanish to meet their Hispanic family's needs. They also started a Hispanic Chapter of Turner's PTA. Additionally, they also have a Special Education Parent Teacher Association (SEPTA).

As to the other foundational structures focused on the Rose Capacities, they have curriculum and standards in place to address each of the academic areas utilizing best practices such as Communication/Basic /skills English Language Arts 150 min a day K-5, 90 min 6-7, 50 min 8-12; a counselor and social worker assigned to work with students in every building, and dual credit opportunities for students.

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

ARC Comment

Three main strategies were incorporated into this goal: Personalized Learning, Fidelity to Curriculum and 21st Century Authentic Learning. Under personalized learning, the system wanted to increase parent contact regarding student achievement. To do this the district utilized a program called Schoology to meet the goal. Also, greater cohesion and structure for their MTSS process was made a focus.

The second strategy was dedication to fidelity in the curriculum. The district adopted resources according to the curriculum rotation, providing new resources in mathematics at the secondary level and science, social studies and English Language Arts at the elementary level during this cycle. They implemented curriculum mapping teams in the core subject areas they met to revise pacing guides and curriculum maps.

The third strategy focused on 21st Century authentic learning, with an emphasis on data collection, analysis and action. The focus/emphasis on data collection is clear. Turner is using NWEA MAP, other assessments, and their classroom common assessment aligned to the standards-based curriculum as their data focus, along with locally developed maps and pacing guides. However, how authentic learning is being implemented was not clear from the reports.

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

ARC Comment

In the area of Relationship Turner focused on Staff and Community. In regards to staff, the focus was on employee support. Strategies implemented for this were recognition and rewards program, improvements in mentoring and onboarding programs, and professional development. Staff are surveyed and asked about these programs providing Turner with the opportunity to adjust as needed. Additionally, Turner's Board of Education allocated new money to the salary schedule to be more competitive in the Kansas City Metro area.

The second component of the goal is developing community connections. The OVT reported that the system has made multiple positive additions that have led to increased community connections and partnerships. Both, the system and OVT provided evidence that documents activities and strategies were identified, implemented and produced reasonable results such as survey results, community interaction via email, phone calls, and walkthrough data from system administrators.

The system invested in social media to provide information to the community regarding recognitions, reminders of system events, and general system news. This has yielded positive results as evidenced by the increase in social media followers; an increase of 1300 from July 2019 to May 2020. The system attributes its social media with the successful passing of its bond vote. Turner has been very active in the community as evidenced by various events held such as working with senior citizens, forming partnerships with Kansas City Farm School, and firefighters visiting the elementary schools.

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

When Kansas implemented a systems approach to accreditation with KESA, USD 202 aligned their Strategic Plan with each of the Criteria within each of the Components of each of the KESA Rubrics. The Turner School District's Five-Year Strategic Plan, together with the improvement structures the system has in place, will provide the strength to support their improvement programming moving forward. All building school improvement plans are aligned to the district's strategic plan. It was stated that the district has a culture of continuous learning engaging all stakeholders.

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

ARC Comment

The evidence indicates growth in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

Board Outcomes

Social-Emotional Growth

All buildings completed the Student Risk Screening Scale. Building teams analyzed the data. The number of Due Process hearings has declined from a high of 106 in the 2017-18 school year to 58 in the 18-19 school year to just 36 hearings at the end of the third quarter. In the analysis of data at the conclusion of the 2018-2019 school year, behavior events had declined in seven of the eight schools. Data review and analysis helped teachers intervene and provide supports to students in crises decreasing the number of students showing signs of suicide. This is an indicator of the district's focus on a positive learning environment.

Kindergarten Readiness

Two thirds of the four-year-old Pre-K students start kindergarten in Turner. Their focus is on engaging birth to PK children by reaching out to childcare providers and offering professional learning opportunities. A Kansas Health Foundation grant allowed Turner to hire an early literacy specialist to work with parents and childcare providers. Turner plans to improve literacy skills prior to students arriving to Pre-School.

Individual Plans of Study

All students begin exploring careers and their own interests in sixth grade. This exploration continues in 7th and 8th grade with more components. All 9th grade students must enroll in the semester course Future 101. Throughout the next three years, students complete skill lessons in Xello (a college and career readiness program) and build their plan of study. They participate in a mock job interview, learn about building resume's, Pathways, Dual Enrollment, and look at the college application process. Employability-skills are implicitly taught through lessons including social skills or character lessons.

High School Graduation Rate

Thirty-three percent of the non-graduates in 2019 were students that transferred to the district during middle or high school. In order to improve this data, a New Student Day structure has been put in place for these new students. The expectation is that results of this intervention will be seen during the next cycle. Additionally, the district reformed the long-term suspension alternative program with the position of Dean of Students. The Dean oversees truancy efforts and meets regularly with students along with a counselor. The intent is to address the chronic absenteeism present in the system. Preliminary results are positive with students attending earning more credits than in previous years.

Postsecondary Success

The system has a five-year effectiveness rate of 28%. The effectiveness rate falls within the 95% Confidence Interval. Although Turner is considered average compared to similar districts, they hope that the interventions being put in place to improve graduation rates as well as their individual plans of study progress will help and show an increase in postsecondary effectiveness rates each of the next five years of its accreditation cycle.

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

ARC Comment

Many stakeholders are involved in the goal setting review and reflective practices and attainment process. District and building site councils, Employee Support Committee, PTAs and other stakeholders provide feedback. A needs Assessment survey is used to gather information from teachers, parents and community members. The 5 Essentials Survey (a survey of learning conditions) is given annually to provide feedback to the system. Examples of changes made as a result of the feedback was provided.

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

ARC Comment

The System Yearly Update Report: Year Five and the OVT Chair Annual Summary Report reflected the sharing of information and evidence. The reports reflected a mutual effort to tell the system's story.

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

ARC Comment

The reports reflected the use of district and building level committee working on the two goals, the collection of data to drive decisions, and the use of stakeholders to provide feedback to the system. The system has reflected on their practices and made changes to improve when necessary.

ARC Recommendation

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

Justification

The system has addressed all components of the KESA process with fidelity. Evidence indicated that the system is competent and credible.

Strengths

The KESA process was completed with fidelity for this cycle. The System was responsive to their data and input from their OVT. Challenges experienced by the district were addressed and acted upon to provide continuous improvement for all students and staff. The systems strategic plan along with an alignment of its school plans to that of the district is commended. Their community engagement efforts are also a strength.

Challenges

Additional clarity in their data collection and analyses would benefit their improvement process. Writing clear and concise goal statements for the next cycle. Need to look at fidelity of implementation more closely. Now that they have curriculum, standards and implementation guides how will they hold the schools accountable to its fidelity of implementation and how will they know it is happening? What will be the evidence that indicates fidelity of implementation is taking place? Although authentic learning was part of their goals, it was not clear how this was being done. More clarity around authentic learning would be of benefit.

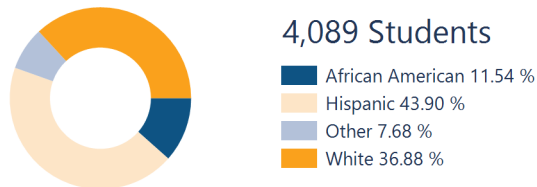


Turner-Kansas City USD 202

800 South 55th Street, Kansas City, KS 66106-1566
(913) 288-4100
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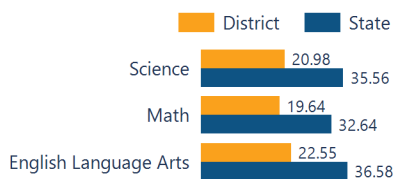
District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Approaching**
Grades: **PK-12,NG**
Superintendent: **Jason Dandoy**

Demographics

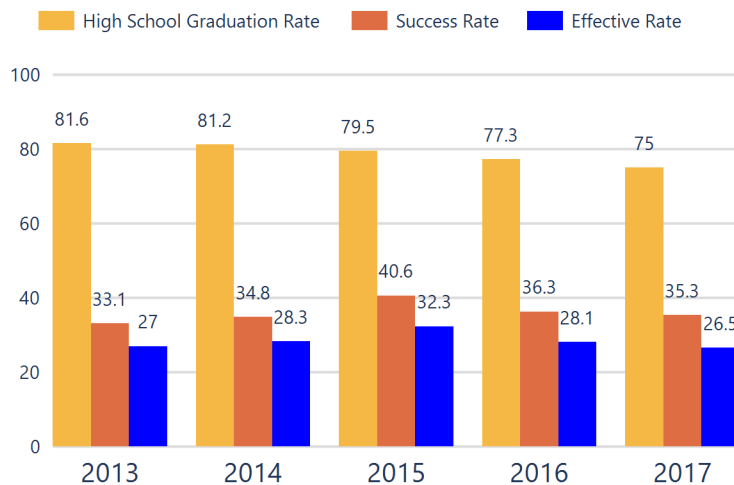


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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:	73.7%	District ESSA Expenditures Per Pupil
State:	87.5	
State:	92.8%	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:	21.4%	
State:	13.9	
State:	3.4%	Click here for State Financial Accountability.
State:	1.4	

\$10,221

State:
\$11,415



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	43.72	43.93	44.27	43.32	45.60	55.66	42.03	41.89	50.90
Level 2	36.21	29.71	25.50	38.31	33.62	27.22	38.31	35.54	28.10
Level 3	13.64	19.16	14.04	14.33	17.64	13.13	15.04	18.80	16.76
Level 4	3.13	3.32	3.65	4.02	3.12	3.97	4.60	3.75	4.22

FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	45.05	45.77	47.84	45.35	48.80	56.63	43.81	44.94	55.70
Level 2	36.79	30.24	24.41	37.81	32.31	26.05	39.17	36.21	26.91
Level 3	12.95	17.65	12.79	13.69	16.55	13.78	13.14	16.52	14.65
Level 4	2.31	2.81	2.99	3.14	2.31	3.52	3.86	2.31	2.72

STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	73.85	72.61	60.95	74.50	79.20	80.41	77.08	75.52	82.75
Level 2	14.52	14.52	10.47	20.39	16.00	14.43	17.91	20.25	10.34
Level 3	3.31	5.80	2.85	3.52	4.80	5.15	2.91	2.95	6.89
Level 4	1.65	0.82	0.95	1.56	0.00	0.00	2.08	1.26	0.00

AFRICAN-AMERICAN STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	47.32	49.38	57.44	55.37	58.84	81.01	54.23	57.20	65.68
Level 2	34.56	31.68	15.95	35.53	27.57	13.92	37.28	30.08	23.52
Level 3	11.11	12.34	10.63	7.85	12.34	5.06	7.62	11.44	8.82
Level 4	0.82	1.23	1.06	1.23	1.23	0.00	0.84	1.27	1.96

HISPANIC STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	42.51	44.31	44.41	40.50	44.58	54.35	41.67	41.45	55.92
Level 2	38.06	30.44	25.41	40.71	34.90	29.55	39.73	38.14	25.77
Level 3	13.88	18.30	14.24	15.32	17.97	13.19	14.91	17.41	15.46
Level 4	2.38	2.92	3.07	3.46	2.53	2.90	3.67	2.99	2.83

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

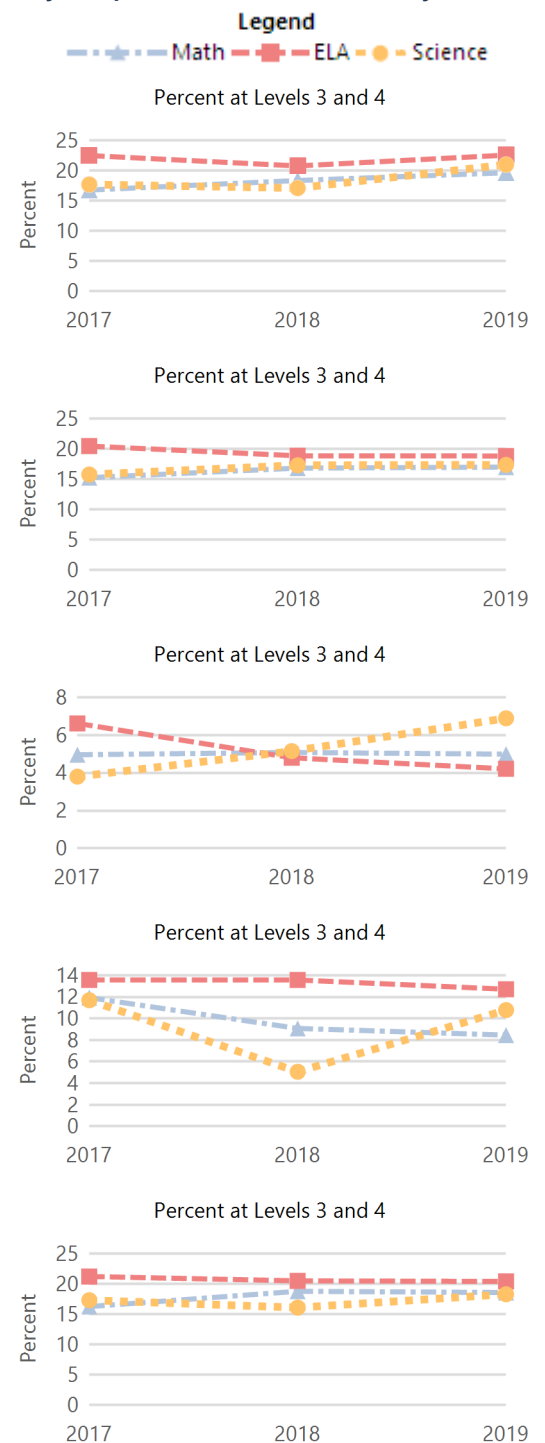
ACT Performance (2019 School Year)

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



District	16.9
State	21.1

Accreditation Summary

Date: 11/20/2019

System: D0303 Ness City (0000)

City: Ness City

Superintendent: Derek Reinhardt

OVT Chair: Kelly Arnberger

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

Evidence indicated that the system addressed, monitored, and made progress in many Foundational areas. The system identified that they find themselves in a situation of adjustment in all of the Foundational areas, due to the ever-changing population of students and turnover of staff.

Tiered Framework of Supports: Adjustments by the system are evident in the tiered framework. The system identified that at the HS level the seminar time was not effective, eliminated it, and added scheduled tier 2 and tier 3 classes at both the middle school and high school.

Stakeholder Engagement: Stakeholder engagement initiatives are reported to be high, and several examples were provided indicating many opportunities at all levels for students to engage with the community.

Diversity/Equity: The system has recognized a shift in demographics. In response, they have invested in several interventions throughout the district, such as ESOL endorsements. Currently, over 50% of the staff have earned those endorsements.

Communication/Basic Skills: The system aligned the ELA curriculum to the state standards. The staff has received training in literacy, vocabulary, and writing programs. The system has also implemented an instructional coaching model that has included video recording lessons to share as exemplars with all staff.

Civic and Social Engagement: The system has made efforts to increase the opportunities for civic and social engagement for students. One highlight of programming is the development and growth of relationships with local veterans.

Physical and Mental Health: Physical education and extensive co-curricular activities demonstrate a strong connection to physical health. The system has implemented consistent social-emotional learning lessons. The high school has developed a designated advisory time twice a week to incorporate this instruction.

Arts and Cultural Appreciation: The system provides a great number of opportunities for students to engage in fine arts. Students attend music classes daily in grades K-8 and band is offered in grades 5-12.

Postsecondary and Career Preparation: The system is performing above its expected success rate and that success has increased over the past three measured years. The system has made intentional efforts which are evidenced by an increase in the percentage of students completing CTE pathways, students participating in initial certification programs, and earning dual credits.

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

ARC Comment

The system identified relationships as their first goal area. This was in response to a high level of perceived bullying among students, parents, and community members through the KCTC survey data. Early in the cycle, staff determined that change would only happen with a focus on emphasizing and improving relationships among all members of the school community-- student-to-student, student-staff, and school-community. Throughout the cycle, the staff has continued to feel that relationships are the cornerstone in building an education system, and they have effectively taken several steps to grow and strengthen relationships among students, teachers, and community members.

The system implemented the Kansas Social, Emotional, and Character Development (SECD) standards which included training teachers and staff, allocating time for weekly SECD lessons and goal setting K-12, and publishing a two-page document which defined bullying and other inappropriate behavior and outlined what parents, staff, and students could and would do to deal with it.

A recommendation for the next cycle is for the system to establish a clear goal statement with a baseline measure providing growth measures and data points.

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

ARC Comment

The system has begun to realign their curriculum. They started with ELA and now are working on math. The system is realigning the curriculum to be more relevant to the students. Also, the system has increased community resources. The system made an intentional effort to tie into the community resources. At the secondary levels, the system has identified new course offerings based on their IPS data. They have increased dual credit opportunities for students based on the IPS data. Although the system did not provide KCTC or IPS data, the system accountability report shows a 100% graduation rate and a continual increase in postsecondary success. The system has earned Kansans Can Star Recognition of Gold for graduation and Silver for postsecondary success.

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 is continually reviewing their improvement work. This is evident by their review and change of the tool the system uses to measure their growth and success on Social Emotional Learning. The system was using a tool they developed and found that it didn't provide them with the information that was needed. They settled on the Kansas Community That Cares survey and Social Academic and Emotional Behavior Risk Screener. Also, the system reports that they identified that their tiered system was not addressing the needs of the students and they adjusted what they were doing to meet the needs of the students.

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's accountability report indicated that they are at or above expectation in all State Board of Education (SBOE) goals. Some areas were identified by the OVT as being at the level of expectation and suggested for future planning toward improvement.

Board Outcomes

Social-Emotional Growth

The system has implemented the Kansas Social, Emotional, and Character Development (SECD) Standards which include training teachers and staff. The system has allocated time weekly for SECD lessons and goal setting. Their strategy to teach all stakeholders to properly define bullying and provide them with a proper and strong process for reporting concerns resulted in more open, calm conversations with parents and less negativity on social media in regards to bullying. Their emphasis on building relationships among all members of the school community--student-to-student, student-staff, and school-community--created connections that helped stakeholders develop greater social-emotional awareness, stronger conflict resolution skills, and the ability to tackle and overcome obstacles. Their intentional focus on relationships helped them make recognizable progress toward changing the culture of their school and community and gained them strong momentum moving toward their next step. Finally, the system has implemented Social Academic and Emotional Behavior Risk Screener (SAEBRS) this past year. A solid baseline was established, allowing for subsequent administrations of the survey to provide growth information. A recommendation for the next cycle is for the system to provide greater clarity of growth measures from data points.

Kindergarten Readiness

The system has a goal that 90% of their students will receive at least one year of early childhood programming prior to entering Kindergarten. The preschool graph demonstrates an understanding of the benefit of "kindergarten readiness" and brain development. The system has invested in early childhood and it demonstrates a true understanding of student success. A high number of children in the district take advantage of early learning opportunities. The system reports that they have received grants to support their early childhood goal. The system reports that they changed their registration process to strengthen their outreach process to parents. A recommendation for the next cycle is for the system to provide clear growth measures data points to support their statements of progress.

Individual Plans of Study

This was noted as an area of focus by the OVT. Although the OVT noted that the growth in post-secondary opportunities is commendable, they suggested developing offerings, schedule flexibility, and more focus on standards/competencies in order to improve the IPS. One highlight is that the system has increased off-campus opportunities for students. The system has increased their communication and involvement of their parents through the IPS process. This is noted in the change they made to an advisory-based structure and parent/teacher conferences.

High School Graduation Rate

The system's graduation rate for year five is outstanding at 100% as reported on the KSDE Accountability Report. The system had an average of a 97% graduation rate. The system received a gold star from KSDE on the Kansans Can Star Recognition program.

Postsecondary Success

The system's postsecondary success demonstrates performance above its expected success rate, and the success rate has increased over the past three reported years. The system shows a postsecondary success rate of over 60% in spite of significant shifts in student demographics and staffing. The system conducts its own annual alumni survey. The system has earned the Silver Star in the Kansans Can Star Recognition program.

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

ARC Comment

Some relevant stakeholder groups are represented, and are active participants that provide input to the system on their KESA process. Although site council meetings were held, attendance and participation were lacking. Efforts to improve engagement were evident, but the success of those efforts was limited. It is recommended that the system gather and analyze data to determine why events to involve stakeholders have not shown the success desired.

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

ARC Comment

The OVT chair indicated that during their visit that the system provided the information that was needed to complete the process. Evidence of responsiveness by the system to OVT recommendations was not clearly reported. A recommendation for the next cycle is for the system and OVT Chair to more directly provide the data in their report.

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

ARC Comment

The OVT and system both documented that the system met the requirements of the KESA process. The provided reports indicate discussions, activities and processes the system has completed. A recommendation for the next cycle is for the system and the OVT Chair to provide the specific report measures and/or growth evidence.

ARC Recommendation

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

Justification

The OVT and system both documented that the system met the requirements of the KESA process. The system has a continuous learning plan and has shown a continuous review of their system and adjustment to meet the needs of its students. Based on the KSDE Accountability Report, the system has continual progress on graduation rates and postsecondary success rates.

Strengths

A strength of this system is their graduation rate, effective rate, and success rate. All three scores are commendable and indicate the district is performing higher than expected when risk factors are figured into the formula. The system understands the need to make adjustments for their ever-changing population and commit to a process of continuous school improvement.

Challenges

The system has difficulty getting involvement from all stakeholders, despite continued efforts. The system struggles at times to connect data to actionable initiatives for school improvement. The district has self-identified chronic absenteeism and academic success as challenges and is making efforts through curriculum alignments and community outreach. The system will need to continue to work to get more community involvement in the district and building site council meetings.



Ness City USD 303

414 E Chestnut St, Ness City, KS 67560-1695
(785) 798-2210
www.nesscityschools.org

District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Below**
Grades: **PK-12,NG**
Superintendent: **Derek Reinhardt**

Demographics

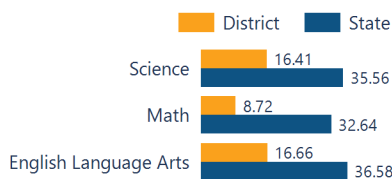


292 Students

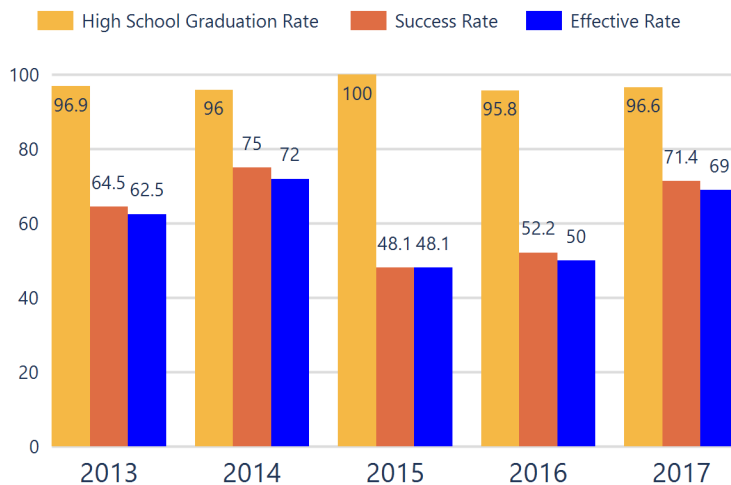
African American 0.00 %
Hispanic 27.05 %
Other 1.71 %
White 71.23 %

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

97%

Five-Year Success Avg

62%

Five-Year Effective Avg

61%

95% Confidence Interval
for the Predicted
Effectiveness Rate

56.2 - 58.5%

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.

100.0%

State: 87.5

District 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.

\$12,292

ATTENDANCE RATE

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

93.2%

State: 94.5

CHRONIC ABSENTEEISM

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

21.8%

State: 13.9

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

DROPOUT RATE

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

N/A

State: 1.4



District Academic Success

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

ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	34.17	35.22	42.85	38.84	46.76	49.36	57.14	45.23	53.73
Level 2	45.56	40.88	34.28	52.51	35.25	34.17	34.12	38.09	29.85
Level 3	13.92	18.23	15.71	8.63	15.82	12.65	7.93	16.66	16.41
Level 4	3.79	1.88	4.28	0.00	2.15	3.79	0.79	0.00	0.00

FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	42.30	38.46	43.58	40.57	50.72	58.62	54.54	45.45	70.37
Level 2	41.02	34.61	35.89	50.72	31.88	31.03	33.33	39.39	22.22
Level 3	12.82	17.94	15.38	8.69	13.04	6.89	10.60	15.15	7.40
Level 4	2.56	3.84	5.12	0.00	4.34	3.44	1.51	0.00	0.00

STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	42.85	66.66	N/A	87.50	75.00	75.00	73.33	73.33	N/A
Level 2	28.57	19.04	N/A	12.50	18.75	25.00	20.00	13.33	N/A
Level 3	9.52	4.76	N/A	0.00	6.25	0.00	0.00	13.33	N/A
Level 4	4.76	0.00	N/A	0.00	0.00	0.00	6.66	0.00	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	42.85	40.47	52.38	51.42	57.14	60.00	59.09	47.72	70.58
Level 2	47.61	42.85	33.33	45.71	31.42	40.00	31.81	45.45	11.76
Level 3	9.52	9.52	9.52	2.85	11.42	0.00	6.81	6.81	17.64
Level 4	0.00	0.00	4.76	0.00	0.00	0.00	2.27	0.00	0.00

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

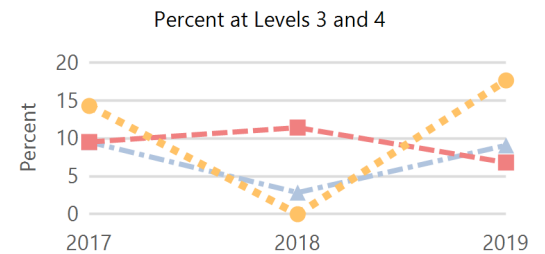
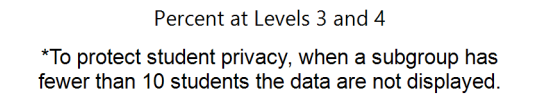
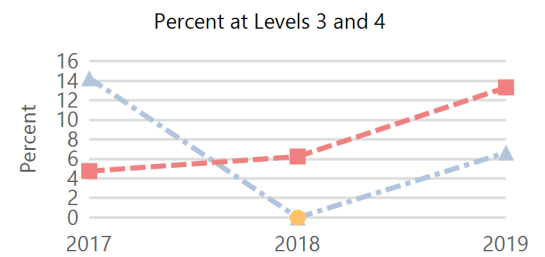
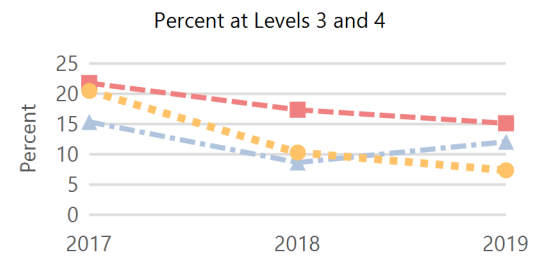
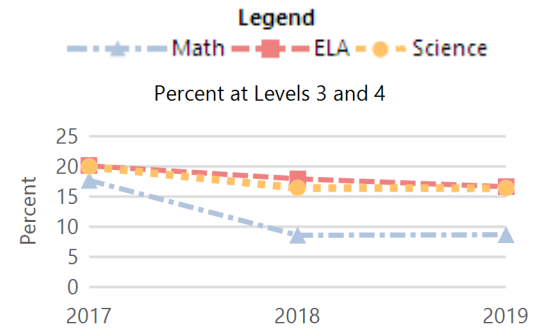
ACT Performance (2019 School Year)

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



District	18.8
State	21.1

Accreditation Summary

Date: 11/20/2019

System: D0389 Eureka (0000)

City: Eureka

Superintendent: Scott Hoyt

OVT Chair: Tony Helfrich

Executive Summary/AFI

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

ARC Comment

All compliance requirements were met as verified by KSDE.

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

ARC Comment

All of the Foundational structures have been addressed by the system. The System has moved from developing to implementing in most areas.

The System has made strides in working on their Tiered Framework of Support: Eureka Elementary continues to reflect upon their data to make good choices for their students in the tiers through MTSS. Eureka Jr/Sr High provides classes for their struggling students through seminar and study skills classes.

The system has made great strides in Stakeholder engagement. Their staff collaborates weekly to discuss students, data, or curriculum. The System has built strong building and district site councils that discuss items through the accreditation process. The System has an effective plan in place to allow all levels to improve community involvement.

Diversity: The System, like many small rural communities, lacks a lot of diversity in its population. The diversity that comes from within is socioeconomic status and a very small ELL population.

Civic and Social Engagement: The system students go into the community to provide community service projects from reading books to the elderly to having high school students participate in a community-wide community service project.

Social and Emotional: The System has weekly sessions in the elementary and High School curriculum, also collaborates with outside agencies for mental health issues.

Post Secondary and Career Prep: The System curriculum follows the Kansas Curricular Standards and State Recognized Standards. It also offers a Board of Regents Curriculum allowing students to meet qualified admission and scholarship programs.

Individual Plans of Study are implemented in grades 7-12. The System utilizes Career Cruising but plans on moving to Xello, and also offers dual credit for their high school students as well as allowing students access to technology certifications at Flint Hill Tech.

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

ARC Comment

The system has a purposeful continuous improvement plan that addresses response culture. The staff has a tremendous sense of ownership, understanding, shared vision, shared leadership, and pride. Staff/student ownership and staff/student engagement are very evident in every aspect of the plan.

There is a major emphasis on stakeholder engagement at all levels. The elementary teachers have very active Professional Learning Communities (PLC) where time is committed each week, where teachers are actively engaged in professional development. The upper level utilizes its advisory times and planning times for additional collaborative and professional development opportunities. Further evidence of professional development opportunities can be found in shared decision making, extensive professional development, providing quality time for strategic planning, data analysis, curriculum planning, and coordination of multi-level activities.

Effective and active communication is evident at all levels, utilizing frequent newsletters, conducting multiple surveys throughout the year, and informing the stakeholders on multiple social media platforms. The system has placed emphasis on data-driven decisions to enhance the opportunities for professional dialogue and address school improvement and student-specific issues.

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

ARC Comment

The System identified two areas of focus within Relevance, one for elementary and one for secondary.

The elementary building has been implementing research-based curriculum practices and updating its curriculum. The staff has spent the time to scope and sequence writing, reading, and math curriculum. The elementary staff has spent a lot of time working collaboratively in PLC's to ensure the curriculum is seamless and taught with fidelity. The staff is comfortable with the math series that they have also taken it upon themselves to create and share resources among themselves during the PLC time that they have.

At the upper level, their priorities have been to help students become college and career ready through the utilization of Xello (a college and career planning program), ACT, and furthering opportunities through CTE programs. The HS has focused more during this cycle on the ACT. This is the first year that the HS has used ACT Test Method Prep. Underclassmen had a specific time for ACT test prep each week during this past school year. IPS and senior portfolios have created student ownership in their high school endeavors and academics that has deepened the connection to their post-graduation success. In 2018 and 2019 100% of students completed their IPS.

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

ARC Comment

The system has a strategic plan that aligns its policies and procedures to address needs within the improvement process. The strategic plan addresses budgeting for the needs of the improvement process. The system has experienced some weather-related issues that have caused their budget and needs to change during this cycle.

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

ARC Comment

The evidence indicates that there has generally been growth in meeting the expectation of the Kansas Vision for Education and State Board Outcomes. The system can explain its data results for some of the Kansas Vision and State Board Outcome areas.

Board Outcomes

Social-Emotional Growth	The system has implemented the use of 7 Habits and Franklin Covey Company. The system staff has a better understanding of how to connect with students and how to teach habits that are effective for social-emotional relationship interactions. The system understands and is working on tracking data. The system has incorporated time for weekly collaboration and also works with outside mental health agencies.
Kindergarten Readiness	The System is modeling the implementation practices of kindergarten readiness by implementing the SQS3 & SQSE screeners for all our pre-k students going into kindergarten. The system is disaggregating the ASQ data to drive instruction. The system uses classroom teachers, resource teachers, school psychologists, speech pathologists, and principals to implement these for all incoming students.
Individual Plans of Study	The system has sufficient data to track students starting in grade 7. The system uses student, peer, and teacher-led activities to guide students to potential careers, paths, and schooling. The system started using Career Cruising and have since switched to Xello. 100% of students grades 7-12 have active IPS plans.
High School Graduation Rate	The system has an excellent graduation rate of 97.8 % average for the last three years, well above the state average.
Postsecondary Success	Eureka has been recognized with a Copper Star for postsecondary success. The system has a predicted effectiveness rate of 44.1% to 46.2%, with a confidence interval of 95%. The system's effectiveness average is 42% from 2013 to 2017. However, between 2016 and 2017 they had a 3% increase in their effectiveness rate. The system expressed confidence in the ability to continue this upward trend, based on the data and strategies currently in place.

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

ARC Comment

Many stakeholders are involved in the goal-setting review and reflective practices. The system and building site councils, established Marshall Learning Community/Professional Learning Community (MLC/PLC) meeting time, the system continues looking to use this time for the purpose of improvement. Evidence shows all staff within buildings continue the practice of leadership skills, PTAs, and other stakeholders provided feedback to the system about their improvement efforts. Attendance sheets and meeting notes were made available to the OVT to document these statements. A needs assessment survey is used to gather information from teachers, parents, and community members. Originally the system developed their own surveys, but have switched to a research-based survey that they have started implementing in the fall to start collecting data from parents, students, and staff.

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

ARC Comment

The OVT chair indicated that the system leadership, staff, students, and teachers were available to the OVT at all times during the visit, they provided the System Yearly Update report in a timely manner, and that requests for documentation when available were given to the OVT. As evidenced by the OVT Chair's statement: "The system has followed its action plans and submitted evidence of meeting agendas to support the establishment of regular procedures to maintain progress."

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

ARC Comment

The system used assessment results to demonstrate they made growth and tracked progress. The system showed both qualitative and quantitative data to reinforce this OVT's belief that the System is a strong educational system deserving of accreditation, as stated in the OVT chair's year 5 report. All OVT chair reports were evident as well as the system reports. The system had evidence of the improvement plans for all buildings. The system Action Plan exists and is aligned with building needs. Evaluation of strategies is in place, but the evaluation of the success of its improvement process is not evident.

ARC Recommendation

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

Justification

The system has shown that they have a process in place and understand their next steps. Evidence of moving forward with a new technology program and continued work within the State Board outcomes were discussed. State Board goals are generally showing growth.

Strengths

By all indication, it is evident that the system has been putting processes in place for each of the State Board outcomes that will help them identify their areas that are in need of improvement.

Challenges

Due to the size of the system data can be easily influenced by only one or two students. In the next cycle, the system could better utilize data to promote initiatives and decisions. The system needs to be mindful of including and demonstrating that data is used in an effective and intentional manner, particularly with regard to social-emotional growth.

Diversity should be looked at beyond students of color and ELL populations, including poverty and other factors.



Eureka USD 389

216 N Main Street, Eureka, KS 67045
(620) 583-5588
www.usd389.net

District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Scott Hoyt**

Demographics

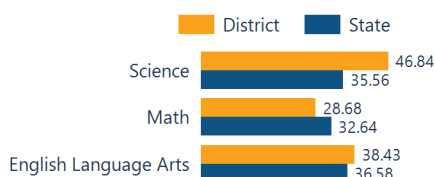


664 Students

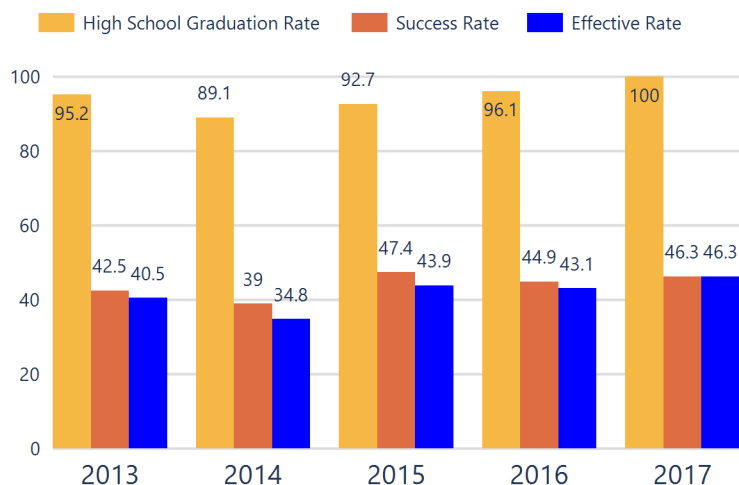
African American 0.00 %
Hispanic 6.63 %
Other 6.78 %
White 86.60 %

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

95%

Five-Year Success Avg

44%

Five-Year Effective Avg

42%

95% Confidence Interval
for the Predicted
Effectiveness Rate

44.1 - 46.2%

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.

1. Student earned an Industry
Recognized Certification while in
High School.
2. Student earned a
Postsecondary Certificate.
3. Student earned a Postsecondary
Degree.
4. Student enrolled in Postsecondary
in both the first and second year
following High School graduation.

Effective Rate: The calculated
Graduation Rate multiplied by the
calculated Success Rate.

GRADUATION RATE

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

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.

95.7%

State:
87.5

District 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.

\$12,280

State:
\$11,415

95.3%

State:
94.5

11.4%

State:
13.9

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

N/A

State:
1.4



District Academic Success

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

ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	20.67	20.62	18.62	22.62	19.49	17.44	26.66	19.65	18.88
Level 2	46.74	33.89	26.89	44.97	42.61	38.25	44.63	41.90	34.26
Level 3	25.49	36.44	42.06	24.86	29.52	34.89	23.18	32.08	31.46
Level 4	6.51	8.47	11.72	7.54	8.35	9.39	5.50	6.35	15.38

FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	24.73	26.34	21.33	26.54	25.94	21.17	29.90	23.41	24.35
Level 2	48.38	34.94	33.33	45.02	42.45	42.35	46.07	43.90	37.17
Level 3	20.43	30.64	36.00	22.74	25.00	28.23	18.13	29.26	26.92
Level 4	5.37	6.98	8.00	5.68	6.60	8.23	5.88	3.41	11.53

STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	58.00	62.00	53.84	47.36	42.10	35.00	46.66	51.11	54.54
Level 2	34.00	26.00	15.38	42.10	34.21	40.00	40.00	31.11	27.27
Level 3	8.00	12.00	30.76	7.89	23.68	20.00	11.11	15.55	18.18
Level 4	0.00	0.00	0.00	2.63	0.00	5.00	2.22	2.22	0.00

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	19.04	18.18	9.09	20.00	20.00	25.00	15.78	25.00	N/A
Level 2	57.14	31.81	36.36	56.00	56.00	58.33	68.42	40.00	N/A
Level 3	19.04	45.45	36.36	24.00	12.00	16.66	10.52	35.00	N/A
Level 4	4.76	4.54	18.18	0.00	12.00	0.00	5.26	0.00	N/A

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

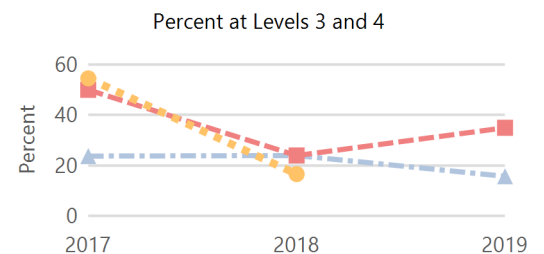
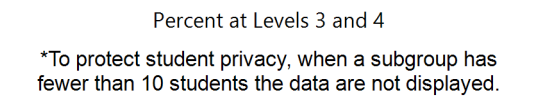
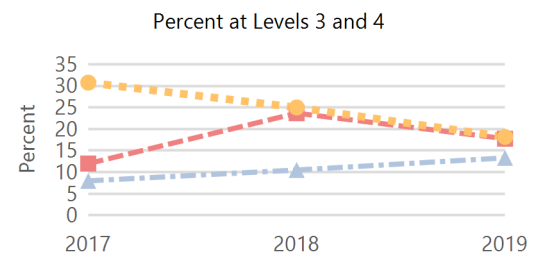
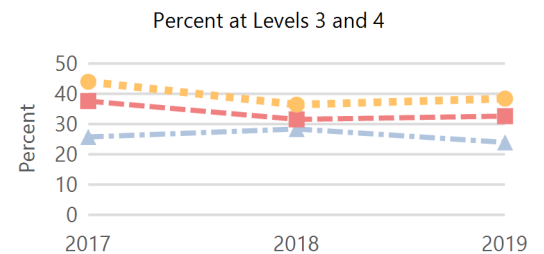
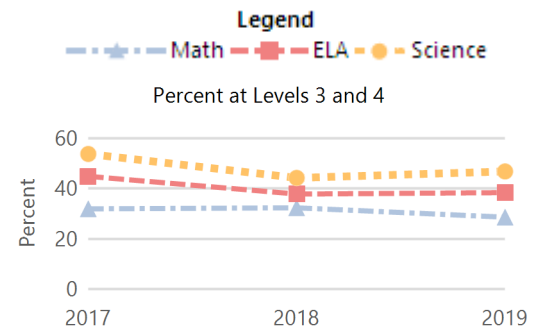
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Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	19.8
State	21.1

Accreditation Summary

Date: 11/20/2019

System: X0758 Heartspring (1881)

City: Wichita

Superintendent:

OVT Chair: Chris Perry

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

According to the OVT visits, Heartspring has addressed each of the foundational areas in their own unique way in order to meet the needs of their student population. One item to note, although many of the foundational areas look different at Heartspring, they have taken a look at their Emergency Safety Intervention numbers and have had a dramatic decrease in that area. Since January 2018, an average restraints per student are down 60% and average seclusions per student are down 55%.

Tiered Framework of Support: The system also uses MTSS within the confines of what works for their student population.

Stakeholder engagement: The system communicates with parents on a consistent basis along with the home districts of their students. All individual plans for students have input from all relevant stakeholders.

Diversity/Equity: Their diversity and equity really come from the students recommended to them by other districts, as they do not have their own boundaries. Individual diversity is a major emphasis on this system along with staff diversity.

Communications/ Basic Skills: While over 60% of their population is non-vocal, they worked hard to use adaptive technology to communicate with those students.

Civic/Social Engagement: The system started a store and partnered with local businesses to make this happen. The system works to get individual students involved in the community when it is appropriate for each student.

Physical and Mental Health: The system has hired a trauma-informed specialist to work with the students and parents. They also have physicians and therapists that work with their students on a regular basis.

Arts/ Cultural Appreciation: The system does work in music therapy when appropriate for the students.

Postsecondary and Career Preparation: All students have a transition plan in place by the age of 14 along with career preparation for those students where that is appropriate.

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

ARC Comment

It was documented that there were major changes for Heartspring throughout this accreditation cycle, with emphasis on their professional development and PLC (Professional Learning Communities). Heartspring has not only worked and collected data on their PLC's and the impact they are having in the classroom, but they have also created a walk-through tool to collect data on their evidence-based practices. Worthy to note is their priority of a mentoring program to hire, maintain, and also grow their own professionals. It was noted several times that the changes in this system from the beginning of the cycle to the end were outstanding, as the system now functions as a whole unit and also collects and uses data to drive their decisions.

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

ARC Comment

As the Heartspring staff has become more intentional with their instructional efforts, so has their collection and usage of data. The system has shown ample areas where they have addressed using their data to support decisions. In an environment where every student is on an Individualized Education Plan (IEP), it is worth note that students have made gains over the accreditation cycle even with the unique needs of the student body. The OVT feels that the Heartspring KESA Team has provided ample evidence to support the successful completion of this goal, and envision that data collection and analysis are now an integral part of the operations of their school system.

In future cycles, we recommend that the system and the OVT chair would provide growth measure data points in their reports specific to the goal statement.

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

Documentation has been given to support the fact that the changes being made are planned for long-term sustainability. The system has also invested in new staff to meet the needs of their student body, along with an improved staff mentoring program.

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

While the unique needs of their students and parents drive the decisions that are made by the system, when taken as a whole the system does seek to "lead the world in the success of each student." In their situation, the path to success looks very different. Much of the data needed to support some of these outcomes is actually collected at the home district of the students, as all students are from other districts or in some cases other states.

This being said the system has provided ample data to support their findings in each area.

Board Outcomes

Social-Emotional Growth

Goal areas in behavior and social skills are within the IEP's of each student. The system also hired a trauma-informed specialist to help support staff and students with the needs of students. From 2018-2019, 69% of students demonstrated social-emotional behavioral and skill gains, under IEP goal statements, up from 61% the year before.

Kindergarten Readiness

Students do not attend Heartspring until after the time that this would take place. Students are placed at the school with an IEP already in place from their home system. The intake at Heartspring is worked between this system and the home system, while they do not give the ASQ they would use all comprehensive assessment data provided to write an appropriate IEP for each student.

Individual Plans of Study

Every student is on an IEP at Heartspring, this ensures that every student is being met annually and the discussion of transition beyond high school begins in the middle grades. The goals written meet the needs of each student on an individual basis. Over 60% of their population is non-vocal, this creates its own challenges. However, every student has goals that are unique to their needs. Over the 5 year cycle 88% of students have shown gains/mastery on their ELA goals and 86% of students have shown gains/mastery on their Math goals. The transition plan is embedded in the IEP before the student's 14th birthday.

High School Graduation Rate

Official graduation data does not populate for this system due to the fact that all students belong to a home district. The system does maintain data on all of its students with 100% of them successfully completing high school. This means that every student either received a diploma from their home district, received a certificate of completion from their home district, or was successfully reintegrated into their home district prior to graduation.

Postsecondary Success

Postsecondary success is also calculated at a student's home district rather than for this system. The system does have data that has been collected about each of their students after they leave Heartspring. Almost all of their students return post-graduation for continued services until they age out at 21. The system also follows up with past students and parents to discover what services are being utilized after the student leaves, such as home-bound services. While postsecondary success is not quantitative for this system from the state, they have provided ample data to support that they are tracking and looking at the data for students after they leave the system.

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

ARC Comment

The OVT verified that parent involvement was noted and the system communicates often with parents. In this case, communication with the home districts was also noted.

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

ARC Comment

It was noted that the system was responsive to the needs of the OVT along with being open to new ideas that were discussed. All KESA reports from the OVT chair and the system have been completed.

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

ARC Comment

While the system has its own unique challenges and student population, the system has worked hard to meet the fidelity of the KESA Process. It was noted that over the course of the accreditation cycle, the system began to work more as a system instead of just individual classrooms. They have worked hard to collect, analyze, and use data to guide decisions at a system level. The improvements in this system over this cycle of accreditation are plentiful while they also understand that they will need to keep improving as they move into the next cycle.

ARC Recommendation

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

Justification

When looking at Heartspring as a special program you see that the unique needs of the system are intensive, however, they have begun a systematic overhaul of their data decision making process throughout this accreditation cycle. Heartspring takes the needs of their student population along with parental needs into account while writing their IEP goals. They have provided extensive data to support the claims of their success. While this data does look different than a traditional system, the ARC recognizes that the system has made every effort to match their goals and provide the data to back up their successes.

Strengths

Their extensive data collections on so many unique areas allows for them to show growth in multiple ways, especially since they do not have data that populates on the state accountability report. The system has shown growth in many areas since the beginning of this accreditation cycle.

Challenges

We would encourage the system to collect data on the postsecondary success of their students. The unique challenges of their student population are significant and we would encourage them to continue with their process of individualized growth.

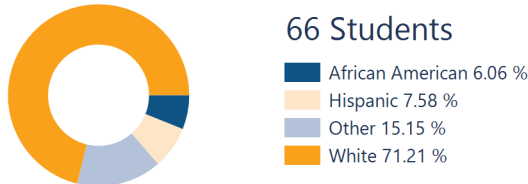


Heartspring - X0758

8700 E 29th Street N, Wichita, KS 67226-2169
(316) 634-8752
www.heartspring.org

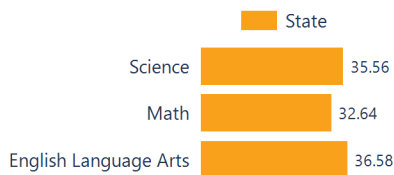
District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation:
Grades: **1-12,NG**
Superintendent:

Demographics

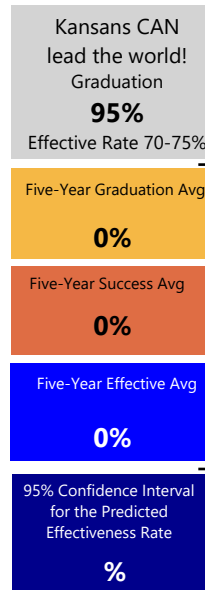
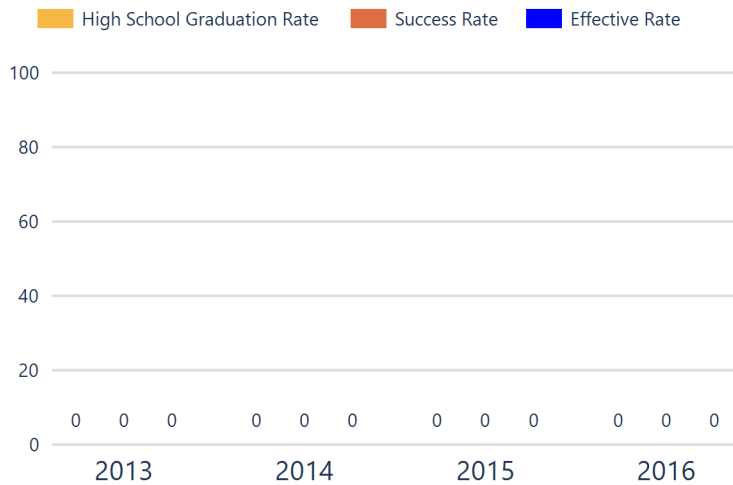


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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:	87.5	District ESSA Expenditures Per Pupil
0.0%		
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.
100.0%		
State:	13.9	
%		
State:	1.4	Click here for State Financial Accountability.
5.0%		

N/A
State:
\$11,415



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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

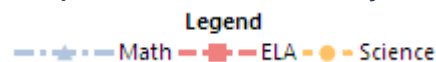
ACT Performance (2019 School Year)

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.

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.

District

State

21.1



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

Item Title: Update on Computer Science education implementation

From: Stephen King

This presentation will update the State Board on the current status of the five recommendations approved at the February 2020 Board meeting for the Computer Science Implementation Plan. While recommendations #1 and #2 have been completed, an expected timeline for the remaining three will be laid out. These are:

- Computer Science should satisfy a core graduation requirement
- Create Licensure Endorsement
- Arrange Funding

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15

Staff Initiating:

Leah Zeller

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 7/14/2020

Item Title:

Act on appointments to the Licensure Review Committee

Recommended Motion:

It is moved that the Kansas State Board of Education reappoint Daniel Brungardt to his second term, and appoint Brittany Ford and Anita White to their first terms on the Licensure Review Committee effective July 1, 2020 through June 30, 2023.

Explanation of Situation Requiring Action:

The Kansas State Board of Education is responsible for approving appointments to the Licensure Review Committee. The LRC was created under S.B.R. 91-1-211 and is composed of seven members appointed for up to two three-year terms of office. Membership composition is outlined in regulation.

The LRC reviews the qualifications of applicants who desire to be licensed in the state of Kansas, but who do not satisfy all the requirements for licensure as specified in State Board regulations.

In addition to the reappointment of Daniel Brungardt, it is requested that the Kansas State Board of Education ratify the following nominees to fill open positions:

- Brittany Ford, Southwest Elementary School, USD 382 Pratt, representing elementary classroom teachers - State Board District 5
- Anita White, Pittsburg High School, USD 250 Pittsburg, representing middle level classroom teachers -- State Board District 9

Attachments provided:

Nomination forms and resumes for appointees

Licensure Review Committee roster



Nominees for Professional Standards Board, Professional Practices Commission, Licensure Review Committee

Teacher Licensure & Accreditation | KSDE | Landon State Office Building | 900 SW Jackson Street, Suite 106 | Topeka, Kansas 66612-1212 | Phone: 785-296-2288 | www.ksde.org

NOMINEE-COMplete THIS FORM AND ENCLOSE A COPY OF RESUME OR VITA

NAME OF BOARD/COMMISSION/COMMITTEE:

- ☐ Professional Standards Board
 ☒ Licensure Review Committee
 ☐ Professional Practices Commission
☐ Regulations Committee
 ☒ Evaluation Review Committee
 ☐ Policies and Procedures Committee

Nominated by (organization) Kan-aae Date 3-9-2020

Nominee's Name Brittany Ford Occupational Title 2nd Grade Teacher
 Place of employment (Facility) USD 382 Address 900 W. 8th St.
 City Pratt State Ks Zip 67124
 Home address 315 S. Taylor St.
 City Pratt State Ks Zip 67124
 Home e-mail brittanynoelford@gmail.com Work e-mail brittany.ford@usd382.com
 Work Phone (620) 672-4520 Home Phone (620) 388-0901
 Fax Number () -
 State Board District (that you work in) 5

Please state briefly:

Qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three years, or serving as a member of the faculty of an institution of post-secondary education. PTA and KASB representatives are excluded from meeting these qualifications.

Currently in my 8th year of teaching. Master's in Special Education, Bachelor's degree in Elementary Education. Seeking opportunities to grow professionally in my district and state.

Working and educational experience which might be pertinent to this appointment.

Attended Learning Forward Conference Fall 2019, Safe & Civil Schools leader 2015-2017, Kan-aae Scholarship Review Committee. Applied for district evaluation committee.

Nominee represents school district or post-secondary institution size of:

- ☐ 0-400
 ☒ 400-1200
 ☐ 1200-2500
 ☐ 2500-5000
 ☐ 5000 and over

(To be completed by KSDE personnel)

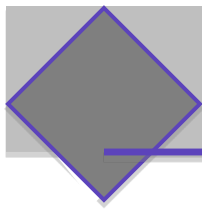
Nominee will help provide representation of differing size school districts or post-secondary institutions to the committee.

☐ Yes ☐ No

Nominee represents an area that provides a geographical balance to the committee.

☐ Yes ☐ No

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 non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612-1212, (785) 296-3201



BRITTANY FORD

315 S. Taylor Street, Pratt, Ks 67124

brittanynoelford@gmail.com

620-388-0901

PROFESSIONAL SUMMARY

Organized and detail-oriented, flexible and effective, while encouraging student participation and enthusiasm during learning.

SKILLS

- Organized
- Driven
- Communication
- Flexibility
- Adaptability
- Problem-solving
- Computer Skills
- Positive Attitude
- Dedicated
- CPI Trained & Certified
- CF-L1
- Safe & Civil Schools- Foundations Team Trained
- Safe & Civil Schools Foundation Leader 2015-2017
- Student Improvement Team Member (2015-2017)
- Organized School Events
- KAN-AAE Member
- KAN-AAE Scholarship Review Committee
- Professional Therapy Dog Certification Classes- in progress
- Co-Supervisor to Paraprofessional Staff
- Kagan Cooperative Learning Trained
- TESA Trained
- Collaborated & Created Building Schedules

- Participated & Met with Project Stay
- Attended Kansas MTSS Symposium
- Phi Kappa Phi Honor Society Member
- ESL Endorsed (2020)
- Completed district Mentor Program
- Attended 2014 SFA Reading Conference
- 2019 Fall Learning Forward Conference

EXPERIENCE

Assistant Cross Country Coach– *August 2017-current*

Liberty Middle School- USD 382 – Pratt, KS

Assistant Track Coach– *March 2018-current*

Liberty Middle School- USD 382 – Pratt, KS

Second Grade Teacher– *August 2017-Current*

Southwest Elementary School- USD 382 – Pratt, KS

Special Education Teacher– *August 2015-May 2017*

Franklin Elementary School- USD 475 – Junction City, KS

CrossFit Kids Coach – *November 2015- May 2016*

CrossFit 785- Manhattan, KS

First Grade Teacher – *August 2012-May 2015*

Franklin Elementary School- USD 475 – Junction City, KS

Substitute Teacher – *December 2011-May 2012*

USD 475 & USD 383

Paraprofessional – December 2010-May 2011

Manhattan High School- USD 383 – 2100 Poyntz Avenue,
Manhattan, KS

EDUCATION

Fort Hays State University (Virtual College) – December 2018
Masters of Science in Special Education

Kansas State University, Manhattan, KS – December 2011
Bachelor of Science in Elementary Education

REFERENCES

Joanna Erichsen
Freshman Success Academy Special Education Teacher
785-479-0071
joannaerichsen@usd475.org

Monica Thompson
Southwest Elementary School
620-727-3613
monicathompson1224@yahoo.com

Emily Gilpin
Southwest Elementary School
620-770-0543
emily.gilpin@usd382.com



Nominees for KSDE Board / Commission / Committee

Teacher Licensure & Accreditation | KSDE | Landon State Office Building | 900 SW Jackson Street, Suite 106 | Topeka, Kansas 66612-1212 | Phone: 785-296-2288 | www.ksde.org

NOMINEE-COMplete THIS FORM AND ENCLOSE A COPY OF RESUME OR VITA

NAME OF BOARD/COMMISSION/COMMITTEE:

- | | | |
|---|--|--|
| <input type="checkbox"/> Professional Standards Board | <input checked="" type="checkbox"/> Licensure Review Committee | <input type="checkbox"/> Professional Practices Commission |
| <input type="checkbox"/> Regulations Committee | <input type="checkbox"/> Evaluation Review Committee | <input type="checkbox"/> Policies and Procedures Committee |

Nominated by (organization) Kansas National Education Association Date 5/22/2020

Nominee's Name Anita White Occupational Title Teacher
Place of employment (Facility) Pittsburg High School Address 1978 East Fourth St
City Pittsburg State Kansas Zip 66762
Home address 511 Harris St
City Frontenac State KS Zip 66763
Home e-mail anitawh35@yahoo.com Work e-mail awhite@usd250.org
Work Phone (620) 235-3200 Home Phone (620) 235-1278
Fax Number (620) 235-3210
State Board District (that you work in) 9

Please state briefly:

Qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: **currently certified and actively practicing in the immediately preceding three years, or serving as a member of the faculty of an institution of post-secondary education. PTA and KASB representatives are excluded from meeting these qualifications.**

I am a secondary teacher certified in American History (7-12), Journalism (7-12), Political Science/ Government (7-12), and History, Government, and Social Studies (6-12). I have taught students in USD 250 since 2004.

Working and educational experience which might be pertinent to this appointment.

I have taught for 16 years. I have two Masters Degree in Education (1. Community College Teaching 2. Curriculum and Instruction) and a MA in History. I am active in pursuing additional training and content knowledge. I am presently a member of the KNEA Board of Directors representing Southeast Kansas. Prior to teaching, I worked for Kansas Legal Services and The Midland Group.

Nominee represents school district or post-secondary institution size of:

- ☐ 0-400 ☐ 400-1200 ☐ 1200-2500 ☒ 2500-5000 ☐ 5000 and over

(To be completed by KSDE personnel)

Nominee will help provide representation of differing size school districts or post-secondary institutions to the committee.

☐ Yes ☐ No

Nominee represents an area that provides a geographical balance to the committee.

☐ Yes ☐ No

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Anita A. White

511 Harris, Frontenac, Kansas 66763 * (620) 235-1278 * anitawh35@yahoo.com

Areas of Licensure

Political Science/Government (Grades 7-12)
Journalism (Grades 7-12)

United States/World History (Grades 7-12)
Social Studies Comprehensive (Grades 7-12)

Employment History – Education

USD 250, Pittsburg High School 2004 to present

Social Studies Instructor

Courses include American Government, American History I and II, World History, World Geography, Special Topics in World History: The Holocaust, ELL Justice Studies, and Justice Studies.

Journalism Instructor 2004 to 2010

Courses include: Introduction to Journalism, Newspaper & Yearbook, PhotoImaging, and Introduction to Journalism. Served as instructor/adviser for student newspaper and yearbook (spring) and supplement (fall).

Additional Duties

Social Sciences Department Chair 2017 to present

North Central Accreditation Committee 2006 -2010

Carl A. Perkins Technology Federal Grant Committee 2007 - 2009

Professional and Program Memberships

Kansas Council for the Social Studies

National Education Association 2002 to present

Kansas National Education Association 2002 to present, Board of Directors 2019 to present, Uniserv Chair 2018-2019

Pittsburg Education Association 2004 to present; Building Representative 2006-2008, 2014 to present

Education

Emporia State University: Master of Science in Education, Curriculum & Instruction, 2017

Pittsburg State University: Master of Arts in History 2013

Teaching License, December 2003

Master of Science, Community College Teaching, 1992

Bachelor of Arts 1989

University of Kansas School of Law: 45 hours completed 1993-94

University of California, Davis: 3 hours 2013

University of South Florida – 3 hours 2006

Community Activities and Memberships

Phi Tau Omega (philanthropic) sorority 2009 to present

Pittsburg State University Alumni Association Executive Board 2008 to 2010

Licensure Review Committee
Membership Set by Regulation
7 Members

Current Members	Position	Size of District	Term Ends	Board District
Brungardt, Daniel Superintendent Bonner Springs USD 204	Administrator, District Level		June 30, 2020 (1 st)	1
Jack, Ashlie Wichita State University	Chairperson of a Department of Education of a Teacher Education Institution	NA	June 30, 2022 (1 st full term)	NA
Major, Bruce Durham-Hillsboro-Lehigh USD 410	Classroom Teacher, Secondary Level	577	June 30, 2021 (2 nd)	7
Schneider, Ruth Special Education Teacher Rose Hill Middle School USD 394	Classroom Teacher, Special Education	242	June 30, 2021 (1 st)	9 & 10
VACANT	Classroom Teacher, Elementary			
VACANT	Classroom Teacher, Middle level			
VACANT (No nominees at this time)	Administrator, Building Level			

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16

Staff Initiating:

Leah Zeller

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 7/14/2020

Item Title:

Act on appointments to the Professional Standards Board

Recommended Motion:

It is moved that the Kansas State Board of Education reappoint Elizabeth 'Libby' Clum and Patty Jurich to their first full terms; reappoint Dayna Miller, Kristy Oborny and Alicia Young to their second terms; and appoint Phillip Wrigley to his first term on the Professional Standards Board effective from date of appointment through June 30, 2023.

Explanation of Situation Requiring Action:

The Kansas State Board of Education is responsible for approving appointments to the Professional Standards Board (PSB). The PSB was created by K.S.A 72-2309 and is composed of 21 members who are appointed for up to two three-year terms of office. Specific representation on the PSB is outlined in statute.

The PSB is responsible for developing and recommending for adoption rules and regulations for professional standards governing educator preparation and admission to and continuance in the profession of teaching and school administration, including the requirements for continuing education for educators.

In addition to the reappointments of Elizabeth 'Libby' Clum, Patty Jurich, Dayna Miller, Kristy Oborny and Alicia Young, it is requested that the Kansas State Board of Education ratify the following nominee to fill an open position for a teacher:

- Phillip Wrigley, Topeka Public Schools, USD 501, representing teachers - State Board District 4

Attachments provided:

Nomination form and resume for appointee

Professional Standards Board Committee roster



Nominees for Professional Standards Board, Professional Practices Commission, Licensure Review Committee

Teacher Licensure & Accreditation | KSDE | Landon State Office Building | 900 SW Jackson Street, Suite 106 | Topeka, Kansas 66612-1212 | Phone: 785-296-2288 | www.ksde.org

NOMINEE-COMplete THIS FORM AND ENCLOSE A COPY OF RESUME OR VITA

NAME OF BOARD/COMMISSION/COMMITTEE:

- ☒ Professional Standards Board ☐ Licensure Review Committee ☐ Professional Practices Commission
☐ Regulations Committee ☐ Evaluation Review Committee ☐ Policies and Procedures Committee

Nominated by (organization) Kansas NEA Date 24 May 2020

Nominee's Name Phillip Wrigley Occupational Title Teacher - ELL & Social Studies
Place of employment (Facility) Topeka High School Address 800 SW 10th Street
City Topeka State Kansas Zip 66612
Home address 2525 Stowe Drive
City Lawrence State Kansas Zip 66049-1871
Home e-mail phillip.wrigley@gmail.com Work e-mail pwrigley@tps501.org
Work Phone (785) 295-3150 Home Phone (785) 979-0964
Fax Number () -
State Board District (that you work in) 4th District

Please state briefly:

Qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: **currently certified and actively practicing in the immediately preceding three years, or serving as a member of the faculty of an institution of post-secondary education. PTA and KASB representatives are excluded from meeting these qualifications.**

I am a National Board Certified Teacher preparing for my 8th year at beautiful Topeka High School and my 13th year overall in public education. I teach social studies and ESOL, specializing in working with ELLs. I serve as chair of the ELL Department, on the School Improvement Team, and on numerous committees, as well as a district curriculum and assessment team.

Working and educational experience which might be pertinent to this appointment.

I have successfully worked over the past few years to increase accomplished teaching in Topeka, increasing participation in the NBCT process 16 fold. I am an inaugural member of the Jones Institute for Educational Excellence's Advisory Board as well as the Kansas NEA Board of Directors. I have mentored a student teacher and multiple new to the profession teachers in the last 4 years.

Nominee represents school district or post-secondary institution size of:

- ☐ 0-400 ☐ 400-1200 ☐ 1200-2500 ☐ 2500-5000 ☒ 5000 and over

(To be completed by KSDE personnel)

Nominee will help provide representation of differing size school districts or post-secondary institutions to the committee.

☐ Yes ☐ No

Nominee represents an area that provides a geographical balance to the committee.

☐ Yes ☐ No

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Phillip Wrigley, M.Ed., NBCT

785-979-0964 • phillip.wrigley@gmail.com • pwrigley@tps501.org • 2525 Stowe Drive, Lawrence, Kansas 66049

Highlights	National Board Certified Teacher, Kansas NEA Board Director, Ignatian Outstanding Student Teacher Award, Phi Beta Kappa, Eagle Scout, ELL Graduation Rate 38.1% rise, from 50% in 2013 to 88.1% in 2019
Professional Purpose	Envisioning nothing less than transformative teaching. I create caring connections by leading my students, families, and communities in learning driven by inquiry and structured as an expedition that respectfully engages each other's experiences, encourages exploration, and empowers them as problem solvers.
Certifications	National Board Certified Teacher - Social Studies-History/Adolescence And Young Adulthood Kansas Accomplished License: History, Government, and Social Studies 5 – 8 and 6 – 12 English for Speakers of Other Languages P – 12
Present Post	Topeka High School , Topeka, Kansas AVID, ELL, & Social Studies Teacher (2013 – Present) Courses Taught: US Government, World History, US History 1, US History 2, US History 3, Current Social Issues, AVID Elective, ESOL 1, ESOL 2, Seminar, Academic Support, Classroom Assistant, & Peer Tutor District ELL Curriculum and Assessment Team (2014 – 2019) School Improvement Team (2016 – Present) Collaboration Co-Chair (2013 – 2014 & 2015 – 2016) AVID Site Team (2014 – Present) Standards-Based Grading Committee (2017-2019) Communities in Schools Site Team (2013 – 2016) ELL Department Chair (2018 – Present) Scholars Bowl Coach (2013 – 2018) Voter Registration Club (2019-Present) Cooperative Learning Coach (2016 – Present)
Education	Rockhurst University Master of Education , December 2012 4.00 GPA University of Kansas Bachelor of Arts , May 2008 Majors: Anthropology and History 3.92 GPA
Educational Leadership	National Education Association Kansas NEA Board Director for Capital UniServ (2018 – 2021) Strategic Focus Grant Committee (2018 – Present) Jack Williamson Service Award Committee Chair (2018 -2020) Chat & Chili Committee (2018 – Present) Kansas EdTalkers (2018 – Present) NEA-Topeka Executive Board (2016 – Present) NEA-Topeka Organizing Team (2015 – 2017) KNEA Representative Assembly Delegate (2016 - 2020) KNEA Political Action Committee Candidate Interviewer (2016) Student Teacher Clinical Supervisor , University of Kansas (2017) Mentor , New Teacher Induction Program (2017 – 2018) KU Scholarship Hall Strategic Planning Committee Alumni Representative (2018 – 2020 , the full existence of the committee) Jones Institute for Educational Excellence Advisory Board (2020 – Present) Secondary Teacher Representative
Previous Teaching Experience (Schools)	Lawrence Public Schools , Lawrence, Kansas Guest Teacher (2008 – 2013) Subjects Taught Extensively: Music, Special Education, Elementary Classroom, Social Studies, Language Arts, ESOL, Mathematics, Art, Sciences, & World Languages LHS Assistant Swimming Coach (2008 – 2012) Special Education Paraeducator (2012)

Professional Standards Board
Membership Set by Statute
20 Members, 1 State Board of Education liaison

Current Members	Position	Size of District	Term Origin Date	Term Ends	Board District
Carlson, Cameron- Executive University of Saint Mary (Newman) 4100 South 4 th St. Leavenworth, KS 66048	Unit Head, IHE Private	NA	July 1, 2018	June 30, 2021 (1 st full)	NA
Clum, Elizabeth 'Libby' Hayden High School 401 SW Gage Blvd. Topeka, KS 66606	Teacher - Accredited K- 12 Non-Public		January 15, 2019	June 30, 2022 (1 st full)	4
Diederich, Annie Seaman Middle School USD 345 5530 NW Topeka Blvd Topeka, KS 66617	Administrator, Middle Level Public	3,867	July 1, 2019	June 30, 2022 (1 st)	4
Finkeldei, Jamie Associate Superintendent Catholic Diocese of Wichita 424 N. Broadway Wichita, KS 67202	Administrator, Non Public school	5,000+	August 12, 2015 (completing partial 1 st term)	June 30, 2021 (1 st)	7 8 10
Hedrick, Krista Garnett Elementary USD 365 403 Homerun Drive Garnett, KS 66032	Administrator, Public Elementary School		July 1, 2019	June 30, 2022 (1 st)	9
Johnson, James 'Tod' El Dorado HS 401 McCollum Rd El Dorado, KS 67042	Teacher, CTE	2,760	July 1, 2019	June 30, 2022 (2 nd)	7
Jurich, Patty 3314 N. 128th Court Kansas City, KS 66109	Member, Kansas PTA	NA	July 1, 2018	June 30, 2020 (1 st full)	NA
Lower, Lisa GreenBush 1104 E. 1000 Road Lawrence, KS 66047	Teacher, Special Education		July 1, 2019	June 30, 2022 (2 nd)	4
Markham, Tasha Lincoln Elementary USD 484 Fredonia 713 N 9th St Fredonia, KS 66736	Teacher, Public Elementary School		December 12, 2017 (completing partial 1 st term)	June 30, 2021 (1 st full)	9
Miller, Dayna S&S Alloy Steel, Inc. 17776 157 th Street Basehor, KS 66007	Local Public School		July 1, 2017	June 30, 2020 (1 st)	1

Minde, Daniel Eisenhower Middle School USD 480 Liberal 2000 N. Western Ave. Liberal, KS 67901	Teacher, Public Middle School		July 1, 2019	June 30, 2022 (1 st)	5
Oborny, Kristy USD 489 Hays O'Loughlin Elem. 1401 Hall St Hays, KS 67601	Teacher, Public Elementary school	7,022	September 12, 2017 (completing partial term)	June 30, 2020 (1 st)	5
Porter, Jim State Board of Education- 9 501 South 7 th Fredonia, KS 66736	<i>State Board of Education Liaison</i>	NA		January 2020 (appointed by SBOE)	NA
Reilly, Patrick (PJ)- Vice Chair District Director of CTE USD 262 Valley Center 1432 S Meridian Valley Center, KS 67147	Administrator Career Technical Education	2,831	July 1, 2015	June 30, 2021 (2 nd)	7 10
Stadalman, Kyle Eudora Elementary USD 491 Eudora 801 E 10 th Street Eudora, KS 66025	Teacher, Public Middle School	1,673	July 1, 2015	June 30, 2021 (2 nd)	1 3
Steinlage, Shana- Executive Marshall-Nemaha Ed Ser Coop 316 Main Street Seneca, KS 66538	Administrator, Special Education		July 1, 2018 (1 st)	June 30, 2021 (2 nd)	6
Truelove, Jim Pittsburg State University 115 Hughes Hall 1701 S. Broadway Pittsburg, KS 66762	Unit Head, IHE Public	NA	July 1, 2019	June 30, 2022 (1 st)	NA
Weir, Shelly Blue Valley North High School 12200 Lamar Ave. Overland Park, KS 66209	Teacher, Public Secondary School	5000 +	December 11, 2019	June 30, 2022 (1 st partial)	2
Wilson, Mike- Chair USD 345 Seaman Topeka, KS	Teacher, Public Middle School	3,926	July 1, 2014	June 30, 2020 (2 nd)	4
Wyrick, John USD 506 Labette County 901 East 5 th Street Altamont, KS 67330	Administrator, Chief Public School	1,600	December 11, 2019	June 30, 2022 (1 st partial)	9
Young, Alicia Wichita Public Schools 412 S. Main Wichita KS 67202	Teacher, Public Secondary School	3,013	July 1, 2017	June 30, 2020 (1 st)	7 8 10

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17

Staff Initiating:

Leah Zeller

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 7/14/2020

Item Title:

Act on appointment to the Professional Practices Commission

Recommended Motion:

It is moved that the Kansas State Board of Education act to appoint either Kimberly Gilman or Kelli Doolittle to a first full term on the Professional Practices Commission effective from date of appointment through June 30, 2023, filling one vacant position.

Explanation of Situation Requiring Action:

The Kansas State Board of Education is responsible for approving appointments to the Professional Practices Commission. The PPC was created by statute and is composed of nine members who are appointed for up to two three-year terms of office. Specific representation on the PPC is outlined in K.S.A. 72-2309.

The PPC shall exercise disciplinary and advisory functions and shall hear cases arising under rules and regulations adopted by the State Board of Education involving the issuance, suspension, revocation or reinstatement of teacher and school administrator licenses, and render initial orders for disposition thereof.

It is requested that the Kansas State Board of Education ratify a single appointment to fill an open teacher position. The nominees are:

- Kimberly Gilman, Shawnee Mission Schools, Shawnee Mission USD 512 - State Board Districts 1, 2, 3.
- Kelli Doolittle, Wheatridge Middle School, Gardner-Edgerton USD 231 -- State Board District 3.

Attachments provided:

Nomination forms and resumes for appointees

Professional Practices Commission roster



Nominees for Professional Standards Board, Professional Practices Commission, Licensure Review Committee

Teacher Licensure & Accreditation | KSDE | Landon State Office Building | 900 SW Jackson Street, Suite 106 | Topeka, Kansas 66612-1212 | Phone: 785-296-2288 | www.ksde.org

NOMINEE-COMplete THIS FORM AND ENCLOSE A COPY OF RESUME OR VITA

NAME OF BOARD/COMMISSION/COMMITTEE:

- ☐ Professional Standards Board
 ☐ Licensure Review Committee
 ☒ Professional Practices Commission
☐ Regulations Committee
 ☐ Evaluation Review Committee
 ☐ Policies and Procedures Committee

Nominated by (organization) KNEA Nomination Professional Practice Commission Date 6/01/20

Nominee's Name Kimberly Gilman Occupational Title Classroom Teacher
 Place of employment (Facility) Hocker Grove Middle School - USD 512 Shawnee Msn Address 10400 Johnson Drive
 City Shawnee State Kansas Zip 66203 -
 Home address 4426 Genesee
 City Kansas City State Missouri Zip 64111-
 Home e-mail kdgilman@gmail.com Work e-mail hggilman@smsd.org
 Work Phone (913) 993 - 0200 Home Phone (816) 547 - 9355
 Fax Number () -
 State Board District (that you work in) 2

Please state briefly:

Qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: **currently certified and actively practicing in the immediately preceding three years, or serving as a member of the faculty of an institution of post-secondary education. PTA and KASB representatives are excluded from meeting these qualifications.**

Kansas Certified Secondary Social Studies and ELA

15 years of classroom teaching experience at middle school level

Working and educational experience which might be pertinent to this appointment.

Previous experience as an educational aide

Nominee represents school district or post-secondary institution size of:

- ☐ 0-400
 ☐ 400-1200
 ☐ 1200-2500
 ☐ 2500-5000
 ☒ 5000 and over

(To be completed by KSDE personnel)

Nominee will help provide representation of differing size school districts or post-secondary institutions to the committee.

☐ Yes ☐ No

Nominee represents an area that provides a geographical balance to the committee.

☐ Yes ☐ No

KIMBERLY GILMAN

4426 Genessee, Kansas City, MO 64111, 816-547-9355

Email: kdgilman@gmail.com

Professional Experience *Certified and licensed in Secondary Social Studies and English Language Arts*

Teacher of Standard, ELL, and Pre AP Social Studies 2005-Present

Shawnee Mission Schools-Shawnee, Kansas

- Develop inquiry-based curriculum for History, Geography, Economics, Critical Thinking, Literature, Writing
- Design, administer and evaluate a range of informal and formal assessments of skills
- Create cross-curricular programs, community service, literature, STEM projects
- Plan and guide independent and collaborative projects for varied learning abilities, styles and language abilities
- Incorporate analysis, critical thinking and problem solving tools and skills for evaluating sources
- Supervise, advise and evaluate pre-service teachers' classroom practicums

Teacher Assistant 2002-2004

Pembroke Hill School—Kansas City, MO

- Assisted in developing and implementing creative and multicultural curriculum for students
- Participated in classroom management, instruction, activities and projects
- Designed, administered and graded student assessments, proctored examinations
- Planned and guided activities for reading groups, individual tutorials and small group project
- Researched and accessed social studies primary sources and artifacts for classroom interpretation

Educational Program Director for Historic Preservation Organization 2000-2002

Preservation New Jersey—Trenton, NJ

- Developed educational materials and programs for all ages to increase awareness of preservation
- Designed special programs for children to relate to their historic environment
- Developed, produced and edited educational and promotional materials and programs for historic preservation
- Presented materials and programs at conferences, workshops and annual meetings
- Acted as liaison to connect community to technical, financial, educational and legislative resources

Executive Director of Historic Preservation Organization 1999-2000

Main Street Joplin, Inc. / Joplin Parking Authority—Joplin, MO

- Administered operations, personnel, finances and programming of National Trust pilot preservation charter
- Designed and presented marketing materials for radio, print publications, internet, television and exhibitions
- Developed and managed outreach program including presenting workshops, seminars and special projects
- Provided historical, architectural and preservation resources and research to community

Library Reference / Technical Specialist 1997-1999

Joplin Public Library—Joplin, MO

- Provided specialized research and assistance for patrons and students
- Coordinated screening, placement and scheduling of volunteers
- Maintained accuracy of searchable database, inventory and condition of collection

Education

- **Bachelor of Arts**, Westminster College, Political Science, 1995
- **Bachelor of Arts**, University of Missouri: Kansas City, Education, 2002
- **Master of Arts in History**, Pittsburg State University, History, 2010
- Graduate Coursework in Education, Colorado State University, Pueblo, 2020

Awards

- Excellence Certification for Praxis English Language Arts, 2011
- Kansas Geography Teacher of the Year, 2018
- Jack Williamson Service Award, 2019

Fellowships/Leadership

- Fulbright-Hays Fellowship to Czech Republic, 2005, Poland, 2009
- Teaching American History Fellowship, 2005-2007
- Gilder-Lehrman Institute at Columbia University, 2006, University of Texas-Austin, 2015
- Transatlantic Outreach Program Fellowship to Germany, 2007 and 2014
- Board of Directors, Kansas Council for History Education, 2014-present
- Board of Directors, Kansas Geographic Alliance, 2016-present
- National Council for Social Studies Technology Community, Vice-Chair 2015-present
- IREX, Teachers for Global Classrooms, India, 2016
- TransPacific Scholars Partnership Vietnam, 2017
- Awarded Green Grant from State of Kansas, 2017
- National Humanities Center, History in Class, 2017
- Group Leader, Transatlantic Outreach Program, leading 15 teachers in Germany, 2017
- Racial Justice Leadership Task Force, KNEA, 2017-2018
- Budgets and Audits Committee, KNEA, 2018, 2019, 2020
- Delegate, NEA Representative Assembly, 2018, 2019, 2020
- Executive Board, NEA Shawnee Mission 2019-2020
- Treasurer, NEA Shawnee Mission 2020-2021
- Facilitator, P4, Kansas Ecological Institute, 2019
- Approaching Walden Woods Workshop, 2019

Professional Development/Internships/Specialized Training

- Trainings: Writers Project, DBQ Project, Stanford Historical Thinking Skills, College Board Advanced Placement
- Internship, National Archives, Central Region, 2010
- Internship, Dallas Holocaust Museum, 2010
- On Demand Writing, 2015
- Apple and Google Technology Trainings, ongoing, 2013-present
- National Geographic Teacher Certification, in progress
- P4, Kansas Ecological Institute, 2017
- Women and Minority Leadership Training, NEA, 2017
- Library of Congress Professional Development Providers Institute, 2018
- Deep Equity Team, 2019-2021

Presentations/Publications

- International Professional Development Opportunities for Teachers, Shawnee Mission Curriculum Council, 2006
- Anti-Bias Classrooms, Kansas Council for Social Studies Conference, 2007
- Service Learning Through Standards, Kansas Council for Social Studies Conference, 2007
- International Current Affairs, Hocker Grove Faculty Training, 2007
- Ongoing staff training presentations on academic and behavioral interventions, 2007-present
- Breaking Down Biases, National Council for the Social Studies (NCSS), 2009
- Energiewende: Siemens, Sustainability, and Social Studies, Kansas Social Studies Conference, 2013
- Common Core, Carbon and Climate Change, National Council for Geographic Education (NCGE), 2014
- Sustainability and Student Engagement, NCSS, 2014
- The Kids are Alright, Youth Counter Culture, National Council for History Education (NCHE), 2015
- Technology Showcase (NCSS), 2015, 2016, 2017, 2018, 2019
- Raccoons in the Reichstag: Social Studies, STEM and Student Engagement (NCSS), 2016
- National Humanities Center, iBook, Teachers in Class, 2017
- Civis, STEM, and Social Studies (MCSS, KCSS), 2018
- National Humanities Center, Webinar “Eating the City”, 2018
- “Think Fast about the Past: PD Dash and Geocache”, MCSS 2020
- Instructor, online course, The Oyster and the City, 2019, 2020

Extra-Curricular Involvement

- Sponsor, Student Council
- Sponsor, Moderator of National Geography Bee
- Judge, Brain Bowl Academic Quiz Contest
- Co-director, student dramatics and musicals
- Representative, Site Council
- Representative, School Improvement Cadre
- Representative, District Curriculum Council
- Representative, Student Intervention Team and Positive Behavior Support Team
- Tutor: reading, writing, communications, foreign language acquisition, social studies, study skills
- Building Coordinator, canned food drive, coat drive, United Way, school fundraising events
- Parent Teacher Association (PTA) Liaison
- Judge, National History Day
- Judge, Midwest Model United Nations
- Volunteer, Q Fund for Schools in Africa
- Volunteer, Change the Truth, Uganda
- Volunteer, KC Serves Community
- Sierra Club Outings
- Volunteer, Bridging the Gap, Environmental



Nominees for Professional Standards Board, Professional Practices Commission, Licensure Review Committee

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NOMINEE-COMplete THIS FORM AND ENCLOSE A COPY OF RESUME OR VITA

NAME OF BOARD/COMMISSION/COMMITTEE:

- ☐ Professional Standards Board ☐ Licensure Review Committee ☒ Professional Practices Commission
☐ Regulations Committee ☐ Evaluation Review Committee ☐ Policies and Procedures Committee

Nominated by (organization) KANAAE Date 6/2/20

Nominee's Name Kelli Doolittle Occupational Title Teacher
Place of employment (Facility) Wheatridge Middle School Address 318 E. Washington St.
City Gardner State KS Zip 66030
Home address 14094 S. Inverness St.
City Olathe State KS Zip 66061
Home e-mail kdoolittle101@gmail.com Work e-mail DoolittleK@usd231.com
Work Phone (913) 856-2971 Home Phone (785) 418-8400
Fax Number () -
State Board District (that you work in) #3

Please state briefly:

Qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three years, or serving as a member of the faculty of an institution of post-secondary education. PTA and KASB representatives are excluded from meeting these qualifications.

I am highly qualified in the state of Kansas to teach middle school English. I have taught 7th Grade Language Arts for six years in the Gardner Edgerton School District.

Working and educational experience which might be pertinent to this appointment.

In addition to teaching 7th Grade Language Arts, I have served as a district mentor to incoming middle-level English teachers, participated in my district's Teacher Leadership Academy, and I most recently served on my district's Continuous Learning Planning Committee this past spring.

Nominee represents school district or post-secondary institution size of:

- ☐ 0-400 ☐ 400-1200 ☐ 1200-2500 ☐ 2500-5000 ☒ 5000 and over

(To be completed by KSDE personnel)

Nominee will help provide representation of differing size school districts or post-secondary institutions to the committee.

☐ Yes ☐ No

Nominee represents an area that provides a geographical balance to the committee.

☐ Yes ☐ No

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 non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612-1212, (785) 296-3201

Kelli Doolittle

14094 S. Inverness St. · Olathe, KS 66061 · (785) 418-8406 · kdoolittle101@gmail.com

Education

University of Saint Mary, Overland Park, KS Master of Arts in Education, May 2016 GPA: 4.0

Concentration in English as a Second Language

Baker University, Baldwin City, KS Bachelor of Arts, December 2013

GPA: 3.23

Middle-Level English Education

Content GPA: 3.73

Career-Related Experience

Wheatridge Middle School, Gardner, KS—August 2014 to present

7th Grade Language Arts Teacher; Responsible to

- Create relevant lesson plans aligned with the 7th Grade English Language Arts Kansas College and Career Ready Standards;
- Differentiate instruction in lessons to meet the range of students' abilities and ensure IEP accommodations are met;
- Assess students' knowledge through a variety of formative and summative assessments;
- Collaborate with colleagues on effective English Language Arts unit planning, cross-curricular activities, implemented the grade-level "SPURS" Initiative, our positive behavioral interventions and supports system, and other events for Wheatridge Middle School;
- Foster safe classroom learning environment through effective classroom procedures and management;
- Communicate with parents on activities, projects, and assessments throughout the school year, as well as students' successes and areas of growth.

Pioneer Ridge Middle School, Gardner, KS—January 2014 to May 2014

Long-term substitute in Eighth Grade History

Student Teaching, Pioneer Ridge Middle School, Gardner, KS—August 2013 to November 2013

Student taught in Seventh Grade Language Arts

Learning and Leadership Activities

Continuous Learning Planning Committee (Spring 2020); by selection to help develop virtual learning during the fourth quarter COVID-19 Crisis.

District Mentor (Fall 2018-Fall 2019); Gardner Edgerton School District for New Teacher Academy.

Teacher Leadership Academy (Spring 2019); by invitation for prospective teacher leadership rolls.

Co-Writer of Blue Ribbon Report (Spring 2016); Collected data, co-wrote, and edited the document submitted to the state for the Blue Ribbon Award.

Heartland Committee (2011-present); Subcommittee of The Writing Conference, Inc; charged with naming nominees for the Heartland award, which annually recognizes outstanding literary selections in young adult literature.

Other Experiences and Skills

Leadership Club Co-Sponsor, Gardner, KS—August 2017 to May 2019

- Lead bi-weekly meetings with 5th through 8th grade;
- Supervised events including Red Ribbon Week, the Holiday Food Drive, and Pennies for Patients;
- Cultivated the community garden with the Enrichment class.

Spring Play Co-Director, Gardner, KS—December 2014 to February 2015

- Ran rehearsals Mondays through Thursdays after school;
- Created flyers and the play program;
- Collected costumes and stage makeup.

2019-2020 Professional Practices Commission Members

Position	Name	Work Address	Term(s)	Board District
District Public School Administrator	Reed, Nathan	Winfield, USD 465 1407 Wheat Rd Winfield, KS 67156	Partial term 10/18/17 to 6/30/18 First full 3 year term 7/1/18 to 6/30/21	9 - Jim Porter 10 - Jim McNiece
Elementary Public School Principal	Ruff, Stan	El Dorado, USD 490 124 W Central Ave El Dorado KS 67042	Partial Term 3/12/19 to 6/30/20 First full 3 year term 7/1/20 to 6/30/23	9 - Jim Porter
Junior High/Middle Level Public School Principal	Filippi, Eric	Coleman Middle School, USD 259 1544 N Gouverneur Rd Wichita, KS 67206	Partial Term 7/1/18 to 6/30/19 First full 3 year term 7/1/19 to 6/30/22	7 - Ben Jones 8 - Kathy Busch 10 - Jim McNiece
District Public School Administrator	Anderson, William	Canton/Galva, USD 419 PO Box 317, 109 S Main Canton, KS 67428	First full 3 year term 7/1/18 to 6/30/21	7 - Ben Jones
Elementary Public School Teacher	Holt, Jennifer	Kansas City Kansas Public Schools, USD 500 2010 N 59 th Street Kansas City, KS 66104	First full 3 year term 7/1/18 to 6/30/21	1 - Janet Waugh
Middle Level Public School Teacher	Ramirez, Sylvia	Horace Good Middle School, USD 457 1412 N Main Street Garden City, KS 67846	First full 3 year term 7/1/19 to 6/30/21	5 - Jean Clifford
Senior High Public School Teacher	Edwards, Aaron	Lansing High School, USD 469 1412 147 th Street Lansing, KS 66043	First full 3 year term 7/1/18 to 6/30/21	1 - Janet Waugh
Senior High Public School Teacher	Spaulding, Caroline	Auburn Washburn, USD 437 5928 SW 53 rd Topeka, KS 66610	Partial term 10/1/19 to 6/30/20 First full 3 year term 7/1/20 to 6/30/23	4 - Ann Mah
High School Classroom Teacher	Sieck, Linda	Shawnee Mission East High, USD 512 7500 Mission Rd Shawnee Mission KS 66208-4298	Partial Term 9/11/13 to 6/30/15 First full 3 year term 7/1/15 to 6/30/17 Second full 3 year term 7/1/17 to 6/30/2020	1 - Janet Waugh 2 - Steve Roberts 3-Michelle Dombrosky

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 7/14/2020

Item Title:

Act on recommendations of the Professional Practices Commission (revocation)

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of the Professional Practices Commission and revoke the license of 18-PPC-44.

Explanation of Situation Requiring Action:

18-PPC-44

The Professional Practices Commission conducted a hearing on Oct. 7, 2019 to review the Complaint filed by the Kansas State Department of Education. While licensed, the Licensee entered a diversion agreement whereby she stipulated to and admitted to possessing methamphetamine and other drug paraphernalia. The Licensee is currently still on diversion for that offense until September, 2020. Although the Licensee 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 5-0 to revoke her license.

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License of
[REDACTED]

18-PPC-44
OAH No. 19ED0021 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 seeking revocation of [REDACTED] Professional Teaching license.

The hearing on this matter was held on October 7, 2019. Appearing for the Commission were chairperson, Linda Sieck, and members, Eric Filippi, Jennifer Holt, Stan Ruff, Aaron Edwards and Nathan Reed. Loren Snell, Administrative Law Judge (ALLJ) with the Office of Administrative Hearings (OAH) appeared and served as the hearing officer. The KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon. [REDACTED] did not appear.

FINDINGS OF FACT

1. [REDACTED] holds a professional teaching license issued by the Kansas State Board of Education. She has been licensed since 1983.

2. On July 5, 2018, [REDACTED] was charged with Possession of Methamphetamine as described in K.S.A. 21-5706(a), a Severity Level 5 Drug Felony, and Possession of Drug Paraphernalia as described in K.S.A. 21-5709(b)(2), a Class B nonperson misdemeanor.

3. On August 31, 2018, [REDACTED] entered into a Diversion Agreement with the Gray County Attorney's Office whereby she agreed to comply with certain terms of her diversion to avoid criminal prosecution. Within that diversion agreement, [REDACTED] admitted to having possessed illegal drugs and paraphernalia. [REDACTED] is currently on diversion until September 4, 2020.

4. The Kansas State Department of Education mailed a copy of the Complaint via certified mail to [REDACTED] last known address. It was returned unclaimed on January 15, 2019.

5. The matter was scheduled for a hearing on this matter on March 1, 2019. Appearing for the Commission were chairperson, Linda Sieck, and members, William Anderson, Eric Filippi, Jennifer Holt, Nathan Reed, and Sylvia Ramirez. The KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon. Lori Lindeman did not appear. The Commission, by vote of 5-0, with one abstention, recommended that the Kansas State Board of Education revoke the professional teaching license of [REDACTED]

6. On May 14, 2019 the Commission received a letter dated May 9, 2019 from [REDACTED] Lindeman requested that her teaching license not be revoked.

7. The Commission's recommendation to the Kansas State Board of Education was set aside and the matter was set for a new hearing before the Commission.

8. The matter was set for a prehearing conference on August 12, 2019, in which [REDACTED] participated. At the prehearing conference the matter was scheduled for an evidentiary hearing and deadlines were set, including deadlines for filing witness and exhibit lists and exchanging proposed exhibits. [REDACTED] failed to file a witness and exhibit list and further failed to submit proposed exhibits. [REDACTED] also failed to attend this hearing of the Professional Practices Commission.

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 revoke a license for misconduct or other just cause including conviction of any crime punishable as a felony, conviction of any misdemeanor involving drug-related

conduct, and entry into a criminal diversion agreement after being charged with any offense or act described in this subsection as provided for in K.A.R. 91 22 1a(a)(1), (a)(4), and (a)(11).

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.

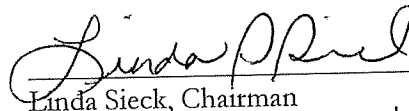
4. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.

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. [REDACTED] 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 revoke her license.

THEREFORE, the Professional Practices Commission, by vote of 5-0, with one abstention, recommends the Kansas State Board of Education revoke the professional teaching license of [REDACTED] based upon her entry into a criminal diversion agreement for possession of methamphetamine and possession of drug paraphernalia, and for failing to comply with orders of the Professional Practices Commission, including failure to attend her own hearing.

This Initial Order is made and entered this December 13, 2019.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairman

Order signed on December 13, 2019.

NOTICE TO LICENSEE

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.

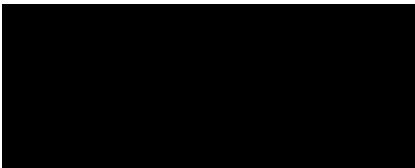
You may submit to the State Board for its consideration as part of its review of the Initial Order a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within ten calendar 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 16th day of December, 2019, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:



And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Candi Brown
Candi Brown
Secretary, Professional Practices Commission



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

Item Title: Personnel Report

From: Candi Brown, Wendy Fritz

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total New Hires	3	3	0	3	1	1	5	1	1	1	2	0
Unclassified	2	3	0	3	1	1	5	1	1	1	1	0
Unclassified Regular (leadership)	1	0	0	0	0	0	0	0	0	0	1	0
Total Separations	4	1	2	0	4	0	1	0	2	0	1	2
Classified	1	0	0	0	0	0	0	0	0	0	0	0
Unclassified	2	1	2	0	4	0	1	0	2	0	1	2
Unclassified Regular (leadership)	1	0	0	0	0	0	0	0	0	0	0	0
Recruiting (data on 1st day of month)	5	5	6	10	6	4	4	4	5	6	2	10
Unclassified	5	5	6	9	6	4	4	4	5	6	2	10
Unclassified Regular (leadership)	0	0	0	1	0	0	0	0	0	0	0	0

Total employees 242 as of pay period ending 06/13/2020. 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: 19 b.

Staff Initiating:

Candi Brown

Director:

Wendy Fritz

Commissioner:

Randy Watson

Meeting Date: 7/14/2020

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 appointment is presented this month:

John Hess to the position of Director on the Fiscal Services and Operations team, effective May 31, 2020, at an annual salary of \$109,671.12. This position is funded by the State General Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 c.

Staff Initiating:

Lynn Bechtel

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 7/14/2020

Item Title:

Act on local in-service education plans

Recommended Motion:

It is moved that the Kansas State Board of Education act to approve, with modifications, the in-service education plans for the educational agencies listed below.

Explanation of Situation Requiring Action:

K.A.R. 91-1-216(c) states, "...the educational agency shall prepare a proposed in-service plan...[it] shall be submitted to the state board by August 1 of the school year in which the plan is to become effective." K.A.R. 91-1-216(d) then stipulates, "The plan shall be approved, approved with modifications, or disapproved by the state board."

In the provisions of K.S.A.72-2546, the State Board determines the rules and regulations for the administration of the education professional development act declared in K.S.A. 72-2544. The standards and criteria by which educational agencies will establish and maintain in-service education programs for their licensed personnel are outlined in K.A.R. 91-1-215 through 91-1-219.

KSDE staff have reviewed the five-year in-service education plans of the educational agencies listed below using the standards and criteria determined by the State Board of Education and recommend they be approved with modifications:

USD 314 Brewster

USD 327 Ellsworth

USD 347 Kinsley-Offerle

USD 373 Newton

USD 385 Andover

617 Marion County Special Education Coop

619 Sumner County Education Interlocal

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 d.

Staff Initiating:

Susan Helbert

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 7/14/2020

Item Title:

Act on recommendations for Visiting Scholar licenses

Recommended Motion:

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

Explanation of Situation Requiring Action:

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program Alisa Morse

The Blue Valley School District – CAPS requests that Alisa Morse be granted renewal of a Visiting Scholar license valid for the 2020-21 school year. Ms. Morse will continue to be assigned to teach the CAPS Filmmaking course. The course guides students through every aspect of the filmmaking process from story development to the production, editing and showing of their own short film. Students also learn photography, lighting and general career development skills in areas such as communication, finance, presentation and marketing.

Ms. Morse will be teaching the CAPS schedule of morning and afternoon sessions every day for a full semester, replicated again second semester. The sessions are each 2.5 hours and she will be teaching the morning and afternoon sessions, 6 periods a day. Credit for the course is 1 Fine Arts and .5 Technology credit, and the course is eligible for college credit. She completed appropriate professional learning during her first three years of teaching.

Alisa Morse's education and experiences provide a unique educational experience to the high school students in the CAPS Filmmaking course. Her educational background, her expertise and experiences as a filmmaker, in combination with her experiences working in this field specifically with high school students through her NSLC roles, all contribute to a strong background relative to her teaching assignment. She meets the criteria of extensive related experience and an advanced degree in the subject. I recommend that the request for renewal of a Visiting Scholar license valid for the 2020-21 school year for Alisa Morse be approved, based on continuing to meet two of the established criteria, and completion of appropriate professional learning.

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program Robin Bacon

Blue Valley USD 229 is requesting that Robin Bacon be granted renewal of a Visiting Scholar license
(continued)

valid for the 2020-21 school year. Ms. Bacon will continue to be the CAPS Medical Simulation Instructor, responsible for the course Foundations of Medicine. The CAPS program provides students with the opportunity to explore career opportunities in many core areas. Students experience case-based instruction and will perform in an interprofessional team, responding to computerized human mannequin simulators.

The CAPS schedule offers morning and afternoon sessions (six periods) of 2.5 hours every day for a full semester, replicated second semester. Ms. Bacon participated in appropriate professional learning while employed in this position during the past seven school years.

Robin Bacon continues to provide a unique educational opportunity for students in the CAPS program. I recommend that the request for renewal of a Visiting Scholar license valid for the 2020-21 school year for Robin Bacon be approved, based on continuing to meet two of the three established criteria, and appropriate professional learning during her years of teaching as a Visiting Scholar.

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program
Marjorie Holloway

Blue Valley USD 229 is requesting that Marjorie Holloway be granted renewal of a Visiting Scholar license valid for the 2020-21 school year. Ms. Holloway will continue to be responsible for the course Clinical Experience: CNA. The CAPS program provides students with the opportunity to explore career opportunities. Students experience case-based instruction and will perform in an interprofessional team, responding to computerized human mannequin simulators. The course receives college credit through Johnson County Community College, College Now Program.

The CAPS schedule offers morning and afternoon sessions (six periods) of 2.5 hours every day for a full semester, replicated second semester. Ms. Holloway participated in appropriate professional learning while employed in this position during the past seven school years.

Marjorie Holloway continues to provide a unique educational opportunity for students in the CAPS program. I recommend that the request for renewal of a Visiting Scholar license valid for the 2020-21 school year for Marjorie Holloway be approved, based on continuing to meet all three of the established criteria, and appropriate professional learning during her years of teaching as a Visiting Scholar.

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program
Michael Farmer

The Blue Valley School District – CAPS requests that Michael Farmer be granted renewal of a Visiting Scholar license valid for the 2020-21 school year. Mr. Farmer will be assigned to teach the CAPS

(continued)

Innovate course. The course is developed to meet the needs of students looking to create products and/or businesses, equipping students with the skills of an innovator.

Mr. Farmer will be teaching afternoon sessions of the CAPS schedule, three periods every day. He completed appropriate professional learning while employed in this position during the last two school years.

Michael Farmer's education and experiences continue to provide a unique educational experience to the high school students in the CAPS Innovate course. His educational background along with his expertise and experiences as an entrepreneur and innovator contribute to a strong background relative to his teaching assignment. He meets the criteria of extensive related experience and an advanced degree in the subject. I recommend that the request for renewal of a Visiting Scholar license valid for the 2020-21 school year for Michael Farmer be approved, based on continuing to meet two of the established criteria and appropriate professional learning during the last three years of teaching as a Visiting Scholar.

Wichita County, USD 467 and Carson Norton

The Wichita County school district requests that Carson Norton be granted renewal of a Visiting Scholar license valid for the 2020-21 school year. The district will assign Mr. Norton to teach a full schedule of Art (grades 7-12) at the Junior Senior High School. He completed appropriate professional learning activities during his first year of employment during 2019-20.

Carson Norton's artistic abilities and professional work experiences since 1998 as both a self-employed artist and contributing artist to the family artistic enterprise allow him to provide a unique learning experience to the middle and high school art students in Wichita County schools. His talents and distinctions in the field of art are demonstrated by his exhibitions and displays, especially the commissioned bronze pieces on permanent display around the state. He has demonstrated his success in teaching both traditional and non-traditional students as an adjunct art instructor and in other teaching opportunities. He meets the criteria of significant experiences as an artist and outstanding talent and distinction in the field of art. I recommend that the request for renewal of a Visiting Scholar license valid for the 2020-21 school year for Carson Norton be approved, based on meeting two of the three established criteria, and completion of appropriate professional learning.

Haviland, USD 474 and Jerry Simmons

The Haviland school district requests that Jerry Simmons be granted renewal of a Visiting Scholar license for middle level science, valid for the 2020-21 school year. Mr. Simmons will continue to be on a part-time contract to teach junior high science, assigned to teach one class each of 6-8th grade science.

(continued)

Jerry Simmons' educational background and studies in the sciences, professional education courses, his teaching experiences at postsecondary levels (including science teacher preparation candidates), and experience at the secondary level allow him to continue to provide a unique learning experience to the middle grade science students at Haviland. He meets the criteria of related experience and advanced degrees in science. I recommend that the request for renewal of a Visiting Scholar license valid for the 2020-21 school year for Jerry Simmons be approved, based on continuing to meet two of the established criteria for Visiting Scholar and professional learning during his three years of experience at Haviland.

Central Heights, USD 288 and Norman Schmidt

The Central Heights school district requests that Norman Schmidt be granted a Visiting Scholar license valid for the 2020-21 school year. The district will assign Mr. Schmidt to teach a full schedule of two hours of chemistry, one hour of physics and three hours of earth/space science.

Norman Schmidt earned bachelor of science degrees in chemistry and physics (minor in math) from Bethel College in 1984. A PhD in chemistry was earned from The University of South Carolina in 1989.

While earning his degrees, Mr. Schmidt served as a research and teaching assistant, and as a part-time chemist for Vulcan Materials company in Wichita. Other experiences included postdoctoral research the University of Texas and laboratory safety officer for the Texas Department of Health in Austin. Since 1990, he has been teaching at the college level:

- Georgia Southern University
 - Assistant Professor – 1990-1996
 - Associate Professor – 1996-2003
 - Professor – 2003-2011
- Tabor College – Professor 2011-2020

Courses taught included a range of chemistry and physics courses, instrumental and quantitative analysis, and physical science. Mr. Schmidt provided extensive listings of publications for which he was a contributor spanning 1985-2013, many grant awards and conference presentations. Throughout his postsecondary teaching, he continued in extensive chemistry research with undergraduate students.

Norman Schmidt's extensive educational background in science, his experiences as a science researcher, and his 30 years of postsecondary science teaching and research experiences, starting as a teaching/research assistant contribute to a strong background relative to a high school science teaching assignment. He meets the criteria of advanced degrees in the subject and related science experience. I recommend that the request of a Visiting Scholar license valid for the 2020-21 school year for Norman Schmidt be approved, based on meeting two of the established criteria for Visiting Scholar.

(continued)

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program

Janet Graham

Blue Valley USD 229 requests that Janet Graham be granted renewal of a Visiting Scholar license valid for the 2020-21 school year. Ms. Graham will continue as a CAPS instructor, responsible for Global Business courses. She will continue to teach Global Marketing and Business Development, Global Economics and Operations Management, and World Language and Business Leadership. The CAPS program provides students with the opportunity to explore career opportunities in many core areas and to learn directly from practitioners. Students have the opportunity to have virtual internships with CAPS global business partners.

Ms. Graham will be teaching the CAPS schedule of morning and afternoon sessions each 2.5 hours (six periods) every day for a full semester, replicated second semester. Courses are eligible for college credit. She has participated in appropriate professional learning while employed in this position during the past seven school years.

Janet Graham continues to provide a unique learning opportunity for students in the CAPS program, meeting the criteria of an advanced course of study in the field and recent significant occupational experience in the fields of both business and education. I recommend that the request for renewal of a Visiting Scholar license, valid for the 2020-21 school year for Janet Graham be approved, based on continuing to meet two of the three established criteria and completion of appropriate professional learning during experience as a Visiting Scholar.

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program

Scott Franklin

Blue Valley USD 229 requests that Scott Franklin be granted renewal of a Visiting Scholar license valid for the 2020-21 school year. Mr. Franklin will serve as the instructor for CAPS Global Business courses. He will teach Global Marketing and Business Development, Global Economics and Operations Management and Micro/Macroeconomics curriculum. The CAPS program provides students with the opportunity to explore career opportunities in many core areas and to learn directly from practitioners. Students have the opportunity to have virtual internships with CAPS global business partners.

The CAPS Global Business courses receive college credit through Johnson County Community College, College Now Program and the Economics curriculum meets requirements for Baker University courses. The CAPS schedule offers morning and afternoon sessions each 2.5 hours (six periods) every day for a full semester and Mr. Franklin will be teaching 6 periods each day. He has completed appropriate professional learning while employed in this position the last 2.5 years.

Scott Franklin continues to provide a unique learning experience for students in the CAPS program, meeting the criteria of an advanced course of study in the field and significant occupational

(continued)

experience in the fields of both business and in education. I recommend that the request for the renewal of a Visiting Scholar license valid for the 2020-21 school year for Scott Franklin be approved, based on continuing to meet two of the three established criteria, and appropriate professional learning during experience as a Visiting Scholar.

Criteria for a Visiting Scholar license:

1. Advanced course of study or extensive training in the area of licensure requested
2. Outstanding distinction or exceptional talent in the field
3. Significant recent occupational experience which is related to the field

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 e.

Staff Initiating:

Catherine Chmidling

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 7/14/2020

Item Title:

Act on recommendations of the Evaluation Review Committee for higher education accreditation and program approvals

Recommended Motion:

It is moved that the Kansas State Board of accept the following recommendations of the Evaluation Review Committee for "Accreditation" for Haskell Indian Nations University, and "Program Approval" for Benedictine College, Kansas State University, McPherson College, University of Kansas and Washburn University.

Explanation of Situation Requiring Action:

Following the institutional application and receipt of a complete institutional report, a review team of trained evaluators was appointed to review the teacher education programs for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board. Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each teacher education program.

The initial recommendation was submitted to the teacher education institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. If requested, the ERC conducted a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the teacher education program. If a request for a hearing was not submitted, the initial recommendation became the final recommendation. These final recommendations have been submitted to appropriate representatives of the teacher education institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for program approval status.

If approved, new programs are assigned the status of "new program approved with stipulation." New programs must be operationalized within two years, after which they submit a new program progress report, and if recommended, are added to the institution's continuing program review schedule.

A copy of the regulations covering this process is also attached.

June 17, 2020

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for Accreditation for Haskell Indian Nations University

Introductory Statement:

On June 01, 2020, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for Haskell Indian Nations University.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, Visitation Team Final Report, Institutional Rejoinder, and Team Lead's Response.

ACCREDITATION RECOMMENDATION

Recommend "Accreditation" status through December 31, 2026.

Next visit Fall 2026

KSDE/CAEP Accreditation Visit – Initial Teacher Preparation

Areas for Improvement:

Standards 1, 4

None

Standard 2

AFI 2.2: The EPP provided insufficient evidence of professional development for host teachers on using evaluation instruments. (component 2.2)

Rationale: Documentation was not provided that reflected training for host teachers on evaluation instruments. Host teachers confirmed they did not have formal training and only informal support.

Standard 3

AFI 3.1 revised: The EPP provided insufficient evidence of a plan in place to recruit and to monitor the effectiveness of recruiting efforts. (component 3.1)

Rationale revised: Limited information was provided on the recruitment plan and how the EPP monitors it.

Standard 5

AFI 5.2 revised: The EPP provided limited evidence of content validity or inter-rater reliability for multiple EPP-created assessments. (component 5.2)

Rationale revised: At the time of the visit, the EPP had not completed measurements of reliability and validity on all EPP-created assessments.

Stipulations:

Standard 1-5

None

Standards		Team Findings	
		Initial	Advanced
1	Content and Pedagogical Knowledge	Met	NA
2	Clinical Partnerships and Practice	Met	NA
3	Candidate Quality, Recruitment, and Selectivity	Met	NA
4	Program Impact	Met	NA
5	Provider Quality Assurance and Continuous Improvement	Met	NA

Next visit Fall 2026

Previous Areas for Improvement (AFI):

Standard 1-6

None

ACCREDITATION AND PROGRAM REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE's Evaluation Review Committee (ERC) renders accreditation and program approval recommendations for the initial teacher preparation and advanced program levels of the unit.

When Kansas has an institution that wishes to initiate a teacher preparation program for the first time, the State Board begins the accreditation process by authorizing a review of documents during a visit to that unit to determine the capacity of that unit to deliver quality preparation programs. After the initial visit, ERC will recommend one of the following accreditation decisions:

Limited Accreditation. This accreditation decision indicates that the unit has the ability to meet the requirements of an educator preparation education institution and the capacity to develop programs for the preparation of educators and has three years before a full accreditation visit is conducted.

Denial of Accreditation. This accreditation decision indicates that the unit has pervasive problems that limit its ability to offer quality programs that adequately prepare quality candidates.

In addition, the Evaluation Review Committee of KSDE and the Accreditation Council of CAEP render separate recommendations/decisions for institutions undergoing their first joint accreditation visit and a continuing accreditation visit. The following accreditation decisions apply to all institutions seeking accreditation

ACCREDITATION DECISIONS AFTER THE FIRST VISIT¹

After an institution's first accreditation visit, the ERC will render one of the following accreditation decisions:

Accreditation. This accreditation decision indicates that the unit meets each of the five KSDE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in KSDE's and CAEP's action letters in preparation for its next visit. The next on-site visit is scheduled for five years following the semester of the accreditation visit.

Provisional Accreditation. This accreditation decision indicates that the unit has not met one or more of the standards. When the ERC renders this decision, the unit has accredited status, but must satisfy provisions by meeting previously unmet standard(s) within an established time period.

If provisional accreditation is granted, the ERC will require (1) submission of documentation that addresses the unmet standard(s) within six months of the accreditation decision or (2) a focused visit on the unmet standard(s) within two years of the semester of the accreditation decision. When a decision is made by the

ERC to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two years.

¹ "First accreditation" refers to institutions not accredited by KSDE at the time of their visit.

If documentation is submitted under the terms specified in the above paragraph, the ERC may (1) grant accreditation or (2) require a focused visit within one year of the semester in which the documentation was reviewed by the ERC. After a focused visit, the ERC will (1) grant accreditation or (2) revoke accreditation. If accreditation is granted, the next on-site visit is scheduled for five years following the semester in which the accreditation visit occurred. This scheduling establishes and maintains the unit's five-year accreditation cycle.

If accreditation is granted, the next on-site visit is scheduled for five years following the semester in which the first accreditation visit occurred.

Denial of Accreditation. This accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

Revocation of Accreditation.² Following a focused visit that occurs as a result of a provisional accreditation decision, this accreditation decision indicates that the unit has not sufficiently addressed the unmet standard(s).

²Accreditation can also be revoked by action of the ERC/Accreditation Council under the following circumstances: (1) following an on-site visit by a BOE team initiated by the Complaint Review Committee acting on behalf of the Executive Board; (2) following an on-site visit by a BOE team initiated by the Accreditation Council at the recommendation of its Annual Report and Preconditions Audit Committee; (3) following a motion from the President of CAEP to revoke accreditation on grounds that an accredited unit (a) no longer meets preconditions to accreditation, including but not limited to loss of state approval and/or regional accreditation; (b) refuses to pay the fees that it has been assessed; (c) misrepresents its accreditation status to the public; (d) has falsely reported data and/or plagiarized information submitted for accreditation purposes; or (e) fails to submit annual reports or other documents required for accreditation.

ACCREDITATION DECISIONS AFTER A CONTINUING ACCREDITATION VISIT

After a continuing accreditation visit, the ERC will render one of the following decisions:

Accreditation. This accreditation decision indicates that the unit meets each of the five KSDE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in KSDE's and/or CAEP's action letters in preparation for its next visit. The next on-site visit is scheduled for seven years following the semester of the continuing accreditation visit.

When one level of the unit receives continuing accreditation and a new level is accredited for the first time, the next accreditation visit will be in seven years if the state agency has agreed to a seven-year cycle of reviews.

Accreditation with Conditions. This accreditation decision indicates that the unit has not met one or more of the KSDE standards. When the ERC renders this decision, the unit maintains its accredited status, but must satisfy conditions by meeting the previously unmet standard(s) within an established time period.

If accreditation with conditions is granted, the ERC will require (1) submission of documentation that addresses the unmet standard(s) within six months of the accreditation decision or (2) a focused visit on the unmet standard(s) within two years of the accreditation decision. When a decision is made by the ERC to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two years.

If documentation is submitted under the terms specified in the above paragraph, the ERC may (1) continue accreditation or (2) require a focused visit within one year of the semester in which the documentation was reviewed by the ERC. After a focused visit, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is granted, the next on-site visit is scheduled for seven years following the semester in which the continuing accreditation visit occurred. This scheduling maintains the unit's original accreditation cycle.

Accreditation with Probation. This accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

If accreditation with probation is granted, the unit must schedule an on-site visit within two years of the semester in which the probationary decision was rendered. The unit must address all KSDE standards in effect at the time of the probationary review. Following the on-site review, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the probationary visit.

Revocation of Accreditation.³ Following a comprehensive site visit that occurs as a result of a ERC to accredit with probation or to accredit with conditions, this accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

³Accreditation can also be revoked by action of the ERC/Accreditation Council under the following circumstances: (1) following an on-site visit by a BOE team initiated by the Complaint Review Committee acting on behalf of the Executive Board; (2) following an on-site visit by a BOE team initiated by the Accreditation Council at the recommendation of its Annual Report and Preconditions Audit Committee; (3) following a motion from the President of CAEP to revoke accreditation on grounds that an accredited unit (a) no longer meets preconditions to accreditation, including but not limited to loss of state approval and/or regional accreditation; (b) refuses to pay the fees that it has been assessed; (c) misrepresents its accreditation status to the public; (d) has falsely reported data and/or plagiarized information submitted for accreditation purposes; or (e) fails to submit annual reports or other documents required for accreditation.

June 17, 2020

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Benedictine College

Introductory Statement:

On June 01, 2020, the Evaluation Review Committee reviewed applications for program approvals for Benedictine College.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend “**Approved**” status for the following programs through **December 31, 2026**:

Music I, PreK-12, continuing

Areas for Improvement:

Standards 1-3, 5-7

None

Standard 4 (Met)

AFI 4.1: “Performance” is not addressed using listed assessments.

Rationale 4.1: None of the assessment Rubrics contain performance criteria. Post-rejoinder: While the institution indicates the intend to edit Assessment 6 to include additional indicators, it will remain an AFI until they provided evidence of this update.

Mathematics I, 6-12, continuing

Areas for Improvement:

Standards 1-7

None

June 17, 2020

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for new program approval for Kansas State University

Introductory Statement:

On June 01, 2020, the Evaluation Review Committee reviewed the application for new program approval for Kansas State University.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend “New Program Approved with Stipulation” status for the following program through June 30, 2022:

Mathematics I, 6-12 MAT, new

Areas for Improvement:

Standards 1-7

None

New programs can be given the status of ‘New Program Approved with Stipulation’ or ‘Not Approved.’

New programs may be approved-with-stipulation for 2 years during which they are operationalized. A progress report is due after the second semester of operation to address the new program stipulation.

June 17, 2020

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for McPherson College

Introductory Statement:

On June 01, 2020, the Evaluation Review Committee reviewed applications for program approvals for McPherson College.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend “**Approved**” status for the following programs through June 30, 2027:

Elementary I, K-6, continuing

Areas for Improvement:

Standards 1-7

None

Health I, PreK-12, continuing

Areas for Improvement:

Standards 1-4

None

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

Areas for Improvement:

Standards 1-10

None

Physical Education, I, PreK-12, continuing

Areas for Improvement:

Standards 1-6

None

June 17, 2020

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for University of Kansas

Introductory Statement:

On June 01, 2020, the Evaluation Review Committee reviewed applications for program approvals for the University of Kansas.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend “**Approved**” status for the following programs through **December 31, 2026**:

English for Speakers of Other Languages K-6, 6-12 (change from PreK-12), I continuing
Areas for Improvement:
Standards 1-3, 7-10
None

Standard 4 (Met)

AFI 4.1 [renumbered] Assessment 3 rubric performance levels are not defined.

Rationale 4.1 The performance levels on Assessment 3 Rubric 10 Standards are not described.

Standard 5 (Met)

AFI 5.1 [renumbered] Assessment #2 rubric performance levels are not defined.

Rationale 5.1 The performance levels on Rubric 10 Standards are not described.

Standard 6 (Met)

AFI 6.1 [renumbered] Assessment #4 Rubric scoring criteria are unclear.

Rationale 6.1 The indicators on the rubric are not clearly aligned to the standard, particularly items 1 and 4.

Building Leadership A, PreK-12 continuing

Areas for Improvement:

Standards 1-6

None

District Leadership A, PreK-12 continuing
Areas for Improvement:
Standards 1-6
None

Early Childhood Unified B-K, I, continuing
Areas for Improvement:
Standards 1-8
None

Early Childhood Unified B-3, I, continuing
Areas for Improvement:
Standards 1-8
None

Elementary I, K-6 continuing
Areas for Improvement:
Standards 1-7
None

Foreign Language I, PreK-12 continuing
Areas for Improvement:
Standards 1-9
None

Mathematics 5-8, I, continuing
Areas for Improvement:
Standards 1-7
None

Reading Specialist, A, PreK-12 continuing
Areas for Improvement:
Standards 1-6
None

June 17, 2020

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for new program approvals for Washburn University

Introductory Statement:

On June 01, 2020, the Evaluation Review Committee reviewed the application for new program approvals for Washburn University.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend “New Program Approved with Stipulation” status for the following programs through December 31, 2022:

Mathematics, I, 5-8, new

Areas for Improvement:

Standards 1-7

None

Science, I, 5-8, NEW

Areas for Improvement:

Standards 1-10

None

New programs can be given the status of ‘New Program Approved with Stipulation’ or ‘Not Approved.’

New programs may be approved-with-stipulation for 2 years during which they are operationalized. A progress report is due after the second semester of operation to address the new program stipulation.

PROGRAM REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

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

PROGRAM DECISIONS

New program approval decisions are:

- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:

- Approved
- Approved with Stipulation
- Not Approved.

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

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

(a) Application.

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

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

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

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

(c) Program review process.

(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review

team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative designated by the teacher education institution.

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

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

(e) Request for hearing.

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

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

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

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

(g) Annual report.

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

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

(h) Change of approval status.

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

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

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

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

(a) Application for program renewal.

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

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

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and
(B) at least 12 weeks of student teaching.

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

(c) Program review process.

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

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

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

(e) Request for hearing.

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

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate

representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).

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

(f) Approval status.

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

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

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

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

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

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

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 f.

Staff Initiating:

Susan Helbert

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 7/14/2020

Item Title:

Act on cut scores for licensure tests

Recommended Motion:

It is moved that the Kansas State Board of Education adopt and set cut scores as follows for licensure assessments: Reading Specialist (Test #5302) with recommended score 165; Middle School Science (Test #5442) with recommended score of 152.

Explanation of Situation Requiring Action:

Kansas statute and regulations require all applicants to successfully complete pedagogy and content assessments prior to qualifying for an initial teaching license. A content assessment is also required prior to issuance of a new teaching endorsement or an initial school specialist or school leadership license.

Educational Testing Service (ETS) revises and regenerates tests on a cyclical basis. ETS assigns regenerated tests a new test number and a new cut score is required.

ETS regenerated the Reading Specialist test to realign to the revised Standards for the Preparation of Literacy Professionals created by the International Literacy Association. The regenerated Middle School Science test reflects the National Science Teacher Association standards, and the integration of the science and engineering practices established by the National Research Council in *A Framework for K-12 Science Education* and used in the development of the Next Generation Science Standards.

The cut scores are as recommended by the Professional Standards Board based on the results provided by ETS from national standard-setting studies comprised of two sets of panelists from multiple states.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 g.

Staff Initiating:

Susan Helbert

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 7/14/2020

Item Title:

Act on Educator Licensure Fees for 2020-21

Recommended Motion:

It is moved that the Kansas State Board of Education maintain the current licensure fees for 2020-2021, effective July 1, 2020.

Explanation of Situation Requiring Action:

The State Board of Education is required, under K.S.A. 72-2156, to establish the licensure fees for each fiscal year. Staff recommends maintaining current licensure fees for 2020-21. A chart of the fees is attached.

Kansas Licensure Application Fees

Form	License Action	Fee
Form 1 (Kansas program completers) Form 20	<ul style="list-style-type: none"> Initial License (teaching, school specialist, leadership)- KS program Adding Endorsement by Program Completion-KS program One-year Nonrenewable-KS program Renewal of Initial License (teaching, school specialist, leadership) 	\$60
Form 3b Form 3c Form 4, 4a Form 6a, 6b Form 6e Form 7 Form 8 Form 10 Form 12 Form 14 Form 22	<ul style="list-style-type: none"> Upgrade one year nonrenewable or exchange Transitional Provisional Restricted Technical Certificate CTE Specialized Certificate Visiting Scholar Emergency Substitute (first and renewal) STEM Foreign Exchange All Level Building Leadership Adding Endorsement by testing 	
Form 21	<ul style="list-style-type: none"> Upgrade to Professional License 	
Form 9	<ul style="list-style-type: none"> Restricted Teaching License/Alternative program licenses 	
Form 2 Form 2 Non-US Form 3a Form 5 (use Form 1 if KS program) Form 6, 6c, 6d Form 19	<ul style="list-style-type: none"> Out-of-State Out-of-Country Renewal of Professional License Standard Substitute and Renewal of Substitute Technical Education Certificate and Renewal Upgrade of School Psychologist and Direct Entry Counselor 	\$70
Form 11	<ul style="list-style-type: none"> Accomplished 	\$85

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 h.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/14/2020

Dale Dennis

Dale Dennis

Randy Watson

Item Title:

Act on request from USD 205, Bluestem, Butler County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 205, Bluestem, Butler County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation

Explanation of Situation Requiring Action:

Under KSA 75-2315 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 205, Bluestem, Butler County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 205 plans to use the bond proceeds to pay the costs to: **Proposition No. 1** -- (1) construct, furnish and equip improvements, including lighting, roofing, safety, HVAC, infrastructure, building improvements, and new storm shelter multipurpose classrooms to Bluestem Elementary School; (2) construct, furnish and equip improvements, including lighting, roofing, safety, HVAC, infrastructure, and building improvements to the Middle School facility; and (3) construct, furnish and equip improvements, including lighting, roofing, safety, infrastructure, and building improvements to Bluestem Junior/Senior High School (\$6,910,000). **Proposition No. 2** -- (1) construct, furnish and equip improvements, including renovations of existing classrooms and areas, and construction of a new vocational education building addition to Bluestem Junior/Senior High School; and (2) construct, furnish and equip new classrooms at Bluestem Elementary School (\$4,815,000).

This application does not contain any non-instructional-related items.

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

1. The vote to submit the bond application by the local board of education was unanimous.
2. All required forms were properly filed with us, along with an appropriate notice for the election.

(continued)

3. The district outlined the needs for the building project by responding to all questions required by the State Board of Education.
4. The age of the existing building(s) appears to justify a bond election.
5. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

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

Unified School District 205-Bluestem	County: Butler
---	-----------------------

1. Current equalized assessed tangible valuation *	<u>\$45,111,739</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$6,315,643</u>
4. State Aid Percentage	<u>0%</u>

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$0</u>	<u>0.0</u>
6. Amount of bond indebtedness requested	<u>\$11,725,000</u>	<u>26.0</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$11,725,000</u>	<u>26.0</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$6,315,643</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$5,409,357</u>	<u>12.0</u>

Forms Requested

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

June 10, 2020
Date

June 10, 2020
Date

Craig Neuenswander
Director, School Finance

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 i.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/14/2020

Dale Dennis

Dale Dennis

Randy Watson

Item Title:

Act on request from USD 205, Bluestem, Butler County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 205, Bluestem, Butler County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 75-72-5461 et seq., as amended by 2018 Substitute for Senate Bill 423, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 205, Bluestem, Butler County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid.

USD 205 plans to use the bond proceeds to pay the costs to: **Proposition No. 1** -- (1) construct, furnish and equip improvements, including lighting, roofing, safety, HVAC, infrastructure, building improvements, and new storm shelter multipurpose classrooms to Bluestem Elementary School; (2) construct, furnish and equip improvements, including lighting, roofing, safety, HVAC, infrastructure, and building improvements to the Middle School facility; and (3) construct, furnish and equip improvements, including lighting, roofing, safety, infrastructure, and building improvements to Bluestem Junior/Senior High School (\$6,910,000). **Proposition No. 2** -- (1) construct, furnish and equip improvements, including renovations of existing classrooms and areas, and construction of a new vocational education building addition to Bluestem Junior/Senior High School; and (2) construct, furnish and equip new classrooms at Bluestem Elementary School (\$4,815,000).

This application does not contain any non-instructional-related items.

Based upon the following criteria, staff recommends that this application for capital improvement (bond and interest) state aid be approved.

1. The vote to submit the bond application by the local board of education was unanimous.

(continued)

2. All required forms were properly filed with us, along with an appropriate notice for the election.
3. The district outlined the needs for the building project by responding to all questions required by the State Board of Education.
4. The age of the existing building(s) appears to justify a bond election.
5. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education for State Aid

Unified School District 205-Bluestem	County: Butler
---	-----------------------

1. Current equalized assessed tangible valuation *	<u>\$45,111,739</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$6,315,643</u>
4. State Aid Percentage	<u>0%</u>

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$0</u>	<u>0.0</u>
6. Amount of bond indebtedness requested	<u>\$11,725,000</u>	<u>26.0</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$11,725,000</u>	<u>26.0</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$6,315,643</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$5,409,357</u>	<u>12.0</u>

Forms Requested

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

June 10, 2020
Date

June 10, 2020
Date

Craig Neuenswander
Director, School Finance

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 j.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/14/2020

Dale Dennis

Dale Dennis

Randy Watson

Item Title:

Act on Mental Health Intervention Team Program state aid grants and applications for the 2020-21 school year

Recommended Motion:

It is moved that the Kansas State Board of Education approve the recommended grant allocations to school districts in the amount of \$5,029,648 and grants for Local Community Mental Health Centers in the amount of \$2,505,074 for the Mental Health Intervention Team Program for the 2020-21 school year.

Explanation of Situation Requiring Action:

The Mental Health Intervention Team (MHIT) pilot program was originally approved in 2018 Substitute for Senate Bill 423, later amended in House Substitute for Senate Bill 61 and in Senate Bill 109. During the 2019 Legislative session, the program was passed by the Legislature for the 2019-20 school year in House Substitute for Senate Bill 25 and approved by the Governor. The 2020 Legislature passed Senate Bill 66 and it was approved by the Governor for the MHIT program (2020-21).

Applications were open to all unified school districts and 54 districts submitted grant requests. The requests totaled \$5,029,648 for districts to hire school liaisons. The districts are required to match \$1 for each \$3 of state aid. The estimated number of school liaisons for 2020-21 will be 102, while the number for 2019-20 was 77.

In addition to the state aid for districts, local community mental health centers (CMHCs) are eligible for state aid to help fund their costs of providing services for students. The amount is calculated by taking one-third of the state aid amounts granted to districts in 2020-21. In addition, CMHCs were guaranteed the amount they received in 2019-20, whichever is higher of the calculations. The total amount of state aid for the CMHCs and other mental health providers would be \$2,505,074. During the 2020-21 school year, other mental health providers and the CMHCs are allowed to provide services to students in the districts.

The grant requests were reviewed by a team from the Kansas State Department of Education. The amount of the appropriation will cover all requests submitted by the districts.

(continued)

Attached is a table that provides the districts applying for grants, the amount requested, the amount recommended for approval and the amount for the local community mental health centers/other mental health providers. Approval of these grants will allow school districts to begin the process of hiring staff for the upcoming school year.

**Mental Health Intervention Team Program
2020-2021 Applications**

USD #	*new applicant District Name	County	# of Districts Served	Total Budget Request	State Aid Request	State Aid Recommended for School Districts	State Aid Request	Total State Aid Request
				School Liaisons	School Liaisons		Mental Health Provider	
204	Bonner Springs*	Wyandotte	1	185,000	138,750	138,750	46,250	185,000
233	Olathe*	Johnson	1	145,656	109,242	109,242	36,414	145,656
239	N. Ottawa Co. (240)	Ottawa	2	59,680	44,760	44,760	14,920	59,680
255	South Barber*	Barber	1	46,000	34,500	34,500	11,500	46,000
259	Wichita	Sedgwick	1	1,733,601	1,300,201	1,300,201	1,049,031	2,349,232
262	Valley Center	Sedgwick	1	121,420	91,065	91,065	30,355	121,420
266	Maize	Sedgwick	1	119,337	89,503	89,503	29,834	119,337
270	Plainville	Rooks	1	26,963	20,222	20,222	6,741	26,963
271	Stockton* (403)	Rooks	2	26,899	20,174	20,174	6,725	26,899
272	Waconda*	Mitchell	1	14,312	10,734	10,734	3,578	14,312
282	West Elk*	Elk	1	62,320	46,740	46,740	15,580	62,320
286	Chautauqua County	Chautauqua	1	61,456	46,092	46,092	15,364	61,456
293	Quinter* (291, 292 ,274, 275, 468)	Gove	6	84,654	63,491	63,491	21,164	84,655
305	Salina	Saline	1	372,000	279,000	279,000	93,000	372,000
306	Southeast of Saline	Saline	1	56,998	42,748	42,748	14,249	56,997
307	Ell Saline*	Saline	1	46,000	34,500	34,500	11,500	46,000
309	Nickerson*	Reno	1	52,194	39,145	39,145	13,048	52,193
310	Fairfield	Reno	1	43,713	32,785	32,785	10,928	43,713
311	Pretty Prairie (312)	Reno	2	54,799	41,099	41,099	13,700	54,799
323	Rock Creek*	Pottawatomie	1	55,750	41,813	41,813	13,938	55,751
329	Wabaunsee County	Wabaunsee	1	51,530	38,648	38,648	12,883	51,531
337	Royal Valley*	Jackson	1	26,040	19,530	19,530	6,510	26,040
349	Stafford	Stafford	1	59,919	44,939	44,939	14,980	59,919
382	Pratt	Pratt	1	70,016	52,512	52,512	17,504	70,016
383	Manhattan	Riley	1	153,164	114,873	114,873	38,291	153,164
402	Augusta	Butler	1	81,260	60,945	60,945	20,315	81,260
413	Chanute*	Neosho	1	66,965	50,224	50,224	16,741	66,965
435	Abilene (393, 473, 487)	Dickinson	4	105,282	78,961	78,961	109,088	188,049
438	Skyline	Pratt	1	50,936	38,202	38,202	12,734	50,936
445	Coffeyville*	Montgomery	1	60,000	45,000	45,000	15,000	60,000
446	Independence	Montgomery	1	98,896	74,172	74,172	24,724	98,896

**Mental Health Intervention Team Program
2020-2021 Applications**

USD #	*new applicant District Name	County	# of Districts Served	Total Budget Request	State Aid Request	State Aid Recommended for School Districts	State Aid Request	Total State Aid Request
				School Liaisons	School Liaisons		Mental Health Provider	
447	Cherryvale*	Montgomery	1	55,565	41,674	41,674	13,891	55,565
453	Leavenworth	Leavenworth	1	54,495	40,871	40,871	13,624	54,495
457	Garden City	Finney	1	81,077	60,808	60,808	55,500	116,308
461	Neodesha	Wilson	1	60,774	45,580	45,580	15,193	60,773
462	Central of Burden*	Cowley	1	48,591	36,443	36,443	12,148	48,591
484	Fredonia	Wilson	1	135,612	101,709	101,709	33,903	135,612
489	Hays	Ellis	1	139,056	104,292	104,292	34,764	139,056
490	El Dorado	Butler	1	113,560	85,170	85,170	28,390	113,560
500	Kansas City	Wyandotte	1	1,122,786	842,090	842,090	280,697	1,122,787
501	Topeka	Shawnee	1	565,921	424,441	424,441	208,000	632,441
503	Parsons	Labette	1	78,500	58,875	58,875	48,000	106,875
506	Labette County*	Labette	1	57,500	43,125	43,125	14,375	57,500
999	43	State Totals	54	6,706,197	5,029,648	5,029,648	2,505,074	7,534,722

Membership District		County	Sponsoring District		County
240	Twin Valley	Ottawa	239	N. Ottawa Co. (240)	Ottawa
403	Otis-Bison	Rush	271	Stockton* (403)	Rooks
291	Grinnell Public Schools	Gove	293	Quinter* (291, 292 ,274, 275, 468)	Gove
292	Wheatland	Gove	293	Quinter* (291, 292 ,274, 275, 468)	Gove
274	Oakley	Logan	293	Quinter* (291, 292 ,274, 275, 468)	Gove
275	Triplains	Logan	293	Quinter* (291, 292 ,274, 275, 468)	Gove
468	Healy Public Schools	Lane	293	Quinter* (291, 292 ,274, 275, 468)	Gove
312	Haven Public Schools	Reno	311	Pretty Prairie (312)	Reno
393	Solomon	Dickinson	435	Abilene (393, 473, 487)	Dickinson
473	Chapman	Dickinson	435	Abilene (393, 473, 487)	Dickinson
487	Herington	Dickinson	435	Abilene (393, 473, 487)	Dickinson

Mental Health Centers receive one-third of the State aid grant for school liaisons, while the 2018-19 pilot CMHC's receive the amount of the grant they received during the 2019-20 year, whichever is higher.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 k.

Staff Initiating:

Amanda Petersen

Director:

Amanda Petersen

Commissioner:

Randy Watson

Meeting Date: 7/14/2020

Item Title:

Act on request to approve USD 323 Rock Creek to operate a Preschool-Aged At-Risk program for 2020-21

Recommended Motion:

It is moved that the Kansas State Board of Education approve USD 323 Rock Creek to operate a Preschool-Aged At-Risk (State Pre-K 4 Year Old At-Risk) program for 2020-2021. In districts operating approved programs, 4-year-old students who meet an at-risk criterion for the Preschool-Aged At-Risk program and who are enrolled and attending on Sept. 20, 2020 will automatically count as a ½ student (0.5 FTE) in calculating a district's enrollment and accompanying weightings. Districts that meet the qualifications to participate in the February 20 MILT count will include preschool-aged at-risk students in their enrollment counts.

Explanation of Situation Requiring Action:

In May 2020, the Kansas State Board of Education approved 226 districts to operate Preschool-Aged At-Risk programs for the 2020-21 school year. USD 323 Rock Creek is expanding early childhood opportunities in 2020-2021 and will meet the requirements of the Preschool-Aged At-Risk program. This motion will add USD 323 to the list of approved programs.

The Preschool-Aged At-Risk Program (also known as the State Pre-K 4 Year Old At-Risk Program and the State Pre-Kindergarten Program) provides school districts with funding through the state school finance formula to support preschool programs. Each preschool-aged at-risk student who is enrolled in a school district and receiving services is counted as a ½ student (0.5 FTE) in calculating a district's enrollment and accompanying weightings.

K.S.A. 72-5132 defines "Preschool-aged at-risk student" as an at-risk student who has attained the age of three years, is under the age of eligibility for attendance at kindergarten, and has been selected by the state board in accordance with guidelines governing the selection of students for participation in head start programs. Preschool-Aged At-Risk eligibility criteria are:

- Poverty (qualifies for free meals under the National School Lunch Program)
- Single parent families
- Kansas Department for Children and Families referral
- Teen parents
- Either parent is lacking a high school diploma or GED
- Limited English Proficiency

(continued)

- Lower than expected developmental progress in at least one of the following areas: cognitive development; physical development; communication/literacy; social-emotional/behavior; adaptive behavior/self-help skills
- Child qualifying for migrant status
- Child experiencing homelessness

In previous years, the Kansas State Department of Education allocated slots to districts prior to the start of the school year and then reallocated unused slots during the year. This will change beginning in the 2020-2021 school year to fund all qualifying students who are four years old on or before Aug. 31, 2020. While state statute allows the Kansas State Board of Education to select qualifying three-year-olds as preschool-aged at-risk, the Kansas State Department of Education does not anticipate that sufficient funding will be available to serve 3-year-old students during the 2020-2021 school year. Students who are age-eligible for kindergarten (5 years old on or before Aug. 31 of the current school year) are not eligible for Preschool-Aged At-Risk funding.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 I.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 7/14/2020

Item Title:

Act on Interlocal Agreement for the provision of non-Special Education services by Keystone Learning Services

Recommended Motion:

It is moved that the Kansas State Board of Education approve the Interlocal Agreement entered into by participating districts to form the Northeast Kansas Education Service Center aka Keystone Learning Services.

Explanation of Situation Requiring Action:

An interlocal agreement has been entered into as authorized by K.S.A. 12-2901 and K.S.A. 72-13,100 creates the Northeast Kansas Education Service Center doing business as Keystone Learning Services. The purpose of this Agreement is to document the manner in which districts will cooperatively provide educational services in the areas of professional development, data processing, vocational education, career education, media service, curriculum development, in-service training for staff, and any other area authorized by law.

The Agreement has been reviewed and approved by the Kansas State Department of Education's General Counsel for legal sufficiency.

INTERLOCAL AGREEMENT

This Interlocal Agreement is made pursuant to the provisions of K.S.A. 12-2901, *et seq.* and K.S.A. 72-13,100. It is made with the sincere desire of all cooperating Unified School Districts to work together for the mutual benefit of all children we serve and we, the undersigned, hereby and herein formally join together in an atmosphere of trust and confidence to form a separate legal entity known as the Northeast Kansas Education Service Center d/b/a Keystone Learning Services (hereinafter referred to as the "Center").

The following Unified School Districts, by and through their respective Boards of Education, have each adopted a resolution authorizing the Unified School Districts to enter into this Interlocal Agreement (hereinafter referred to as "Agreement"):

Unified School District No. 338
Unified School District No. 339
Unified School District No. 340
Unified School District No. 341
Unified School District No. 342
Unified School District No. 343
Unified School District No. 377
Unified School District No. 449

PURPOSE

The purpose of the Center shall be to cooperatively provide educational services in the areas of professional development, data processing, vocational education, career education, media service, curriculum development, in-service training for staff, and any other area authorized by law, such member Unified School Districts desire to provide on a cooperative basis. The provision of Special Education Services by the Center is addressed by separate Interlocal Agreement.

1. BOARD OF DIRECTORS AND OFFICERS

1.1 The Center shall be governed by a Board of Directors consisting of at least one member from the Board of Education at each Unified School District entering into the Agreement. Each Board of Education shall appoint its representative to the Board of Directors on an annual basis. The term of office of the members of the Board of Directors shall expire concurrently with their term of office as Board of Education members.

1.2 Vacancies in the membership of the Board of Directors shall be filled within thirty (30) days from the date of the vacancy by appointment of the member by the appropriate Board of Education.

1.3 In addition to the board member appointed to serve as a member of the Board of Directors for the Center, each Unified School District may designate an alternate board member to represent their district on the Board of Directors in the absence of the appointed member. Any replacement so designated shall have the power or authority to act on behalf of the appointing board provided the Executive Director of the Center has been informed of the name of the designated alternate.

1.4 The Board of Directors shall meet at such times and places as may be decided by said board. The board shall elect from its members a president and vice-president who shall serve in the absence or incapacity of the president. The board shall also designate three individuals, one to act as Executive Director of the Center, one as Clerk of the Center, and one as Treasurer of the Center.

1.5 The Executive Director, Clerk, and Treasurer shall receive compensation and shall perform such duties as prescribed by the board.

1.6 The Board of Directors shall adopt policies, rules, and regulations to implement this Agreement including, but not necessarily limited to, procedures for financing the operation of the Center, acquisition of property, employment of personnel, personnel policies and procedures, student policies and procedures, budget preparation and administration, establishment of curriculum, and such other policies, rules, and regulations normally adopted by a Board of Education of a Unified School District.

2. METHOD OF FINANCING

2.1 Each Unified School District which is a party to this Agreement, agrees to finance the operation of the Center services subject to this Agreement in the manner hereinafter specified. The funds required to operate these services shall be derived from fees charged by the Center for contracted services provided to Unified School Districts, community colleges, and other educational institutions, districts, and organizations, plus funds anticipated to be received from state and federal projects.

2.2 The budget of the Center shall be established by the Board of Directors on or before July 1 preceding the school year for which said budget is proposed.

3. ACQUISITION AND DISPOSITION OF PROPERTY

3.1 All property, both real and personal, acquired by the Center shall be taken in the name of the Center and shall be the property of the Center and not the property of a participating Unified School District. If any such property is sold while this Agreement is in effect, the proceeds of such sale shall be paid into the treasury of the Center and may be expended in any lawful manner as directed by the Board of Directors of said Center.

3.2 Upon complete termination of this Agreement, the Board of Directors shall have the authority to distribute said property as herein provided, to member Unified School Districts that have entered into this Agreement. If the distribution of said property cannot be agreed upon by at least two-thirds of the members of the Board of Directors, the Board of Directors shall sell such property, at either private or public sale, and the proceeds of said sale shall be paid into the treasury of the Center. All monies in the treasury of the Center at the time of complete termination shall be distributed in equal shares to each member Unified School District which has entered into the Agreement and which is a member of the Center at the time of such termination.

4. COMPLETE TERMINATION OF AGREEMENT

4.1 Complete termination of this Agreement may be accomplished by two-thirds of the member districts adopting a resolution seeking termination of this Agreement. Upon complete termination of this Agreement, the Board of Directors shall have the authority to distribute any property to member school districts. A majority of the members of the Board of Directors may determine the distribution of such property. After payment of all Center's legal obligations, all funds available upon complete termination shall be distributed in equal shares to each member school district which is a member of the Center at the time of termination.

5. PARTIAL TERMINATION OF AGREEMENT

5.1 Any member district may withdraw from this Agreement by adopting a resolution stating its intent to withdraw from the Agreement and obtaining consent from the Center's Board of Directors. Any school district that withdraws from this agreement prior to complete termination shall not be entitled to any property of the Service Center or any cash refund.

6. INDEMNIFICATION

6.1 Pursuant to K.S.A. 72-1146, each member school district shall be solely responsible for its actions or failure to act and shall not indemnify or hold harmless against damages, injury, or death resulting from the actions or failure to act on the part of any other school district that is a party to this Agreement.

7. MANDATORY PROVISIONS

7.1 This Agreement shall be governed by and interpreted in accordance with the laws of the state of Kansas, as required by K.S.A. 72-1147. In accordance with K.S.A. 72-1148, the mandatory contract provisions prescribed by the Kansas Department of Administration in form DA-146a, as amended, are hereby incorporated by reference.

8. TERM

8.1 Upon approval by the State Board of Education and filing of this Agreement with Register of Deeds in the county in which the center is located and with the Secretary of State, this Agreement shall be effective. The term of this Agreement for all purposes other than the provision of Special Education Services is for five (5) years. As stated above, the provision of Special Education Services by the Center is addressed by separate Interlocal Agreement.

8.2 This Agreement is subject to change or termination by the Legislature.

8.3 This Agreement may be changed by affirmative vote of not less than two-thirds of the contracting school districts.

8.4 This Agreement shall not be effective unless and until approved by the State Board of Education, and filed with the Register of Deeds in the county in which the Center is located and with the Secretary of State.

EXECUTED by the Presidents and Clerks of the following Unified School Districts as set forth on the attached Resolutions.

RESOLUTION

Upon the 11th day of May, 2020, at a duly convened meeting of the Board of Education, Unified School District 338 with a Quorum of the Board present at voting, to adopt the following and;

Be it Resolved that the Board of Education of USD 338 shall enter into the Interlocal Agreement as amended with the Northeast Kansas Education Service Center, d/b/a Keystone Learning Services, and

It is further Resolved that the President of the Board of Education of USD 338 is authorized to sign any and all necessary documents to enter into such agreement.


Unified School District 338



President of the Board

Thomas Welsh

Print President Name



Attest by Clerk of the Board

RESOLUTION

Upon the 11th day of May 2020, at a duly convened meeting of the Board of Education, Unified School District 339 with a Quorum of the Board present at voting, to adopt the following and;

Be it Resolved that the Board of Education of USD 339 shall enter into the Interlocal Agreement as amended with the Northeast Kansas Education Service Center, d/b/a Keystone Learning Services, and

It is further Resolved that the President of the Board of Education of USD 339 is authorized to sign any and all necessary documents to enter into such agreement.

Unified School District 339



President of the Board

Sharon Porter

Print President Name



Attest by Clerk of the Board


RESOLUTION

Upon the 11th day of May, 2020, at a duly convened meeting of the Board of Education, Unified School District 340 with a Quorum of the Board present at voting, to adopt the following and;

Be it Resolved that the Board of Education of USD 340 shall enter into the Interlocal Agreement as amended with the Northeast Kansas Education Service Center, d/b/a Keystone Learning Services, and

It is further Resolved that the President of the Board of Education of USD 340 is authorized to sign any and all necessary documents to enter into such agreement.


Unified School District 340



President of the Board



Print President Name



Attest by Clerk of the Board

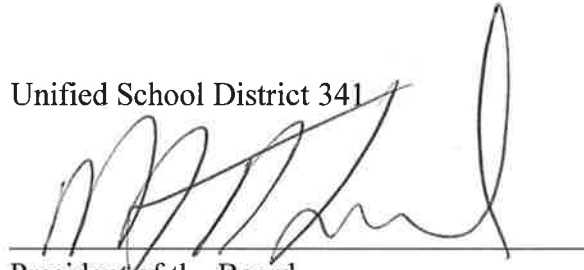
RESOLUTION

Upon the 11 day of May, 2020, at a duly convened meeting of the Board of Education, Unified School District 341 with a Quorum of the Board present at voting, to adopt the following and;

Be it Resolved that the Board of Education of USD 341 shall enter into the Interlocal Agreement as amended with the Northeast Kansas Education Service Center, d/b/a Keystone Learning Services, and

It is further Resolved that the President of the Board of Education of USD 341 is authorized to sign any and all necessary documents to enter into such agreement.

Unified School District 341



President of the Board

Matt Lockard

Print President Name



Attest by Clerk of the Board

RESOLUTION

Upon the 8th day of June, 2020, at a duly convened meeting of the Board of Education, Unified School District 342 with a Quorum of the Board present at voting, to adopt the following and;

Be it Resolved that the Board of Education of USD 342 shall enter into the Interlocal Agreement as amended with the Northeast Kansas Education Service Center, d/b/a Keystone Learning Services, and

It is further Resolved that the President of the Board of Education of USD 342 is authorized to sign any and all necessary documents to enter into such agreement.


Unified School District 342



President of the Board



Print President Name



Attest by Clerk of the Board

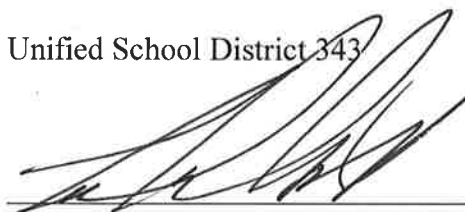
RESOLUTION

Upon the 11 day of May, 2020, at a duly convened meeting of the Board of Education, Unified School District 343 with a Quorum of the Board present at voting, to adopt the following and;

Be it Resolved that the Board of Education of USD 343 shall enter into the Interlocal Agreement as amended with the Northeast Kansas Education Service Center, d/b/a Keystone Learning Services, and

It is further Resolved that the President of the Board of Education of USD 343 is authorized to sign any and all necessary documents to enter into such agreement.

Unified School District 343



President of the Board

TRAVIS O. DANIELS

Print President Name



Attest by Clerk of the Board

RESOLUTION

Upon the 19th day of May, 2020, at a duly convened meeting of the Board of Education, Unified School District 377 with a Quorum of the Board present at voting, to adopt the following and;

Be it Resolved that the Board of Education of USD 377 shall enter into the Interlocal Agreement as amended with the Northeast Kansas Education Service Center, d/b/a Keystone Learning Services, and

It is further Resolved that the President of the Board of Education of USD 377 is authorized to sign any and all necessary documents to enter into such agreement.

Unified School District 377

Lori Lanter
President of the Board

Lori Lanter
Print President Name

Megan Draney
Attest by Clerk of the Board

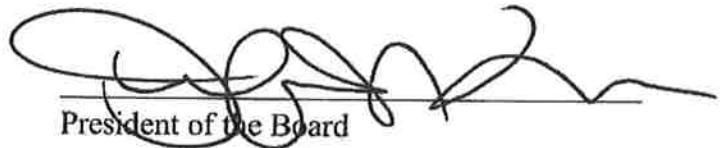
RESOLUTION

Upon the 13th day of May, 2020 at a duly convened meeting of the Board of Education, Unified School District 449 with a Quorum of the Board present at voting, to adopt the following and;

Be it Resolved that the Board of Education of USD 449 shall enter into the Interlocal Agreement as amended with the Northeast Kansas Education Service Center, d/b/a Keystone Learning Services, and

It is further Resolved that the President of the Board of Education of USD 449 is authorized to sign any and all necessary documents to enter into such agreement.

Unified School District 449



President of the Board

Jennifer J. Kern
Print President Name



Attest by Clerk of the Board

APPROVED BY:

Kansas State Board of Education

By _____
Authorized Representative

Date _____

CONTRACTUAL PROVISIONS ATTACHMENT

Important: This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision:

The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 07-19), which is attached hereto, are hereby incorporated in this contract and made a part thereof.

The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the _____ day of June, 2020.

1. **Terms Herein Controlling Provisions:** It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated. Any terms that conflict or could be interpreted to conflict with this attachment are nullified.
2. **Kansas Law and Venue:** This contract shall be subject to, governed by, and construed according to the laws of the State of Kansas, and jurisdiction and venue of any suit in connection with this contract shall reside only in courts located in the State of Kansas.
3. **Termination Due To Lack Of Funding Appropriation:** If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least thirty (30) days prior to the end of its current fiscal year and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to ninety (90) days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of the State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.
4. **Disclaimer Of Liability:** No provision of this contract will be given effect that attempts to require the State of Kansas or its agencies to defend, hold harmless, or indemnify any contractor or third party for any acts or omissions. The liability of the State of Kansas is defined under the Kansas Tort Claims Act (K.S.A. 75-6101, *et seq.*).
5. **Anti-Discrimination Clause:** The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001, *et seq.*) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111, *et seq.*) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101, *et seq.*) (ADA), and Kansas Executive Order No. 19-02, and to not discriminate against any person because of race, color, gender, sexual orientation, gender identity or expression, religion, national origin, ancestry, age, military or veteran status, disability status, marital or family status, genetic information, or political affiliation that is unrelated to the person's ability to reasonably perform the duties of a particular job or position; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to

comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) Contractor agrees to comply with all applicable state and federal anti-discrimination laws and regulations; (g) Contractor agrees all hiring must be on the basis of individual merit and qualifications, and discrimination or harassment of persons for the reasons stated above is prohibited; and (h) if it is determined that the contractor has violated the provisions of any portion of this paragraph, such violation shall constitute a breach of contract and the contract may be canceled, terminated, or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.

6. **Acceptance of Contract:** This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.
7. **Arbitration, Damages, Warranties:** Notwithstanding any language to the contrary, no interpretation of this contract shall find that the State or its agencies have agreed to binding arbitration, or the payment of damages or penalties. Further, the State of Kansas and its agencies do not agree to pay attorney fees, costs, or late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect that attempts to exclude, modify, disclaim or otherwise attempt to limit any damages available to the State of Kansas or its agencies at law, including but not limited to, the implied warranties of merchantability and fitness for a particular purpose.
8. **Representative's Authority to Contract:** By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute this contract on behalf of the contractor and that the contractor agrees to be bound by the provisions thereof.
9. **Responsibility for Taxes:** The State of Kansas and its agencies shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.
10. **Insurance:** The State of Kansas and its agencies shall not be required to purchase any insurance against loss or damage to property or any other subject matter relating to this contract, nor shall this contract require them to establish a "self-insurance" fund to protect against any such loss or damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101, *et seq.*), the contractor shall bear the risk of any loss or damage to any property in which the contractor holds title.
11. **Information:** No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101, *et seq.*
12. **The Eleventh Amendment:** "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."
13. **Campaign Contributions / Lobbying:** Funds provided through a grant award or contract shall not be given or received in exchange for the making of a campaign contribution. No part of the funds provided through this contract shall be used to influence or attempt to influence an officer or employee of any State of Kansas agency or a member of the Legislature regarding any pending legislation or the awarding, extension, continuation, renewal, amendment or modification of any government contract, grant, loan, or cooperative agreement.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 m.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 7/14/2020

Item Title:

Act on Articles of Agreement to continue the Flint Hills Special Education Cooperative

Recommended Motion:

It is moved that the Kansas State Board of Education approve the Articles of Agreement signed by participating districts to continue the Flint Hills Special Education Cooperative.

Explanation of Situation Requiring Action:

Member districts (USD 251 North Lyon County, USD 252 Southern Lyon County, USD 253 Emporia, USD 284 Chase County, USD 385 Madison-Virgil, USD 390 Hamilton and USD 417 Morris County) have signed the Articles of Agreement to Maintain a Comprehensive Special Education Cooperative as authorized by K.S.A. 72-3412. USD 253 Emporia shall serve as the sponsoring district.

The proposed Articles of Agreement have been reviewed and approved for legal sufficiency by the Kansas State Department of Education's General Counsel.

**ARTICLES OF AGREEMENT TO MAINTAIN A
COMPREHENSIVE SPECIAL EDUCATION COOPERATIVE**

ARTICLE I GENERAL

Section 1. Name: The name of this organization shall be Flint Hills Special Education Cooperation, hereinafter called the Cooperative and organized pursuant to K.S.A. 72-3412.

Section 2. Purpose: The purpose of the Cooperative shall be to develop and operate a comprehensive special education program as authorized by the General Statutes of Kansas.

Section 3. Membership: The participating school districts will be: USD 251 North Lyon County; USD 252 Southern Lyon County; USD 253 Emporia; USD 284 Chase County; USD 385 Madison-Virgil; USD 390 Hamilton; and USD 417 Morris County. USD 253 Emporia will serve as the sponsoring district.

Section 4. Duration: The terms of this Agreement shall be perpetual, but the Agreement may be partially or completely terminated as provided in K.S.A. 72-3412. The Board of Directors may review this Agreement as needed to determine the Agreement's compliance with the terms and provisions of K.S.A. 72-3412.

Section 5. Governing Law:

- a. Pursuant to K.S.A. 72-1146, each member school district shall be solely responsible for its actions or failures to act and shall not indemnify or hold harmless against damages, injury, or death resulting from the actions or failures to act on the part of any other school district that is a party to this Agreement.
- b. This Agreement shall be governed by and interpreted in accordance with the law of the state of Kansas, as required by K.S.A. 72-1147. In accordance with K.S.A. 72-1148, the mandatory contract provisions prescribed by the Kansas Department of Administration in form DA-146a, as amended, are hereby incorporated by reference.

ARTICLE II ORGANIZATION AND OPERATION

Section 1. Board of Directors: The Board of Directors, hereafter called the Board, shall be advised in nature.

- a. **Membership:** Membership of the Board shall consist of the Superintendent of each participating school district or his/her designated representative.
- b. **Duties:** Duties of the Board shall be as follows:
 1. To review, consider, and recommend rules and regulations.
 2. To recommend an annual budget for the Cooperative
 3. To recommend to the sponsoring district director and other administrative personnel and to evaluate services.
 4. To provide input regarding the Director's evaluation to the Superintendent of the sponsoring district.

Section 2. Sponsoring District

- a. **General Responsibilities:** The fiscal affairs of the Cooperative shall be administered by the sponsoring district, Emporia Unified School District No. 253.

- b. **Duties:** The sponsoring district shall be responsible for duties as follows:
 - 1. To establish a separate special education fund to transact the Cooperative's fiscal affairs.
 - 2. To keep records of all fiscal transactions of the Cooperative; to prepare such statements and reports as may be required.
 - 3. To enter into contracts and employment with all certified personnel within the Cooperative.
 - 4. To make all purchases and expenditures for the Cooperative consistent with the Cooperative's and the sponsoring district's policies and budgetary limitations. The Correspondence Regarding the Clarification of Financial Responsibilities for both the LEAs and the Flint Hills Special Education Cooperative, dated November 16, 2009 is incorporated herein by reference.
 - 5. To apply for and receive all funds eligible under the Department of Special Education, including contributions of participating school districts.

Section 3. The Director of Special Education

- a. **General Responsibilities:** The administration of the Cooperative shall be vested in a Director who shall be responsible to the sponsoring district. The Director shall administer the Cooperative with the advice and counsel of the Board of Directors.
- b. **Duties:** The duties of the Director shall be as follows:
 - 1. To be the Director of Special Education for the FHSEC.
 - 2. To study the needs of each of the districts in the areas of special education.
 - 3. To recommend to the Board and the sponsoring district the services and facilities needed to carry out the work of the Cooperative.
 - 4. To be responsible for the coordination of staffing and staffing procedures whereby eligibility of services is determined.
 - 5. To be responsible for the preparation of necessary forms, applications, and reports.
 - 6. To confer with the Superintendent of the cooperating districts concerning problems in special education.
 - 7. To attend meetings of the Board of Directors and when appropriate meetings of the participating district's board of education.
 - 8. To prepare the submission to the Board an annual budget for the operating expenses of the Cooperative.
 - 9. To carry on a program of public relations and interpret the services of the Cooperative to the public.
 - 10. To carry out such other duties as may be assigned by the Board and the sponsoring district.
 - 11. To follow all state and federal laws.
- c. **Evaluation of Staff**
 - 1. The Director of Special Education will collaborate with school administrators in the evaluation of licensed staff. School administrators will be primarily responsible for completing teacher appraisals in accordance with the Emporia School District's teacher appraisal document and practices. The Director will provide information on the teacher's performance regarding special education practices and procedures.

Section 4. Participating District

- a. A district which agreed to participate in the services of the Cooperative shall be known as a participating district.

ARTICLE III SCOPE OF PROGRAM

Section 1. Services provided by the Cooperative: The members of the Cooperative are committed to the development of a Comprehensive Special Education Program and to meeting the mandates established by State and Federal Legislation.

Section 2. Program Justification: This Cooperative represents the effort that is required by districts to provide appropriate educational programming for all exceptional students as mandated by State and Federal laws, rules, and regulations. This entails the pooling of resources and students to provide the needed services in cost-effective manner.

Section 3. Description of Services: The Cooperative shall provide comprehensive services to exceptional students as mandated by State and Federal law, rules, and regulations. As defined in State and Federal Regulations, related services that are required to assist an exceptional child to benefit from special education shall be provided.

ARTICLE IV FINANCE

Section 1. Sponsoring District: The additional costs incurred by the sponsoring district for Special Education programs shall be apportioned to the Cooperative members based on the following formula:

- a. **District Share Local Assessment:** The District Share local assessment will be computed annually by:
 1. Determine Sponsoring District Fee: The sponsoring district fee will be determined by using September 20th prior year weighted FTE (K-12 excl. 4-year-old, at risk and virtual + low & high enrollment weighting). Districts will be divided into one of three tiers with the corresponding fee:

A. The two smallest districts =	\$6,500
B. The two largest districts =	\$18,500
C. The two middle districts =	\$12,500
Total	\$75,000
 2. The Total District Share Assessment Amount is determined by:

KSDE Total Cooperative Budget Amount –
Expected Revenue from other sources =
Total District Share Assessment Amount.
 3. Local District Assessment Amount will be determined by:
 - A. **Enrollment** – 50% District Share Assessment based on KSDE Audited Total Weighted Enrollment FTE using September 20th prior year weighted FTE (K-12 excl. 4-year-old, at risk and virtual + low & high enrollment weighting)

- i. $\text{Local district weighted FTE} / \text{total Coop weighted FTE} = \text{Local district FTE percentage}$. Local district percentage x 50% of Total District Share assessment amount = local district weighted FET assessment amount.
- B. **Usage – 50% District Share Assessment based on the May prior year special education usage FTE.**
 - i. $\text{Local district special education usage FTE} / \text{Total Coop special education usage FTE} = \text{local district special education usage FTE percentage}$. Local district special education usage FTE percentage x 50% of Total District Share Assessment = Local district special education usage FTE assessment amount.
4. Total Local District Assessment – Local district sponsoring district fee amount + local district weighted FTE assessment amount + local district special education usage FTE assessment amount.

Example:

Fiscal Year 2019-2020 Assessment

May 2018 Special Education Usage FTE

September 20, 2018 Audited Enrollment

- b. Billing and Payments. Districts will be billed for their portion of the local assessment at the following percentages with each district's payment due on the following dates: 30% August 15th; 30% November 15th; 20% February 15th; 20% May 15th.

Section 2. Expenses associated with due process procedures to resolve student/parent disputes will be considered administrative costs to be paid by the primary insurance and the amount beyond this will be the responsibility of the cooperative.

Section 3. For the purpose of receiving reimbursement under IDEA, the counting and reporting of disabled children being served by the Cooperative will be conducted by the Director of Special Education. Monies received under this act will be expended by the Cooperative to meet its obligations outlined in the State Plan and the Individuals with Disabilities Education Act.

Section 4. Disposal of Property: In the event that a district should withdraw from the Cooperative, the supplies, materials, and equipment purchased for special education programs supported entirely by that district shall become the property of that district. Supplies, materials, and equipment purchased for the Cooperative shall remain the property of the Cooperative. No monetary reimbursement shall be made to the district withdrawing from the Cooperative Agreement. If the Cooperative should be dissolved, the supplies, materials, and equipment contained in the Special Education Offices and the Instructional Materials Center shall be divided according to the percentages calculated in Article IV, Section 1, Shared Assessment. Monies on hand after all expenses have been satisfied, shall be divided according to a ration of the total individual district contributions to the total Cooperative receipts.

ARTICLE V AFFIRMATIVE ACTION POLICY

Section 1. The Cooperative will follow the policies and procedures outlined through the USD No. 253 board policies and licensed staff master Agreement.

ARTICLE VI HARASSMENT & GRIEVANCE POLICY

Section 1. The Cooperative will follow the policies and procedures outlined through the USD No. 253 board policies and licensed staff master Agreement.

ARTICLE VII CHANGES TO THE AGREEMENT

Section 1. Changes by the Legislature: The Agreement shall be subject to change or termination by the Kansas Legislature.

Section 2. Partial or Complete Termination: Partial or complete termination of this Agreement will be pursuant to K.S.A. 72-3412.

Section 3. Changes by Mutual Consent: Within limitations provided by law, this Agreement may be changed by written consent of two- thirds of the contracting school districts.

IN WITNESS WHEREOF, the parties hereunto have set their hands.

APPROVED:

Chair of the State Board of Education Date

President of the Emporia Board of Education Date

ATTESTED BY:

Clerk of the Flint Hills Special Education Cooperation Date

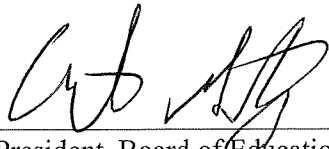
President, Board of Education
USD 251 North Lyon County

H. Biersme 05/20/2020
Clerk, USD 251 Date

Kevin J. Holt 5-20-20
President, Board of Education Date
USD 252 Southern Lyon County

ATTESTED BY:

Yamatha Pankrat 5-20-20
Deputy Clerk, USD 252 Date

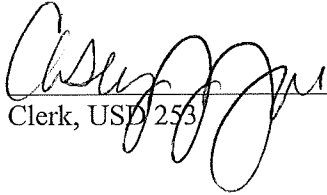


President, Board of Education
USD 253 Emporia

5-13-2020

Date

ATTESTED BY:



Clerk, USD 253

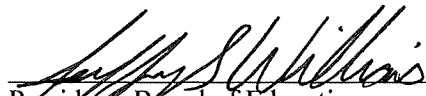
5-13-2020

Date

Brian F. Hagen 5/13/2020
President, Board of Education Date
USD 284 Chase County

ATTESTED BY:

Cindy K. Heimer 5/13/2020
Clerk, USD 284 Date

 5-28-20
President, Board of Education Date
USD 386 Madison-Virgil

ATTESTED BY:

 5-18-20
Clerk, USD 386 Date

IN WITNESS WHEREOF, the parties hereunto have set their hands

APPROVED:

Chair of the State Board of Education

Date

President of the Emporia Board of Education

Date

ATTESTED BY:

Clerk of the Flint Hills Special Education Cooperation

Date

 5-13-20

President, Board of Education
USD 390 Hamilton


Date

ATTESTED BY:

 5-13-2020

Clerk, USD 390

Date



President, Board of Education
USD 417 Morris County

5/12/2020
Date

ATTESTED BY:



Clerk, USD 417

5/12/2020
Date

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 n.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 7/14/2020

Item Title:

Act on request to contract with the Office of Administrative Hearings for services

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with the Office of Administrative Hearings to provide hearing officer services in an amount not to exceed \$80,000 through June 30, 2025.

Explanation of Situation Requiring Action:

The Office of Administrative Hearings provides duly qualified hearing officers to the Kansas State Department of Education for the following purposes: OAH will provide presiding officer/administrative law judge services including but not limited to conducting prehearing conferences, issuing prehearing orders, ruling on discovery requests, assisting the PPC chairperson with the hearings, rule on evidentiary issues at hearings, and drafting PPC initial orders.

Additionally, the Kansas State Board of Education is required by law to provide school districts and parents with an administrative appeal of a hearing officer's ruling in due process cases. The State Board is required to provide these review officers per state law. The Office of Administrative Hearings provides the hearing officers appointed for this purpose.

The Office of Administrative Hearings also provides review officers as requested due to fiscal actions taken by KSDE which are appealed by child nutrition program sponsors.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 o.

Staff Initiating:

Tate Toedman

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date: 7/14/2020

Item Title:

Act on request to contract with the Kansas Association of Independent and Religious Schools for professional development activities

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with the Kansas Association of Independent and Religious Schools for the reimbursement of funds for professional development of non-public school teachers and leaders, in an amount not to exceed \$51,000.

Explanation of Situation Requiring Action:

Under the Every Student Succeeds Act, Kansas retains 4.0 percent of Title II, Part A funds for state level activities described under Section 2101, including professional development of teachers and leaders. KSDE is required to support equitably the Kansas non-public schools by providing funds for professional development of non-public teachers and leaders. By approving this contract, KSDE will be allowed to reimburse the Kansas Association of Independent and Religious Schools, the largest private school organization in Kansas, for professional development activities provided to private school educators during the 2020-2021 school year.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 p.

Staff Initiating:

Kimberly Muff

Deputy Commissioner:

Brad Neuenswander

Commissioner:

Randy Watson

Meeting Date: 7/14/2020

Item Title:

Act on request to contract with Measurement in Practice, LLC for professional learning and technical assistance for Literacy Network of Kansas districts

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to negotiate and enter into a contract with Measurement in Practice, LLC to provide professional learning and technical assistance for districts with the Literacy Network of Kansas (LiNK) grant in an amount not to exceed \$43,443 from date of approval in July 2020 to June 30, 2021.

Explanation of Situation Requiring Action:

Professional learning and technical assistance for LiNK projects will consist of a two-day meeting on assessment literacy and content alignment followed by technical assistance with network webinars and project management meetings with a follow-up meeting to end the year.

This network will focus on school-level leaders and educators. Key aspects include (1) working with school leaders and teachers to understand the purpose and value of reviewing the quality of alignment of local assessments; (2) training teachers on assessment literacy and a tool to determine the alignment of their local assessments; and (3) supporting school leaders and teachers in the implementation of the tool. The technical assistance will include two in-person (or virtual meetings if determined by state guidelines) for school leaders and teachers, along with three online webinars to support the ongoing implementation of the tool.

In June 2021, *Measurement in Practice, LLC* will convene the district, school, and teacher leaders for a final in-person meeting to review findings from local assessment inventories and work with districts to develop a plan to implement the recommendations that resulted from the assessment inventory, assessment literacy work, and Content Quality Review process.

This work was to have been completed by *Achieve*, but that contract is terminated because *Achieve* ceased services as of June 30, 2020.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 q.

Staff Initiating:

Marva Thompson

Superintendent:

Luanne Barron

Commissioner:

Randy Watson

Meeting Date: 7/14/2020

Item Title:

Authorize out-of-state tuition contracts for students attending Kansas School for the Deaf

Recommended Motion:

It is moved that the Kansas State Board of Education authorize contracts for out-of-state tuition for the 2020-2021 school year for students attending the Kansas School for the Deaf.

Explanation of Situation Requiring Action:

In order to prepare for the 2020-2021 school year, it is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas School for the Deaf (KSD) to enter into contracts for out-of-state tuition with the school districts listed below.

KSD will receive tuition payments from:

Park Hill School District, Kansas City, Missouri - 1 Day Student - \$40,000

North Kansas City School District, Kansas City, Missouri - 1 Day Student - \$40,000

Liberty School District, Liberty, Missouri - 1 Day Student - \$40,000

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 r.

Staff Initiating:

Marva Thompson

Superintendent:

Jon Harding

Commissioner:

Randy Watson

Meeting Date: 7/14/2020

Item Title:

Authorize out-of-state tuition contracts for students attending Kansas State School for the Blind

Recommended Motion:

It is moved that the Kansas State Board of Education authorize contracts for out-of-state tuition for the 2020-2021 school year for students attending the Kansas State School for the Blind.

Explanation of Situation Requiring Action:

In order to prepare for the 2020-2021 school year, it is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind (KSSB) to enter into contracts for out-of-state tuition with the school districts listed below.

KSSB will receive tuition payments from:

Blue Springs School District, Blue Springs, Missouri - 1 day student - \$40,000

Smithville School District, Smithville, Missouri - 1 day student \$40,000

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 s.

Staff Initiating:

Marva Thompson

Superintendent:

Jon Harding

Commissioner:

Randy Watson

Meeting Date: 7/14/2020

Item Title:

Authorize KSSB to renew contract with Accessible Arts, Inc. for related services and facilities use

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to renew a contract with Accessible Arts, Inc. for arts-related services for students attending KSSB in exchange for KSSB facility use and statewide outreach services in the Arts (drama, movement, dance, visual arts, music) for Kansas individuals with disabilities in an amount not to exceed \$134,000.

Explanation of Situation Requiring Action:

The Kansas State School for the Blind desires to renew the contract with Accessible Arts, Inc. for student services and for KSSB facility use. The not-to-exceed amount of \$134,000 for statewide outreach is state general fund money that flows through the KSSB budget for Accessible Arts, Inc.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 t.

Staff Initiating:

Marva Thompson

Superintendent:

Jon Harding

Commissioner:

Randy Watson

Meeting Date: 7/14/2020

Item Title:

Authorize KSSB to renew contract with Baer Wilson and Company, LLC for counseling/evaluation services

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to renew a contract with Baer Wilson and Company, LLC to provide counseling/evaluation services for students who attend KSSB.

Explanation of Situation Requiring Action:

In order to provide counseling/evaluation services for KSSB students for the 2020-2021 school year, it is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to renew a contract with Baer Wilson and Company, LLC in an amount not to exceed \$95,000.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 u.

Staff Initiating:

Marva Thompson

Superintendent:

Jon Harding

Commissioner:

Randy Watson

Meeting Date: 7/14/2020

Item Title:

Authorize KSSB to renew contract with Providence Medical Center for PT and OT services

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to renew a contract with Providence Medical Center for physical therapy and occupational therapy services in an amount not to exceed \$95,000.

Explanation of Situation Requiring Action:

In order to provide occupational therapy and physical therapy services for the 2020-2021 school year, it is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to renew a contract with Providence Medical Center in an amount not to exceed \$95,000.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 v.

Staff Initiating:

Marva Thompson

Superintendent:

Jon Harding

Commissioner:

Randy Watson

Meeting Date: 7/14/2020

Item Title:

Authorize KSSB to renew contract with Supplemental Health for nursing services

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to renew a contract with Supplemental Health for nursing services in an amount not to exceed \$175,000.

Explanation of Situation Requiring Action:

In order to provide nursing services for the 2020-2021 school year, it is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to renew a contract with Supplemental Health in an amount not to exceed \$175,000.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 w.

Staff Initiating:

Susan Helbert

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 7/14/2020

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 provided below.

Case 3307

Applicant requested an initial teaching license with endorsement for elementary education. Review was required due to an alternative preparation pathway. Applicant met in person with the Committee. The Licensure Review Committee recommends approval of an initial teaching license with endorsement for elementary education K-6, based on: achievement of licensure in Missouri through completion of the Kansas City Teacher Residency Program; educational background including completion of a master of education degree in urban education through Park University; and verified teaching experience as a second grade teacher; and presentation of evidence of meeting elementary education program standards 2-7 and professional education standards 3-8. Moved by Ashlie Jack, seconded by Marc Williams, and approved unanimously.

Case 3309

Applicant requested an initial teaching license with endorsement for elementary education. Review was required due to an alternative preparation pathway. Applicant met in person with the Committee. The Licensure Review Committee recommends approval of an initial teaching license with endorsement for elementary education K-6, based on: achievement of licensure in Missouri through the American Board for Certification of Teacher Excellence (ABCTE); classroom experiences as a paraprofessional, student teacher, and special education teacher; current educational background, having completed half of an approved high incidence special education program. Moved by Heidi Bolt, seconded by Marc Williams, and approved unanimously.

Case 3314

Applicant requested consideration of education and accredited and non-accredited teaching and leadership experiences in Missouri to meet the requirement for a professional level teaching

(continued)

license for high incidence special education K-6 and 6-12, and an initial license for building leadership PreK-12. Review for the teaching license was required due to completion of an alternative preparation pathway. Review was required for the leadership license due to the need for the professional level teaching license. The Licensure Review Committee recommends approval of a professional level teaching license with endorsement for high incidence K-6 and 6-12, and the initial leadership license for building leadership PreK-12 based on: educational background including completion of an approved alternative teaching program and approved building leadership program through Northwest Missouri University and acceptance of three years of non-accredited experience as appropriate and equivalent experience to meet the fifth year of required experience for the professional level teaching license. Moved by Ruth Schneider, seconded by Marc Williams, and approved unanimously.

Case 3315

Applicant requested an initial leadership license for building leadership PreK-12. Review was required due to the requirement of five years of accredited experience for issuance of a building leadership license. The Licensure Review Committee recommends approval of an initial leadership license for building leadership PreK-12 based on: five years of pre-kindergarten teaching experience; 1 year of pre-kindergarten experience covered by a state board policy for teaching pre-kindergarten under an elementary K-6 license; three years under a valid early childhood unified B-K endorsement; and one year of non-accredited pre-kindergarten experience under her elementary endorsement prior to implementation of the board policy. Moved by Marc Williams, seconded by Ruth Schneider; and approved unanimously.

Case 3316

Applicant requested review of three years of non-accredited teaching experience in an international school as appropriate and equivalent to meet the fifth year of the experience requirement for an initial school leadership license for building leadership PreK-12. Review was required because the application had only four of the required five years of accredited teaching experience. The Licensure Review Committee recommends approval of three years of non-accredited teaching experience in an international school as appropriate and equivalent to one year of accredited experience to meet the fifth year of experience required for a building leadership license. Moved by Heidi Bolt, seconded by Ashlie Jack, and approved unanimously.

Case 3317

Applicant requested a professional level teaching license. Review was required due to the requirement for a professional level teaching license in order to be issued a school specialist license for reading specialist. The Licensure Review Committee recommends approval of a professional level teaching license for English language arts 5-8 and school specialist license for reading specialist, based on: original teacher preparation outside the United States; completion of a master of science degree and approved reading specialist program from Florida International University;

(continued)

two years of accredited teaching experience Florida; and nine additional years of non-accredited experiences in Florida and Pennsylvania. Moved by Marc Williams, seconded by Ashlie Jack, and approved unanimously.

Case 3321

Applicant requested the addition of an elementary endorsement K-6 to a valid Kansas teaching license. Review was required because the endorsement was added to a Missouri license based on passing a content test, and Kansas requires completion of an approved elementary education program in addition to the test. The Licensure Review Committee recommends approval of the addition of an elementary education endorsement K-6 based on adding the endorsement to a Missouri license and 12 years of accredited teaching experience in elementary education in a Missouri school district. Moved by Bruce Major, seconded by Heidi Bolt, and approved unanimously.

Case 3322

Applicant requested an initial teaching license for elementary education K-6. Review was required due to an alternative preparation pathway. The Licensure Review Committee recommends approval of an initial license for elementary education K-6 based on: achievement of licensure in Missouri through completion of the American Board for Certification of Teacher Excellence (ABCTE); educational background including completion of elementary and professional education coursework while earning a bachelor of arts degree in education from Arizona State University; and verified non-accredited experiences as an elementary and early childhood teacher. Moved by Heidi Bolt, seconded by Ashlie Jack, and approved unanimously.

Case 3324

Applicant requested the addition of high incidence special education PreK-12 and elementary education to her Kansas license. Review was required because the endorsements were added to a Texas license based on passing content tests, and Kansas requires completion of an approved program in addition to the content test. The Licensure Review Committee recommends approval of the addition of elementary education K-6 and high incidence special education PreK-12 based on: education background including completion of an approved teacher preparation for English language arts and a master's degree in reading and literacy; achievement of the endorsements in Texas; two years of teaching experience in special education in Texas; two years of experience teaching ELA in Nebraska; and one year of special education experience in Kansas under a waiver. Moved by Marc Williams; seconded by Bruce Major, and approved unanimously.

Case 3325

Applicant requested an initial license for elementary education K-6. Review was required due to an alternative preparation pathway. The Licensure Review Committee recommends approval of an initial license for elementary education K-6 based on: achievement of the license in Texas through
(continued)

completion of the A+ Texas Teachers program and three years of accredited experience as an elementary teacher in a Texas school district. Moved by Marc Williams, seconded by Ruth Schneider, and approved unanimously.

Case 3326

Applicant requested an initial teaching license with endorsement for English language arts, 6-12. Review was required due to an alternative pathway preparation program. The Licensure Review Committee recommends approval of an initial teaching license with endorsement for English language arts, 6-12 based on: achievement of a Colorado license through completion of the Public Education and Business Coalition (PEBC) in Denver, CO that included a residency year; subsequent earning of a master of arts degree in education from Adam State University; and three years of accredited experience teaching ELA 6-8 in a CO school district. Moved by Marc Williams, seconded by Heidi Bolt, and approved unanimously.

Case 3327

Applicant requested an initial license for elementary education K-6. Review was required due to an alternative preparation pathway. The Licensure Review Committee recommends approval of an initial license for elementary education K-6 based on: achievement of the license in Texas through completion of the A+ Texas Teachers program and four years of accredited experience as an elementary teacher in a Texas school district. Moved by Ashlie Jack, seconded by Ruth Schneider, and approved unanimously.

Case 3328

Applicant requested an initial teaching license with endorsements for elementary education K-6 and high incidence special education K-12. Review was required due to an alternative preparation pathway. The Licensure Review Committee recommends approval of an initial license for elementary education K-6 and high incidence special education based on: achievement of the license and endorsements in Florida through completion of the Teacher Ready program; subsequent achievement of a license with the endorsements in Georgia and Missouri, educational background including methods courses in the four core elementary areas; 1.5 years of accredited experience as an elementary teacher in Florida; two years of special education teaching experience in Georgia and one full semester in Missouri. Moved by Heidi Bolt, seconded by Marc Williams, and approved unanimously.

Case 3329

Applicant requested a professional level teaching license for secondary English and an initial school leadership license for building leadership. Review for the teaching license was required due to an alternative preparation pathway. Review for the building leadership license was due to lack of the professional level license, and consideration of non-accredited experience as appropriate and equivalent to meet the five years of accredited experience. Consideration of the non-accredited

(continued)

experience was also required to meet a recency requirement for a Kansas license. Applicant met in person with the Committee. The Licensure Review Committee recommends approval of a professional level teaching license for English language arts, and an initial school leadership license for building leadership based on: achievement of the Oklahoma license for English language arts through completion of the Oklahoma alternative program and a bachelor of science degree in English; additional education including a master of science degree in library media; accredited and non-accredited teaching experiences from 2004-2010; completion of an approved building leadership program and master of education degree; and six years of experience in a non-accredited private school in Oklahoma as assistant headmaster and superintendent. Moved by Ashlie Jack, seconded by Marc Williams, and approved unanimously.

Case 3330

Applicant requested the addition of an endorsement for PreK-12 high incidence special education to a Kansas license. Review was required because applicant applied directly to the Missouri State Department and meet minimum coursework requirements through a coursework analysis process to earn the Missouri license. Kansas requires completion of an approved program plus the content test. The Licensure Review Committee recommends approval of the approval for the addition of an endorsement for PreK-12 high incidence special education to a Kansas license based on achievement of the comparable endorsement on a Missouri license, a master of science degree in special education through Northwest Missouri State University and passing the Kansas content test. Moved by Heidi Bolt, seconded by Ruth Schneider, and approved unanimously.



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Janet Waugh District 1	Steve Roberts District 2	Michelle Dombrosky District 3	Ann E. Mah District 4	Jean Clifford District 5
Dr. Deena Horst District 6	Ben Jones District 7	Kathy Busch District 8	Jim Porter District 9	Jim McNiece District 10

Subject: Chair's Report & Requests for Future Agenda Items

These updates will include:

- a. Committee Reports
- b. Board Attorney's Report
- c. Requests for Future Agenda Items

Note: Individual Board Member Reports are to be submitted in writing.

Item Title:

Act to designate State Board of Education member to NASBE delegate assembly for 2020

Recommended Motion:

It is moved that the Kansas State Board of Education designate a member as the state's voting delegate and a member as the alternate delegate for the annual business meeting of the National Association of State Boards of Education.

Explanation of Situation Requiring Action:

Due to the COVID-19 pandemic, the National Association of State Boards of Education will conduct its annual conference in a virtual format for 2020. (Dates to be determined) The NASBE Board of Directors and conference planning committee intend to return to an in-person Annual Conference in October 2021 in Phoenix, Arizona.

NASBE will conduct its annual delegate assembly virtually on Oct. 23. For this business meeting and election of a new chair-elect, each state will designate one member as its voting delegate.

Item Title:

Act on payment of NASBE Membership Dues for 2021

Recommended Motion:

It is moved that the Kansas State Board of Education approve payment of calendar year 2021 dues and retain membership in the National Association of State Boards of Education and the National Council of State Education Attorneys.

Explanation of Situation Requiring Action:

The National Association of State Boards of Education (NASBE), founded in 1958, is the only national membership organization whose members are solely from the state boards of education. NASBE is a nonpartisan, nonprofit organization that works to elevate state board members' voices in national and state policymaking. Among the member benefits are education research and analysis, state board development, discounted registration and governance opportunities. The attached document details more about the organization.

NASBE's affiliate organizations are:

- The National Council of State Boards of Education Executives (NCSBEE), serving individuals who provide administrative and other support to state boards.
- The National Council of State Education Attorneys (NCOSEA), composed of attorneys who represent and advise state boards.

The membership rate has remained the same since 2011. The 2021 invoice for a total amount of \$24,985 is provided.

Benefits of NASBE Membership

The National Association of State Boards of Education (NASBE) develops, supports, and empowers citizen leaders on state boards of education to strengthen public education systems so students of all backgrounds and circumstances are prepared to succeed in school, work, and life. For more than 60 years, NASBE has been the only organization focused on state boards.

Attending Events Designed for State Boards. NASBE hosts meetings each year for board members to engage with national experts and network with peers from other states. Membership includes the following:

- two free registrations to the New Member Institute, including travel and lodging (in 2020 only, available free to all state board members on a virtual platform due to covid lockdown)
- discounted registration for NASBE’s Annual Conference
- discounted registration for NASBE’s Legislative Conference

Building the Knowledge and Elevating the Role of State Boards. Throughout the year, members may take advantage of opportunities to learn more about trending education topics, explore the latest research and evidence available for policymaking, learn about initiatives in other states, and share their successes with the wider membership. NASBE offerings include the following:

- special interest meetings and convenings that bring together state board members and national policy experts to examine key policy issues affecting state boards
- webinars and publications on topics of high interest to state board members
- regularly scheduled virtual “office hours” for members to join with fellow board members across the country to gain insight into shared state policy issues.

Leveraging a Trusted, Knowledgeable, and Expert Staff. At a state board’s request, NASBE’s team will identify best practices, share policy lessons learned from other states, and provide a national landscape on a specific issue. NASBE’s team can also offer personalized support, including needs assessment, a policy audit, or a goal-setting process.

Empowering State Boards and Capacity Building. NASBE offers member boards tools and resources to enable them to create the conditions for students to achieve excellence:

- state board strategic planning
- boardsmanship
- board self-evaluation
- leading for equity and excellence

Receiving NASBE Publications. Members turn to NASBE for accurate and research-based information about the latest issues in education.

- *State Education Standard.* Our journal, written by subject-matter experts, provides cover-to-cover insight into select education policy issues of the day.

- *Education Leaders Reports* cover hot topics as well as over-the-horizon thinking on education. They provide background on policy issues, relevant research, and practical steps that the research findings imply for state policymaking.
- *State Innovations* provide concise examples of the policymaking experiences of particular state boards of education. These reports serve as a source of new ideas for other states' policymaking, contacts to enable cross-state networking on key issues, and benchmarking.
- *Policy Updates* are two-page briefs on changes in federal education policy, state policy impacts, and trends in education.
- *Power of the Question*. Questions are a powerful policy lever. These brief publications help boards know what to ask on particular policy topics on their agendas.
- *State Board Insight*. Data and trend analysis drawn directly from state boards' monthly meeting agendas and minutes.
- *Boardsmanship Reviews* offer practical ideas on how to become a better member of a state board of education.

Applying for State Stipends. On selected board issues, NASBE offers competitive grant stipends to member state boards to further their state work. Stipends may be used to cover in-state meetings, technical assistance, and board professional development.

Elevating a National Voice. As the national voice of state board members in the United States and U.S. territories, NASBE has long represented its membership on critical education issues before Congress, the U.S. Department of Education, and other federal agencies. Member states are entitled to name one individual to serve on the Government Affairs Committee, which coordinates this work, and one individual to serve on the Public Education Positions committee, which develops NASBE's policy positions to guide this work.

Conducting Executive Searches. NASBE will assist state boards that are seeking a new chief state school officer. Member states receive a substantial discount.

Supporting Affiliated Organizations. NASBE recognizes two affiliate organizations whose members do not vote for NASBE officers but are otherwise entitled to the full benefits of membership.

- The National Council of State Boards of Education Executives (NCSBEE) is the national organization serving individuals who provide administrative and other support to state boards.
- The National Council of State Education Attorneys (NCOSEA) is composed of attorneys who represent and advise state boards.

Engaging in Governance Opportunities. State boards are encouraged to nominate their members to serve on NASBE committees and the national Board of Directors.

OUR MISSION

A nonpartisan, nonprofit organization, NASBE elevates state board members' voices in national and state policymaking, facilitates the exchange of informed ideas, and supports members in advancing equity and excellence in public education for all students regardless of race, gender, or circumstance.

Contact Robert Hull, NASBE's president and CEO, at robert.hull@nasbe.org with membership questions.

"NASBE was instrumental in designing the process for evaluating our state superintendent, leading us to identify goals and metrics based on our strategic plan. The partnership with NASBE enabled us to set up an effective means of self-evaluation and holding state leadership accountable."

—Dr. John Kelly, Mississippi State Board of Education

"I am a better state board member because of the training, counsel, and interaction with NASBE. NASBE has also been a direct support to our state. The Kansas State Board of Education developed stronger relationships with our school administrators, especially those in small school districts, through activities and programs underwritten by a NASBE stipend. NASBE provides state board members with the supports necessary to meet the challenges of our times. I cannot imagine serving my state without the support and fellowship of NASBE."

—Jim McNiece, Kansas State Board of Education

"NASBE provides a wealth of benefits that stretch from top-notch, unbiased policy research to professional development and a prominent voice in shaping national education policy. More crucially, NASBE offers a forum where state education leaders from diverse regions and backgrounds can come together and not only learn from one another but create a common vision for public education and what's best for children, regardless of whether they come from rural, urban, red, blue, north, south, or even non-states like the District of Columbia. Not only is NASBE great bang for the (minimal) buck, it is an amazing group of people."

—Mary Lord, past member of the DC State Board of Education

"With the passage of ESSA, which gives states important new opportunities but also important new responsibilities in the field of public education, it is important that state boards of education remain engaged in fully understanding the changing federal landscape and also in advocating for an implementation to that new federal law that does right by all of our students across this diverse country."

—Jay Barth, member of the Arkansas State Board of Education

National Association of State Boards of Education
123 North Pitt Street
Suite 350
Alexandria, VA 22314
FED ID # 46-0282694

Invoice

Peggy Hill
900 SW Jackson St, Ste 600
Topeka, KS 66612

Customer Number: 00-KANSAS
Invoice Date: June 10, 2020
Invoice #: 0020103-IN

Item	Description	Number	Quantity	Amount
2021 STATE DUES	2021 NASBE MEMBERSHIP DUES	EACH	1	\$24,835.00
2021 PUBS	2021 PUBLICATIONS ANNUAL	EACH	1	20.00
2021 NCOSEA DUES	2021 NCOSEA MEMBERSHIP DUES	EACH	1	130.00
Total Due				\$24,985.00

For wire transfer information, contact Sharon Cannon (sharon.cannon@nasbe.org)



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Janet Waugh District 1	Steve Roberts District 2	Michelle Dombrosky District 3	Ann E. Mah District 4	Jean Clifford District 5
Dr. Deena Horst District 6	Ben Jones District 7	Kathy Busch District 8	Jim Porter District 9	Jim McNiece District 10

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
06/14/2020	06/27/2020	06/25/2020	07/10/2020
06/28/2020	07/11/2020	07/09/2020	07/24/2020
07/12/2020	07/25/2020	07/23/2020	08/07/2020



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Jim Porter
District 9

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District 5
Jim McNiece
District 10

WEDNESDAY, JULY 15, 2020 MEETING AGENDA

- | | |
|-----------------|--|
| 9:00 a.m. | 1. Call to Order |
| | 2. Roll Call |
| | 3. Approval of Agenda |
| 9:05 a.m. (AI) | 4. Discuss and act to accept <i>Navigating Change 2020</i> |
| 10:45 a.m. | Break |
| 11:00 a.m. (AI) | 5. Legislative Matters: Discuss options and act on budget recommendations for Fiscal Year 2022 |
| Noon | ADJOURN |

PLEASE NOTE:

Streaming: The public may listen to and observe the meeting through livestreaming at <https://www.ksde.org/Board/Kansas-State-Board-of-Education/Streaming-Media>

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4

Staff Initiating:

Brad Neuenswander

Deputy Commissioner:

Brad Neuenswander

Commissioner:

Randy Watson

Meeting Date: 7/15/2020

Item Title:

Discuss and act to accept *Navigating Change 2020*

Recommended Motion:

It is moved that the Kansas State Board of Education accept the guidelines for *Navigating Change 2020* to assist schools in their preparations for the 2020-21 school year.

Explanation of Situation Requiring Action:

In order to provide resources and guidance for the safe return of students and staff in the fall of 2020, the Learning for the Future Task Force was assembled. This team was charged with developing a comprehensive way to ensure academic rigor and that schools can assess student learning in meaningful and actionable ways.

Nearly 100 Kansas teachers, administrators, service centers, educational consultants, KSDE program directors and more reviewed and analyzed current Kansas standards and developed a competency-based model in PreK-2, 3-5, 6-8 and 9-12 grade bands. The work of these teams was completed in early June. These guidelines seek to provide school districts with the foundation for planning and implementing a competency-based curriculum, instruction and assessment model.

Following the development of these guidelines and transition to Stage 2, implementation teams were formed around the four grade bands to review the guidance documents and provide feedback on how Kansas schools and educators could implement these types of blended learning models. At the same time, an Operations Team worked to develop guidance on how to reopen schools safely -- including sanitation, social distancing, busing and food service. Membership of the Operations Team included administrators, teachers, nutrition, transportation, nurses, board clerks, State Board of Education members, local boards of education, county health officials, KDHE staff local county health department officials and a legislator. In all, about 180 contributors were involved with Stage 2, which occurred through the end of June.

Stage 3 of this work involved approximately 500 educators in advising the State Board and KSDE on the professional development needed for teachers to embrace this change and what policies may need to be adjusted by the State Board or KSDE in order to ensure that learning can take place in multiple environments.

The result is the *Navigating Change 2020* document of guidance and suggestions to assist schools in their preparations for the 2020-21 school year.



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Item Title: Legislative Matters

From: Dale M. Dennis

DISCUSS AND APPROVE FY 2022 BUDGET OPTIONS

Attached are the budget options for education state aid programs for FY 2022 to be discussed at the July meeting. Due to the large size of the KSDE budget, the State Board is asked to make decisions in July to allow KSDE staff adequate time proceed with the preparation of the budget and comply with the Sept. 15, 2020 due date.

STATE BOARD OF EDUCATION

FISCAL YEAR 2022 BUDGET OPTIONS
July 15, 2020



Kansas leads the world in the success of each student.

FY 2022 – BUDGET OPTIONS Base Aid for Student Excellence (BASE)

HISTORY (KSA 72-5132)

2005-06	\$ 4,257		
2006-07	\$ 4,316		
2007-08	\$ 4,374		
2008-09	\$ 4,400 (Reduced from \$4,433)		
2009-10	\$ 4,012		
2010-11	\$ 3,937		
2011-12	\$ 3,780		
2012-13	\$ 3,838		
2013-14	\$ 3,838		
2014-15	\$ 3,852		
2015-16	\$ 3,852		
2016-17	\$ 3,852		
2017-18	\$ 4,006		
2018-19	\$ 4,165		
2019-20	\$ 4,436*	<u>Percent Increase</u>	<u>Increase</u>
2020-21	\$ 4,569*	5.5%	\$ 160,925,000
2021-22	\$ 4,706*	3.1%	\$ 95,465,000
2022-23	\$ 4,846*	3.1%	\$ 98,371,000
			\$ 101,421,000

* BASE amounts established in state law and approved by the Kansas Supreme Court.



FY 2022 – BUDGET OPTIONS

Base Aid for Student Excellence (BASE)

APPROVED

FY 2021	\$ 3,156,019,341
FY 2022	\$ 3,254,390,486

OPTIONS Additional Cost

FY 2021 – Fund Law (Supplemental Request)	\$ 44,863,000
--	---------------

Due to an anticipated increase in the number of students qualifying for free lunch resulting from COVID-19, funding for at-risk and high-density at-risk weighting is projected to increase \$44.9 million.



FY 2022 – BUDGET OPTIONS

Supplemental General State Aid (Local Option Budget)

HISTORY (KSA 72-5145)

2008-09	\$ 280,819,012
2009-10	\$ 336,440,519 (prorated at 90%)
2010-11	\$ 385,298,517 (prorated at 91.7%)
2011-12	\$ 339,211,730 (prorated at 86.1%)
2012-13	\$ 339,222,139 (prorated at 79.0%)
2013-14	\$ 339,213,964 (prorated at 79.3%)
2014-15	\$ 452,257,384 (92.0%)
2015-16	\$ 414,832,745 (99.0%)
2016-17	\$ 470,625,852 (100.0%)
2017-18	\$ 454,500,000 (100.0%)
2018-19	\$ 494,300,000 (100.0%)
2019-20	\$ 503,300,000 (100.0%)
2020-21	\$ 513,400,000 (100.0%)



FY 2022 – BUDGET OPTIONS

Supplemental General State Aid (Local Option Budget)

APPROVED

2021-22 \$ 521,200,000*

*Includes an increase of \$7.8 million over 2020-21

OPTIONS

Additional Cost

FY 2021 – Fund Law
(Supplemental Request) \$ 6,057,000

Due to an anticipated increase in the number of students qualifying for free lunch resulting from COVID-19, and resulting increase in General State Aid, an additional estimated \$6,057,000 is needed to fully fund Supplemental General State Aid.



FY 2022 – BUDGET OPTIONS

Capital Improvement State Aid

HISTORY (KSA 72-5462)

2011-12	\$ 104,786,506
2012-13	\$ 111,549,593
2013-14	\$ 129,726,374
2014-15	\$ 145,009,015
2015-16	\$ 163,341,697
2016-17	\$ 179,711,657
2017-18	\$ 189,764,242
2018-19	\$ 202,100,232
2019-20	\$ 208,000,000
2020-21	\$ 213,000,000



FY 2022 – BUDGET OPTIONS

Capital Improvement State Aid

APPROVED

2021-22 – Fund Law \$ 218,000,000*

*Includes an increase of \$5.0 million over 2020-21



FY 2022 – BUDGET OPTIONS

Capital Outlay State Aid

HISTORY (KSA 72-53,126)

2008-09	\$ 22,338,828
2009-10	\$ 0
2010-11	\$ 0
2011-12	\$ 0
2012-13	\$ 0
2013-14	\$ 0
2014-15	\$ 28,927,119
2015-16	\$ 27,047,902
2016-17	\$ 58,039,060
2017-18	\$ 60,530,721
2018-19	\$ 64,961,024
2019-20	\$ 73,200,000
2020-21	\$ 75,800,000



FY 2022 – BUDGET OPTIONS

Capital Outlay State Aid

APPROVED

2021-22 – Fund Law \$ 78,500,000*

*Includes an increase of \$2.7 million over 2020-21



FY 2022 – BUDGET OPTIONS

Juvenile Detention Facilities

HISTORY (KSA 72-1173)

2013-14	\$ 4,692,480	
2014-15	\$ 4,632,405	
2015-16	\$ 4,542,828	
2016-17	\$ 4,060,366	
2017-18	\$ 4,083,589	
2018-19	\$ 3,975,243	
2019-20	\$ 5,060,528	
2020-21	\$ 5,060,528	
2021-22	\$ 5,060,528	(Fund Current Law)

This program provides funding for each student served in the amount of two times the BASE amount or actual expenditures, whichever is less.



FY 2022 – BUDGET OPTIONS

Special Education

HISTORY (KSA 72-3422) Current law provides for 92% of excess cost.

2008-09	\$ 427,718,409 (92.0%)	
2009-10	\$ 367,427,058 (88.7%)	Plus ARRA--\$ 56,517,430
2010-11	\$ 388,982,076 (92.0%)	Plus ARRA--\$ 54,453,996
2011-12	\$ 428,530,074 (88.4%)	
2012-13	\$ 430,426,151 (82.8%)	
2013-14	\$ 428,702,584 (80.1%)	
2014-15	\$ 428,360,566 (80.8%)	
2015-16	\$ 434,754,409 (80.0%)	
2016-17	\$ 435,469,632 (79.6%)	
2017-18	\$ 445,981,646 (78.5%)	
2018-19	\$ 490,366,856 (81.4%)	
2019-20	\$ 497,894,780 (75.3%)	
2020-21	\$ 505,380,818 (72.0%)	



FY 2022 – BUDGET OPTIONS

Special Education – Per Teacher Reimbursement Amount

<u>Year</u>	<u>Actual</u>
2013-14	\$27,900
2014-15	\$27,520
2015-16	\$27,955
2016-17	\$27,750
2017-18	\$28,010
2018-19	\$30,085
2019-20	\$29,800 (Estimate)
2020-21	\$29,510 (Estimate)
2021-22	\$29,210 (Estimate)



FY 2022 – BUDGET OPTIONS

Special Education

HISTORY -- Current law provides for 92% of excess cost.

	Approved in Five-Year School Finance Plan	<u>Additional Cost</u>
2021-22	\$ 512,880,818 (69.2%)	\$ 7,500,000



FY 2022 – BUDGET OPTIONS

Special Education

OPTION 1

		<u>Additional Cost</u>
2021-22	\$ 512,880,818 (69.2%)	\$ 0

Fund 5-year school finance plan.
Recommend no additional funding.



FY 2022 – BUDGET OPTIONS

Special Education – **OPTION 2**

<u>Amount</u>	<u>Percent of Excess Cost</u>	<u>Additional Cost</u>	<u>Comments</u>
\$ 533,647,984	72%	\$ 20,767,166	Same percent as 2020-21
\$ 555,883,316	75%	\$ 43,002,498	Additional 6 percent
\$ 578,118,649	78%	\$ 65,237,831	Additional 9 percent
\$ 600,353,982	81%	\$ 87,473,164	Additional 12 percent
\$ 622,589,314	84%	\$ 109,708,496	Additional 15 percent
\$ 644,824,647	87%	\$ 131,943,829	Additional 18 percent
\$ 667,059,980	90%	\$ 154,179,162	Additional 21 percent
\$ 681,883,535	92%	\$ 169,002,717	Fully funds law



FY 2022 – BUDGET OPTIONS

Special Education

OPTION 3

		<u>Additional Cost</u>
2021-22	\$ 576,080,818 (77.7%)	\$ 63,200,000
2022-23	\$ 639,280,818 (82.1%)	\$ 63,200,000
2023-24	\$ 702,480,818 (86.0%)	\$ 63,200,000
2024-25	\$ 765,680,818 (89.2%)	\$ 63,200,000
2025-26	\$ 828,880,818 (92.0%)	\$ 63,200,000

Five-year phase-in to fund current law. Assumes 5% annual growth in special education expenditures.



FY 2022 – BUDGET OPTIONS

Parents as Teachers

HISTORY (KSA 72-4161)

2008-09	\$ 7,521,357
2009-10	\$ 7,527,019
2010-11	\$ 7,359,130
2011-12	\$ 7,237,635
2012-13	\$ 7,237,635
2013-14	\$ 7,237,635
2014-15	\$ 7,237,635
2015-16	\$ 7,237,635
2016-17	\$ 6,639,505 (TANF)
2017-18	\$ 7,237,635
2018-19	\$ 8,162,592 (Reduced local match from 65% to 50%)
2019-20	\$ 8,437,635
2020-21	\$ 8,437,635



FY 2022 – BUDGET OPTIONS

Parents as Teachers

OPTIONS

		<u>Additional Cost</u>
2021-22	Increase number of students served by 2,000	\$ 1,875,000
2021-22	Increase number of students served by 1,000	\$ 937,500
2021-22	Fund at 2020-21 level	\$ 0



FY 2022 – BUDGET OPTIONS

Mentor Teacher Program

HISTORY (KSA 72-2561)

2008-09	\$ 1,725,503
2009-10	\$ 1,358,372
2010-11	\$ 1,417,423
2011-12	\$ 0
2012-13	\$ 0
2013-14	\$ 0
2014-15	\$ 0
2015-16	\$ 0
2016-17	\$ 0
2017-18	\$ 798,435
2018-19	\$ 1,300,000
2019-20	\$ 1,300,000
2020-21	\$ 1,300,000



FY 2022 – BUDGET OPTIONS

Mentor Teacher Program

OPTIONS

		<u>Additional Cost</u>
2021-22	Fund law	\$ 1,700,000
2021-22	Fund first two years of program	\$ 1,000,000
2021-22	Fund at 2020-21 level	\$ 0



FY 2022 – BUDGET OPTIONS

Professional Development

HISTORY (KSA 72-2544)

2008-09	\$ 1,745,037
2009-10	\$ 0
2010-11	\$ 0
2011-12	\$ 0
2012-13	\$ 0
2013-14	\$ 0
2014-15	\$ 0
2015-16	\$ 0
2016-17	\$ 0
2017-18	\$ 1,700,000
2018-19	\$ 1,700,000
2019-20	\$ 1,700,000
2020-21	\$ 1,700,000



FY 2022 – BUDGET OPTIONS

Professional Development

OPTIONS

		<u>Additional Cost</u>
2021-22	Fund 100% of law	\$ 9,000,000
2021-22	Fund 75% of law	\$ 6,325,000
2021-22	Fund 50% of law	\$ 3,650,000
2021-22	Fund at 2020-21 level	\$ 0



FY 2022 – BUDGET OPTIONS

Transportation (KSA 72-6487)

OPTIONS

		<u>Additional Cost</u>
2021-22	Decrease mileage limit from 2.5 to 2.0	\$ 9,250,000
2021-22	Decrease mileage limit from 2.5 to 1.5	\$18,550,000
2021-22	Decrease mileage limit from 2.5 to 1.25	\$22,675,000
2021-22	Fund current law (2.5 miles)	\$ 0

Legislative study recommended reducing the threshold for computing state aid from 2.5 to 1.5 miles.



FY 2022 – BUDGET OPTIONS

School Lunch

HISTORY (KSA 72-17,132)

2009-10	\$ 2,435,171 (4.3 cents per lunch)
2010-11	\$ 2,435,171 (4.3 cents per lunch)
2011-12	\$ 2,487,458 (4.3 cents per lunch)
2012-13	\$ 2,510,486 (4.6 cents per lunch)
2013-14	\$ 2,510,486 (4.7 cents per lunch)
2014-15	\$ 2,510,429 (4.7 cents per lunch)
2015-16	\$ 2,510,483 (4.7 cents per lunch)
2016-17	\$ 2,510,486 (4.8 cents per lunch)
2017-18	\$ 2,510,486 (4.6 cents per lunch)
2018-19	\$ 2,510,486 (4.5 cents per lunch)
2019-20	\$ 2,510,486 (4.4 cents per lunch)
2020-21	\$ 2,510,486 (4.3 cents per lunch)



FY 2022 – BUDGET OPTIONS

School Lunch

OPTIONS

		<u>Additional Cost</u>
2021-22	\$ 3,550,486 (6.0 cents per lunch)	\$ 1,040,000
2021-22	Meet federal maintenance of effort requirements	\$ 0



FY 2022 – BUDGET OPTIONS

National Board Certification

HISTORY (KSA 72-2166)

2008-09	\$ 276,400
2009-10	\$ 26,500 (scholarships only)
2010-11	\$ 24,500 (scholarships only)
2011-12	\$ 48,500 (scholarships only)
2012-13	\$ 25,500 (scholarships only)
2013-14	\$ 14,169 (scholarships only)
2014-15	\$ 242,894
2015-16	\$ 258,511
2016-17	\$ 261,115
2017-18	\$ 218,366
2018-19	\$ 244,133
2019-20	\$ 360,693
2020-21	\$ 360,693



FY 2022 – BUDGET OPTIONS National Board Certification

OPTIONS

		<u>Additional Cost</u>
2021-22	Fund at current level	\$ 0



FY 2022 – BUDGET OPTIONS Pre-K Pilot

Program currently serves approximately 3,000 three- and four-year-old students, including at least 50 percent who are at-risk.

History	
2016-17	\$ 3,858,696 (TANF)
2017-18	\$ 2,942,528 (TANF)
2018-19	\$ 7,136,730 (CIF and TANF)
2019-20	\$ 8,332,317 (CIF and TANF)
2020-21	\$ 8,332,317 (CIF and TANF)



FY 2022 – BUDGET OPTIONS

Pre-K Pilot

OPTIONS

		<u>Additional Cost</u>
2021-22	Fund at 2020-21 level	\$ 0



FY 2022 – BUDGET OPTIONS

Career and Technical Education Transportation

HISTORY

2012-13	\$ 554,442
2013-14	\$ 695,558 (62.3% proration)
2014-15	\$ 650,849 (49.2% proration)
2015-16	\$ 652,608 (46.5% proration)
2016-17	\$ 650,000 (42.0% proration)
2017-18	\$ 650,000 (41.0% proration)
2018-19	\$ 650,000 (37.8% proration)
2019-20	\$ 650,000 + \$1,201,884 Transfer of Savings (91.9% proration)
2020-21	\$ 650,000 + \$392,882 Allocation Adjustment (47.4% proration)



FY 2022 – BUDGET OPTIONS

Career and Technical Education Transportation

OPTIONS

		<u>Additional Cost</u>
2021-22	Fully fund (100% proration)	\$ 1,800,000
2021-22	Fund at 2020-21 appropriation level (\$650,000)	\$ 0



Other Programs/Legislative Initiatives

Discretionary Grants -- \$312,500

	<u>After School Programs</u>	<u>Middle School After School Programs</u>	<u>Total</u>
2011-12	\$ 187,500	\$ 125,000	\$ 312,500
2012-13	\$ 187,500	\$ 125,000	\$ 312,500
2013-14	\$ 187,500	\$ 125,000	\$ 312,500
2014-15	\$ 187,500	\$ 125,000	\$ 312,500
2015-16	\$ 187,500	\$ 125,000	\$ 312,500
2016-17	\$ 187,500	\$ 125,000	\$ 312,500
2017-18	\$ 187,500	\$ 125,000	\$ 312,500
2018-19	\$ 187,500	\$ 125,000	\$ 312,500
2019-20	\$ 187,500	\$ 125,000	\$ 312,500
2020-21	\$ 187,500	\$ 125,000	\$ 312,500



Other Programs/Legislative Initiatives
Discretionary Grants -- \$312,500

OPTIONS

		<u>Total Cost</u>
2021-22	Fund at 2020-21 appropriation level	\$ 312,500



Other Programs/Legislative Initiatives
Information Technology Education Opportunities
(JourneyEd Contract) -- \$ 500,000

This contract is bid at the request of the Legislature and approved by the State Board.

Funds testing fees for Kansas high school students seeking to obtain Microsoft Office certification.

During the 2018-2019 school year, 2,191 students received certification.



Other Programs/Legislative Initiatives
 Information Technology Education Opportunities
 (JourneyEd Contract) -- \$500,000

		<u>Total Cost</u>
2021-22	Fund at 2020-21 appropriation level	\$ 500,000



Other Programs/Legislative Initiatives
 Juvenile Transitional Crisis Pilot (Beloit) -- \$ 300,000

Funding was first approved by the 2018 Legislature to develop a regional crisis center pilot project at the Beloit special education cooperative.

Founded on research and evidence-based practices designed to meet social and emotional needs of students identified as at-risk or with disabilities.

Provide individualized programming to students to obtain their high school diploma and job skills while working through the social skills program.



Other Programs/Legislative Initiatives
 Juvenile Transitional Crisis Pilot (Beloit) -- \$ 300,000

		<u>Total Cost</u>
2021-22	Continue funding at 2020-21 level	\$ 300,000



Other Programs/Legislative Initiatives
 Kansas Safe and Secure Schools -- \$ 5,000,000

Approved by the Legislature beginning in FY 2019.

State Board shall adopt and approve statewide standards for making public school buildings safe and secure.

School districts shall adopt a comprehensive school safety and security plan.

School districts can make application for grants to pay for building upgrades such as installing secure doors and windows, detection devices, security cameras, intercoms and other safety features.

State Board shall establish curriculum guidelines for a standardized firearm safety education program.



Other Programs/Legislative Initiatives
 Kansas Safe and Secure Schools -- \$ 5,000,000

		<u>Total Cost</u>
2021-22	Continue funding at 2020-21 level	\$ 5,000,000



Other Programs/Legislative Initiatives
 Mental Health Intervention Team (MHIT) Pilot Program -- \$ 12,673,886

Program initiated by Legislature beginning in FY 2019 to authorize the Kansas State Board of Education to implement the MHIT Pilot Program to improve social-emotional wellness and outcomes for students by increasing schools' access to counselors, social workers and psychologists statewide.

<u>Year</u>	<u>Expenditures/Appropriation</u>	<u>Number of Participating USD's</u>	<u>Number of Students Served</u>
2018-19	\$ 7,332,504	9	1,708
2019-20	\$ 9,029,726	32	2,900
2020-21	\$12,673,886	50	4,500



Other Programs/Legislative Initiatives

Mental Health Intervention Team (MHIT) Pilot Program -- \$ 12,673,886

		<u>Total Cost</u>
2021-22	Continue funding at 2020-21 level	\$ 12,673,886



Other Programs/Legislative Initiatives

ACT and WorkKeys Assessment (KSA 72-5179) -- \$ 2,800,000

Ongoing program approved by the Legislature which permits each junior and senior in high school the opportunity to take the ACT and/or WorkKeys assessments and allows ninth-grade students to take the pre-Act assessment one time at the state's expense.



Other Programs/Legislative Initiatives
 ACT and WorkKeys Assessment -- \$ 2,800,000

		<u>Total Cost</u>
2021-22	Fund anticipated costs of this program	\$ 3,400,000

Under the current three year contract, which expires at the end of FY 2021, ACT calculated the fees to total \$2,992,500 for FY 2020 and \$3,185,000 for FY 2021. However, a provision in the contract limits the fees to the amount appropriated. We anticipate the cost may increase significantly since it will be necessary to re-bid the contract beginning with FY 2022.



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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.

