



900 S.W. Jackson Street, Suite 600  
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 www.ksde.org

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

## TUESDAY, OCTOBER 13, 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 September Minutes	<b>pg 5</b>
10:05 a.m. (IO)	6. Annual Report from Kansas State High School Activities Association	<b>pg 23</b>
10:30 a.m.	7. Citizens' Open Forum	<b>pg 25</b>
10:45 a.m. (AI)	8. Act on recommendation for Kansas Education Systems Accreditation	<b>pg 27</b>
10:55 a.m. (RI)	9. Receive Accreditation Review Council recommendations for Kansas Education Systems Accreditation	<b>pg 39</b>
11:20 a.m.	Break	
11:30 a.m. (IO)	10. Commissioner's Annual Report and Progress on State Board Outcomes	<b>pg 67</b>
12:15 p.m.	Lunch	
1:30 p.m. (IO)	11. Recognition of Confidence in Public Education recipients of ABC Award	<b>pg 69</b>
2:00 p.m. (IO)	12. Recognition of Complete High School as National School of Character	<b>pg 71</b>
2:20 p.m. (IO)	13. Recognition of Anti-Bullying Awareness Week in Kansas	<b>pg 73</b>

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Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, KS 66612  
 References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only  
 Services: Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact Peggy Hill at 785-296-3203, at least seven business days prior to a State Board meeting.  
 Website: Electronic versions of the agenda and meeting materials are available at [www.ksde.org/Board](http://www.ksde.org/Board). Information on live media streaming the day of the meeting is also posted there.  
 Next Meeting: Nov. 10, 2020 (one-day meeting) in Topeka

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

2:30 p.m. (IO)	14. Report on requirements and expectations for systems opting to postpone KESA activity	pg 75
2:55 p.m. (AI)	15. Potential action on extending postponement of KESA activity	pg 77
3:10 p.m. (AI)	16. Potential action on declaration extension of substitute teacher eligibility	pg 79
3:25 p.m.	Break	
3:35 p.m. (IO)	17. Update on Teacher Vacancy and Supply Committee and highlights of annual Licensed Personnel Report	pg 81
4:10 p.m. (RI)	18. Receive proposed revisions to School Wellness Policy Model Guidelines	pg 83
4:25 p.m. (AI)	19. Consent Agenda	
	a. Receive monthly personnel report	pg 101
	b. Act on personnel appointments to unclassified positions	pg 103
	c. Act on recommendations for Visiting Scholar licenses	pg 105
	d. Act on recommendations for licensure waivers	pg 107
	e. Act on recommendations of the Evaluation Review Committee for program approvals	pg 117
	f. Act on request to amend Kansas Integrated Accountability contract	pg 129
	g. Act on request to amend Microsoft Imagine Academy contract	pg 131
4:30 p.m. (IO)	20. Chairman’s Report and Requests for Future Agenda Items	pg 133
	a. Committee Reports	
	b. Board Attorney’s Report	
	c. Requests for Future Agenda Items	
	d. Distribution of evaluation forms for Commissioner, Board Attorney and Board Secretary	
5:05 p.m. (AI)	21. Act on Board Travel	pg 135
5:15 p.m.	<b>RECESS</b>	



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## WEDNESDAY, OCTOBER 14, 2020 MEETING AGENDA

- |                 |   |        |
|-----------------|---|--------|
| 9:00 a.m.       | 1. Call to Order  |        |
|                 | 2. Roll Call  |        |
|                 | 3. Approval of Agenda   |        |
| 9:05 a.m. (DI)  | 4. Discuss opportunities for microcredentialing and individualized professional development of licensed educators | pg 139 |
| 9:35 a.m. (IO)  | 5. Commissioner's opening remarks on supporting schools and families during pandemic                              | pg 141 |
| 9:45 a.m. (DI)  | 6. Discussion with Kansas Teacher of the Year team on impact of COVID-19  | pg 143 |
| 10:30 a.m.      | Break   |        |
| 10:40 a.m. (DI) | 7. Continued discussion on supporting schools and families during pandemic  | pg 145 |
|                 | a. Issues   |        |
|                 | b. Roles of State Board of Education  |        |
|                 | c. Responses  |        |
| Noon            | <b>ADJOURN</b>  |        |



# 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, September 8, 2020

**CALL TO ORDER**

Chairman Kathy Busch called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, Sept. 8, 2020 in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. She commended schools for their diligent work to make adjustments for this year.

(00:08:14)

**ROLL CALL**

All Board members participated, either in person or remotely:

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

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

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

**APPROVAL OF AMENDED AGENDA**

Chairman Busch announced these adjustments to the day’s agenda: addition in the morning of possible action on optional suspension of KESA activity for fall 2020, and postponement until the afternoon of action on recommendations of the Teacher Vacancy and Supply Committee. Mr. Roberts requested that consent item 18 f. (licensure waivers) be pulled for discussion. Dr. Horst moved to approve the agenda as amended. Mrs. Waugh seconded. Motion carried 10-0.

**MOTION**  
(00:13:11)

**APPROVAL OF THE AUGUST MEETING MINUTES**

Mr. Roberts moved to approve the minutes of the August Board meeting. Dr. Horst seconded. Motion carried 10-0.

**MOTION**  
(00:13:48)

**COMMISSIONER’S REPORT**

Dr. Randy Watson commented on concerns about social emotional impact of COVID on students and families, academic regression, and services reaching early learners and students with disabilities. He addressed minor changes to the *Navigating Change* document over the past month and explained the differences between last spring’s continuous learning plans and this fall’s structure of multiple learning environments. He noted specific requirements for remote learning to ensure student/teacher engagement. Lastly, Dr. Watson commented on lessons learned during recent in-person school visits in western Kansas. The majority of school districts were in session before Labor Day, but most students (reflective of high populations in urban and suburban districts) returned after Labor Day. Among the challenges are keeping school open with minimal disruptions, handling high stress levels, shuffle of staff and students in quarantine, and managing remote or hybrid learning.

(00:14:06)

**CITIZENS' OPEN FORUM**

Chairman Busch declared the Citizens' Forum open at 10:34 a.m. Speakers and their topics were: Joey and Vinny Matteoni, Overland Park — support for literacy and opposition to delaying dyslexia recommendations; Alisa Matteoni, Overland Park — support for early intervention and opposition to delaying dyslexia recommendations; Cathy Denesia, Overland Park — support for structured literacy and opposition to delaying dyslexia recommendations; Angie Schreiber, Emporia — funding dyslexia coordinator position, lack of communication; Ben Schreiber, Manhattan — importance of reading to employment; Kim Poirier, Overland Park — opposition to delaying dyslexia recommendations. Chairman Busch declared the Citizens' Forum closed at 10:56 a.m.

(00:41:30)

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

At the August State Board meeting, members reviewed Executive Summaries for three education systems scheduled for accreditation. Board action follows an examination of information provided in the summaries and recommendations from the Accreditation Review Council. Members asked about timelines for systems to remedy improvement concerns and procedure for advancing from conditionally accredited to accredited. Mr. Roberts moved to accept recommendations of the Accreditation Review Council and award the status of accredited to USD 490 El Dorado, and the status of Conditionally Accredited to USD 368 Paola and Z006-9021 Hope Lutheran. Mr. Jones seconded. Motion carried 9-0-1 with Mr. Porter abstaining.

**MOTION**  
(01:10:58)

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

St. Patrick Elementary, Wyandotte County, was presented for accreditation consideration. Accreditation status recommendations are brought to the State Board upon completion of final visitations and meetings of the Accreditation Review Council (ARC). An Executive Summary was prepared outlining evidence of goals and identifying both strengths and challenges. Accountability report data was also provided. Director of Teacher Licensure and Accreditation Mischel Miller and Assistant Director Jeannette Nobo answered questions, particularly about the school's appeal of the decision to receive conditionally accredited status.

(01:12:16)

Board members took a break until 11:20 a.m.

**BREAK**

**ACTION ON HIGHER EDUCATION PROGRAM STANDARDS FOR READING SPECIALIST**

In August, proposed revisions to the educator preparation program standards for Reading Specialist were presented. Institutions of higher education utilize these standards to develop their educator preparation programs and professional learning requirements for licensure renewal. Dr. Kathleen Sanders from Fort Hays State University gave an overview of the changes and answered questions. Mr. Jones moved to approve the new educator preparation program standards for Reading Specialist PreK-12. Mrs. Clifford seconded. Motion carried 10-0.

**MOTION**  
(01:35:17)

**ACTION ON OPTIONAL SUSPENSION OF KESA ACTIVITY**

Commissioner Watson introduced to the Board a recommendation that would allow school districts, in light of the pandemic, to pause their accreditation visits and to take an extra year in the KESA process if they so choose. He explained that the timeliness of Outside Visitation Team visits this fall may conflict with current school year interruptions, adding that some districts need relief. Board members requested a report in October outlining requirements and expectations for those systems choosing to postpone KESA activities. They also asked for narratives from all districts on how the pandemic has impacted normal practices and continuous improvement goals.

(01:36:23)

Mr. Porter moved to temporarily suspend Board rules and allow for a vote on this item today. Mr.

**MOTION**  
(10:47:20)

McNiece seconded. Motion carried 10-0. Mrs. Clifford then made the following motion: Because of the pandemic caused by COVID-19, it is moved that the Kansas State Board of Education allow public and private systems, as a voluntary option, to suspend Kansas Education System Accreditation activities through the fall semester of 2020 or to continue in the KESA process as normal. The Board directs KSDE to have systems report social-emotional and academic data this fall into their narrative reports for this year and further directs KSDE to report back to the State Board in January 2021. Dr. Horst seconded. Additional discussion followed. Motion carried 10-0.

**MOTION**  
(01:47:48)

**RECOGNITION OF MEDICAL PROFESSIONALS SERVING AS RESOURCES FOR NAVIGATING CHANGE**

State Board members wanted to publicly express their appreciation to the medical professionals who volunteered their time and expertise with the preparation of *Navigating Change* guidance documents for PreK-12 schools and gating criteria to address the safety of staff and students in reopening schools. Among the groups assisting with input were the Kansas Department of Health and Environment, University of Kansas medical system (Wichita pediatrics), Kansas Academy of Family Physicians, Kansas Chapter American Academy of Pediatrics, Wesley Children’s Hospital, Kansas School Nurse Organization and county health offices. Individuals from these organizations connected remotely to be recognized for their contributions. Members acknowledged the importance of incorporating Kansans’ expertise from both rural and urban centers.

(01:52:21)

The meeting recessed for lunch at 12:03 p.m.

**LUNCH**

**RECOGNITION OF KANSANS CAN AWARDS TO CHILD NUTRITION PROGRAM RECIPIENTS**

Chairman Busch reconvened the Board meeting at 1:15 p.m. KSDE’s Child Nutrition and Wellness division created Kansans Can Best Practice Awards four years ago to recognize outstanding practices in child nutrition and wellness programs that support the Kansans Can vision. These awards were especially relevant implementing emergency feeding during the height of the pandemic. CNW Director Cheryl Johnson and Assistant Director Jill Ladd described each category of merit. They then introduced the 2019-20 recipients who were recognized virtually. Those honored for their outstanding and/or innovative practices were: USD 320 Wamego, USD 312 Haven, USD 283 Elk Valley, USD 501 Topeka Public, USD 418 McPherson, USD 266 Maize, First Choice Support Services Inc., USD 252 Southern Lyon County, USD 480 Liberal, Quality Care Services Inc. and St. John’s Missionary Baptist Church. In addition, the Navigating Change 2020 Food Service Operations Committee was recognized: Jessica Younker (chair), USD 489 Hays; Nancy Coughenour, USD 512 Shawnee Mission; Connie Kimzey, USD 247 Cherokee; Lori Campbell, USD 372 Silver Lake; Tracy Moerer, USD 244 Burlington; Megan Barnard, USD 266 Maize. Praise was given for increased breakfast participation, curbside pickup and delivery, additional support services and adapting to new circumstances.

**P.M. SESSION**  
(03:22:51)

**ACTION ON RECOMMENDATIONS FOR UPDATING DYSLEXIA TRAINING AND TIMELINE**

Dr. Brad Neuenswander restated the recommendations provided by the Kansas Legislative Taskforce on Dyslexia, noting which ones are on track and those that could be potentially delayed. The recommended modified timeline would impact hiring of a dyslexia coordinator, professional learning requirements, universal screening and implementation of structured literacy. Certain supports will continue to be available through other sources. Members discussed training within college of education programs, funding considerations, moving forward to meet student needs, alternative opportunities for training, importance of screenings for youngest learners, and that a delay in process does not mean an end to the process. Mrs. Waugh made the following motion: Because of the pandemic created by COVID-19, it is moved that the Kansas State Board of Education approve recommendations of KSDE on changing the existing timelines on Dyslexia, but

(03:48:08)

**MOTION**  
(04:35:25)

school districts would still have the option to adhere to all existing timelines without mandate. This issue will be revisited in January. Mr. McNiece seconded. During discussion Mrs. Mah commented that it was premature to approve delays now and suggested a substitute motion that no action be taken this month, but revisit in October and see if a compromise can be found. There was no second. Chairman Busch called for a vote on Mrs. Waugh's original motion, which had already received a second. The motion failed on a 5-5 vote, which lacked the six votes necessary for passage. Mr. Roberts, Mrs. Dombrosky, Mrs. Mah, Mr. Porter and Mrs. Clifford were in opposition.

**SUBSTITUTE**  
(04:36:55)

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

Professional Practices Commission co-chair Jennifer Holt brought forth the recommendations of the PPC on four cases this month. Mr. Jones moved to adopt the findings of the PPC and deny or revoke the licenses in the cases of 19-PPC-47, 20-PPC-12, 20-PPC-15 and 20-PPC-17. Mr. Roberts seconded. Motion carried 10-0.

**MOTION**  
(04:46:55)

Ms. Holt then presented a case recommended for public censure. Mr. Roberts moved to issue a Professional Teaching License, with public censure, to Applicant 19-PPC-45. Mr. Jones seconded. Motion carried 10-0.

**MOTION**  
(04:48:11)

**ACTION ON PROPOSED AMENDMENTS TO THE PROFESSIONAL PRACTICES COMMISSION REGULATIONS (91-22-1A THROUGH 91-22-25)**

KSDE General Counsel Scott Gordon explained proposed amendments to Professional Practices Commission regulations 91-22-1a through 91-22-25, including clarifications and consistent language edits since initial review last month. These regulations guide the process by which the State Board of Education determines that a license to teach should be denied, suspended, revoked or publicly censured. Mr. Gordon answered questions. Dr. Horst moved to authorize submission of the proposed regulatory amendments to the Budget Division, the Department of Administration, and the Office of the Attorney General for the formal adoption process. Mrs. Clifford seconded. Motion carried 10-0.

**MOTION**  
(04:51:34)

**REVIEW RESULTS OF SURVEY ON BROADBAND INTERNET ACCESS FOR KANSAS STUDENTS**

KSDE conducted a survey of all public unified school districts to determine how many of their students did not have broadband internet access. Deputy Commissioner Dale Dennis reported on the survey responses, noting that school districts estimate 48,587 students do not have access to broadband internet in their home. This is 9.73 percent of student population statewide.

(05:00:19)

**ACTION ON RECOMMENDATIONS FROM THE TEACHER VACANCY AND SUPPLY COMMITTEE ON LIMITED APPRENTICE LICENSE**

Mischel Miller, Director of Teacher Licensure and Accreditation, and Susan Helbert, Assistant Director, reported on the Limited Apprentice License program that provides alternative licensure pathways for elementary education or high-incidence special education. They explained that the program has resulted in 272 limited apprentice licenses, with the majority issued for high incidence special education. Interest in the program continues to grow.

(05:06:06)

Mr. Porter moved to accept the recommendation of the Teacher Vacancy and Supply Committee to continue to provide a Limited Apprentice License special education paraprofessional-to-teaching pathway, modeled after the Limited Apprentice High Incidence Pilot, but with adjustment to the program of study, and to accept the recommendation of the TVSC to continue to explore and then pilot an alternative pathway to earn an elementary education license for bachelor degreed individuals to transition to teaching, while prioritizing the design and development of an option of already licensed teachers to add an elementary education endorsement to

**MOTION**  
(05:07:50)

their existing license. Mrs. Clifford seconded. Motion carried 8-2, with Mr. Roberts and Mrs. Dombrosky in opposition.

Members took a break from 3:03 to 3:15 p.m.

**BREAK**

**ACTION ON CONSENT AGENDA**

Dr. Horst moved to approve the Consent Agenda, excluding item 18 f. (licensure waivers), which would be voted on separately. Mr. McNiece seconded. Motion carried 10-0. In the Consent Agenda, the Board:

**MOTION**  
(05:26:18)

- received the monthly Personnel Report for August.
- confirmed the unclassified personnel appointments of Michael Welchans as Communications Specialist on the Communications and Recognition Programs/Graphic Arts team, effective Aug. 10, 2020, at an annual salary of \$52,000; Marissa Seele as Administrative Specialist also on the CRP/Graphics Arts team, effective Aug. 19, 2020, at an annual salary of \$36,504.
- approved, with modifications, the in-service education plans for USD 300 Comanche County, USD 311 Pretty Prairie, USD 329 Mill Creek Valley, USD 333 Concordia, USD 336 Holton, USD 348 Baldwin City, USD 418 McPherson, USD 419 Canton-Galva, USD 457 Garden City, USD 460 Hesston, USD 468 Healy, USD 470 Arkansas City, USD 489 Hays, USD 497 Lawrence.
- approved issuance of a Visiting Scholar license for the 2020-21 school year for Tracy Bedgood, Manhattan Catholic Schools.
- accepted recommendations of the Licensure Review Committee. *Approved cases:* 3287, 3318, 3319, 3320, 3334, 3335, 3336, 3337, 3338, 3339.
- approved 2020 supplemental funds for Kansas Volunteer Generation Fund subgrantees as follows: United Way of Franklin County Association, Flint Hills Volunteer Center, Barton County College/RSVP, Kansas Humane Society, Sunflower CASA Project Inc., Wichita Habitat for Humanity, with \$6,000 awarded to each organization.
- authorized the following districts to hold elections on the question of issuing bonds in excess of the district's general bond debt limitation: USD 416 Louisburg and USD 511 Attica.
- authorized the following districts to receive capital improvement (bond and interest) state aid as authorized by law: USD 416 Louisburg and USD 511 Attica.

*authorized the Commissioner of Education to negotiate and*

- initiate the contract process for State Advisor to the Business Professionals of America in an amount not to exceed \$57,500 for the period Oct. 1, 2020 to June 30, 2024;
- approve amendments to the Striving Readers subcontract with the University of Kansas in an amount not to exceed \$74,059, and to extend the effective date until Aug. 31, 2021;
- enter into a contract with the Kansas Association of Education Service Agencies to provide relevant and timely professional development support to build capacity for effectively implementing key components of the Navigating Change guidance, in an amount not to exceed \$110,000 for the period Sept 14, 2020 to June 30, 2021.

**INDIVIDUAL ACTION ON CONSENT ITEM**

Mr. Roberts requested to pull consent item 18 f. (licensure waivers) for a separate vote. Mr. Roberts commented about qualifications to receive a license. Mr. McNiece moved to accept the

recommendations for licensure waivers. Mrs. Clifford seconded. Motion carried 8-2, with Mrs. Dombrosky and Mr. Roberts in opposition.

**MOTION**  
(05:32:41)

The following recommendations for licensure waivers valid for one school year are: *Deaf or Hard of Hearing* - Jerri Haymaker, D0609. *Early Childhood Special Education* - Stephanie Withrow, D0637; Amanda Crouch, D0720. *Early Childhood Special Education – extension on the number of days under an emergency substitute license* – Rosa Rosales Castorena, USD 457. *Elementary – extension on the number of days under an emergency substitute license* -- Jamie Weishaar, USD 429; Tabitha Pestock, USD 464. *Gifted* - Kristina McClellan, USD 385; Allison Johnston, D0609; Jill Selland, D0615; Amber Coulter, Melissa George, Robert Bovaird, D0720. *High Incidence Special Education* - Garrett Tatro, Rachel Hillestad, USD 229; Dawn Graham, Katie Gude, Kristine Carr, Kristie Strecker, USD 457; Angela Ewing, D0619; Tyler Buche, Christopher Duke, Jess Lewis, Richard Smith, D0620; Kevin Nelson, D0637; Kaitlyn Isch, Alyssa Smith, Sharon Huband, D0702; Erin Davis, Megan Russell, Jessea Chapman, D0720. *High Incidence Special Education – extension on the number of days under an emergency substitute license* - Kimberly Blackwolf, USD 453. *Journalism* - Jordan Roquemore, USD 416. *Library Media Specialist* - Ashley Nottingham, USD 373. *Low Incidence Special Education* - Riley Long, Kendra Madden, USD 229; Shawn Moore, USD 232; Richard Wright, D0619; Jacob Teats, D0637. *Music - extension on the number of days under an emergency substitute license* - Ashley Boe, USD 225; Holly McDermott, USD 361. *Physical Science - extension on the number of days under an emergency substitute license* - Andrew Bradshaw, USD 450. *Visual Impaired* - Codie Berntsen, D0619.

#### **BOARD MEMBER TRAVEL**

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

**MOTION**  
(05:37:23)

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

**Action to accept Navigating Change document updates** — Dr Watson reviewed updates to the *Navigating Change Kansas' Guide to Learning and School Safety Operations* earlier during his Commissioner's Report. Ms. Busch moved to accept updates to the Navigating Change document reflecting changes and new information since State Board approval Aug. 11. Mr. Jones seconded. Motion carried 10-0.

**MOTION**  
(05:38:37)

**Committee Reports** — Dr. Horst commented on recent KSHSAA Board meetings and the approval of an optional spring season for fall sports. Mrs. Mah reported on the School Redesign Advisory Committee meeting and schedule of professional development.

**Board Attorney's Report** — None.

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

- Narrative reports from all districts describing how the pandemic has impacted their KESA goals, explaining how they are addressing social-emotional needs of students and staff, and to share academic data (Mrs. Waugh)
- Revisit conversation on dyslexia timelines and training (Mrs. Mah)
- Update from E-Cigarette and Vaping Task Force (Mrs. Dombrosky)
- A retreat or workshop focusing on high school graduation, postsecondary transition and competency-based learning (Ms. Busch)

**EXECUTIVE SESSION FOR PERSONNEL**

Mrs. Waugh moved to recess into Executive Session to discuss the subject of an individual employee's performance, which is justified pursuant to the non-elected personnel exception under KOMA, in order to protect the privacy interest of the individuals(s) to be discussed. The session would begin at 3:40 p.m. for 15 minutes and the open meeting would resume at 3:55 p.m. in the Board Room. Commissioner Watson was invited to join this Executive Session. Mr. Roberts seconded. Motion carried 10-0.

**MOTION**  
(05:45:53)

Members returned to open session at 3:55 p.m.

**ACTION ON PERSONNEL MATTERS**

Mrs. Waugh moved to accept the retirement of Deputy Commissioner Dale Dennis with regret effective Sept. 30, 2020, expressing the Board's sincere gratitude for 53 years of service to public education as an employee of KSDE, for his commitment to school leaders and students, State Board members, legislators, agency staff and many others through his remarkable career. Mr. Porter seconded. Motion carried 10-0.

**MOTION**  
(06:04:24)

Mr. Porter moved to confirm the personnel appointment and promotion of School Finance Director Craig Neuenswander to Deputy Commissioner of Fiscal and Administrative Services effective Oct. 1, 2020, and to authorize the Commissioner of Education to fill the School Finance Director vacancy with a qualified candidate. The recommended salary \$161,800. Dr. Horst seconded. Motion carried 10-0.

**MOTION**  
(06:05:47)

**ADJOURN**

Chairman Busch adjourned the meeting at 3:58 p.m. until 9 a.m. Wednesday at which time Board members will conduct their annual joint meeting with the Kansas Board of Regents. The meeting will occur through video conference.

**POST-MEETING ACTIVITY**

Retirement well wishes were shared through video conference to Mr. Dale Dennis, who dedicated 60 years to public education, including 53 years at the State Department of Education. He began as state school finance administrator in 1967 and was named Deputy Commissioner in 1976. Mr. Dennis also served as interim commissioner of education multiple times. Guests providing a tribute included Governor Laura Kelly, Lt. Governor Lynn Rogers, former State Board of Education members, former Commissioners of Education, and other state dignitaries. Remarks centered on Mr. Dennis' knowledge of school finance, his dedication as a public servant, special memories, his integrity, service to the students of Kansas, and midwestern work ethic.

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Kathy Busch, Chairman

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Peggy Hill, Secretary



## MINUTES



Kansas State Board of Education

Wednesday, Sept. 9, 2020

### **CALL TO ORDER**

The Board of Directors for the Kansas Board of Regents and the Kansas State Board of Education convened a joint meeting to discuss topics of mutual interest and to strengthen the K-12 / Higher Education continuum. The meeting occurred in a blended format with some members participating virtually and others present in the Regents Board Room, 1000 Jackson, Topeka, Kansas. State Board Chair Kathy Busch conducted the meeting, with assistance from Regents Chair Bill Feuerborn.

(Times not recorded)

### **ROLL CALL**

The following State Board of Education members participated, either in person or through video conference:

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

### **REPORTS ON REOPENING PLANS**

Following introductions of both Boards, Commissioner of Education Randy Watson reported on reopening plans for K-12 schools. He talked about creation of Continuous Learning Plans when school buildings were closed last spring. He then described the development of a Navigating Change framework to guide school systems with a return to school this fall, focusing on academic rigor through multiple learning environments. Next, Wichita State University President Jay Golden commented on reintegration at various higher ed institutions, sharing best management practices and estimated declines in enrollment. Next, Cowley College President Dennis Rittle described the reopen adjustments at community colleges, measures to mitigate the spread of COVID-19 and an increased opportunity to work together with other institutions. Lastly, Manhattan Tech President Jim Genandt commented on increased collaboration, challenges of not being able to teach all courses virtually, and students' transition to new protocols. A time for Q & A followed. There were questions about handling quarantines, contact tracing, athletics and testing for the virus.

### **DISCUSSION AGENDA**

**Aligning spring breaks for entire Kansas public education system** — By consensus, the Boards agreed to form a workgroup to advance conversations on aligning spring breaks for the entire Kansas public education system. Representation would include State Board of Education, Board of Regents, KSHSAA and independent/private colleges. The goal is for alignment to occur by the 2022-2023 school year, with transition starting before then.

There was a break from 10:24 to 10:35 a.m.

**BREAK**

**Demonstration on Kansas DegreeStats and potential for integration into Individual Plans of Study** — Elaine Frisbie, Regents vice president of finance and administration, demonstrated how to locate information available through Kansas DegreeStats on the Kansas Regents website. The interactive online tool is useful for reviewing costs and wage earning data for undergraduate degrees from Kansas institutions. The plan is to integrate DegreeStats within Individual Plans of Study process for middle and high school students.

**Goals for concurrent enrollment in high schools** — High schools already provide concurrent enrollment, but there is a need to research other ways to finance the costs. Research has shown that the return on postsecondary completion is higher if students earn at least some college credit hours while in high school. There was discussion about potential for an early college high school model. It was agreed that Commissioner Randy Watson and President Blake Flanders would identify next steps in achieving the goal of high school students earning at least five core college credit hours at no cost through concurrent enrollment.

**ADJOURNMENT**

The meeting adjourned at 11:46 a.m.

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Kathy Busch, Chairman

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Peggy Hill, Secretary

MINUTES



Kansas State Board of Education  
Tuesday, August 11, 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, Aug. 11, 2020 in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. Chairman Busch acknowledged that this would be a different start to the school year, and thanked everyone for their hard work amongst the pandemic. She also reminded the audience about being alert for school buses and school zones.

(00:00:06)

**ROLL CALL**

The following Board members were present:

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

Board member Michelle Dombrosky was absent.

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

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

**APPROVAL OF AMENDED AGENDA**

Chairman Busch announced that Item 11 “Update on Dyslexia training and timeline” would be a receive item rather than for information only. Mr. McNiece moved to approve the day’s agenda as amended. Mr. Porter seconded. Motion carried 8-0-1 with Mr. Roberts abstaining.

**MOTION**  
(00:04:21)

**APPROVAL OF THE JULY MEETING MINUTES**

There were two sets of meeting minutes from July. Mrs. Mah moved to approve the minutes of the regular July Board meeting. Dr. Horst seconded. Motion carried 9-0. Mr. McNiece moved to approve the minutes of the July 22 special Board meeting. Mr. Jones seconded. Motion carried 9-0.

**MOTIONS**  
(00:04:59)  
(00:05:29)

**COMMISSIONER’S REPORT**

Dr. Randy Watson reminded Board members that the Navigating Change guidance document was developed by Kansans to assist schools throughout the 2020-21 school year. Districts may personalize the guidance based on different factors, including spread rate in their communities. Even though there are periodic updates, the goals remain the same — quality learning, equity and access as essential for families. Multiple learning environments will allow flexibility. Dr. Watson announced proposed metrics evaluating criteria within school buildings and the community as a wholistic approach to reopen stages. The Kansas School Gating Criteria reflects input from state medical professionals and should be assessed in conjunction with local health officials. Board members asked questions about equity in hybrid learning models and services for at-risk students.

(00:06:07)

**CITIZENS' OPEN FORUM**

Chairman Busch declared the Citizens' Forum open at 10:51 a.m. There were no speakers for open forum this month.

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

At the July State Board meeting, members reviewed Executive Summaries for four education systems (three public, one private) that are scheduled for accreditation. Board action follows an examination of information provided in the summaries and recommendations from the Accreditation Review Council. Mrs. Waugh moved to accept recommendations of the Accreditation Review Council and award the status of accredited to USD 202 Turner, USD 303 Ness City, USD 389 Eureka and X0758-1881 Heartspring of Wichita. Mr. McNiece seconded. Motion carried 8-0-1 with Mr. Roberts abstaining.

**MOTION**  
(00:54:08)

Board members took a break until 11:05 a.m.

**BREAK**

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

The next school systems presented for accreditation consideration are: USD 368 Paola, USD 490 El Dorado and Hope Lutheran of Topeka. Accreditation status recommendations are brought to the State Board upon completion of final visitations and meetings of the Accreditation Review Council (ARC). An Executive Summary was prepared for each system, outlining evidence of goals and identifying both strengths and challenges. Accountability report data was also provided. Director of Teacher Licensure and Accreditation Mischel Miller and Assistant Director Jeannette Nobo reminded members of the three status categories — accredited, conditionally accredited, not accredited. These center on evidence of an intentional quality growth process. Presenters explained steps systems can use to appeal an ARC recommendation. They also answered questions about timelines for improvement and emphasizing a systemwide process.

(00:55:35)

**INFORMATION ON FEEDBACK FROM THE FIELD REGARDING START OF 2020-21 SCHOOL YEAR**

School districts were provided a guidance document titled "Navigating Change: Kansas Guide to Learning and School Safety Operations" to assist in their preparations for the 2020-21 school year following disruptions due to the COVID-19 pandemic. Dr. Brad Neuenswander, Deputy Commissioner with the Division of Learning Services, recapped three stages involved with the restart of school — key competencies, navigating change within instruction and operations, and support with implementation. A survey of districts revealed the need for more professional learning for educators, greater community engagement and online learning tools. Plans are underway to provide training to support teachers and schools, and to enhance strategies for remote learners. Discussion included staffing concerns and potential shortages, encouraging creativity and flexibility, misunderstandings about remote learning, and examples of best practices.

(01:21:49)

The meeting recessed for lunch at 12:05 p.m.

**LUNCH**

**RECEIVE RECOMMENDATIONS FOR UPDATING DYSLEXIA TRAINING AND TIMELINE**

The meeting reconvened at 1:30 p.m. Dr. Brad Neuenswander provided an update on work stemming from recommendations of the Kansas Legislative Taskforce on Dyslexia that the State Board approved in November 2019. Pre-service recommendations are still on track. However, due to a lack of funding to continue the other work outlined by the Taskforce, a modified timeline is recommended until a dyslexia coordinator position can be funded. The adjusted timeline will delay professional learning, universal screenings, tiered systems of support, structured literacy, and creation of a dyslexia handbook. Certain supports, including training to educators on early literacy, will be available through other sources.

**P.M. SESSION**  
(00:00:20)  
*Timer restarted*

**RECEIVE HIGHER EDUCATION PROGRAM STANDARDS FOR READING SPECIALIST**

Educator Preparation Program Standards establish program approval requirements for Kansas educator candidates. Institutions of higher education utilize these standards to develop their educator preparation programs and professional learning requirements for licensure renewal. Kathi Sanders from Fort Hays State University served as committee chair for the review of Reading Specialist Standards. She presented the proposed revisions, including greater alignment to standards from the International Dyslexia Association and International Literacy Association. Dr. Catherine Chmidling from KSDE assisted in answering questions.

(00:19:01)

**QUARTERLY UPDATE ON WORK OF SPECIAL EDUCATION ADVISORY COUNCIL**

The Special Education Advisory Council works collaboratively to provide continuous improvement of educational systems to ensure equity and enhance learning for all students in Kansas. Bert Moore, Director of Special Education and Title Services at KSDE, and Heath Peine, SEAC Chair, provided a report on recent work of SEAC. One focus area is secondary transition. A transition summit was conducted virtually in August and a webpage has been developed as a resource. Working closer with the National Technical Assistance Center on Transition is among the goals as is forming a transition council.

(00:37:54)

**ACTION ON NEW APPOINTMENTS TO THE SPECIAL EDUCATION ADVISORY COUNCIL**

Mr. Porter moved to appoint two new members to the Special Education Advisory Council (Brandon Gay, representing Adult Corrections, and Tobias Wood, representing State Agency) with their terms of service from date of appointment through June 30, 2023. Mr. McNiece seconded. Motion carried 8-1 with Mr. Jones in opposition. Mr. Gay is contract manager of correctional education for Colby Community College; Mr. Wood is associate director of Career Technical Education with the Kansas Board of Regents. One of the major functions of the SEAC is to serve as a liaison between the statewide populace and the Kansas State Board of Education.

**MOTION**  
(00:58:13)

**ACTION ON APPOINTMENT TO THE LICENSURE REVIEW COMMITTEE**

The seven-member Licensure Review Committee reviews the qualifications of applicants who desire to be licensed in Kansas, but who do not satisfy all the requirements of licensure as specified in regulations. Mrs. Clifford moved to appoint Cody Calkins to his first term on the Licensure Review Committee effective from date of appointment through June 30, 2023. (Motion ready by Chairman Busch). Mr. Jones seconded. Motion carried 9-0. Mr. Calkins is Principal at Lakin Middle School and will represent building level administrators.

**MOTION**  
(01:01:36)

There was a break until 2:50 p.m.

**BREAK**

**RECEIVE RECOMMENDATIONS AND REPORT FROM TEACHER VACANCY AND SUPPLY COMMITTEE REGARDING LIMITED APPRENTICE LICENSE**

Mischel Miller reported on the Limited Apprentice License program that is in the final phase of its two-year pilot for elementary education or high-incidence special ed alternative licensure pathways. The Teacher Vacancy and Supply Committee (TVSC) worked with Dr. Amy Gaumer Erickson of KU's Center for Research and Learning to complete a formal evaluation of the pilots. Survey questions were directed to program participants, university coordinators/advisors and school administrators. Based on feedback, the TVSC recommends continuing a para-professional to teacher high-incidence program with modifications. Other recommendations were cited: an alternative means for teachers already licensed to add an elementary education endorsement and to explore opportunities for bachelor-degreed individuals to transition to teaching and earn an elementary education license.

(01:03:21)

**ACTION ON CONSENT AGENDA**

Dr. Horst moved to approve the Consent Agenda as presented. Mrs. Waugh seconded. Motion carried 8-0-1 with Mr. Roberts abstaining. In the Consent Agenda, the Board:

- received the monthly Personnel Report for July.
- confirmed the unclassified personnel appointments of Kyleen Harris as Public Service Executive on the Child Nutrition and Wellness team, effective July 20, 2020, at an annual salary of \$54,995.20; Meg Richard as Education Program Consultant for science on the Career, Standards and Assessment Services team, effective July 22, 2020, at an annual salary of \$56,118.40; Jim Green as Safety Specialist on the School Finance team, effective July 27, 2020, at an annual salary of \$62,836.80.
- approved issuance of Visiting Scholar licenses for the 2020-21 school year as follows: William Allen Skeens, Blue Valley USD 229 Center for Advanced Professional Studies (CAPS) program; Kelly Welch, Lawrence USD 497.
- approved, with modifications, the in-service education plans for USD 270 Plainville, USD 288 Central Heights, USD 369 Burrton, USD 403 Otis-Bison, USD 438 Skyline, USD 445 Coffeyville, USD 487 Herington, USD 495 Fort Larned and Three Lakes Educational Cooperative.
- approved recommendations for funding the 2020-21 McKinney Vento Children and Youth Homeless grants as follows: USD 233 Olathe \$46,575; USD 259 Wichita \$160,132; USD 261 Haysville \$30,500; USD 289 Wellsville \$11,000; USD 290 Ottawa \$24,500; USD 383 Manhattan-Ogden \$29,250; USD 457 Garden City \$24,773; USD 475 Geary County \$27,300; USD 500 Kansas City \$116,000; USD 501 Topeka \$38,659. Total funding: \$508,689.

**MOTION**  
(01:25:34)

**BOARD MEMBER TRAVEL**

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

**MOTION**  
(01:28:52)

**ACTION ON PROFESSIONAL AGREEMENT WITH KANSAS SCHOOL FOR THE DEAF NEA**

The negotiations bargaining team for the Kansas School for the Deaf NEA and State Board of Education has been working to finalize the Professional Agreement for the term beginning with the 2020-21 school year. Board Attorney Mark Ferguson restated steps in the bargaining process. Mrs. Dombrosky represents the State Board on the negotiations team. The two-year agreement has been ratified by the School for the Deaf NEA. Mr. Jones moved to adopt the Professional Agreement between the Kansas School for the Deaf NEA and the Kansas State Board of Education for the term Aug. 1, 2020 to July 31, 2022. Dr. Horst seconded. Motion carried 9-0.

**MOTION**  
(01:38:44)

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

**Action to accept Navigating Change document updates** — Commissioner Watson reiterated the involvement of Kansas medical professionals as informational resources to the Navigating Change guidance document. He also reviewed the various stages in the proposed Kansas Schools Gating Criteria he outlined earlier in his Commissioner's Report. This information will be added to the Navigating Change guidance for schools. Mr. McNiece moved to accept updates to the Navigating Change document reflecting changes and new information since State Board approval on July 15. Mr. Jones seconded. Motion carried 9-0.

(01:39:42)

**MOTION**  
(02:02:12)

**Board Attorney's Report** — Mark Ferguson reported that he had contacted the Attorney General regarding the AG Opinion on Executive Order 20-59.

**Requests for Future Agenda Items —**

- Examples of best practices in place during pandemic from districts of various sizes. (Ms. Busch)
- Public acknowledgment to medical professionals assisting on Navigating Change committees and assisting with resources and guidance. (Mrs. Waugh)
- Report on statewide concerns from districts -- a broader picture of responses, lessons learned, successes and challenges during COVID-19. (Mrs. Clifford)
- Request for a professional license. (Mr. Roberts)
- Update on broadband capacity and access, plus the plan for achieving results where gaps in service exist. (Mr. McNiece)
- Clarification on differences between virtual and remote learning programs (Dr. Horst)
- Virtual travel to school districts. (Dr. Horst)
- Examination of CTE pathways and certifications – are they an adequate reflection of job needs? (Mr. Jones)

**Committee Reports —** Mr. Jones reported on the Kansas Foundation for Agriculture in the Classroom and naming of Kacie Lockyear, Winfield, as the 2021 Janet Sims Memorial Teacher of the Year by KFAC.

**Chairman's Report —** Ms. Busch reported on school mental health subcommittee work regarding bullying awareness and prevention recommendations. A draft is anticipated by the end of the year. She also previewed activities of the Sept. 8 and 9 State Board meeting.

**RECESS**

Chairman Busch recessed the meeting at 4:11 p.m. until 9 a.m. Wednesday.

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Kathy Busch, Chairman

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Peggy Hill, Secretary



MINUTES



Kansas State Board of Education  
 Wednesday, Aug. 12, 2020

**CALL TO ORDER**

Chairman Kathy Busch called the Wednesday meeting of the State Board of Education to order at 9 a.m. on Aug. 12, 2020, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas.

(00:00:04)

**ROLL CALL**

All Board members participated, either in person or remotely via Zoom:

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

**APPROVAL OF AMENDED AGENDA**

Chairman Busch announced the addition of reopen plans for acceptance from the Kansas State School for the Blind and Kansas School for the Deaf. Mr. Jones moved to approve the Wednesday agenda as amended. Dr. Horst seconded. Motion carried 9-0-1 with Mr. Roberts abstaining.

**MOTION**  
(00:01:12)

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

KSDE General Counsel Scott Gordon brought forth the recommendations of the Professional Practices Commission on one case this month and offered to answer questions. Dr. Horst moved to adopt the findings of the PPC and revoke the license of the individual in case 20-PPC-18. Mr. Roberts seconded. Motion carried 10-0.

**MOTION**  
(00:02:24)

**RECEIVE PROPOSED AMENDMENTS TO THE PROFESSIONAL PRACTICES COMMISSION REGULATIONS (91-22-1A THROUGH 91-22-25)**

KSDE General Counsel Scott Gordon explained the rationale for proposed amendments to Professional Practices Commission regulations 91-22-1a through 91-22-25. These regulations guide the process by which the State Board of Education determines that a license to teach should be denied, suspended, revoked or publicly censured. Among the recommended changes are to divide 91-22-1a into 1(a) and 1(b) reasons for denial; and adjust language in the section addressing complaints. The Board will act on the proposed amendments in September. He then answered questions or provided clarification.

(00:03:18)

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

Amanda Petersen, KSDE's Early Childhood Director, and Melissa Rooker, Executive Director of the Kansas Children's Cabinet and Trust Fund, updated Board members on the status of activities related to goals of the *All in for Kansas Kids* strategic plan. They spoke about promoting kindergarten readiness; addressing accessibility, availability and quality of services; and coordinating governance. Specifically addressed were the Ages and Stages Questionnaire response timeline through Sept. 21, community service tax credits for child care and early childhood development projects, and state-level coordination to benefit the early childhood system in Kansas.

(00:24:15)

Members took a break from 10:13 to 10:23 a.m.

**BREAK**

**ACTION ON REOPEN PLANS FOR KANSAS STATE SCHOOL FOR THE BLIND**

Superintendent Jon Harding, Kansas State School for the Blind, presented the school's reopen guide for the start of the 2020-21 school year. KSSB is working in cooperation with the Wyandotte County Health Department for operations protocol for in-person instruction. He discussed safety precautions throughout the buildings, including the dormitories; professional development for staff and social-emotional supports. Mr. Jones moved to accept the reopen guide for the Kansas State School for the Blind as in preparation for the 2020-21 school year. Mrs. Waugh seconded. Motion carried 10-0.

(01:14:42)

**MOTION**  
(01:34:44)

**ACTION ON REOPEN PLANS FOR KANSAS SCHOOL FOR THE DEAF**

Superintendent Luanne Barron, Kansas School for the Deaf, commented how the school's continuous learning crisis response plan helped in the reflection and development of the current reopen plan. She addressed components of the plan and considerations used for making decisions. Survey results from staff and parents were evaluated as part of the planning process. Mrs. Dombrosky moved to accept the reopen plans for the Kansas School for the Deaf in preparation for the 2020-21 school year. Dr. Horst seconded. Motion carried 10-0.

(01:39:22)

**MOTION**  
(02:15:06)

Commissioner Watson commended both superintendents plus their teams and staff for strong community outreach. He was encouraged by their plans to safely deliver on-site instruction.

There was a break from 11:30 to 11:35 a.m.

**BREAK**

**DISCUSSION ON HIGH SCHOOL GRADUATION REQUIREMENTS, INDIVIDUAL PLANS OF STUDY AND POSTSECONDARY CREDENTIALING**

Commissioner Watson led the discussion on preparing students with the skill sets needed to transition to young adulthood. He stressed that the current high school focus is on counting graduation credits when the focus should be centered on a student's Individual Plan of Study (IPS) and preparation for the future. While the State Board has oversight over high school, the Kansas Board of Regents has oversight over postsecondary. Those agencies working together can help restructure the learning system for today and the future. Currently multiple groups are working on the issue of high school graduation requirements, IPS and postsecondary, but a more centralized execution plan is needed. Discussion included exposure to career options early and often, evaluation of career and technical education pathways to match job market needs, inclusion of private schools and technical colleges in the conversations and school redesign. By consensus, Board members agreed that the Coordinating Council should take the lead to centralize work on the topic of postsecondary preparation/transition (last two years of high school and first two years of postsecondary), and to organize appropriate workgroups. The Coordinating Council consists of members of KSDE, KBOR, the State Board of Education and the Kansas Chamber.

(02:20:02)

**ADJOURNMENT**

Chairman Busch adjourned the meeting at 12:41 p.m.

\_\_\_\_\_  
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:** Annual Report from Kansas State High School Activities Association

Bill Faflick, Executive Director of the Kansas State High School Activities Association (KSHSAA), will present the organization’s annual report of operation to the State Board of Education and answer any questions.

In addition to the oral presentation, KSHSAA is responsible for providing a copy of reports and publications issued for the preceding year to the Board office as required by statute. These include the audit report, directories, journals, minutes from Board of Directors’ meetings, and synopsis of major changes by the Board.





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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

During the 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.

Each speaker shall be allowed to speak for three minutes. Any person wishing to speak shall complete a presenter's card, giving his or her name and address, and the name of any group he or she is representing. (Ref. Board Policy 1012) The speaker's card should be completed prior to 10:30 a.m.

If written material is submitted, 13 copies should be provided.

**Notes about Citizens Open Forum and Safety Protocol:**

- Masks or face coverings must be worn within the Landon State Office Building.
- There is a screening station at the public entrance for temperature checks and a health questionnaire.
- Audience capacity within the Board Room will not exceed the county's limitations on mass gatherings. Individuals are to be safely distanced.



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8

**Staff Initiating:**  
Jeannette Nobo

**Director:**  
Mischel Miller

**Commissioner:**  
Randy Watson

**Meeting Date:** 10/13/2020

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### **Item Title:**

Act on Accreditation Review Council recommendation for Kansas Education Systems Accreditation

### **Recommended Motion:**

It is moved that the Kansas State Board of Education accept the recommendation of the Accreditation Review Council and award the status of Conditionally Accredited to Z0029-8421 St. Patrick Elementary.

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

In the 2019-2020 school year there were 29 systems scheduled for accreditation. Due to COVID-19, not all systems were able to complete their visits and they were provided an extension of their Year Five visit (Accreditation Year Visit) until October 2020. Consequently, systems to be accredited in 2019-2020 will be forwarded for review and action each month through December 2020.

During the September State Board meeting, one additional system scheduled for an accreditation recommendation in 2019-2020 was presented to the State Board as a receive item. This system is now brought forward to the State Board of Education for action. The system and its Accreditation Review Council's accreditation recommendation is:

- Z0029-8421 St. Patrick Elementary - Conditionally Accredited

Included for documentation is the Executive Summary presented to the State Board at their September meeting.



# Accreditation Summary

**Date:** 06/04/2020

**System:** Z0029 Kansas City Catholic Diocese (8421)

**City:** Kansas City

**Superintendent:** Vincent Cascone

**Principal:** Tim Conrad

**OVT Chair:** Nancy Bolz (Cognia)

## 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 indicates that some of the foundational structures have been addressed. The system is addressing these areas based on the needs of their community and their faith-based learning beliefs. The system has identified as one of its goals to implement a tiered system of supports which was put into place this last school year using data to help with student placement.

The system shows evidence for stakeholder engagement as it works with its community members and staff to develop new strategic goals for its system after experiencing administrative turnover with three principals in the last five years.

The system supports a diverse community welcoming many families from varying ethnic communities. The system indicates how it capitalizes on this diversity to build connections and ensure equity, such as their integration of cultures in "families" for appreciation and understanding of the many backgrounds represented in the school.

The system's plan is lacking in the area of having systematic data analysis. One initiative that is a strength is that the system now requires all students to set personal achievement goals in collaboration with the parents and teachers.

## Areas For Improvement

<b>Comment</b>	The system did not provide sufficient evidence of the systematic use of data to support the Foundational Structures.
<b>Rationale</b>	Using data to drive instruction is a critical piece for continuous school improvement. Data will also guide the development and any needed adjustments to the improvement plan. There needs to be a system to collect and store data so that it can be reviewed for longitudinal trends as well as monitoring regular progress. There needs to be professional learning for teachers on how to understand and use the data so that they have informed instructional decisions on designing and assessing their teaching and student learning.
<b>Tasks</b>	(1) Identify a tool and/or system for data management. (2) Provide training to teachers on understanding, analyzing, and utilization of data.

## Timeline

### System Response

I became Principal in July of 2019. Immediately I began developing school-wide goals and action plans to meet the goals with a small team of other teachers/stakeholders. The action plans were specific (ie: 55% (or better) of all students meeting their projected growth target goal as evidenced by MAP, 55% (or better) of all students scoring at the 50% or higher as evidenced by MAP). I then developed a charting system that measured individual student performance throughout the year on the following: MAP, DIBELS, F&P, and a system was in place for Kansas Assessments. In addition to that, I developed charts/graphs that compared the cohort group through their progression (longitudinal) in our school with the data I had available. RIT scores are a common language in our building now. Additionally, after 3 professional development days of data interpretation, how to use the data, the importance of student ownership in their own progress; we implemented structures that allowed for each student to work one on one with their teacher to identify their strengths and areas to improve AND develop their own growth goals while charting their progress. I sent two teachers to MAP training on "Learning Continuum" and follow up all staff training was implemented. Evidence of this appears in classrooms with classroom growth charts, lesson plans, daily instruction observations. Individual student growth goals can be found on each student's desk as a constant focus on their goals. Students are provided with individual results, graphs, and one-on-one explanation of their progress. All information is shared with parents as evidenced by letter and results. All teachers, during the first 7 months of the 2019-2020 school year have been through extensive training and professional development in MAP, data acquisition, use of the learning continuum, goal-setting as evidenced by documented graphs, PLC notes, and most importantly the individual growth of students during this school year. The 2019/20 school year was the first year of utilization of formative assessments through KAP. Performance data was collected by teachers and used in restructuring lessons to address standards that were not met. Evidence of our extensive usage of formative assessments can be found on the KAP site. The data clearly shows what has taken place this year regarding data collection, student growth, improved instruction, effective use of resources. Additionally this year, we have adopted Blooms Taxonomy of Learning to infuse the various stages of learning into each classroom K-8 as evidenced by lesson plans and in classrooms. ALL data shared with staff during professional development is kept in individual binders. Each teacher has their data, along with the PLC notes, discussion points, and professional development agendas. Data is reviewed at least once a month. I personally create the charts and graphs using the information gathered from MAP, DIBELS, etc. and share with staff throughout the year. I implemented summer school this summer and data from assessments through the year, in addition to individual student growth, were a major criteria of summer school. We also developed individual student portfolios that log all student assessments, classroom grades, strengths and weaknesses. This portfolio is used extensively during PLC's and passed to the teacher the following year so they have an idea of the performance level of

the student. The tasks that you have identified are in place and we have 7 solid months of data to support. The Rose Capacities are infused in our plan as evidenced by curriculum, assessments, goals, performance.

Although I cannot attest or attempt to explain the previous four years of the accreditation process as to data collection, implementation, 2 different principals, etc. I can attest to the fact that what has been put into place, beginning in August of 2019, is in line with KESA and the evidence supports improved student performance, improved data collection, improved processes and procedures, improved staff collaboration and improved ongoing relevant training. The pre-Covid era from August to March shows a significant effort to align all processes, procedures, documentation/evidence with KESA requirements. The implementation of our goals and action plans are embedded in our daily instruction/learning and the evidence supports progress, prudent planning, and continued implementation.

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

#### **ARC Comment**

The system identified its priorities in the area of Responsive Culture to develop and implement the multi-tiered framework of support model. They are using the NWEA MAP learning continuum and data collection to aid in developing student goals and measuring student progress. The system is in the process of collecting data since this is their first year of implementation.

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

#### **ARC Comment**

No specific goal statements were provided; however, strategies were evident in the reports.

The system focused their efforts on Bloom's taxonomy and using vocabulary/word walls to improve relevance in instruction. In addition, the system indicated that there would be increased professional development and the effective use of data to support student learning.

The system is still in the process of gathering data, and the ARC recommends they continue to develop their data management system. Based on the structure and strategies that were put into place, the ARC recommends for the next cycle that the system consider relabeling their strategies to be under the goal area of Rigor instead of Relevance.

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 developed a five-year strategic plan to align its policies and procedures to address needs within the improvement process. During the Cognia Engagement Review (ER) visit, it was indicated that there are several areas measured that indicate the system is functioning in the initiating levels and even a few are still in the insufficient level.

Cognia defines the Initiate level as being the first phase of the improvement journey where the system

initiates actions to cause and achieve better results. For this initiate level, the system needs to focus on collecting, analyzing, and using data to measure their results. The improve level is defined by Cognia as the second phase of the improvement journey where the system gathers and evaluates the results of the actions to improve. The third level, impact, is defined by Cognia as being demonstrated when a system's desired practices are deeply entrenched.

The ARC recommends that the system continue its work so that it can reach the improving and impact levels.

## Areas For Improvement

<b>Comment</b>	Improve resource capacity for long-term sustainability.
<b>Rationale</b>	The system lacks evidence of strategic resource management that includes long-range plans and use of resources in support of the system's purpose and direction.
<b>Tasks</b>	The system must show evidence of a long-term plan for resource management, as well as evidence of implementation of their teacher mentoring plan at the local level.
<b>Timeline</b>	
<b>System Response</b>	Long-range plans were developed in August 2019 with the identification of a mission statement, vision, specific goals and action plans to accomplish the goals. The plan is posted, as evidence, throughout the school in various locations and in each classroom. Teachers refer to the plan frequently and use as a relevance tool when needed to stress the importance of certain instructional themes during the year. The long-range planning posters are strategically placed to make it very clear of our objectives and focus. The plan has been shared in various newsletters to parents during the school year. A crosswalk of Cognia and KSDE requirements has been imbedded into our plan as we begin the 2020/21 school year. The long-range plan is used during the year at each professional development meeting and PLC meeting in order to keep the focus on specific goals and to chart progress. Implementation of teacher mentoring is in place. New teachers (2) and those who have 1 year of experience are linked with another teacher for ongoing dialogue throughout the school year. By having small grade level PLC groups (3 grade levels per PLC), we are able to have ongoing mentoring in a small group setting. Additionally, I meet with the new teachers individually each week to discuss teaching, learning, and professional growth. New teachers (first year and second year) are provided with ongoing mentoring and scheduled open communication opportunities in a one-on-one setting and small group setting.

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 provided in the system report indicated that there has been an attempt to address some but not all of the expectations of the State Board Outcomes

## Board Outcomes

<b>Social-Emotional Growth</b>	The system hired a counselor this school year to assist in meeting regularly with students to discuss and monitor social-emotional issues. Additionally, this is a religious school with obvious connections to clerical staff to support the social-emotional growth of students.
<b>Kindergarten Readiness</b>	The system actively collects data from the state's Ages + Stages Questionnaire (ASQ). They collaborate with the early childhood teachers prior to the school year. It is recommended to continue this practice where they use the data to help with first semester interventions.
<b>Individual Plans of Study</b>	The system does not have Individual Plans of Study (IPS) in place. There is great potential in working with all students to introduce them to careers, providing career exploration, and conduct interest inventories. It is recommended to formulate a plan where students can develop IPS in collaboration with their parents and teachers which would support their existing new practice of developing individualized academic goals.
<b>High School Graduation Rate</b>	As a K-8 system, graduation data is not available; however, the system can report on predictive data that might indicate the preparedness of the students for high school, such as attendance and chronic absenteeism. The system can look at the enrollment of their former students in higher level courses in high school.
<b>Postsecondary Success</b>	As a K-8 system, postsecondary success rate data is not calculated by KSDE for the building. Much like the high school graduation information, alternative and predictive data can be used to reply to this area of performance. It is recommended that the system track and report on the high school graduation rate of their former students.

## Areas For Improvement

<b>Comment</b>	Implement Individual Plans of Study
<b>Rationale</b>	The evidence indicates that the system does not currently have individual plans of study implemented for eighth-grade students as required by statute.  Notes: The plans can be done in lower grades, but must be done for eighth-grade. As a religious school, this process might look different than in a public system, but it needs to be addressed.
<b>Tasks</b>	A process for completing and maintaining individual plans of study for all students in the eighth-grade must be implemented.
<b>Timeline</b>	01-31-2021
<b>System Response</b>	Beginning in August 2019, we implemented student portfolios. Each student in K-8 has a student portfolio that tracks their assessment data (MAP, DIBELS, KAP, F/P) from the school year, their strengths and areas of improvement needed. We also hired a counselor to provide weekly lessons to all grades regarding specific topics. Career exposure

is one of the main topics for our 7th and 8th grade students. With our implementation of student portfolios, career education in place, we are set to implement a program beginning in August 2020 called "Self Quest" which will be implemented in grades 5-8 and be a progression of work/projects based on career exploration, soft skills, secondary/post-secondary opportunities, SMART goals development, interest inventories, and formal presentations in the presence of professionals/valued stakeholders within the school community. Our Individual Plans of Study are a combination of performance data, reflection, research/exploration, presentation/application. We infuse Blooms taxonomy into the process in order to provide rigor and relevance.

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

**ARC Comment**

The system has been challenged due to recent turnover in administration as well as frequent turnover of the middle level teaching staff. The leadership team has conducted meetings with its stakeholders to develop a five year strategic plan.

While the leadership team was limited to just the pastor and the principal, there were extended exercises conducted with the system's personnel, families, and other stakeholders to develop this five-year plan. The system will continue to explore ways to build the leadership capacity of its teachers.

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

**ARC Comment**

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

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

**ARC Comment**

The system has been faced with change in leadership and even change and turnover in its teaching staff, specifically at the middle school grade level. The new leadership team has entered with enthusiasm, vision, and commitment to focus on improving. The system has engaged in and is committed to both the KESA and Cognia school improvement processes.

The system is starting a new five-year strategic plan based on conversations with key personnel, families, and other stakeholders. The evidence of the system's work on school improvement reflected a mutual effort to tell the system's story.

The evidence indicates a lack of collecting or using data to drive decisions, however, the new leadership team has reflected on the past practices and has developed a plan to make necessary changes.

Goal statements provided for this accreditation cycle are not fully developed but do emphasize areas that were determined to be a need. The goal statements, for the next cycle, are recommended to be aligned with the standards and criteria established and that the evidence collected matches and supports the goals.

# ARC Recommendation

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

## Justification

The system lacks a formal process for data analysis and decision making. Goal statements lack sufficient specificity to appropriately guide continuous school improvement. Individual plans of study are not formalized. Resource management and mentoring require additional planning and implementation.

## Strengths

The system's new principal has brought enthusiasm and commitment to his role. The leadership team met with personnel, families, and stakeholders to develop a five-year plan. All stakeholders are committed to the success of their students and to the school.

The system implemented a new practice where students would, in collaboration with parents and teachers, develop personal academic goals which could be used as the beginning of the implementation of individualized plans of study.

The system showed evidence of stakeholder commitment and financial and human resources to sustain the improvement process.

The system already has a strong connection with its community and families, as evidenced in part by the weekly video from the principal highlighting activities and lessons.

While the system needs to address the AFIs in this summary, the system has much potential with its new principal and new vision to build capacity with its teachers and personnel and have a stronger impact on its students and their learning.

## Challenges

Because the system does not have a data storage practice or process nor manner of how the teachers will use this data, it is imperative that the system build on this need.

The system is not using the Archdiocesan established mentoring program. A mentoring program will aide in improved teaching and student learning and will improve teacher retention.

Although the system is K-8, providing career awareness and learning opportunities for post-secondary is critical. There is currently not implementation of Individual Plans of Study (IPS) for its students.

## System Appeal

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

### Appeal Summary

With all due respect, I am appealing the recommendation that has been made regarding the areas identified by ARC. I feel that I can provide verification of the areas identified that validate improvement, processes, procedures, and alignment with KESA. Although I am the third Principal that has been in place during the 5 year cycle, I have been in my role since August of 2019 and can show what we have implemented in a short time has been relevant, shows improvement, and already meets the recommendations made by ARC. The areas of data, utilization of data, embedding the Rose Capacities, providing relevant professional development, providing structures for IPS, implementing a mentoring plan, and the development of long-range plans are evident in our work, especially since August of 2019. My appeal is that the committee re-visit the progress that we have made since August, consider the data and steps taken in such a relatively short time (in consideration of Covid which hampered 1/4 of the year), and note the plans that are in place for continuation of improved performance. I also ask that the work that we have already accomplished be noted in meeting the recommendations and deadlines established by ARC. The evidence provided will support the reasons for my appeal. As an educator in Kansas Public Schools for over 30 years, I am quite familiar with the KESA process, having recently served as Superintendent at USD 203-Piper for several years. I understand the 5 year cycle. I also understand what did not occur in the first 4 years, and what we have accomplished in less than one year. I hope that you will take into consideration the evidence, the narrative summaries, and the findings of Cognia formerly Advance Ed) in supporting full accreditation.

## Final Recommendation

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

### Justification

Although evidence submitted did eliminate the two Areas for Improvement related to 1) sufficient evidence of the systematic use of data to support the Foundational Structures and 2) resource capacity for long-term sustainability; it did not fully meet criteria to eliminate the area for improvement regarding the implementation of Individual Plans of Study (IPS).

Although the system now has a program (Career Cruising) in place, the program in itself does not address the IPS implementation concerns. However, Career Cruising is a good step towards creating a data collection point and conversations related to developing career choice discussions and focus.

The task and timeline established during the system's initial accreditation review stand as stipulated.



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

1066 N 94th St, Kansas City, KS 66112-1514  
 (913) 299-8131  
<https://stpatrickkck.eduk12.net/>  
 Principal: **Tim Conrad**

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

**Demographics**

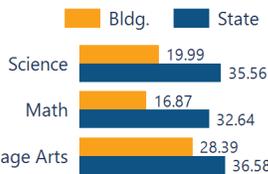


262 Students

- African American 4.20 %
- Hispanic 37.02 %
- Other 17.94 %
- White 40.84 %

**Academically Prepared for Postsecondary Success**

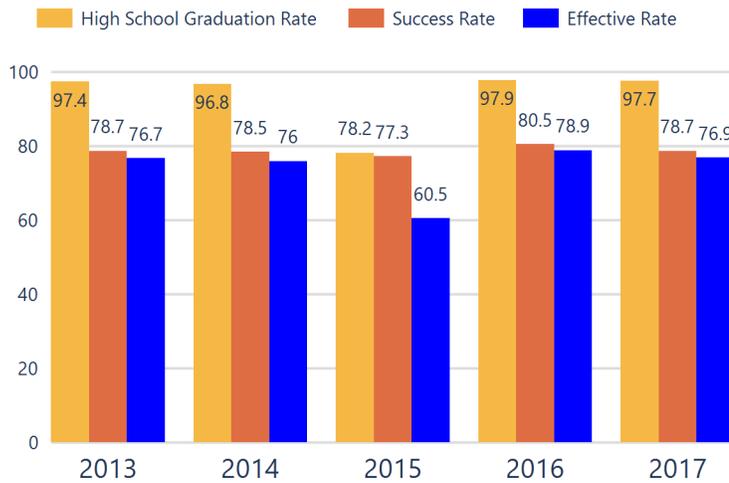
The percentage of students who scored at Levels 3 and 4 on the state assessment.



**District Kansans Can Star Recognition**

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

**District Postsecondary Effectiveness**



Kansans CAN lead the world!

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

Five-Year Graduation Avg **94%**

Five-Year Success Avg **79%**

Five-Year Effective Avg **74%**

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

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

- **Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- **Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.
  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.

<p><b>N/A</b></p> <p><b>95.1%</b></p> <p><b>12.2%</b></p> <p><b>N/A</b></p>	<p>State: <b>School ESSA Expenditures Per Pupil</b> 87.5</p> <p>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.</p> <p>State: <b>94.5</b></p> <p>State: <b>13.9</b></p> <p>State: <b>1.4</b></p>	<p><b>N/A</b></p> <p>State: <b>\$11,415</b></p> <p><b>Click here for State Financial Accountability.</b></p>
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### School Academic Success

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

#### ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	33.49	27.58	32.83	35.55	30.17	29.33	36.25	35.80	42.22
Level 2	42.85	37.93	37.31	46.11	37.86	45.33	46.87	35.80	37.77
Level 3	20.19	26.60	22.38	15.55	27.21	16.00	13.12	24.07	13.33
Level 4	2.95	7.38	4.47	2.77	4.73	9.33	3.75	4.32	6.66

#### FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	45.07	42.25	39.13	37.50	47.45	52.38	44.59	49.33	52.38
Level 2	42.25	33.80	47.82	46.87	32.20	38.09	48.64	33.33	33.33
Level 3	12.67	21.12	8.69	14.06	20.33	9.52	6.75	17.33	14.28
Level 4	0.00	2.81	0.00	1.56	0.00	0.00	0.00	0.00	0.00

#### STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	69.23	84.61	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	23.07	7.69	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	7.69	7.69	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	0.00	0.00	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	41.09	31.50	30.76	28.57	36.53	33.33	38.70	35.48	41.17
Level 2	39.72	39.72	34.61	49.20	32.69	41.66	45.16	45.16	47.05
Level 3	16.43	15.06	30.76	20.63	23.07	12.50	14.51	14.51	11.76
Level 4	1.36	12.32	0.00	1.58	7.69	12.50	1.61	4.83	0.00

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

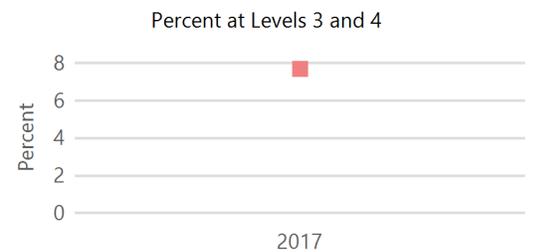
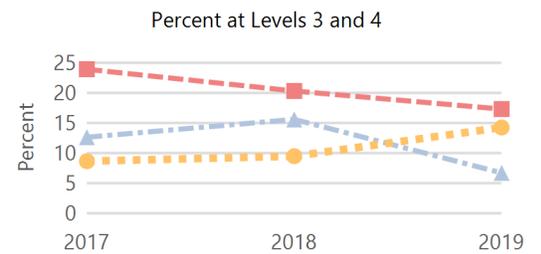
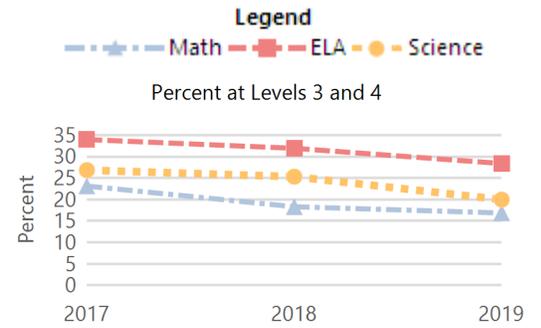
### ACT Performance (2019 School Year)

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.

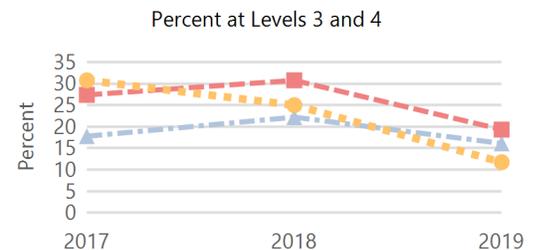
Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



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



### Building

State **21.1**



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

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

**From:** Jeannette Nobo, Mischel Miller

In the 2019-2020 school year, 29 systems were scheduled for accreditation. Due to COVID-19, accreditation visits were delayed. Consequently, each month from now through December, KESA staff will bring to the State Board, for their review and/or action, systems who were to receive an Accreditation Review Council (ARC) accreditation recommendation for the 2019-2020 school year.

The State Board will have the opportunity to review the ARC's Accreditation Summary Report (Executive Summary) the month prior to taking action on the ARC's recommendation. This month for consideration are four systems the ARC reviewed in September.

These systems are being recommended for Accreditation and are ready for State Board review:

- USD 229 Blue Valley
- USD 267 Renwick
- USD 298 Lincoln
- USD 313 Buhler

Staff will be available to answer questions.



# Accreditation Summary

**Date:** 11/19/2019

**System:** D0229 Blue Valley (0000)

**City:** Overland Park

**Superintendent:** Tonya Merringan

**OVT Chair:** Brad Wilson

## 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 Foundational areas are addressed by the OVT Chair.

Tiered System of Supports was addressed and in place for elementary, middle, and high school levels. At the elementary level, screeners are in place for reading and math with progress monitoring assessments embedded in the program. Reading data shows reading gains for students. Times for interventions are built into the elementary schedule and data decision points have been identified. At the middle school level, reading interventions have been designed and implemented to meet student needs at the secondary level. Middle schools utilize a flex-time for these interventions. At Tier 3, there are classes for deeper support within the students' school day. High Schools use Power Hour time to provide reading interventions that have been designed and implemented to meet student needs. Both middle and high schools utilize MAP as a universal screener and they are working with Acadience to be a progress monitoring tool. Evidence in Read 180 at the MS and HS level shows over a year of academic growth within a course.

#### Stakeholder Engagement:

A wide variety of stakeholder engagement was noted by the OVT. The system-wide practice of engaging all stakeholders occurs regularly and is embedded in the overall culture of the system. Stakeholder engagement includes 12 advisory committees that meet monthly to quarterly. All curricular changes, financial purchases, building projects, etc. are vetted through these committees and the committees drive change in the system. More than 100 volunteers provided input into the development of the Strategic Plan.

#### Diversity and Equity:

The system demonstrates significant effort and improvement in addressing diversity and equity issues. They are embedding these actions in a way that is impacting the overall culture of the system. All students and personnel are involved in diversity and equity activities. Listening groups with staff, students, and parents have been created to make sure the system is truly capturing the feelings, realities, and themes of what's occurring with their community and schools in reference to underrepresented groups. Examples of committees, clubs, professional learning, and how the system is evaluating and revising curricular resources to better represent diverse perspectives. The system is planning on working with teachers on teaching diverse viewpoints.

#### Communication and Basic Skills (Literacy):

Curricula, instructional practices, and professional learning that support the structures in communication and basic skills are evident. Examples of programs were provided that indicate the system is providing a literacy curriculum that weaves literacy skills with science and social studies, expansion of phonological awareness instruction, and dyslexia screening and training.

#### Civic and Social Engagement:

Curricula that support the structures in civic and social engagement are evident. Examples include the use of inquiry design model and addresses civic and social engagement, tracking community service hours to redefine the purpose and definition of community service to focus on depth or quality of service, We the People course, KAYS club, Community Service, Youth Court, and America Decides course.

#### Physical and Mental Health:

Curricula, programs, practices, and policies that support the structures in physical and mental health are evident. Each building continues to have a counselor and partnership with Children 's Mercy Hospital, social workers, and support services to better meet the mental and physical needs of students. The system is using the ecological approach (Harvard University) to embed social-emotional learning into classroom lessons and everyday practice of teachers, including transparent practices by teachers. Social Emotional Learning data is collected through various tools at all levels such as Panorama, Resilience, and KCTC.

#### Arts and Cultural Appreciation:

Curricula, extra-curricular programs, community support, and policy that support the structures in arts and cultural appreciation are evident. Arts and cultural appreciation are evident strengths of the system which include providing high levels of art coursework and Pre-K through 12 visual and performing arts classes. System resources are allocated to the arts in an extra-curricular capacity. The Board of Education, education foundation, and school parent groups support the arts through Fine Arts Days, Marching Band Festivals, Speakers, Performers, Clinicians, and Special Events.

#### Postsecondary and Career Preparation:

Curricula, special programs, and community support that support the structures in postsecondary and career preparation are evident at the elementary and secondary levels. The system continues to offer programs, internships, and partnerships opportunities that align with the professional studies and coursework for college-ready students. A partnership was created to open up an automotive strand within their career strands. A culinary strand is being prepared in the near future. Graduates for the first time will graduate with both a high school diploma and an associate's degree through this partnership. A partnership is being created with local fire departments to develop a Fire Safety program. two new electives offered at the BV Academy in the fall of 2020 to open up career options for some students. This will create options for students who are ready to explore career options but are not quite ready for the independence of the community college program. At the elementary level, a pilot was launched to integrate Project Lead the Way at four buildings. This project should expand to more units and across all buildings. At the middle level, they have created an extra elective to allow more options for students in CTE areas such as drafting and STEM.

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

#### **ARC Comment**

STRATEGIC OBJECTIVE: Design rigorous, relevant, and extraordinary learning experiences rooted in meaningful relationships.

Measurement includes Integrated Elementary Curriculum reading scores for grades 2-5 and Acadience scores for grades K-1. The use of Instructional Design Coaches to measure Program effectiveness in

2019-20 through the use of surveys of the IDCs. Student academic test scores were used as a measure of job-embedded and relevant professional learning, Student-Centered Future Ready (SCFR) Instructional Framework, and Collaborative Learning Environments. The Chinese Immersion Program is measured by the results of the STAMP Language Proficiency Test. The system has a 98% retention rate in its Chinese Immersion Program. Blended Learning is measured by the Blended learning impact study. Embedding ISTE standards into the curriculum is measured by the number of curricular areas that embed ISTE standards.

Evidence indicates that the quality of these actions and the processes used to support them are of high quality. The system is aligned with school "Blueprints" supporting the system's strategic plan. The school Blueprints drive professional development and much of that professional learning is job-embedded through Professional Learning Communities and Instructional Coaches. The system appears to have a lot of initiatives that they are implementing, but have a robust system of support to ensure the success of these initiatives. The impact on student learning seems inevitable, but the system is early in the implementation of these initiatives and results will be tracked to determine effectiveness. The measurability of this goal is embedded in the strategies and initiatives which support the broad goal. The system has aligned this goal to several of the State's Board Outcomes as evidenced through the connection between those outcomes, the system's plan, and individual building Blueprints.

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

#### **ARC Comment**

STRATEGIC OBJECTIVE: Ensure ALL learners best-in-class programming and support to enhance each individual's overall health and well-being.

The system's focal points and corresponding measurements included the Integration of Social Workers into all buildings to measure the percentage of students who meet their goals for improvement. The system implemented career options and career-readiness programming which is measured by the increase in the number of CTE offerings, and determination and evaluation of the KSDE effective rate for CAPS students. Relevant learning experiences are measured by an increase in the number of opportunities available for students and families to learn about physical and mental health. SEL measurement tool/data is measured by Panorama and WE data to evaluate the system's current progress in SEL. The use of SEL data to drive intervention and instruction for "personal growth" is measured by the number of curricula where SEL is explicitly embedded.

The quality of these actions and the processes used to support them are of high quality. The system is aligned with school "Blueprints" supporting the district strategic plan. The school Blueprints drive professional development and much of that professional learning is job-embedded through Professional Learning Communities and Instructional Coaches. The system has a lot of initiatives that they are implementing, but have a robust system of support to ensure the success of these initiatives. The impact on student learning seems inevitable, but the system is early in the implementation of these initiatives and results will be tracked to determine effectiveness. The measurability of this goal is embedded into the strategies and initiatives which support the broad goal. The system has aligned this goal to several of the State's Board Outcomes as evidenced through the connection between those outcomes, the district's plan, and individual building Blueprints.

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**

According to the OVT report from the onsite visit, the system has made significant progress in several areas. The system has aligned many of the elementary, middle, and high school building to an overall district plan. The visiting team was impressed with the culture of continuous improvement and system

alignment. During the visit, the system was focused on ways it could do even more for students. The team noted that the culture appeared to be developing over time and permeated throughout the district. Systems unity across roles and departments was evident and contributed to the consistent implementation of the district initiatives.

- 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 provided in the system report indicated that there has been growth in meeting the expectation of the Kansas Vision for Education and State Board Outcomes. •

**Board Outcomes**

**Social-Emotional Growth** The system has gone from no system-wide measurements of Social-Emotional Factors to adopting Resilience surveys (K-2) Panorama (3-5), KCTC (6-8), and WE (9-12) to assess social-emotional growth. To aid teachers embedding SEL into their daily practice, the system has embedded the SECD/CASEL standards into their curricula. Due to COVID-19, growth data was not able to be collected at the end of year 5, so it will be available for the next KESA improvement cycle.

**Kindergarten Readiness** Through a strong network where local pediatricians, local pre-schools, and the system’s Parents as Teachers partner with system to identify students with special needs before they enter Kindergarten. Participation in the Ages & Stages Questionnaires (ASQ) from year 1 to year 2 of implementation increased from 48% to 55%. Kindergarten incoming achievement as measured by the Acadience reading assessment demonstrates 76% of incoming kindergartners at or above grade level.

**Individual Plans of Study** The system has 100% participation on IPS starting in 6th grade. In middle school, students write goals, discover their learning styles, and complete career and interest inventories. In grades 9-12, students further their research on both college and career, create a four-year high school course plan, complete a strengths finder assessment, write a resume, and continually re-evaluate their four-year plan. Students also assess, review, and rewrite their goals, update their college lists, learn about and complete the college application process, and search for scholarships.

**High School Graduation Rate** Graduation rate continues to remain steady and well above the state average. Graduation has remained at 96.6%.

**Postsecondary Success** Post-secondary effectiveness rates are 1.5 standard deviations above what the confidence interval predicts The Post-secondary effectiveness rates continues to remain steady showing a large number of students continuing their education after high school.

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

**ARC Comment**

Feedback is gathered through many different groups. The system sought feedback from stakeholders through the use of surveys, committees, and advisory council. It was clearly stated that the system seeks parent and community involvement when making changes.

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

**ARC Comment**

The OVT Chair Annual Summary Report reflected the sharing of information and evidence. Comments in the reports reflected a mutual effort to tell the system’s story. The system has been extremely responsive to any and all recommendations from the OVT as reported by the OVT chair.

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

**ARC Comment**

Reports reflected the use of district and building level committees 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. The system has followed the KESA process with fidelity and integrity, with an earnest focus on improvement. The system has been very open about its perceived faults and has shared its successes.

## ARC Recommendation

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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 system is analyzing data to find areas of growth and is addressing those areas with significant effort and exemplary results. The system finds innovative ways to provide learning opportunities for students.

**Challenges**

Monitoring data trends to make sure there are no dips. Moving into the next accreditation cycle the ARC suggest that data are more user friendly and easily accessible for review. Data should be included in the system and OVT reports. Goals statements need be stated in measurable terms.

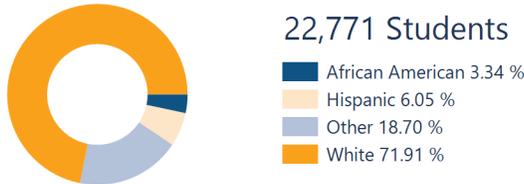


# Blue Valley USD 229

15020 Metcalf Ave., Overland Park, KS 66223-2200  
 (913) 239-4000  
 www.bluevalleyk12.org

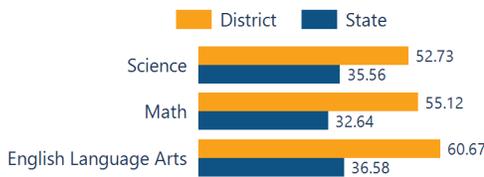
District Accreditation Status: **Accredited**  
 ESSA Annual Meaningful Differentiation: **Exceeding**  
 Grades: **PK-12,NG**  
 Superintendent: **Todd White**

## Demographics

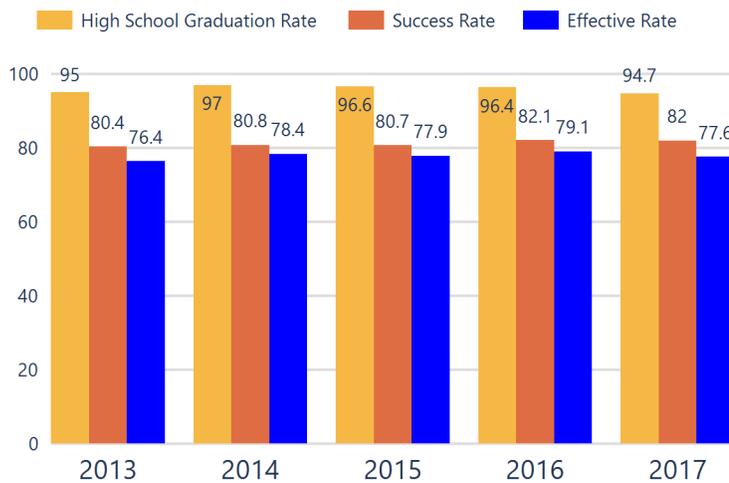


## Academically Prepared for Postsecondary Success

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**  
**96%**

**Five-Year Success Avg**  
**81%**

**Five-Year Effective Avg**  
**78%**

**95% Confidence Interval for the Predicted Effectiveness Rate**  
**66.3 - 70.4%**

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

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

### GRADUATION RATE

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

### ATTENDANCE RATE

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

### CHRONIC ABSENTEEISM

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

### DROPOUT RATE

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

**96.1%** State: **District ESSA Expenditures Per Pupil** 87.5

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

**\$10,748**

**92.7%** State: 94.5

**Click here for State Financial Accountability.**

State: **\$11,415**

**11.3%** State: 13.9

**0.2%** 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	9.53	8.77	16.48	11.98	10.67	17.84	11.91	12.16	22.33
Level 2	29.20	24.88	23.50	30.95	26.27	25.86	32.95	27.15	24.92
Level 3	35.89	42.25	33.18	34.53	41.92	32.36	33.41	41.08	30.42
Level 4	24.31	22.92	25.67	22.52	21.13	23.93	21.71	19.59	22.31

#### FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	22.48	21.04	31.38	27.59	24.86	34.80	29.26	28.68	40.39
Level 2	42.36	33.66	29.03	43.61	34.13	30.14	44.40	35.13	27.68
Level 3	23.89	33.66	25.29	20.99	32.27	21.56	18.98	28.91	22.19
Level 4	8.63	8.81	11.24	7.79	8.72	13.48	7.34	7.25	9.72

#### STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	39.09	37.31	48.13	43.66	40.39	48.56	43.16	41.01	50.42
Level 2	36.68	29.65	25.31	35.75	29.03	29.80	38.42	31.27	27.56
Level 3	16.20	22.79	16.62	15.45	22.99	15.67	12.60	21.26	13.24
Level 4	5.69	7.92	6.69	5.12	7.57	5.96	5.80	6.43	8.76

#### AFRICAN-AMERICAN STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	28.17	27.97	42.03	31.23	27.52	41.11	30.31	30.95	43.38
Level 2	41.43	29.36	28.66	40.55	35.60	31.66	42.29	32.43	30.15
Level 3	22.37	31.02	19.74	22.16	28.03	17.77	20.53	28.25	17.46
Level 4	6.35	9.69	7.64	6.04	8.83	9.44	6.84	8.35	8.99

#### HISPANIC STUDENTS

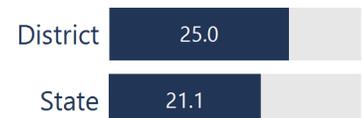
	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	17.62	17.87	23.75	20.34	16.30	28.00	21.51	21.92	33.64
Level 2	37.62	31.01	28.01	38.25	32.16	26.00	38.75	28.57	25.30
Level 3	29.77	34.12	30.49	29.36	35.95	28.00	27.86	35.21	27.16
Level 4	13.33	14.32	16.66	12.03	15.57	18.00	11.86	14.28	13.88

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

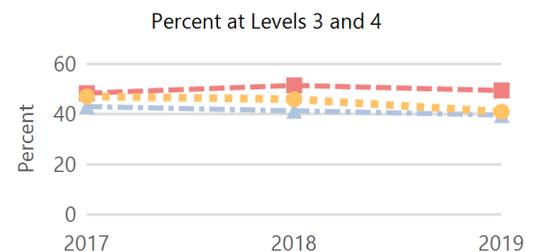
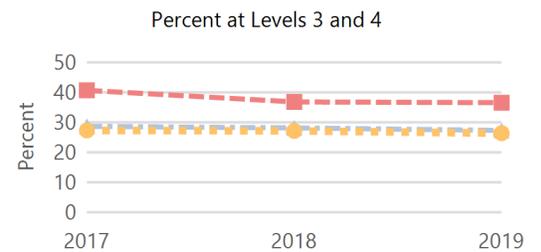
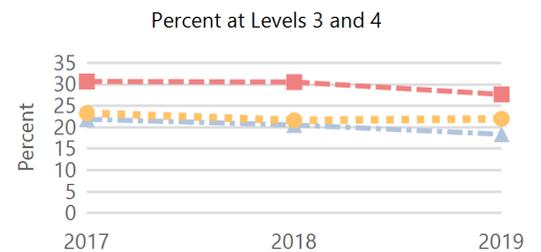
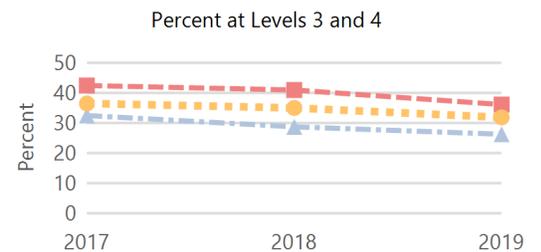
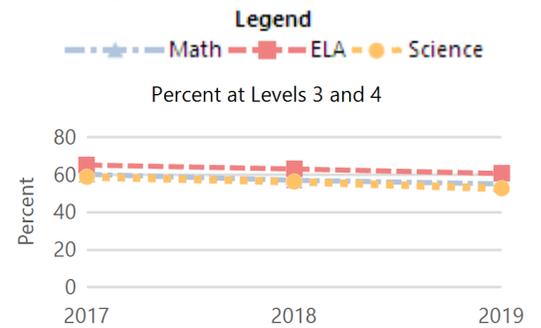
### ACT Performance (2019 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2019 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



# Accreditation Summary

**Date:** 12/19/2019

**System:** D0267 Renwick (0000)

**City:** Andale

**Superintendent:** Mindy Bruce

**OVT Chair:** Cindy Couchman

## 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

Tiered Framework of Supports- MTSS has been implemented at all buildings. Grade banding supports by skill level at grades 3-5 has been implemented and has showed promising results. Next year, the system will expand the grade banding supports to grades K-2. At the high school level a structured peer tutoring system has been implemented during seminar and an at-risk paraprofessional was added to focusing on building relationships and supports for students at tier three.

Stakeholder Engagement- Documentation from both the system and the OVT chair indicates very high stakeholder involvement that includes representation from all factions in the buildings. Within the redesign buildings, math and science parent nights have been offered to engage parents. The system will continue to work towards increased parent participation. The system is strong in the area of internships and is proud of the way that they have been able to engage area businesses.

Diversity and Equity- The OVT noted that for a system located in a diverse community with two buildings. This system has a very high stakeholder involvement rate as well as high academic performance rates and graduation rate for all student populations.

Communications and Basic Skills- The system has a strong curriculum and instructional skills with the implementation of designated data days and the addition of an instructional coach assisting staff with curriculum, standards and student learning. The system has a higher percentage of students at levels 3 and 4 on math, ELA, and science assessment with 53.48% for math, 48.48% for ELA, and 43.86% for science.

Civic and Social Engagement- The system has intentionally connected their civic and social engagement efforts to their stakeholder engagement at all levels. The community service projects that have been coordinate through school families.

Physical and Mental Health- The system has implemented wellness days, trauma-informed practices, zones of regulation, relationship mapping, and added two full-time counseling positions.

Arts and Cultural Preparation- The system offers arts through band, vocal, and arts at all levels. Band starts at 5th grade and students are involved in musicals and plays.

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

### **ARC Comment**

Expanding Opportunities- The system has documented its accomplishment in the expansion of student opportunities through increased student programs, increased extracurricular activities, increases in student job shadows, internships, and certificates opportunities through local business partnerships, increased CTE pathways, and the addition of career classes developed for individualized learning and exploration of college or career choices. Students also have an opportunity to participate in WSU Tech Apprenticeships.

Individualized Instruction- The system has implemented student lead parent-teacher conferences in order to show ownership in their learning. During the conference, students utilize their information in Xello, which focuses on their career and college choices. Data sources included student surveys, post-secondary data, Work Keys scores, and enrollment into internship programs, pathway courses, internships and job shadows. Each building continues to add additional opportunities through STEM labs, Project Lead the Way, project-based learning initiatives.

Technology Strategies- Technology supports the system's 7-12th grades 1:1 device initiative and 15 devices in each class K-5th grades. The system has also implemented online access for core curriculum areas. The system utilized I-Ready curriculum for tier instruction with Reading and Math from September to December and showed significant growth as the students increase the percentage from 38% to 56 % at or above grade level, 37% to 35% one grade level below, and 25% to 9% two or more grade levels below. Reading growth data shows Tier 1 from 20% to 32%, Tier 2 from 62%-56%, Tier 3 18% to 12%. Specifically, math growth data shows Tier 1 from 12%-24%, Tier 2 from 74%-68%, and Tier 3 from 14%-7%. Teachers and administrators found the teaching methods to be beneficial to all involved and look to increase the process in the other buildings.

Kindergarten Readiness- Through the KESA process the system has developed a community collaboration to develop three community-based preschools. One of the preschools hosts the system's special education preschoolers instead of sending these preschoolers out of district to another preschool in the special education cooperative. They have also supported through grants two additional preschools and hope to expand in the future. The system has also implemented the Ages and Stage screener and has adopted a new preschool curriculum that aligns with the identified student needs.

Social Emotional- The system has increased counseling staff, provided multiple trainings on trauma informed practices, has implemented zones of regulation, implemented K-8 school families, increased instructional strategies that meet student sensory needs, and implemented relationship mapping to identify students who need more connects and develop staff to student relationships.

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

### **ARC Comment**

The system exceeds the state in all academic assessment areas with 100% of students assessed. In math the system had 53.48% of students score at levels three and four as compared to the state average of 32.64%. In ELA the system had 48.48% of students score at levels three and four as compared to the state average of 36.58%. In science the system had 43.86% of students score at levels three and four as compared to the state average of 35.56%. In history/government the system had 53.36% of students score at levels three and four as compared to the state average of 40.72%. The

system's ACT average composite has also met or exceeded the state average since 2015. The system has been able to sustain its level of academic rigor through curriculum review, STEM, redesign efforts, grade banding, project-based learning, and efforts to increase career pathways while aligning them to student interest areas.

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**

Renwick has shown systematic improvements over the past 3 years while adapting to new leadership throughout the cycle. This type of turnover could have hindered their improvement process, but the system continued to show growth. KESA goals of Relevance and Rigor have been embedded into their strategic priorities, which ensure longevity in both policy and improvement.

The system has invested a significant amount of time, resources, and money in their systematic improvement process that has led to consistent growth in all areas.

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**

All state board outcomes are represented and are accompanied by strong data that indicates student success in all areas including: graduation rate, effective rate, pre-k enrollment, and focus on social emotional learning.

### **Board Outcomes**

#### **Social-Emotional Growth**

The system has increased counseling staff, provided multiple trainings on trauma informed practices, has implemented zones of regulation, implemented K-8 school families, increased instructional strategies that meet student sensory needs, and implemented relationship mapping to identify students who need more connects and develop staff to student relationships.

#### **Kindergarten Readiness**

Through the KESA process the system has developed a community collaboration to develop three community-based preschools. One of the preschools hosts the system's special education preschoolers instead of sending these preschoolers out of district to another preschool in the special education cooperative. They have also supported through grants two additional preschools and hope to expand in the future. In 3 years, preschool 3-year-old enrollment increased from 28 to 51 students and 4-year old from 71 to 98 students. The system has also implemented the Ages and Stage screener and have adopted a new preschool curriculum that aligns with the identified student needs.

### **Individual Plans of Study**

The system has implemented student lead parent-teacher conferences in order to show ownership in their learning. During the conference, students utilize their information in Xello, which focuses on their career and college choices. Data sources included student surveys, post-secondary data, Work Keys scores, and enrollment into internship programs, pathway courses, internships and job shadows. Each building continues to add additional opportunities through STEM labs, Project Lead the Way, project-based learning initiatives, increases in student job shadows, internships, and certificates opportunities through local business partnerships, increased CTE pathways, and the addition of career classes developed for individualized learning and exploration of college or career choices. Students also have an opportunity to participate in WSU Tech Apprenticeships.

### **High School Graduation Rate**

Although the system's graduation data fluctuates slightly, it stays well above the state average and has exceeded 96% the last two years. Five-year graduation average is at 97%. The dropout rate is below 1% with a decrease in 2018 to .2%.

### **Postsecondary Success**

The system has earned a 5-year success average of 74%, which is, outperforms their predictive rate of 61%-64%. They have expanded their CTE offerings to 16 in the last two years.

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

#### **ARC Comment**

Documentation from both the system and the OVT chair indicates very high stakeholder involvement that includes representation from all factions in the buildings. Within the redesign buildings, math and science parent nights have been offered to engage parents. The system will continue to work towards increased parent participation. The system is strong in the area of internships and is proud of the way that they have been able to engage area businesses.

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

#### **ARC Comment**

The OVT documentation repeatedly praised the system for asking the hard questions, their forward thinking, and consistent focus on improvement. The OVT commended the system for its use of multiple data sources in their decision-making process and willingness to make the changes needed to benefit students. Finally, the system's continued efforts to individualize learning were noted by the OVT to be a driving force as the system enters into the next accreditation cycle.

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

#### **ARC Comment**

The OVT reports, system reports, and improvement data indicates that the system has met the requirements of the KESA process, the system has a continuous improvement process in place that involves all stakeholders, and that the system has demonstrated improvement.

# ARC Recommendation

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

## Justification

The system has demonstrated systematic improvements through documented growth measures and efforts in all KESA requirements.

## Strengths

The system has demonstrated continued growth each year because of their systematic improvement process, continuity of philosophy, and commitment to success. KESA goals of Relevance and Rigor have been embedded into their strategic priorities, which ensure longevity in both policy and improvement.

## Challenges

Renwick has had to adapt to new leadership throughout their improvement cycle. The first year of the cycle (year 3) there was a 50% turnover in administration and the second year of this cycle (year 4) all district level administration were new to their positions. Due the strong improvement process in place. The ARC recommends that for the next improvement cycle the system writes the goal statements in measurable terms.



# Renwick USD 267

600 West Rush, Andale, KS 67001  
(316) 444-2165  
www.usd267.com

District Accreditation Status: **Accredited**  
ESSA Annual Meaningful Differentiation: **Exceeding**  
Grades: **PK-12,NG**  
Superintendent: **Mindy Bruce**

## Demographics



1,797 Students

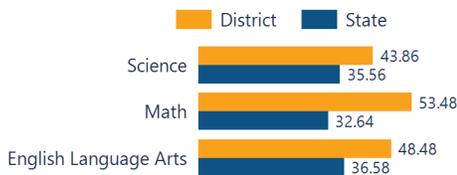
- African American 0.45 %
- Hispanic 4.51 %
- Other 2.11 %
- White 92.93 %

## District Kansans Can Star Recognition

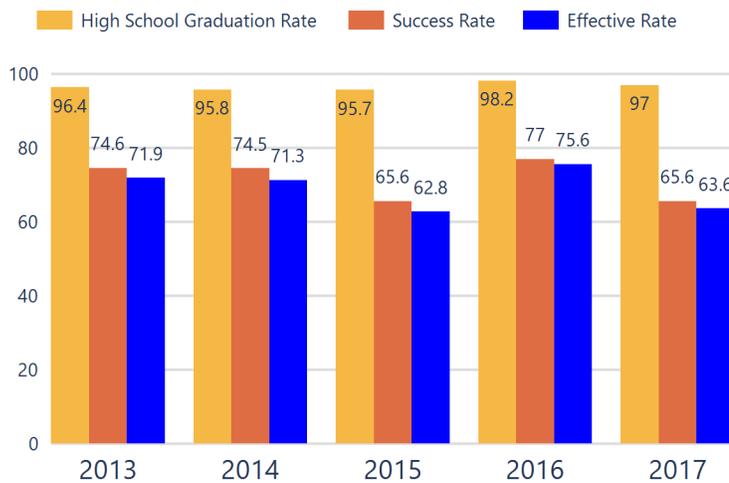
	Gold	Silver	Bronze	Copper
Academically Prepared for Postsecondary Success				★
Graduation Rate	★			
Postsecondary Success		★		

## Academically Prepared for Postsecondary Success

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



## District Postsecondary Effectiveness



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

Five-Year Graduation Avg  
**97%**

Five-Year Success Avg  
**72%**

Five-Year Effective Avg  
**69%**

95% Confidence Interval for the Predicted Effectiveness Rate  
**63.8 - 67.3%**

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).
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  - Student earned a Postsecondary Certificate.
  - Student earned a Postsecondary Degree.
  - Student enrolled in Postsecondary in both the first and second year following High School graduation.
- Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

### GRADUATION RATE

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

### 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: **99.2%** District ESSA Expenditures Per Pupil 87.5

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

**\$10,237**

State: **96.0%** 94.5

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

State: **\$11,415**

State: **5.2%** 13.9

State: **0.3%** 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	12.74	12.43	16.44	15.23	13.05	15.48	14.49	15.53	25.23
Level 2	34.12	34.73	33.78	34.09	36.78	30.71	32.01	35.97	30.89
Level 3	38.54	40.18	36.03	35.85	38.75	33.24	38.37	37.01	30.42
Level 4	13.77	11.92	13.28	14.81	11.39	20.55	15.11	11.47	13.44

#### FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	21.81	17.57	17.46	27.90	21.70	31.25	28.57	25.56	33.33
Level 2	36.36	42.42	38.09	41.86	41.08	35.41	39.09	37.59	38.88
Level 3	31.51	29.69	34.92	24.03	34.88	22.91	27.06	31.57	20.37
Level 4	7.27	7.87	9.52	6.20	2.32	10.41	5.26	5.26	7.40

#### STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	36.44	37.28	36.84	37.32	35.21	31.81	43.05	44.44	55.55
Level 2	41.52	41.52	39.47	44.36	44.36	45.45	40.27	34.72	24.07
Level 3	15.25	16.10	13.15	13.38	15.49	18.18	11.80	18.05	11.11
Level 4	3.38	2.54	5.26	4.92	4.92	4.54	4.86	2.77	9.25

#### 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	19.64	17.85	16.00	15.90	13.63	18.18	12.76	25.53	26.66
Level 2	32.14	32.14	36.00	29.54	38.63	27.27	31.91	27.65	33.33
Level 3	23.21	33.92	40.00	40.90	34.09	36.36	40.42	38.29	20.00
Level 4	19.64	10.71	8.00	13.63	13.63	18.18	14.89	8.51	20.00

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

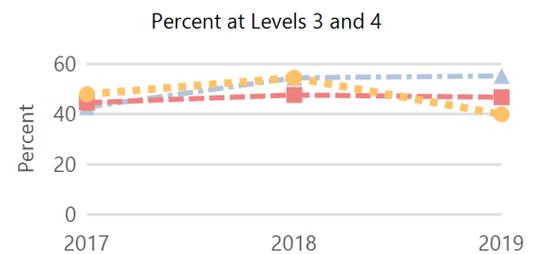
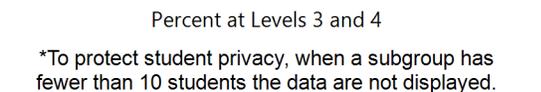
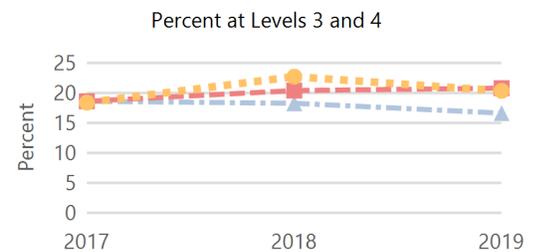
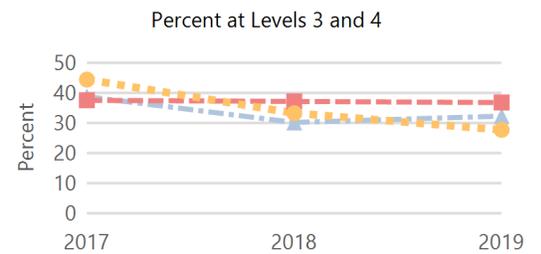
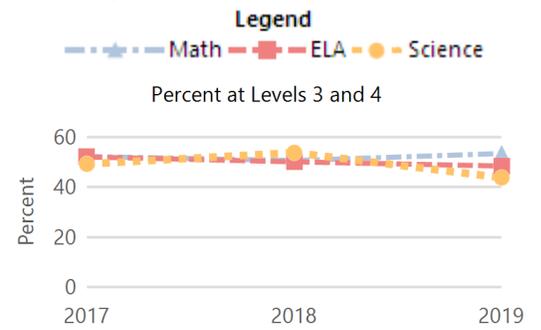
### ACT Performance (2019 School Year)

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	21.5
State	21.1

# Accreditation Summary

**Date:** 12/19/2019

**System:** D0298 Lincoln (0000)

**City:** Lincoln

**Superintendent:** Scott Crenshaw

**OVT Chair:** Charlene Larimore

## Executive Summary/AFI

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

### ARC Comment

All compliance areas were met as verified as KSDE

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

### ARC Comment

After reviewing all Foundational Structures, the following was shared providing support in the following areas: (this system was only on cycle for year 4 and 5 with superintendent change between year 4 and 5)

Tiered Systems of Supports:

Applied for and was approved to have TASN for MTSS support. Information was provided in reference to Smoky Hill Education Service Center consultants providing support for MTSS programs to being K- 6 and 7-8. The final report provided evidence for Implementing.

Stakeholder engagement:

The district provided several opportunities for stakeholder engagement that included staff and community involvement with district and building level committees. Students and community serve on Chamber Events, Meals on Wheels, and work-study programs. Evidence provided supported implementation.

Diversity/Equity:

A community professional development session, in reference to poverty, was held by the district in order to understand communication differences with socio-economic groups. The district also has a 1:1 technology plan in place to support all learners.

Communication/Basic Skills:

The district continues to align their district curriculum to the state curriculum.

Civic and Social Engagement:

Only provided a statement that they have an excellent civic and social engagement program. No evidence was found for their work or statement.

Physical and Mental Health:

Evidence was provided to demonstrate involvement in staff training in trauma-informed practices and simulation. At the elementary level, there was evidence of Social Emotional Learning provided through school counselors weekly.

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

**ARC Comment**

Sub Goal 1 Add Additional Professional Development

The board did provide an additional PD day to calendar staff development days to focus on data, state assessment, and staff collaboration.

Sub Goal 2 Add Staff

Over a two-year period, a student advocate position was added at the elementary school. The following year a full-time counselor at the secondary level was added to support Character Education.

Sub Goal 3 Increase Community Partnership; build relationships

The sub-goal was implemented by providing an opportunity for stakeholders to discuss the impact of poverty on community, families, and students.

Sub Goal 4 DLT/BLT take shared responsibility for improving communication.

The system added teams at all levels to collaborate. These groups meet on a regular basis. This is new in the system.

Sub Goal 5 Improve staff/staff; student/staff; student/student; and staff to family's relationships

Several approaches have been implemented to improve relationships from student-led conferences in the spring. The IPS (Individual Plan of Study) that involves both students, staff, and parents. Staff and Students work together to improve relationships through a program called "Leopard Teams". By improving relationships chronic absenteeism rate has decreased by 3%.

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

**ARC Comment**

Sub Goal 1 Align Curriculum, instruction, and assessment:

Data from the state assessments, ACTAspire, and AIMSWeb Plus have guided staff to review data-driven instruction as well as implement classroom interventions. This is seen through the staff 's implementation of MTSS. The system provided training in LETRS to ensure that the ELA curriculum and instruction focused on evidence-based practices.

Sub Goal 2 Student Engagement:

K-8 schedules have been developed to provide more interventions for students to move forward and be successful by providing interventions during core instruction. All staff, including paras, are participating in the LETRS foundation. Student interventions are being matched to student reading needs instead of a general intervention. The IXL Software Program was purchased to use with personalized remediation and enrichment. High School student engagement ranges from Paw Print and Woods/Metals project-based learning partnerships with the community and district. Strong use of IPS to support student goals.

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 district's board of education approved both staffing positions along with programs to be implemented. The system has policies, procedures, and practices in place to address the five State Board of Education goals.

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

### **ARC Comment**

The system goals appear to be impacting the state board goals in an effective manner as evidenced by the growth in the state board goal areas.

### **Board Outcomes**

#### **Social-Emotional Growth**

The system indicated that the social-emotional needs of their students are being met. This is evidenced by the statements indicating that their students are doing a better job of recognizing when they need support and seeking help. Additionally, the increase in referrals for student support along with the decrease in chronic absenteeism can serve as evidence.

The data showed that Chronic Absenteeism rates decreased by 7% from 2017-2018 to 2019-2020. A decrease of approximately 3 – 4 % each year.

#### **Kindergarten Readiness**

The Kindergarten Readiness is supported by programs and initiatives including Parents as Teachers (PAT). Currently, the PAT program is serving 26 children. Last year, they served 26% of the Kindergarten population in Lincoln. Last summer, Lincoln’s PAT program received the “Blue Ribbon” Affiliate Award for meeting Kindergarten Readiness and social/emotional growth. In addition to the PAT program, Lincoln provides Science, Technology, Engineering, and Math (STEM) activities for their preschool children.

#### **Individual Plans of Study**

Individual Plans of Study (IPS) were developed during advisory time at LJSHS and reviewed each year with parents as the focus of the spring conference. The IPS consists of college and career-ready information from Xello (formerly known as Career Cruising) awards, and work habits. Students enter information into Xello to generate college and career matches which might interest the student. Their goal is to increase 7-12 Parent/Teacher Conferences with the use of the IPS.

#### **High School Graduation Rate**

The system is slightly above the state graduation rate at 90.1% the 4-year cohort goal is at 90% graduation rate.

#### **Postsecondary Success**

Data shows that the system's five-year average is 92% which is close to the state goal of 95%. Due to the small class sizes, they have in their district, data varies each year but the trend from 2013 to date is upward. The five-year effectiveness average is 56% which is above the confidence interval. They are pleased with this and hope that as they move forward their focus on relationships and relevance will continue to improve the success rate.

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

**ARC Comment**

Community stakeholders are involved in the system. Strong business partnerships appear to be established to support the system as a whole e.g. Lincoln County Cattleman Association, banks, masonry and construction companies. This area can be improved through more purposeful communication regarding student learning and the accreditation process.

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

**ARC Comment**

This system experienced district administration turnover during the KESA cycle. Each year of its cycle there was turnover that created challenges. Consequently, it is very important that this system look at how they ensure their building and teacher deep involvement in their continuous improvement process so that if turnover persists, there is so grassroots level work that will move the system forward.

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

**ARC Comment**

The system did follow the KESA process. Despite the system leadership turnover, the system continued with their KESA reports and had their OVT visits.

## ARC Recommendation

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

**Justification**

Although the system report and OVT chair report were inconclusive, the artifacts within the KESA application provided the necessary evidence to demonstrate that the system had been working toward meeting their established goals as per their entry into the KESA. Artifacts demonstrate that the system made attempts to complete their action plans as established.

**Strengths**

The strengths of the system include their IPS, preschool programs, addition of staff to focus on Social Emotional Learning and their use of the Artifacts for documentation.

**Challenges**

This system has seen much turnover. There is a need to ensure that all buildings and staff be active participants in the accreditation work so to ensure that leadership turnover does not cause major disruption in their process. It is evident that the system level turnover had a big impact on the accreditation process work. Although at this time, the system relies on good data, turnover and inconsistency can cause the data to slide and an inability to provide evidence of continued growth. Therefore, it would be very important that at the system future goals be written in measurable terms and that the goals are selected to be rigorous and robust so that the work of said goals could be maintained and evaluated throughout the five-year KESA process. Building plans and teacher involvement in the accreditation process is critical and needs to continue to be developed.

The system should look at developing a data collection system that can help with providing documentation of the data on an annual basis. This data needs to be more evident within the System Yearly Updates as well as the OVT reports for easy few and access.



# Lincoln USD 298

133 E Lincoln Ave, Lincoln, KS 67455  
(785) 524-4436  
www.usd298.com

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

## Demographics



**345 Students**

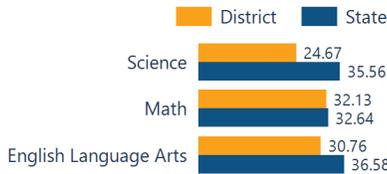
- African American 0.87 %
- Hispanic 10.72 %
- Other 2.03 %
- White 86.38 %

## District Kansans Can Star Recognition

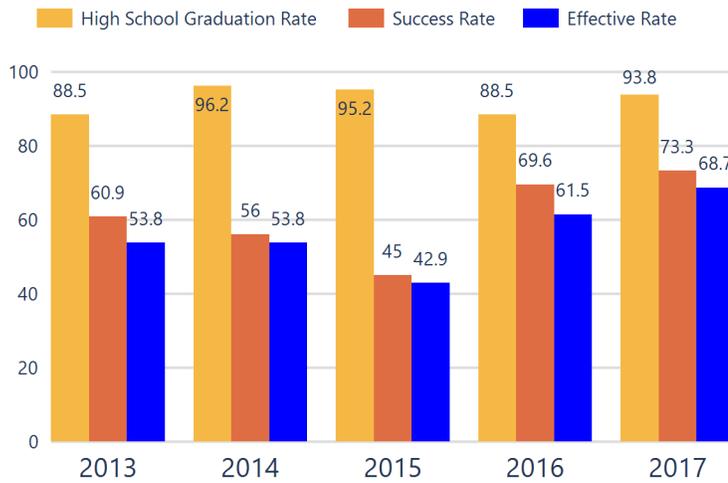
	Gold	Silver	Bronze	Copper
Academically Prepared for Postsecondary Success				
Graduation Rate				
Postsecondary Success			★	

## Academically Prepared for Postsecondary Success

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



## District Postsecondary Effectiveness



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

Five-Year Graduation Avg  
**92%**

Five-Year Success Avg  
**60%**

Five-Year Effective Avg  
**56%**

95% Confidence Interval for the Predicted Effectiveness Rate  
**49.8 - 51.5%**

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.

**88.5%** State: **District ESSA Expenditures Per Pupil** 87.5

### ATTENDANCE RATE

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

**94.6%** State: 94.5 Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

### CHRONIC ABSENTEEISM

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

**15.5%** 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.

**1.4%** State: 1.4

**\$14,024**

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	19.20	31.07	23.94	31.39	31.39	25.35	27.97	34.91	51.94
Level 2	53.10	36.72	35.21	42.44	39.53	32.39	39.88	34.31	23.37
Level 3	22.59	27.11	23.94	19.76	23.83	35.21	23.80	19.52	16.88
Level 4	4.51	4.51	15.49	6.39	5.23	7.04	8.33	11.24	7.79

#### FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	26.21	36.89	36.58	38.54	40.62	28.94	36.55	40.42	65.85
Level 2	54.36	41.74	36.58	39.58	34.37	31.57	36.55	34.04	14.63
Level 3	14.56	18.44	17.07	17.70	20.83	31.57	19.35	20.21	14.63
Level 4	4.85	2.91	9.75	4.16	4.16	7.89	7.52	5.31	4.87

#### STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	37.03	59.25	N/A	60.86	73.91	N/A	77.77	78.57	84.61
Level 2	51.85	22.22	N/A	34.78	17.39	N/A	11.11	14.28	15.38
Level 3	7.40	11.11	N/A	4.34	8.69	N/A	11.11	7.14	0.00
Level 4	0.00	3.70	N/A	0.00	0.00	N/A	0.00	0.00	0.00

#### AFRICAN-AMERICAN STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	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	33.33	41.66	N/A	53.84	46.15	N/A	42.85	40.00	N/A
Level 2	58.33	58.33	N/A	38.46	38.46	N/A	42.85	26.66	N/A
Level 3	8.33	0.00	N/A	7.69	15.38	N/A	14.28	20.00	N/A
Level 4	0.00	0.00	N/A	0.00	0.00	N/A	0.00	13.33	N/A

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

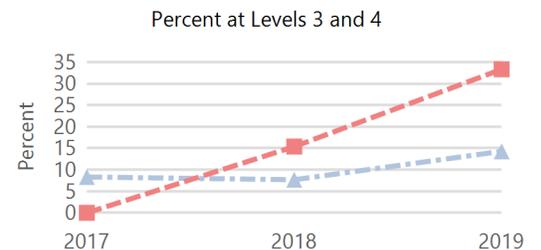
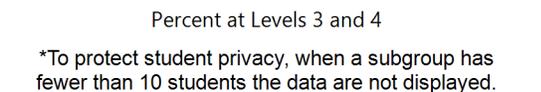
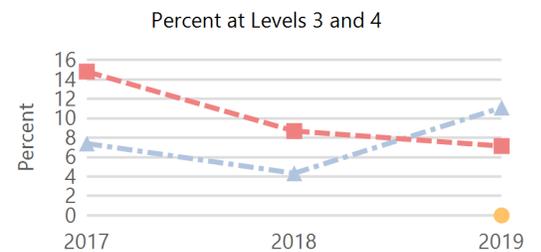
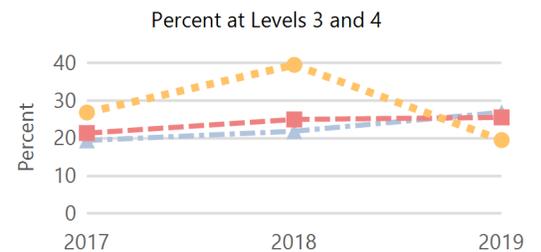
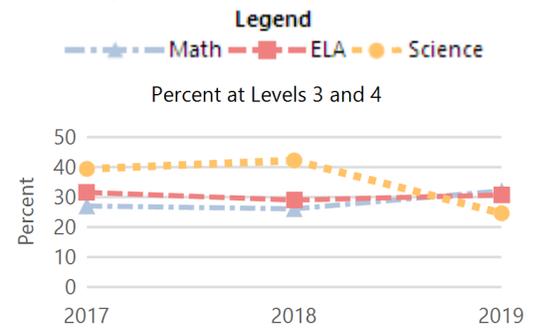
### ACT Performance (2019 School Year)

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



District	20.9
State	21.1

# Accreditation Summary

**Date:** 06/09/2020

**System:** D0313 Buhler (0000)

**City:** Buhler

**Superintendent:** Cindy Couchman

**OVT Chair:** Darla Smith

## Executive Summary/AFI

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

### ARC Comment

All compliance requirements were met as verified by KSDE

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

### ARC Comment

Evidence provided the OVT and the system indicated that the system addressed, monitored, and made progress in all Foundational areas. The OVT provided strong evidence for communication and basic skills. Some examples include dual credit classes in speech, STUCO, class meetings at the elementary, Badges class, PBL-projects, and Passion Pursuits. The system identified that they need to additionally address and research tiered systems of support at the secondary level, physical and mental health for both student and staff along with post-secondary/career prep foundational areas. The OVT provided several examples where the system provides many opportunities at all levels for students to engage with the community. The OVT shared that the system is performing above its expected success rate and that success has increased over the past three measured years in regard to postsecondary success.

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

### ARC Comment

The system reports that they used several different ways to address this goal area. The system reported that social media was effective in their district. Also, the system reported that their Virtual Ed Camp had strong participation and they administered the TASN Parent Engagement Survey. The survey was helpful in addressing areas of concern. The system also shared some of their building activities and professional development that they felt help build relationships. The InSpired Leadership program was implemented through professional development. The district is working on using a former school building as an early childhood center.

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

### ARC Comment

Three main activities shared with the OVT, from the system's perspective, are credited as key to the district's efforts in this goal area. One was the professional development that staff participated in around trauma-informed practices. Staff attended local, state, and national training on trauma-informed practices. At the local level, one example is the book studies (Help for Billy and Deeper Wells). Many examples provided to the OVT team support this: Boys Cru,

strengthening of MTSS supports for both academics and behavior, wrap-around support for families, the addition of counselors at each building, Buhler Blob (teaming with local pastors), Restorative Circles, etc. Professional development opportunities allowed staff to develop a culture within their buildings that promotes staff ownership of ALL students and skills to better respond to the needs of all students. A second activity was their work on curriculum alignment. During this current KESA cycle, the district purchased new series in math and reading, but more importantly, they aligned standards in all of their courses. One important example shared with the OVT was the work done in their Math curriculum at the high school.

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

### **ARC Comment**

The OVT chair and the system reports that they continually are reviewing their improvement work. This is evident by the system identifying what they need to do differently regarding SEL during the next 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 OVT looked at data supporting the state board outcomes, as well as extensive data supporting each of the priorities for each goal: relationships and responsive culture. The OVT and system reported data for all State BOE goals are at or above expectations. If the OVT or system identified an area that they felt needed to continue to be a focus, that was noted.

### **Board Outcomes**

<b>Social-Emotional Growth</b>	The SRSS was administered at the elementary level. The system indicated that the data has been helpful in identifying students who may need additional supports. The system self-identified that this is an area for to continue to be a focus at all levels.
<b>Kindergarten Readiness</b>	The system reported that they have implemented the Ages and Stages assessment. They had good participation with over 95% of incoming Kindergartners participating. This will give the system a baseline going forward.
<b>Individual Plans of Study</b>	The system and OVT report that the system is collecting data regarding participation in student-led conferences. Over the past three years, participation has increased.
<b>High School Graduation Rate</b>	The system's graduation rate is averaging above 90% but below the state goal of 95%. The system has identified changes that they feel will make a positive difference in the graduation rate. The system was awarded with the Kansans Can Award for High School Graduation Rate.
<b>Postsecondary Success</b>	The system was recognized with the Silver Star in the area of Postsecondary Success in the Kansans Can program. The system has identified an area that will help show tremendous growth during the next cycle.

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

#### **ARC Comment**

The system indicated increased involvement with stakeholders in several of the areas, but not necessarily involvement in the KESA process.

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

#### **ARC Comment**

The OVT reported that the system worked well with the team on feedback that was provided and the system had already identified areas where they felt needed to be a focus in the next cycle.

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

#### **ARC Comment**

The OVT reported that the system has been able to go through accreditation, taking a look at needs, and having conversations without indictment has allowed them to look forward to the challenges of the next cycle with optimism and the mindset of continually improving. From the evidence presented by the system and the OVT, the KESA process was followed.

## **ARC Recommendation**

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

### **Justification**

The OVT and system documented that the system met the requirements of the KESA process. The system has a continuous learning plan and has shown a continuous review of its system and adjustment to meet the needs of their students.

### **Strengths**

The MTSS system is a “highly oiled machine” at the elementary level, and supports are in place both academically and behaviorally at the middle and high school levels. Also, the system's commitment to quality Early Childhood education was impressive.

### **Challenges**

The system self-identified that social-emotional curriculum and screeners at all levels needed to be a focus. Also, additional outside stakeholder involvement is an area to continue to focus on in the next cycle.

Though not a challenge yet, it may be worth tracking sub-populations in assessment data, in particular the African-American population in the area of ELA where there was an uncharacteristically noted drop in the 2019 data. Realizing that there is not yet enough data to indicate a consistent downward trend, it may be important to continue tracking sub-populations from year-to-year.



# Buhler USD 313

406 W 7th, Buhler, KS 67522  
(620) 543-2258  
www.usd313.org

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

## Demographics



2,295 Students

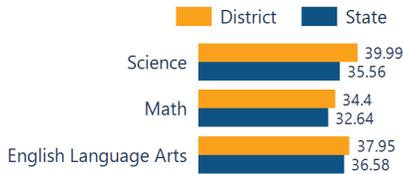
- African American 1.18 %
- Hispanic 7.49 %
- Other 3.36 %
- White 87.97 %

## District Kansans Can Star Recognition

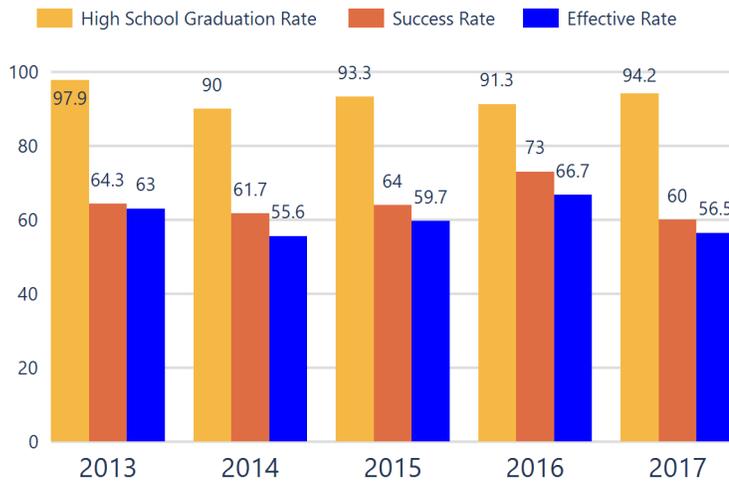
	Gold	Silver	Bronze	Copper
Academically Prepared for Postsecondary Success				★
Graduation Rate			★	
Postsecondary Success	★			

## Academically Prepared for Postsecondary Success

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



## District Postsecondary Effectiveness



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

Five-Year Graduation Avg  
**93%**

Five-Year Success Avg  
**64%**

Five-Year Effective Avg  
**60%**

95% Confidence Interval for the Predicted Effectiveness Rate  
**56.2 - 58.4%**

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

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

### GRADUATION RATE

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

### ATTENDANCE RATE

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

### CHRONIC ABSENTEEISM

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

### DROPOUT RATE

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

State: **91.0%** District ESSA Expenditures Per Pupil 87.5

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

**\$10,211**

State: **95.7%** 94.5

State: **\$11,415**

State: **7.8%** 13.9

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

State: **0.7%** 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	19.34	21.94	20.57	18.29	22.08	22.77	15.87	23.26	26.07
Level 2	40.99	37.00	30.19	42.57	38.84	33.26	49.71	38.77	33.92
Level 3	31.00	30.82	32.69	31.78	31.93	24.55	28.25	30.93	29.01
Level 4	7.13	8.63	15.38	7.34	7.14	19.40	6.15	7.02	10.98

#### FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	25.85	29.40	26.51	22.92	27.33	26.56	23.48	33.17	33.74
Level 2	44.48	40.80	29.83	48.90	41.86	40.62	51.62	40.32	35.58
Level 3	26.05	24.40	29.83	24.45	24.94	20.83	21.62	23.04	25.15
Level 4	3.00	4.60	13.25	3.71	5.85	11.97	3.25	3.45	5.52

#### STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	50.61	54.32	41.09	47.65	53.33	50.00	49.10	56.54	60.34
Level 2	30.86	23.45	31.50	34.89	30.66	36.53	43.11	26.19	22.41
Level 3	9.87	11.72	16.43	15.43	11.33	11.53	6.58	14.88	17.24
Level 4	4.93	7.40	8.21	2.01	4.66	1.92	1.19	2.38	0.00

#### AFRICAN-AMERICAN STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	47.36	52.63	N/A	35.00	57.14	N/A	25.00	33.33	N/A
Level 2	42.10	36.84	N/A	45.00	28.57	N/A	50.00	58.33	N/A
Level 3	10.52	5.26	N/A	20.00	14.28	N/A	16.66	8.33	N/A
Level 4	0.00	0.00	N/A	0.00	0.00	N/A	8.33	0.00	N/A

#### HISPANIC STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	31.03	32.75	22.22	25.00	34.78	52.17	16.66	25.00	43.33
Level 2	37.93	37.93	33.33	48.52	42.02	30.43	61.90	47.61	26.66
Level 3	22.41	20.68	44.44	22.05	18.84	13.04	21.42	23.80	26.66
Level 4	6.89	6.89	0.00	4.41	4.34	4.34	0.00	3.57	3.33

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

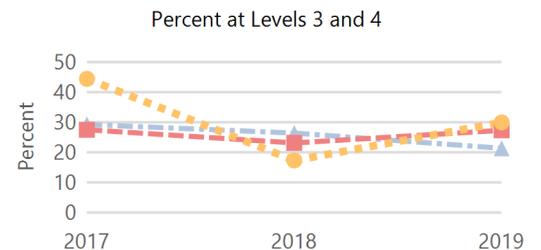
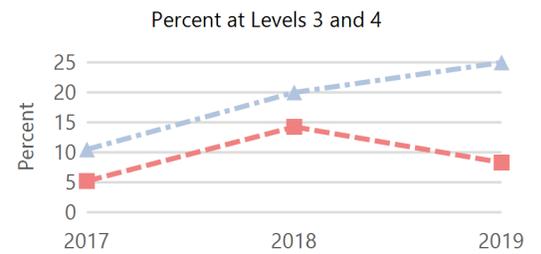
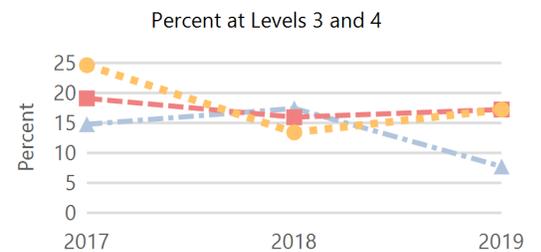
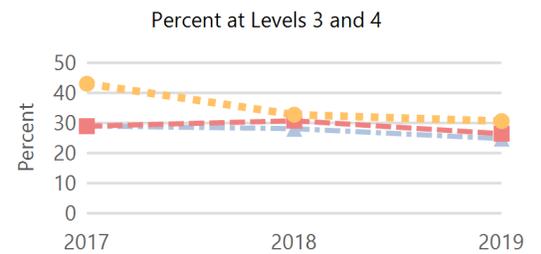
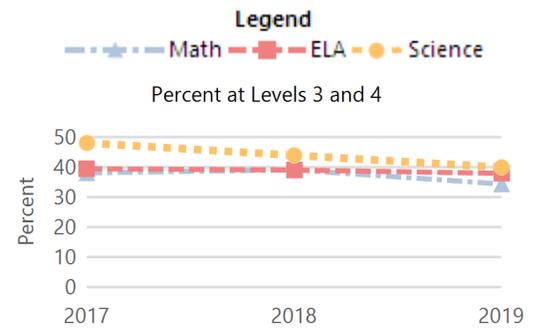
### ACT Performance (2019 School Year)

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.

District	21.0
State	21.1

### Academically Prepared for Postsecondary Success







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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:** Commissioner’s Annual Report and Progress on State Board Outcomes

In his annual report to the State Board, Commissioner of Education Randy Watson will summarize work accomplished in 2019-20 toward the Board’s vision to lead the world in the success of each student. Dr. Watson will also preview KSDE’s annual report publication. He will address challenges presented by COVID-19, how the pandemic has effected work, and the education community’s response to serve students’ needs.

The Kansans Can vision focuses on these statewide outcomes:

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



**Agenda Number: 11**

**Meeting Date: 10/13/2020**



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**Item Title:** Recognition of Confidence in Public Education 2020 recipients of ABC Award

**From:** Denise Kahler

The Confidence in Public Education Task Force is a non-profit corporation whose primary purpose is to strengthen confidence in Kansas public education and to increase awareness of the positive aspects of public education in this state. Each year, the Task Force presents the ABC Award to an individual or organization that has provided a long-term contribution, had a significant impact, or demonstrated an un-common commitment to public education across the state.

Confidence in Public Education Task Force Chair G.A. Buie will join the Board for the announcement and virtual presentation of the 2020 recipients of the ABC Award.

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



**Agenda Number: 12**

**Meeting Date: 10/13/2020**



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**Item Title:** Recognition of Complete High School as 2020 National School of Character

**From:** Kent Reed

Each year many Kansas schools apply for the Kansas Schools of Character recognition awards as well as the National School of Character Recognition Award. The National Award is sponsored by Character.org. Character.org is widely known for its *11 Principles Framework for Schools: A Guide to Cultivating a Character-Inspired Culture*, a comprehensive framework developed by school leaders and character education researchers. During the past 20 years, more than 800 schools – after an independent and rigorous evaluation process – have been recognized by Character.org as National Schools of Character. Awardees have demonstrated a dedicated focus on character development that has a positive effect on academic achievement, student behavior and school climate.

The 2020 National School of Character from Kansas is Complete High School Maize, USD 266. This is the second National Award for Complete High School Maize. Dr. Kristy Custer will share a presentation that will include challenges and solutions of implementing character development during the pandemic and offer lessons learned.

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**Agenda Number: 13**

**Meeting Date: 10/13/2020**



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**Item Title:** Recognition of Anti-Bullying Awareness Week in Kansas

**From:** Kent Reed

The Kansas State Senate and the Kansas State Board of Education have approved a joint resolution establishing the first full week in October as Anti-Bullying Awareness Week. This year the week of observance is Oct. 5 - 11. The theme for this year is "Choose Peace." Examples of how schools are celebrating the week during the current pandemic as well as how cyberbullying is being addressed will be shared. Bullying baseline data collected through KIAS will be introduced.

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**Agenda Number: 14**

**Meeting Date: 10/13/2020**



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**Item Title:** Report on requirements and expectations for systems opting to postpone KESA activity

**From:** Jeannette Nobo, Mischel Miller

KSDE staff will provide an update on the current status of public and private systems within the accreditation process. This report will include a variety of scenarios that impact the decisions systems are making regarding the pause/postponement of KESA activities and the accreditation process.

Results of the survey sent to the field requesting information on which and how many systems would choose to pause/postpone their KESA continuous improvement process will be shared.

Recommendations regarding possible requirements systems would need to complete based on their decisions, as well as how KSDE would follow through with systems should a voluntary postponement be permitted, will be provided.



**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number: 15**

**Staff Initiating:**  
Jeannette Nobo

**Director:**  
Mischel Miller

**Commissioner:**  
Randy Watson

**Meeting Date: 10/13/2020**

**Item Title:**

Potential action on extending postponement of KESA activity

**Recommended Motion:**

It is moved that the Kansas State Board of Education allow public and private systems, as a voluntary option, to suspend Kansas Education System Accreditation activities through June 30, 2021 or to continue in the KESA process as normal. The Board directs KSDE to have systems report social-emotional and academic data in their narrative reports and further directs KSDE staff to report to the State Board in July 2021.

**Explanation of Situation Requiring Action:**

At its September Board meeting, the State Board took action to help alleviate stress caused by the COVID-19 pandemic on school systems by allowing them, as a voluntary option, to suspend Kansas Education System Accreditation activities through the fall semester of 2020 or to continue in the KESA process as normal.

It is requested that the State Board's September motion be amended by extending the voluntary suspension of KESA activities through the 2020-21 school year, which ends June 30, 2021.

If approved, this would move systems who voluntarily choose to pause/postpone their KESA activities during the 2020-2021 year, to a sixth year in the KESA accreditation cycle.



**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number: 16**

**Staff Initiating:**  
Mischel Miller

**Director:**  
Mischel Miller

**Commissioner:**  
Randy Watson

**Meeting Date: 10/13/2020**

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**Item Title:**

Potential action on declaration extension of substitute teacher eligibility

**Recommended Motion:**

WHEREAS on Sept. 11, 2020, Governor Laura Kelly extended the current state of disaster emergency,

WHEREAS a significant number of school districts throughout the state of Kansas need additional staff to keep students socially distanced while providing instruction,

WHEREAS the already difficult task of hiring qualified teaching staff has been exacerbated by the current state of affairs,

It is moved that the Kansas State Board of Education, pursuant to K.A.R. 91-31-34(b)(5)(B), declares a time of emergency whereby any person holding a five-year substitute teaching license OR an emergency substitute teaching license or certificate with a baccalaureate degree may teach through June 30, 2021.

**Explanation of Situation Requiring Action:**

Due to the COVID-19 pandemic, Kansas school systems have asked to be provided more flexibility than standard law allows, regarding the use of substitute teachers. Current law allows for the State Board of Education to declare a time of emergency. The Kansas State Department of Education asks the State Board to make a declaration to increase the available number of days a substitute teacher may teach in any one position.



**Agenda Number: 17**

**Meeting Date: 10/13/2020**



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**Item Title:** Update on Teacher Vacancy and Supply Committee and highlights of annual Licensed Personnel Report

**From:** Susan Helbert, Mischel Miller

The Kansas State Board of Education created the Teacher Vacancy and Supply Committee (TVSC) to continue the work of the Blue Ribbon Task Force. The TVSC continues to meet regularly to work on specific issues. Staff will provide an update on the work of the TVSC. Teacher recruitment and retention is an ongoing initiative of the TVSC and the Professional Standards Board. Included in the update will be information on the fourth annual Retention Summit, scheduled for Nov. 23, 2020.

The Teacher Licensure and Accreditation team collects vacancy data each fall and spring from school districts. In addition, districts complete a Licensed Personnel data submission each spring on their licensed personnel. The collected data plays an important role in helping determine future needs and recommendations for licensing and recruitment / retention efforts. The presentation will include selected data from the Vacancy and Licensed Personnel submissions relative to supply and demand.

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**Agenda Number: 18**

**Meeting Date: 10/13/2020**



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**Item Title:** Receive proposed revisions to School Wellness Policy Model Guidelines

**From:** Cheryl Johnson

The Kansas School Wellness Policy Model Guidelines were last reviewed and updated in May 2017. The Child Nutrition and Wellness team has worked over this past year to obtain input from more than 400 school personnel, content experts and community stakeholders throughout the state of Kansas regarding potential updates to the model guidelines. A draft with proposed revisions is attached.

This past winter, the Rudd Center was contracted by the Kansas Health Foundation to evaluate the progress of Kansas school districts in implementing the Kansas School Wellness Policy Model Guidelines. The results of the research will be shared with the State Board.

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





# Kansas School Wellness Policy Model Guidelines

Child Nutrition & Wellness  
Kansas State Department of Education

This publication has been funded at least in part with Federal funds from the U.S. Department of Agriculture, Food and Nutrition Service. The contents of this publication do not necessarily reflect the views or policies of the Department, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.



**Child Nutrition & Wellness, Kansas State Department of Education**, Landon State Office Building, 900 SW Jackson Street, Suite #251, Topeka, Kansas 66612. 785-296-2276, Fax 785-296-0232, [www.kn-eat.org](http://www.kn-eat.org). For further information, please contact Cheryl Johnson, Director, Child Nutrition & Wellness at the phone number above or [csjohnson@ksde.org](mailto:csjohnson@ksde.org).

Published September 2014.  
Revision, approved by Kansas State Board of Education May 2017.



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# Kansas School Wellness Policy Model Guidelines

## Healthy School Environments Enhance Academic Success

**We can't make kids smarter, but with improved nutrition and physical activity, we can put a better student in the chair.**

**-Robert Murray, MD, Department of Pediatrics, The Ohio State University**



The academic achievement and physical well-being of our students in Kansas today will impact the success of our communities, our state and the nation in the future. For all our sakes, we must provide these students with the tools they need to achieve and succeed. The good health that results from good nutrition and physical activity, and the learning that is made possible as a result, is primary among those tools

Research continues to demonstrate the positive correlation between health and learning. Good health that results from adequate nutrition and physical activity is a pre-requisite, **perhaps the pre-requisite**, for optimal learning.

Health promoting behaviors cultivated in students can and must be turned into life-long positive habits.

Good nutrition supports cognitive development. Nutrition also affects daily cognition in the classroom. Research links poor nutrition quality with absenteeism, hunger symptoms and psychosocial problems.

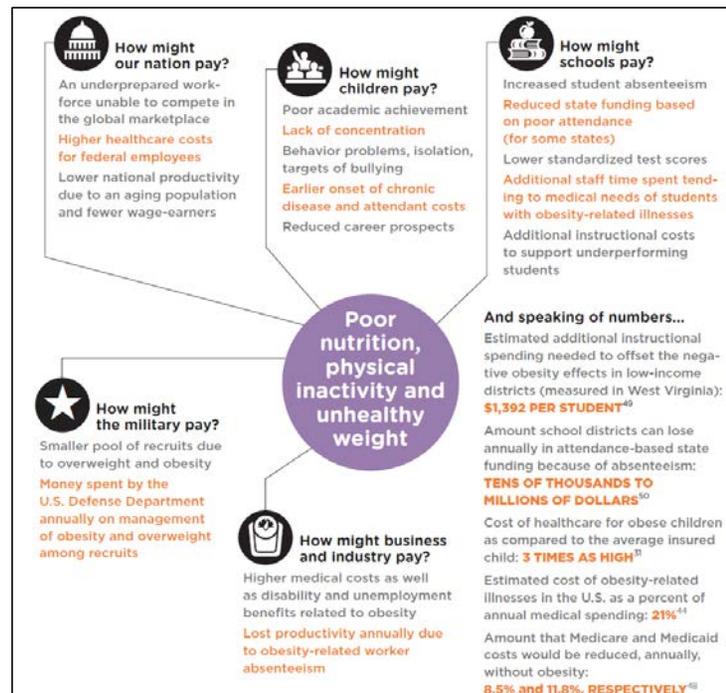
Physical activity, regardless of whether it's during recess, in the classroom or in physical education class, may improve school performance and achievement. Student fitness has been linked to higher test scores and lower absenteeism in Kansas schools.

Students with health-promoting behaviors perform better academically than those with poor health behaviors. Simply put healthy students are better students.

**School wellness – that environment in which every child can access good nutrition and regular physical activity – is achievable. IT'S TIME TO ACT!**

## Picking up the Tab – Everyone Pays the Price

The costs of ignoring school wellness are virtually incalculable. Everybody pays the price when nutrition and physical activity are ignored, though in different ways. At the end of the day, someone pays. It's just a question of who and how.



**The Bottom Line...Many of these costs could very possibly be reduced, halted or reversed with the right attention put toward creating health-promoting school environments – and many schools are already doing just that.**

## School Wellness Policies – Laws and Regulations

### Federal Law

Public Law 108-265 reauthorized federal Child Nutrition Programs which include the National School Lunch Program and School Breakfast Program. Section 204 of this law required that not later than the beginning of the 2006-2007 school year, local educational agencies participating in the school meal programs establish a local school wellness policy.

Section 204 of the Healthy Hunger-Free Kids Act of 2010 (Public Law 111-296) added a new section 9A to the Richard B. Russell National School Lunch Act which expands the scope of wellness policies; brings additional stakeholders into the development, implementation and review of local school wellness policies; and requires public updates on the content and implementation of the wellness policies. Local educational agencies are required to establish local school wellness policies which, at a minimum, include:

- Goals for nutrition, nutrition promotion and education, physical activity, and integrated school-based activities that promote student wellness;
- Nutrition guidelines for all foods available on each school campus during the school day consistent with USDA's meal pattern requirements and the nutrition standards for competitive foods, and designed to promote student health and reduce childhood obesity;
- Designate one or more school officials to ensure that each school complies with the local wellness policy;

- Permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the local school wellness policy, and
- Periodically measure and make available to the public an assessment on the implementation of the local school wellness policy.

### State Law

The 2005 Kansas Legislature passed SB154 which is now KSA 72-5128. This law supports the federal requirement for local wellness policies by directing the Kansas State Board of Education to “develop nutrition guidelines for all foods and beverages made available to students in Kansas public schools during the school day...In developing such guidelines, particular attention shall be given to providing healthful foods and beverages, physical activities and wellness education with the goals of preventing and reducing childhood obesity.”

The state law also requires that “When establishing the wellness policy of the school district, the board of education of each district shall take into consideration the guidelines developed by the state board...”

The Kansas State Board of Education approved the updated Kansas School Model Wellness Policy Guidelines in May 2017.

## Wellness Policies: A Collaborative Effort

Child Nutrition & Wellness of the Kansas State Department of Education (KSDE) began working in January 2005 to develop model wellness policy guidelines that were:

- Built upon the best wellness policies from across our state and the nation;
- Reflected input from more than 120 national and Kansas experts in the fields of school food service, nutrition education, physical education and health;
- Considered feedback from the many groups impacted by the wellness policy guidelines; and
- Provided for consensus, flexibility and local control.

In school year 2005-2006, KSDE and partners provided a series of 15 regional workshops on local wellness policies for school personnel. Districts sent teams of representatives to these workshops to begin working on their local wellness policies. By school year 2006-2007, all Kansas school districts had a local wellness policy in place. Annual updating of this policy is incorporated into each district's School Nutrition Program renewal agreement with KSDE through the use of the Wellness Policy Builder. Beginning in 2009, KSDE developed reports to show change as reported by local school districts in the Wellness Policy Builder.

In school years 2012-13 and 2013-14, KSDE provided a total of 12 regional Recharging School Wellness Workshops for more than 680 school personnel to get feedback on updating the Kansas School Wellness Policy Model Guidelines and to provide training and technical assistance on implementation of requirements in the Healthy Hunger Free Kids Act.

A Wellness Policy Summit was held in March 2014 to obtain input from Kansas stakeholders on revision of the Kansas School Wellness Policy Model Guidelines. The Kansas State Board of Education reviewed a draft of the updated guidelines at the May 2014 State Board Meeting and approved at the June 2014 State Board Meeting.

In school years 2014-15, 2015-16 and 2016-17, technical assistance and training on implementation of wellness policies was provided by regional Wellness Coaches and KSDE Child Nutrition & Wellness staff members. Regional School Wellness Policy Workshops were conducted to provide training to Kansas school staff on implementation of wellness policies.

A second Wellness Policy Summit was held February 2017 to obtain input or needed updates from Kansas stakeholders. The Kansas State Board of Education reviewed and approved the updated guidelines at the May 2017 state board meeting.

The entire effort is designed to support schools in creating healthier environments for students based on evidenced-based research, guidelines, flexibility and local needs.

## What are the Kansas School Wellness Policy Model Guidelines?

The Kansas School Wellness Policy Model Guidelines were developed to assist Sponsors in establishing and implementing local school wellness policies that meet minimum standards designed to support a school environment that promotes sound nutrition and student health, reduces childhood obesity and provides transparency to the public on school wellness policy content and implementation.

State law requires that each school board consider these guidelines when developing local wellness policies.

The model guidelines are divided into four categories of policy statements:

- Nutrition
- Nutrition Promotion and Education
- Physical Activity
- Integrated School Based Wellness

Each policy statement falls within one of three levels:

- The policy statements at the **IMPLEMENTING** level meet all requirements of current federal and state laws, regulations and policies. Policy statements **IN BOLD** are those required by federal and/or state law.
- The policy statements at the **TRANSITIONING** level show growth from the implementing level.
- The policy statements at the **MODELING** level reflect highly effective practices.

## How can schools use the guidelines?

The guidelines can serve as the foundation for establishing a local wellness policy by selecting which policy statements to include in the local wellness policy. The steps to build and implement a local wellness policy include:

- Recruit Wellness Committee members and identify a Wellness Committee chairperson.
- Review the Kansas School Wellness Policy Model Guidelines and assess the existing situation.
- Use the Kansas Wellness Impact Tool to create the wellness policy by selecting one of three status options for each policy statement:
  - Not in Policy
  - Developing Policy
  - Policy in Place
- Print the local school wellness policy from the Wellness Impact Tool and present to the local board of education for approval.
- At a minimum, annually assess compliance and report on the progress toward achieving Sponsor goals of the local wellness policy and progress toward achieving the Kansas School Model Wellness Policy Guidelines.
- Post current Wellness Policy Statement on school and/or district website for public access.

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	<b>Implementing</b>	<b>Transitioning</b>	<b>Modeling</b>
<b>General Guidelines</b>	All school food service personnel receive required food safety training at a minimum of every 5 years. Continuing education training for all food service personnel meets federal and state requirements.	All school food service personnel receive required food safety training at a minimum of every 3 years.	All school food service personnel receive food safety training annually.
	The dining area has seating to accommodate all students during each serving period.	The food service area is clean, orderly, and has an inviting atmosphere that encourages meal consumption.	High School: Closed campus. Students must remain at school during lunch periods.
	The dining area has adequate adult supervision.	Food service personnel and supervisory staff use positive communication cues with students to promote consumption of foods served as part of Child Nutrition Programs.	Adults model healthy eating in the dining areas and encourage students to taste new and/or unfamiliar foods.
	The students are allowed to converse with one another at least part of the mealtime.	Mealtime conversation is not prohibited for the entire mealtime as disciplinary action.	The students are allowed to converse during the entirety of the mealtime.
	<b>Reimbursable meals and/or parts of a reimbursable meal are not withheld or denied as a disciplinary action.</b>	<del>Students being disciplined are NOT seated at tables separated from other students in the dining area.</del> Students are not disciplined by separating from other students in the dining area.	<del>Students being disciplined are NOT seated in a separate location.</del> Students are not disciplined by being seated in a separate location.
	<del>One "Smarter Lunchroom" or Behavioral Economics technique is used on the serving line to encourage healthy choices by students.</del> <b>Content of reimbursable lunch and breakfast is identified near or at the beginning of the serving line(s).</b>	<del>Two "Smarter Lunchroom" or Behavioral Economics techniques are used on the serving line to encourage healthy choices by students.</del> One or more Kansas food products that are served as a part of the school meals program and are identified at the beginning <del>or on</del> of the serving line each week.	<del>Three "Smarter Lunchroom" or Behavioral Economics techniques are used on the serving line to encourage healthy choices by students.</del> Two or more A-Kansas food products is served as a part of the school meals program and identified at the beginning of the serving line each week. <del>at least one time per week.</del>
<b>Other Child Nutrition Programs</b>	Meals and snacks served under the <a href="#">USDA At-Risk Afterschool Meals, Afterschool Snack Program, Fresh Fruit &amp; Vegetable Program and/or Summer Food Service Program</a> comply with all federal regulations and state policies.	Participate in one of four programs. (At-Risk Afterschool Meals, Afterschool Snack Program, Fresh Fruit & Vegetable Program or Summer Food Service Program)	Participate in two or more of the four programs. (At-Risk Afterschool Meals, Afterschool Snack Program, Fresh Fruit & Vegetable Program, or Summer Food Service Program)
<b>During the School Day</b>	<b>Students have access to free drinking water throughout the school day, including during meal service. Hygiene standards for all methods delivering drinking water will be maintained.</b>	Students are allowed to have clear/translucent individual water bottles in the classroom where appropriate.	Students have clear/translucent individual water bottles in the classroom where appropriate.
	<b>District develops nutritional standards for non-sold food and beverages made available on school campus during the school day.</b>	District adopts <a href="#">Smart Snacks in School "All Foods Sold in Schools" Standards</a> for non-sold food and beverages made available on school campus during the school day.	Non-sold foods and beverages meet <a href="#">Smart Snacks in School "All Foods Sold in Schools" Standards</a> . The focus of classroom celebrations is not on food.
	Schools provide staff information on non-food rewards.	Schools begin incorporating non-food rewards.	Food is not used as a reward in district schools unless the food meets <a href="#">Smart Snacks in School "All Foods Sold in Schools" Standards</a> .
	<del>Meals purchased at fast food outlet to be consumed at school must not be brought to school in their original containers. Caffeinated beverages are not</del>	<del>Meals purchased at fast food outlet to be consumed at school must not be brought to school in their original containers. Caffeinated beverages</del>	<del>No meals purchased at fast food outlets are consumed at mealtime in cafeteria.</del>

**Commented [CSJ1]:** Smarter Lunchroom/Behavioral Economics research was not validated and has been removed from USDA Team Nutrition information and resources.

**Commented [CSJ2]:** A model guideline regarding the marketing of less healthy foods is already included under Nutrition Education. Smart Snacks guidelines do not restrict caffeinated beverages.

	allowed in sack lunches to be consumed in the cafeteria. (Elementary/Middle School)	are not allowed in sack lunches to be consumed in the cafeteria. (High School)	
	<b>Implementing</b>	<b>Transitioning</b>	<b>Modeling</b>
<b>Breakfast</b>	<b>All school breakfasts comply with <a href="#">USDA regulations</a> and <a href="#">state policies</a>.</b>	At least three different fruits are offered each week on three different days. At least one fruit per week is served fresh.	At least five different fruits are offered each week. At least two fruits per week are served fresh.
	Students have the opportunity to eat breakfast.	District offers at least 15 minutes "seat time" for students to eat breakfast (not including time spent walking to and from class or waiting in line) or Grab n Go breakfast options are available.	District has implemented alternative 2 <sup>nd</sup> Chance Breakfast service options. <a href="#">"Breakfast in the Classroom"</a> or <a href="#">"Breakfast After First Period"</a> is available.
<b>Lunch</b>	<b>All school lunches comply with <a href="#">USDA regulations</a> and <a href="#">state policies</a>.</b>	At least three different fruits are offered each week. Two fruits per week are served fresh.	At least five different fruits are offered each week. Four fruits per week are served fresh.
		One additional 1/2 cup* vegetable is offered weekly from any of three vegetable subgroups (dark-green, red/orange, dry beans and peas).	An additional 1 cup* vegetable is offered weekly from any of three vegetable subgroups (dark-green, red/orange, dry beans and peas).
	*Schools may offer the additional 1/2 cup or 1 cup offerings, respectively, or they may spread the amount out over the course of the week with a minimum of at least 1/8 cup of the vegetable at a time. This can be met without adding to the total offerings required by the current meal pattern by offering Dark-Green, Red/Orange, and Dry Beans and Peas subgroup offerings as some of the "additional vegetables" needed to meet weekly total meal requirements. Schools may also offer Dark-Green, Red/Orange and Dry Beans and Peas subgroup vegetables in place of vegetables from the "Other Vegetables" subgroup.		
	Students have at least 15 minutes "seat time" to eat lunch not including time spent walking to/from class or waiting in line.	Students have at least 20 minutes "seat time" to eat lunch not including time spent walking to/from class or waiting in line.	Students are offered recess before lunch and at least 20 minutes seat time to eat.
<b>All Foods Sold in Schools (a la carte, fundraising, school store)</b>	<b>All foods and beverages sold in schools are in compliance with <a href="#">USDA's Smart Snacks in School "All Foods Sold in Schools" Standards</a> from the midnight before to 30 minutes after the end of the official school day.</b>	All foods and beverages sold in schools are in compliance with <a href="#">USDA's Smart Snacks in School "All Foods Sold in Schools" Standards</a> from the midnight before to 5 pm.	All foods and beverages sold in schools are in compliance with <a href="#">USDA's Smart Snacks in School "All Foods Sold in Schools" Standards</a> 24 hours a day.
	No energy drinks are sold on school property from the midnight before to 30 minutes after the end of the official school day.	No energy drinks are sold on school property from the midnight before to 5 pm after the end of the official school day.	<a href="#">USDA's Smart Snacks in School Beverage Standards</a> for middle schools apply to high school (only 100% juice, water, milk).
	<b>Fundraising within the school day meets <a href="#">USDA's Smart Snacks in School "All Foods Sold in Schools" Standards</a> (sans the exempted fundraisers).</b>	Fundraising within the school day and until 5 PM meets <a href="#">USDA's Smart Snacks in School "All Foods Sold in Schools" Standards</a> (sans the exempted fundraisers).	No exempted fundraisers. All fundraisers involving foods or beverages meet the <a href="#">USDA's Smart Snacks in School "All Foods Sold in Schools" Standards</a>
		Fundraising activities involving the sale of food or beverages that meet <a href="#">USDA's Smart Snacks in School "All Foods Sold in Schools" Standards</a> and/or exempted fundraisers will not take place until after the end of the last lunch period.	Fundraising activities support nutrition, nutrition education and physical activity messaging.

	<b>Implementing</b>	<b>Transitioning</b>	<b>Modeling</b>
<b>Nutrition Promotion</b>	Students provide input on foods offered in the cafeteria.	Students learn about the nutrition requirements for school meals and some students are involved in helping plan menus <b>annually</b> .	A student advisory council is formed and meets with a food service representative and school administration twice a year to provide input.
	District promotes participation in the <a href="#">National School Lunch Program (NSLP)</a> and <a href="#">School Breakfast Program (SBP)</a> if applicable and to choose nutritious foods and beverages throughout the day. Menus are posted on school website and/or distributed to families via another method.	District implements marketing and advertising of nutritious foods and beverages consistently through a comprehensive and multi-channel approach to school staff, teachers, parents, and students.	District implements marketing and advertising of nutritious foods and beverages consistently through a comprehensive and multi-channel approach to the community.
	<b>District allows marketing* (oral, written, or graphics) of only those foods and beverages sold on the school campus during the school day that meet the requirements set forth in the <a href="#">Smart Snacks Rule</a>. (Schools are not required to allow food or beverage marketing on campus)</b>	District allows marketing* (oral, written, or graphics) of only those foods and beverages that meet the requirements set forth in the <a href="#">Smart Snacks Rule</a> on the school campus during school activities at all times.	District allows marketing* (oral, written, or graphics) of only those foods and beverages that meet the requirements set forth in the <a href="#">Smart Snacks Rule</a> on the school campus at all times.
	<i>*School marketing includes food and beverage advertising and other marketing, such as the name or depiction of products, brands, logos, trade marks, or spokespersons or characters, on any property or facility owned or leased by the school district or school (such as school buildings, athletic fields, school buses, parking lots, or other facilities).</i>		
<b>Nutrition Education</b>	<b>All students in grades K-12, <del>including those with disabilities, special health care needs and in alternative education settings</del>, will have the opportunity to participate in culturally relevant activities, as appropriate, and a variety of learning experiences that support development of healthful eating habits that are based on the most recent <a href="#">Dietary Guidelines for Americans</a> and evidence-based information.</b>	District administrators inform teachers and other school personnel about opportunities to participate in professional development on nutrition and on teaching nutrition.	<b>The wellness committee</b> , teachers and other school personnel participate in nutrition education-related professional development at least once a year.
	Include nutrition education as part of physical education/health education classes and/or stand-alone courses for all grade levels, including curricula that promote skill development.	Active <b>classroom</b> learning experiences are provided such as involving students in food preparation or other hands-on activities at least once a semester.	Active <b>classroom</b> learning experiences are provided such as involving students in food preparation or other hands-on activities at least once each quarter.
	District uses qualified personnel or organizations from the community to provide nutrition education to students under the direct supervision of a teacher once/year.	District uses qualified personnel or organizations from the community to provide nutrition education to students under the direct supervision of a teacher once/semester.	District uses qualified personnel or organizations from the community to provide nutrition education to students under the direct supervision of a teacher once/quarter.
	Integrate age-appropriate nutrition education into at least one core subject such as math, science, language arts, and social sciences, as well as into at least one non-core/elective subject.	Integrate age-appropriate nutrition education into at least two core subjects such as math, science, language arts, and social sciences as well as in two or more non-core/elective subjects.	Integrate age-appropriate nutrition education into three or more core subjects such as math, science, language arts, and social sciences as well as in three or more non-core and elective subjects.

	<b>Implementing</b>	<b>Transitioning</b>	<b>Modeling</b>
<b>Nutrition Education (continued)</b>	Include nutrition and health posters, signage, or displays in the cafeteria food service and dining areas that are rotated, updated or changed quarterly.	Include nutrition and health posters, signage, or displays in classrooms, hallways, gymnasium, and/or bulletin boards that are rotated, updated or changed quarterly.	School personnel collaborate with the school nutrition staff to use the cafeteria as a nutrition learning laboratory that allows students to apply critical thinking skills.
	Offer information to families at least once per semester that encourages them to teach their children about health, nutrition and agriculture education and assists them in planning nutritious meals for their families.	Offer information to families at least once per quarter that encourages them to teach their children about health, nutrition and agriculture education and assists them in planning nutritious meals for their families.	Offer information to families at least once per month that encourages them to teach their children about health, nutrition and agriculture education and assists them in planning nutritious meals for their families.

	<b>Implementing</b>	<b>Transitioning</b>	<b>Modeling</b>
<b>General Guidelines</b>	All students in grades K-12, <del>including those with disabilities, special health care needs and in alternative education settings</del> , have the opportunity to participate in moderate to vigorous physical activity at least 2 times per week during the entire school year.	All students in grades K-12, <del>including those with disabilities, special health care needs and in alternative education settings</del> , have the opportunity to participate in moderate to vigorous physical activity 3 or more times per week during the entire school year.	All students in grades K-12, <del>including those with disabilities, special health care needs and in alternative education settings</del> , have the opportunity to participate in moderate to vigorous physical activity every day during the entire school year.
	District prohibits the use of physical activity as a punishment. District prohibits withholding physical activity, including recess and physical education, as punishment.	District encourages extra physical activity time as an option for classroom rewards.	District uses extra physical activity time as a classroom reward.
<b>Physical Education</b>	Physical education is taught by teachers licensed by the Kansas State Department of Education.	Physical education teachers are licensed and participate in physical education and/or physical activity specific professional development every 2 years.	Physical education teachers are licensed and have advanced certification and/or education.
	The physical education curriculum is sequential and consistent with Kansas State Board of Education approved physical education teaching standards for pre-kindergarten through grade 12.	Physical Education teaches basic motor skills, enhances knowledge of concepts related to movement needed to achieve and maintain health for lifetime physical activity.	District offers lifetime sports and fitness classes/opportunities.
	Elementary students receive 90-119 minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity.	Elementary students receive 120-149 minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity.	Elementary students receive 150+ minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity.
	Middle school students are offered physical education at all grade levels and receive 90-119 minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity.	Middle school students are offered physical education at all grade levels and receive 120-149 minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity.	Middle school students are offered physical education at all grade levels and receive 150+ minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity.
	<b>High school students are provided structured physical education in at least 1 course required for graduation.</b>	Additional opportunities for physical education as an elective are offered.	High school students are provided structured physical education in at least 2 courses required for graduation.
	Physical education curriculum encourages a multi-dimensional fitness assessment.	Physical education curriculum includes fitness assessment of at least 50% of all students enrolled in physical education and student fitness reports are available to parents.	Physical education curriculum includes fitness assessment of at least 90% of all students enrolled in physical education and student fitness reports are available to parents.

**Commented [CSJ3]:** Students would be defined in an added "Definitions" page that has been requested to be added to this booklet by numerous educators and administrators.

	<b>Implementing</b>	<b>Transitioning</b>	<b>Modeling</b>
<b>Throughout the Day</b>	Elementary school students have at least 15 minutes a day of supervised recess (not including time spent getting to and from the playground), preferably outdoors. Supervisory staff encourage moderate to vigorous physical activity.	Elementary school students have two supervised recess periods per day (not including time spent getting to and from the playground), totaling at least 20 minutes. Supervisory staff encourage moderate to vigorous physical activity.	Elementary school students have two supervised recess periods per day, totaling at least 30 minutes (not including time spent getting to and from the playground), with one being offered in the morning. Supervisory staff encourage moderate to vigorous physical activity.
	School policy outlines guidance on conditions regulating indoor and outdoor recess during extreme weather conditions.	Each school provides equipment, instruction, and supervision for active indoor recess.	Students that participate in indoor recess are provided moderate to vigorous physical activity opportunities.
	Structured physical activity opportunities, in addition to recess and physical education, are encouraged for all students.	Structured physical activity opportunities, in addition to recess and physical education, are offered to all students at least 1 time daily. School staff are encouraged to participate.	Structured physical activity opportunities, in addition to recess and physical education, are offered to all students at least 2 times daily. School staff are encouraged to participate.
	Professional development on integrating physical activity into core/non-core subjects is provided to licensed physical education teachers, school nurses, and building administrators.	Professional development on integrating physical activity into core/non-core subjects is provided to most staff.	Professional development on integrating physical activity into core/non-core subjects is provided to all staff.
	Structured physical activities are <b>approved planned</b> by a licensed physical education teacher and integrated into health education and at least one core subject, such as math, science, language arts, and social sciences, as well as in non-core and elective subjects.	Structured physical activities are <b>approved planned</b> by a licensed physical education teacher and integrated into at least two core curriculum subjects, such as math, science, language arts, and social sciences, as well as in non-core and elective subjects.	Structured physical activities are <b>approved planned</b> by a licensed physical education teacher and integrated into three or more core curriculum subjects, such as math, science, language arts, and social sciences, as well as in non-core and elective subjects.
<b>Before &amp; After School</b>	Extracurricular physical activity programs, such as a physical activity club or intramural programs, are offered.	Extracurricular physical activity programs, such as a physical activity club or intramural programs, are offered with input from students, and meet the needs, interest and abilities of a diverse student body.	Extracurricular physical activity programs, such as a physical activity club or intramural programs, are offered through partnerships with community organizations and resources.
	An assessment on walking and/or biking to school has been completed to determine safety and feasibility.	The school has developed a walk and/or bike to school plan and encourages students to walk and/or bike to school based on a safety and feasibility assessment.	The school has implemented a walk and/or bike to school plan or implemented an alternative plan based on a safety and feasibility assessment and has communicated it to the community.
<b>Family &amp; Community</b>	Community members are provided access to the district's outdoor physical activity facilities.	Community members are provided access to the district's indoor and outdoor physical activity facilities at specified hours.	Community members are encouraged to access the district's indoor and outdoor physical activity facilities at specified hours.
	Offer information via multiple channels at least once per semester to all families that encourages them to teach their children about physical activity, and assists them in planning physical activity for their families.	Offer information via multiple channels and provide opportunities for physical activity at least once per quarter to all families that encourages them to teach their children about physical activity, and assists them in planning physical activity for their families.	Offer information via multiple channels and provide opportunities for physical activity at least once per month to all families that encourages them to teach their children about physical activity, and assists them in planning physical activity for their families.

	<b>Implementing</b>	<b>Transitioning</b>	<b>Modeling</b>
<b>General Guidelines</b>	Annual staff wellness activities and/or professional development opportunities related to nutrition, physical activity, <a href="#">mental health</a> , and abstaining from tobacco <a href="#">and e-cigarettes</a> are provided to encourage district staff to serve as healthy role models. Staff wellness activities and training may also include additional components of the <a href="#">Whole School, Whole Community, Whole Child Model</a> .	Each semester, provide staff wellness activities and/or professional development opportunities related to nutrition, physical activity, <a href="#">mental health</a> , and abstaining from tobacco <a href="#">and e-cigarettes</a> are provided to encourage district staff to serve as healthy role models. Staff wellness activities and training may also include additional components of the <a href="#">Whole School, Whole Community, Whole Child Model</a> .	Each quarter, provide staff wellness activities and/or professional development opportunities related to nutrition, physical activity, <a href="#">mental health</a> , and abstaining from tobacco <a href="#">and e-cigarettes</a> are provided to encourage school staff to serve as healthy role models. Staff wellness activities and training may also include additional components of the <a href="#">Whole School, Whole Community, Whole Child Model</a> .
	<del>District staff are aware of Team Nutrition and the HealthierUS School Challenge Award opportunity.</del>	<del>District staff collaborate to achieve Bronze or Silver HealthierUS School Challenge Award in some schools. All schools are enrolled as a Team Nutrition school.</del>	<del>District staff collaborate to achieve Gold or Gold with Distinction HealthierUS School Challenge Award in some schools.</del>
	Complete the <a href="#">CDC School Health Index</a> , biannually.	Results of the <a href="#">CDC School Health Index</a> are shared with the district administration and local school board.	Results of the <a href="#">School Health Index</a> are shared with the public.
	Annually, offer district-sponsored wellness family activities that address one or more components of the <a href="#">Whole School, Whole Community, Whole Child Model</a> .	Each semester, offer district-sponsored wellness family activities that address one or more components of the <a href="#">Whole School, Whole Community, Whole Child Model</a> .	Quarterly, offer district-sponsored wellness family activities that address one or more components of the <a href="#">Whole School, Whole Community, Whole Child Model</a> .
	Annually partner with local health agencies and community organizations.	Each semester, partner with local health agencies and community organizations.	Quarterly, partner with local health agencies and community organizations.
	District Wellness Committee will discuss the development of a <a href="#">farm to school program</a> .	Facilitate the integration of a <a href="#">farm to school program</a> and curricular activities including hands-on activities as appropriate to facilitate the nutritional and educational goals in 50% of the schools.	Facilitate the integration of a <a href="#">farm to school program</a> and curricular activities including hands-on activities as appropriate to facilitate the nutritional and educational goals in <b>75% 100%</b> of the schools.
	Farm to school activities conducted annually in <del>some one or more</del> schools.	Farm to school activities conducted each semester in <del>some one or more</del> schools.	Farm to school activities are integrated into <del>some one or more</del> core subjects.
	Each semester, culturally relevant health information is provided to families via handouts, postings on the district website, newsletters, presentations and workshops.	Quarterly, culturally relevant health information is provided to families via handouts, postings on the district website, newsletters, presentations and workshops.	Monthly, culturally relevant health information is provided to families via handouts, postings on the district website, newsletters, presentations and workshops.
	The local district wellness policy committee meets at least twice per year.	The local district wellness policy committee or subcommittee(s) meets at least once per quarter.	The local district wellness policy committee or subcommittee(s) meets at least once per month during the school year.
	<b>The school wellness committee makes appropriate updates or modification to wellness policy based on assessment and an update on the progress toward meeting the State Model Wellness Policy is made available to the public, including parents, students and the community.</b>	The wellness policy assessment and progress toward meeting the State Model Wellness Policy are presented to school and district staff.	The wellness policy assessment and progress toward meeting the State Model Wellness Policy are presented to and approved by the local school board.

**Commented [CSJ4]:** HealthierUS School Challenge is no longer a program offered by USDA.

# Eat Smart. Play Hard. Healthy Kids Learn Better!

**Child Nutrition & Wellness  
Kansas State Department of Education  
Landon State Office Building  
900 SW Jackson Street, Suite #251  
Topeka, KS 66612  
785-296-2276**

**For more information visit:**

[www.ksde.org](http://www.ksde.org)  
[www.kn-eat.org](http://www.kn-eat.org)

**Portions of the information found on pages 2-5 are excerpted from:**

GENYOUth Foundation. (2013) *The Wellness Impact: Enhancing Academic Success through Healthy School Environments*. Retrieved from [http://www.genyouthfoundation.org/wp-content/uploads/2013/02/The\\_Wellness\\_Impact\\_Report.pdf](http://www.genyouthfoundation.org/wp-content/uploads/2013/02/The_Wellness_Impact_Report.pdf).

Healthy Kansas Schools. (2013) *Results from the Kansas Fitness Information Tracking (K-FIT) System: 2011-2012 School Year*. Retrieved from [http://www.kshealthykids.org/HKS\\_Docs/K-FIT/K-FIT\\_Report\\_Year\\_1.pdf](http://www.kshealthykids.org/HKS_Docs/K-FIT/K-FIT_Report_Year_1.pdf).

U.S. Department of Agriculture, Food and Nutrition Service. (2016) *Local School Wellness Policy Implementation Under the Healthy, Hunger-Free Kids Act of 2010 – Final Rule*. Federal Register Vol. 81, No. 146



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**Item Title:** Personnel Report

**From:** Candi Brown, Wendy Fritz

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<b>Total New Hires</b>	3	2	1									
Unclassified	3	2	1									
Unclassified Regular (leadership)	0	0	0									
<b>Total Separations</b>	5	1	9									
Classified	0	0	0									
Unclassified	5	1	7									
Unclassified Regular (leadership)	0	0	2									
<b>Recruiting (data on 1st day of month)</b>	7	7	9									
Unclassified	7	7	9									
Unclassified Regular (leadership)	0	0	0									

Total employees 243 as of pay period ending 09/05/2020. 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:**

**Director:**

**Commissioner:**

**Meeting Date: 10/13/2020**

Candi Brown

Wendy Fritz

Randy Watson

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**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:

Joshua Bailey to the position of Applications Developer on the Information Technology team, effective Sept. 1, 2020, at an annual salary of \$55,099.20. This position is funded by the Consolidated Pool and the State General Fund.



**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number: 19 c.**

**Staff Initiating:**  
Susan Helbert

**Director:**  
Mischel Miller

**Commissioner:**  
Randy Watson

**Meeting Date: 10/13/2020**

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**Item Title:**

Act on recommendations for a Visiting Scholar license

**Recommended Motion:**

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

**Explanation of Situation Requiring Action:**

**Barnes-Hanover-Linn, USD 223**

**Chase Brazzle**

Unified School District 223 requests that Chase Brazzle be granted a Visiting Scholar license valid for the 2020-21 school year. Mr. Brazzle will be assigned to a full schedule teaching art to all grade levels, K-12.

Chase Brazzle earned a bachelor of fine arts degree in studio art from Kansas State University in 2011. A master of fine arts/photography degree was earned in 2014 from Kansas State University. During the 2019-20 school year, Mr. Brazzle completed 15 credits in pedagogy from a Restricted license program through Fort Hays State University. He taught art for the district under a Restricted license in 2019-20.

During his graduate studies at Kansas State, he was a graduate teaching assistant (instructor of record) for Introduction to 2d-Design, Photo I/II, and Digital Photography 1. Related professional post-graduate experiences include digital archivist for the Washington County Abstract Company, and Photo/Sports Editor for the Washington County News.

Mr. Brazzle provided a list of selected group exhibits where his work has been showcased. He was also awarded Kansas Press Association Awards of Excellence for first place in photo package and sports pages (2017) and photo package, sports pages and best use of photos (2018).

Chase Brazzle’s educational background in fine arts/photography, his teaching experiences at the postsecondary level, a year of K-12 teaching experience, professional education coursework completed at Fort Hays, and his professional experiences related to fine arts design and photography contribute to a strong background relative to a K-12 art assignment. He meets the criteria of advanced degrees in the subject and related fine arts experience. I recommend that the

(continued)

request of a Visiting Scholar license valid for the 2020-21 school year for Chase Brazzle be approved, based on meeting two of the established criteria for Visiting Scholar.

**Central Heights, USD 288**

**Norman Schmidt**

A Visiting Scholar license for Norman Schmidt valid for the 2020-21 school year was approved by the State Board in July. The license was approved for Mr. Schmidt to teach a full schedule of chemistry, physics and earth/space science. The district has the need to re-distribute staff to provide for an additional section of math. The district requests that math be added to the Visiting Scholar license to accommodate assigning Mr. Schmidt to teach an Algebra 1 course, in addition to his science schedule.

Mr. Schmidt's educational background includes two bachelor degrees in chemistry and physics (with a minor in math) and a PhD in chemistry. 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 taught at the college level, including Algebra courses.

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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 d.

**Staff Initiating:**

**Director:**

**Commissioner:**

**Meeting Date: 10/03/2020**

Susan Helbert

Mischel Miller

Randy Watson

### **Item Title:**

Act on recommendations for licensure waivers

### **Recommended Motion:**

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

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

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

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



**Licensure Waivers**

**Item 19 d. Attachment**

<b>District</b>	<b>Dist Name</b>	<b>First</b>	<b>Last</b>	<b>Subject</b>	<b>Recomm.</b>
D0229	Blue Valley	Colette	Berak	High Incidence Special Ed.	Approved
D0229	Blue Valley	Rachel	Young	Low Incidence Special Ed.	Approved
D0230	Spring Hill	Brent	Fales	High Incidence Special Ed.	Approved*
D0230	Spring Hill	Kendra	Walsh	High Incidence Special Ed.	Approved*
D0230	Spring Hill	Morgan	Kerfes	High Incidence Special Ed.	Approved*
D0230	Spring Hill	Jennifer	House	Low Incidence Special Ed.	Approved
D0230	Spring Hill	Maximo	Penichet	High Incidence Special Ed.	Approved
D0234	Fort Scott	Kelsey	Demott	High Incidence Special Ed.	Approved*
D0259	Wichita	Lara	Dodson	Library Media Specialist	Approved
D0259	Wichita	Allicia	Holland	Math	Approved
D0259	Wichita	Cody	Swartz	Gifted	Approved*
D0259	Wichita	Denise	Roberts	High Incidence Special Ed.	Approved*
D0259	Wichita	Heather	Brown	High Incidence Special Ed.	Approved*
D0259	Wichita	Jacqueline	Bishop	High Incidence Special Ed.	Approved
D0259	Wichita	Janet	Ralston	High Incidence Special Ed.	Approved
D0259	Wichita	Joanne	Fluker	High Incidence Special Ed.	Approved*
D0259	Wichita	Kimberly	Giesen	High Incidence Special Ed.	Approved
D0259	Wichita	Kirk	Merwin	High Incidence Special Ed.	Approved*
D0259	Wichita	Megan	Plant	High Incidence Special Ed.	Approved*
D0259	Wichita	Nathaniel	Ames	High Incidence Special Ed.	Approved*
D0259	Wichita	Priscilla	Kralicek	High Incidence Special Ed.	Approved*
D0259	Wichita	Rebecca	Hamilton	High Incidence Special Ed.	Approved
D0259	Wichita	Reno	Ferris	High Incidence Special Ed.	Approved
D0259	Wichita	Saffron	Hibbard	High Incidence Special Ed.	Approved
D0259	Wichita	Sonnya	Adams	High Incidence Special Ed.	Approved*
D0259	Wichita	Abigail Myril	Semple	Low Incidence Special Ed.	Approved*
D0259	Wichita	Adam	Jilka	Low Incidence Special Ed.	Approved*
D0259	Wichita	Ali	Wagner	Low Incidence Special Ed.	Approved*
D0259	Wichita	Andrea	Adams	Low Incidence Special Ed.	Approved
D0259	Wichita	Brandi	Hendrix	Low Incidence Special Ed.	Approved
D0259	Wichita	Camalia	Finton	Low Incidence Special Ed.	Approved
	*First Renewal			**Final Renewal	

					Page 2
D0259	Wichita	Jeffrey	Mork	Low Incidence Special Ed.	Approved
D0259	Wichita	Jennifer	Talkington-Sy	Low Incidence Special Ed.	Approved*
D0259	Wichita	Kayla	Nott	Low Incidence Special Ed.	Approved
D0259	Wichita	Lindsay	Gress	Low Incidence Special Ed.	Approved
D0259	Wichita	Lucas	Young	Low Incidence Special Ed.	Approved
D0259	Wichita	May Jean	Valenzuela	Low Incidence Special Ed.	Approved
D0259	Wichita	Melissa	Baysinger	Low Incidence Special Ed.	Approved
D0259	Wichita	Teresa	Martinez	Low Incidence Special Ed.	Approved**
D0259	Wichita	Lydia	Brown	Early Childhood/Pre-School	Approved
D0259	Wichita	Amanda	Cook	High Incidence Special Ed.	Approved
D0259	Wichita	Amani	Ross	High Incidence Special Ed.	Approved**
D0259	Wichita	Angela	Smith	High Incidence Special Ed.	Approved**
D0259	Wichita	Ashley	Dowell	High Incidence Special Ed.	Approved**
D0259	Wichita	Aubrey	Heier	High Incidence Special Ed.	Approved*
D0259	Wichita	Bethany	Ensign	High Incidence Special Ed.	Approved
D0259	Wichita	Britney	Purdom	High Incidence Special Ed.	Approved
D0259	Wichita	Chelle	Fraley	High Incidence Special Ed.	Approved*
D0259	Wichita	Esmeralda	Gutierrez	High Incidence Special Ed.	Approved**
D0259	Wichita	Jessica	Holdt	High Incidence Special Ed.	Approved*
D0259	Wichita	Kaitlyn	Bumgarner	High Incidence Special Ed.	Approved*
D0259	Wichita	Kelsey	Jones	High Incidence Special Ed.	Approved*
D0259	Wichita	Marsha	Geer	High Incidence Special Ed.	Approved*
D0259	Wichita	Montana	Severe	High Incidence Special Ed.	Approved
D0259	Wichita	Robert	Tinker	High Incidence Special Ed.	Approved*
D0259	Wichita	Shelley	Louthan	High Incidence Special Ed.	Approved*
D0259	Wichita	Susan	Sterling	High Incidence Special Ed.	Approved
D0259	Wichita	Taylor	Buford	High Incidence Special Ed.	Approved
D0259	Wichita	Alexander	Kimmel	Low Incidence Special Ed.	Approved*
D0259	Wichita	Aubrie	Ellis	Low Incidence Special Ed.	Approved*
D0259	Wichita	Christopher	Brown	Low Incidence Special Ed.	Approved*
D0259	Wichita	Darla	Saindon	Low Incidence Special Ed.	Approved
D0259	Wichita	Jessica	Aaby	Low Incidence Special Ed.	Approved*
D0259	Wichita	Nicolle	Herman	Low Incidence Special Ed.	Approved**
	*First Renewal			**Final Renewal	

					Page 3
D0259	Wichita	Rachel	Veloza	Low Incidence Special Ed.	Approved
D0259	Wichita	Samantha	Teed	Low Incidence Special Ed.	Approved
D0259	Wichita	Sarah	Warren	Low Incidence Special Ed.	Approved
D0259	Wichita	Shara	Splichal	Low Incidence Special Ed.	Approved
D0259	Wichita	Stacy	Satterfield	Low Incidence Special Ed.	Approved
D0259	Wichita	Whitney	Steele	Low Incidence Special Ed.	Approved
D0259	Wichita	Janet	Tull	High Incidence Special Ed.	Approved
D0259	Wichita	Jennifer	Laflamme	High Incidence Special Ed.	Approved**
D0259	Wichita	Amy	Woodard	Low Incidence Special Ed.	Approved*
D0259	Wichita	Jessica	Vogt	English as a Second Language	Approved*
D0259	Wichita	Erika	Roberts	Gifted	Approved
D0259	Wichita	Amber	Waterbury	Library Media Specialist	Approved
D0259	Wichita	Amy	Beckmann	Library Media Specialist	Approved
D0259	Wichita	Christina	Kindle	Library Media Specialist	Approved*
D0259	Wichita	Elizabeth	Tackett	Library Media Specialist	Approved**
D0259	Wichita	Jessica	Schmidt	Library Media Specialist	Approved*
D0259	Wichita	Julia	Duggin	Library Media Specialist	Approved*
D0259	Wichita	Kelly	Cotton	Library Media Specialist	Approved*
D0259	Wichita	Kelly	Kelly	Library Media Specialist	Approved
D0259	Wichita	Krista	May-Shackelford	Library Media Specialist	Approved**
D0259	Wichita	Krista	Schrag	Library Media Specialist	Approved
D0259	Wichita	Kristi	Grant	Library Media Specialist	Approved**
D0259	Wichita	Rachael	Johnson	Library Media Specialist	Approved*
D0259	Wichita	Rebecca	Janssen	Library Media Specialist	Approved
D0259	Wichita	Renee	Franklin	Library Media Specialist	Approved**
D0259	Wichita	Heather	Crump	High Incidence Special Ed.	Approved**
D0259	Wichita	Mariah	Reimer	High Incidence Special Ed.	Approved*
D0259	Wichita	Shannon	Balthrop	High Incidence Special Ed.	Approved**
D0263	Mulvane	Mickenzi	Rutter Evers	High Incidence Special Ed.	Approved
D0308	Hutchinson Public Schools	Lisa	Bohlen	Visual Impaired	Approved**
D0308	Hutchinson Public Schools	Deborah	Stoughton	High Incidence Special Ed.	Approved**
		*First Renewal		**Final Renewal	

					Page 4
D0308	Hutchinson Public Schools	Derek	Racette	High Incidence Special Ed.	Approved**
D0330	Mission Valley	Kasi	Kraus	High Incidence Special Ed.	Approved**
D0330	Mission Valley	Sarah	Reynolds	Gifted	Approved*
D0336	Holton	Mandy	Saxton	High Incidence Special Ed.	Approved
D0336	Holton	Jessica	Bienhoff	High Incidence Special Ed.	Approved**
D0343	Perry Public Schools	Torrie	Ellis	Library Media Specialist	Approved*
D0353	Wellington	Ada	Farringer	Low Incidence Special Ed.	Approved*
D0353	Wellington	Ryan	Swiggart	High Incidence Special Ed.	Approved
D0372	Silver Lake	Denise	Koelzer	Early Childhood Special Ed.	Approved*
D0372	Silver Lake	Joan	Donovan-Thomas	Early Childhood Special Ed.	Approved*
D0418	McPherson	Kiara	Rolfs	High Incidence Special Ed.	Approved
D0418	McPherson	Angela	Mitchell	High Incidence Special Ed.	Approved
D0418	McPherson	Jenessa	Maldonado	High Incidence Special Ed.	Approved*
D0418	McPherson	Rebecca	Ryan	High Incidence Special Ed.	Approved*
D0618	Sedgwick Co Area Educ. Services	Mary	Winter	Low Incidence Special Ed.	Approved
D0618	Sedgwick Co Area Educ. Services	Alexis	Vincent	High Incidence Special Ed.	Approved
D0618	Sedgwick Co Area Educ. Services	Lorie	Schaller	High Incidence Special Ed.	Approved*
D0618	Sedgwick Co Area Educ. Services	Melissa	Smith	High Incidence Special Ed.	Approved
D0618	Sedgwick Co Area Educ. Services	Briana	Talley	Low Incidence Special Ed.	Approved*
D0618	Sedgwick Co Area Educ. Services	Ginny	Nickel	Low Incidence Special Ed.	Approved
D0618	Sedgwick Co Area Educ. Services	Melissa	Brady	High Incidence Special Ed.	Approved
D0618	Sedgwick Co Area Educ. Services	Logan	Brown	Gifted	Approved
D0618	Sedgwick Co Area Educ. Services	Michelle	Lewis	Gifted	Approved*
D0618	Sedgwick Co Area Educ. Services	Julie	Rader	High Incidence Special Ed.	Approved*
D0618	Sedgwick Co Area Educ. Services	Logan	Harpool	High Incidence Special Ed.	Approved*
D0620	Three Lakes Educ. Coop	Elizabeth	Tice	Early Childhood/Pre-School	Approved*
	*First Renewal			**Final Renewal	

					Page 5
D0620	Three Lakes Educ. Coop	Nancy	Robinson	High Incidence Special Ed.	Approved
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Gina	Peak	Gifted	Approved
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Kimberly	Kasson	Gifted	Approved**
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	John	Lambert	High Incidence Special Ed.	Approved**
D0638	Butler Co Special Ed. Interlocal	Kristi	Visor	High Incidence Special Ed.	Approved
D0638	Butler Co Special Ed. Interlocal	Gerald	Schwinn	Gifted	Approved*
D0638	Butler Co Special Ed. Interlocal	Hillary	Raple	Gifted	Approved
D0638	Butler Co Special Ed. Interlocal	Amy	Dieter	High Incidence Special Ed.	Approved*
D0638	Butler Co Special Ed. Interlocal	Hannah	Mason	High Incidence Special Ed.	Approved*
D0700	Beloit Special Ed. Cooperative	Kelly	Kimerer	High Incidence Special Ed.	Approved*
D0701	Coffey County Special Ed. Coop	Rena	Gifford	Low Incidence Special Ed.	Approved**
D0701	Coffey County Special Ed. Coop	Amanda	Vander Linden	Early Childhood Special Ed.	Approved**
D0701	Coffey County Special Ed. Coop	Gena	Jones	Early Childhood Special Ed.	Approved*
D0701	Coffey County Special Ed. Coop	Mindy	Woods	High Incidence Special Ed.	Approved*
D0725	Cowley Co. Special Services Coop	Cynthia	Leniton	High Incidence Special Ed.	Approved*
D0725	Cowley Co. Special Services Coop	Alyxandra	Rush	Low Incidence Special Ed.	Approved*
D0725	Cowley Co. Special Services Coop	Kylee	Brenn	High Incidence Special Ed.	Approved**
D0458	Basehor-Linwood	Melissa	Keuchel-Edmonds	Early Childhood Special Ed.	Approved
D0458	Basehor-Linwood	Sharon	Wilkes	Early Childhood Special Ed.	Approved
D0458	Basehor-Linwood	Megan	Mejia	High Incidence Special Ed.	Approved*
D0458	Basehor-Linwood	Audry	Annis	High Incidence Special Ed.	Approved
D0475	Geary Co. Schools	Patricia	Mills	English as a Second Language	Approved*
D0475	Geary Co. Schools	Erin	Dickens	Library Media Specialist	Approved
	*First Renewal			**Final Renewal	

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D0475	Geary Co. Schools	Haley	Fairbank	Library Media Specialist	Approved
D0602	Northwest KS Educ. Service Center	Amity	Ihrig	High Incidence Special Ed.	Approved
D0602	Northwest KS Educ. Service Center	Olivia	Fellhoelter	Deaf or Hard of Hearing	Approved
D0602	Northwest KS Educ. Service Center	Colby	Soldan	High Incidence Special Ed.	Approved*
D0607	Tri County Special Ed. Cooperative	Rachel	Hough	High Incidence Special Ed.	Approved
D0607	Tri County Special Ed. Cooperative	Simona	Finney	High Incidence Special Ed.	Approved*
D0607	Tri County Special Ed. Cooperative	Jessica	Childress	Low Incidence Special Ed.	Approved
D0607	Tri County Special Ed. Cooperative	Lisa	Meise	High Incidence Special Ed.	Approved**
D0607	Tri County Special Ed. Cooperative	Rachel	Gutschenritter	High Incidence Special Ed.	Approved*
D0607	Tri County Special Ed. Cooperative	Shandi	Kepley	High Incidence Special Ed.	Approved*
D0607	Tri County Special Ed. Cooperative	Anne	Millis	High Incidence Special Ed.	Approved
D0607	Tri County Special Ed. Cooperative	Jessica	Hall	High Incidence Special Ed.	Approved*
D0607	Tri County Special Ed. Cooperative	Kyle	Groff	High Incidence Special Ed.	Approved**
D0608	Northeast KS Educ. Service Center	Jessica	Wobus	High Incidence Special Ed.	Approved
D0611	High Plains Educ. Cooperative	Lewis	Toole	Gifted	Approved
D0611	High Plains Educ. Cooperative	Megan	Curtis	Gifted	Approved
D0611	High Plains Educ. Cooperative	Abigail	Clemmons	High Incidence Special Ed.	Approved*
D0611	High Plains Educ. Cooperative	Chelsea	Parsons	High Incidence Special Ed.	Approved*
D0611	High Plains Educ. Cooperative	Courtney	Harwager	High Incidence Special Ed.	Approved*
D0611	High Plains Educ. Cooperative	Kara	Delauretis	High Incidence Special Ed.	Approved**
D0611	High Plains Educ. Cooperative	Makala	Leichtenberg	High Incidence Special Ed.	Approved
D0611	High Plains Educ. Cooperative	Priscilla	Hollingsworth	High Incidence Special Ed.	Approved
	*First Renewal			**Final Renewal	

					Page 7
D0611	High Plains Educ. Cooperative	Taylor	Walker	High Incidence Special Ed.	Approved**
D0613	Southwest Kansas Area Cooperative	Deborah	Davis	High Incidence Special Ed.	Approved
D0613	Southwest Kansas Area Cooperative	Tessa	Hiatt	Low Incidence Special Ed.	Approved
D0613	Southwest Kansas Area Cooperative	Andria	Harris	Gifted	Approved
D0613	Southwest Kansas Area Cooperative	Thomas	Shields	High Incidence Special Ed.	Approved*
D0618	Sedgwick Co Area Educ. Services	Cameron	Peak	High Incidence Special Ed.	Approved
	*First Renewal			**Final Renewal	



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 e.

**Staff Initiating:**

Catherine Chmidling

**Director:**

Mischel Miller

**Commissioner:**

Randy Watson

**Meeting Date:** 10/13/2020

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### **Item Title:**

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

### **Recommended Motion:**

It is moved that the Kansas State Board of Education accept the following recommendations of the Evaluation Review Committee for "Program Approval" for Benedictine College, McPherson College, Ottawa University and University of Kansas.

### **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 or the institution accepted, the initial recommendations became the final recommendations. 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.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions.

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.



September 21, 2020

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for **Benedictine College**

**Introductory Statement:**

On September 04, 2020, the Evaluation Review Committee reviewed an application for program approval for Benedictine College.

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

**PROGRAM APPROVAL RECOMMENDATIONS**

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

**Chemistry I, 6-12, continuing**

Areas for Improvement:

**Standards 1-3, 5-13**

None

**Standard 4 (Met)**

**AFI 4.1: The Assessments do not cover the Standard in its entirety.**

**Rationale 4.1:** The Assessments do not cover the ability of the candidate to help students do scientific inquiry. The EPP indicates in the rejoinder that moving forward assessment#3 will utilize CPAST item F to evaluate candidate’s ability to engage learners in critical thinking, a component of scientific inquiry. Assessments currently identified do not assess candidate’s ability to engage in the whole process of scientific inquire.

September 14, 2020

To: Dr. Randy Watson, Commissioner  
From: Evaluation Review Committee  
Subject: Final Recommendation for program approvals for **McPherson College**

**Introductory Statement:**

On September 04, 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:

**Art I, PreK-12**

Areas for Improvement:

**Standards 1-7**

None

**Chemistry I, 6-12**

Areas for Improvement:

**Standards 1-8**

None

**English for Speakers of Other Languages (ESOL) undergraduate A, K-6, 6-12**

Areas for Improvement:

**Standards 1-7**

None

**English for Speakers of Other Languages (ESOL) graduate A, K-6, 6-12**

Areas for Improvement:

**Standards 1-7**

None

**English Language Arts I, 6-12**

Areas for Improvement:

**Standards 1-7**

None

Mathematics I, 6-12

Areas for Improvement:

Standards 1-7

None

Music I, PreK-12

Areas for Improvement:

Standards 1-7

None

Music-Instrumental I, PreK-12

Areas for Improvement:

Standards 1-7

None

Music-Vocal I, PreK-12

Areas for Improvement:

Standards 1-7

None

Speech/Theatre I, 6-12

Areas for Improvement:

Standards 1-6

None

September 14, 2020

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for new program approvals for **Ottawa University**

**Introductory Statement:**

On September 04, 2020, the Evaluation Review Committee reviewed applications for new program approvals for Ottawa University.

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

**PROGRAM APPROVAL RECOMMENDATIONS**

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

**Elementary Education Unified I, K-6, NEW**

Areas for Improvement:

**Standards 1-11**

None

**English Language Arts I, 6-12, NEW**

Areas for Improvement:

**Standards 1-4, 6-7**

None

**Standard 5 (Met)**

**AFI 5.1: The achievement of the evaluation score is confusing on Assessment 3.**

**Rational 5.1:** While proficiency is noted, it is unclear how an evaluator determines the appropriate score based on the Likert Scale provided. There is no description provided that defines what constitutes the lower range of the score from the higher range score for each category on the rubric.

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.

September 14, 2020

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for **University of Kansas**

**Introductory Statement:**

On September 04, 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 "New Program Approved with Stipulation" status for the following program through **December 31, 2022:**

Elementary Education Unified I, K-6, NEW

Areas for Improvement:

Standards 1-11

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.

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

Biology I, 6-12, continuing

Areas for Improvement:

Standards 1-10

None

Chemistry I, 6-12, continuing

Areas for Improvement:

Standards 1-8

None

Earth and Space Science I, 6-12, continuing

Areas for Improvement:

**Standards 1-9**

None

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

Areas for Improvement:

**Standards 1-10**

None

Physics I, 6-12, continuing

Areas for Improvement:

**Standards 1-10**

None

## 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:**  
Bert Moore

**Director:**  
Bert Moore

**Commissioner:**  
Randy Watson

**Meeting Date: 10/13/2020**

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**Item Title:**

Act to request to amend Kansas Integrated Accountability contract

**Recommended Motion:**

It is moved that the Kansas State Board of Education act to increase the Kansas Integrated Accountability contract by an amount not to exceed \$43,020.

**Explanation of Situation Requiring Action:**

The Kansas State Department of Education is mandated under the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA) to conduct monitoring of all local education agencies to ensure compliance with the provisions of federal and state laws and regulations.

Through a competitive bid process, KSDE selected LDP, Inc. to provide design and maintenance to the Kansas Integrated Accountability System with the capability to collect, store and report monitoring and improvement planning data. The system is used by the Special Education and Title Services staff in reviewing individual children's files, program records and other data as required by ESEA, IDEA and Kansas statute.

The original contract included a standard rate for the development of additional functionality of the system as may be needed for KSDE to effectively meet its requirements under state and federal law. KSDE staff have determined a need to add additional support for IDEA significant disproportionality and are requesting adding an amount not to exceed \$43,020 to build, implement and maintain these enhancements through June 30, 2024.



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 g.

**Staff Initiating:**

Stacy Smith

**Director:**

Scott Smith

**Commissioner:**

Randy Watson

**Meeting Date: 10/13/2020**

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**Item Title:**

Act on request to amend Microsoft Imagine Academy contract

**Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to extend the dates of the current Microsoft Imagine Academy contract through Nov. 30, 2024.

**Explanation of Situation Requiring Action:**

The Microsoft Imagine Academy facilitates a statewide license allowing program schools access to curriculum, teacher training and student certifications ranging from MOS certifications to Java/Python Programming, etc. KSDE has the opportunity to extend the contract through Nov. 30, 2024 at the same price not to exceed \$2,000,000.





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Dr. Deena Horst District 6	Ben Jones District 7	Kathy Busch District 8	Jim Porter District 9	Jim McNiece District 10

**Subject:** Chairman's Report and Requests for Future Agenda Items

These updates will include:

- a. Committee Reports
- b. Board Attorney's Report
- c. Requests for Future Agenda Items
- d. Distribution of annual evaluation forms for Commissioner, Board Attorney and Board Secretary

Note: Individual Board Member Reports are to be submitted in writing.





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**Item Title:** Act on Board Member Travel

Travel requests submitted prior to the meeting, and any announced changes, will be considered for approval by the Board.

Upcoming deadlines for reporting salary/payroll information to the Board office are:

Pay Period Begins	Pay Period Ends	Deadline to Report	Pay Date
09/20/2020	10/03/2020	10/01/2020	10/16/2020
10/04/2020	10/17/2020	10/15/2020	10/30/2020
10/18/2020	10/31/2020	10/29/2020	11/13/2020





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## WEDNESDAY, OCTOBER 14, 2020 MEETING AGENDA

- |                 |   |
|-----------------|---|
| 9:00 a.m.       | 1. Call to Order  |
|                 | 2. Roll Call  |
|                 | 3. Approval of Agenda   |
| 9:05 a.m. (DI)  | 4. Discuss opportunities for microcredentialing and individualized professional development of licensed educators |
| 9:35 a.m. (IO)  | 5. Commissioner's opening remarks on supporting schools and families during pandemic                              |
| 9:45 a.m. (DI)  | 6. Discussion with 2020 Kansas Teacher of the Year team on impact of COVID-19                                     |
| 10:30 a.m.      | Break   |
| 10:40 a.m. (DI) | 7. Continued discussion on supporting schools and families during pandemic  |
|                 | a. Issues   |
|                 | b. Roles of State Board of Education  |
|                 | c. Responses  |
| Noon            | <b>ADJOURN</b>  |



**Agenda Number: 4**

**Meeting Date: 10/14/2020**



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**Item Title:** Discuss opportunities for microcredentialing and individualized professional development of licensed teachers

**From:** Mischel Miller

The Professional Standards Board, in conjunction with KSDE staff, has been researching and exploring options to use microcredentials as a means of individualized professional learning for educators. A pilot study was conducted during the 2017-2019 school years. Data from the study indicated a variety of methods as successful opportunities to advance individualized professional learning. Many other states have ventured into this topic, and KSDE staff have engaged in these conversations as well as with a small group of invested educators from Kansas to determine the effective implementation moving forward. KSDE staff and other stakeholders will provide more detail during the presentation.

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





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**Item Title:** Commissioner’s remarks on supporting schools and families during pandemic

The pandemic created by COVID-19 began to significantly impact the education system in Kansas in March 2020. Since that time, schools and families have experienced the initial closing of school buildings by order of the Governor, the transition to learning from home, increased reports of positive cases and fatalities from the virus, decision-making process to reopen school, implementation of mitigation procedures to slow the spread, and ongoing concerns about health, safety and instruction.

Commissioner of Education Dr. Randy Watson will introduce topics of discussion for the State Board of Education including issues, leadership roles and responses to aid schools and families during the pandemic. Members of the 2020 Kansas Teacher of the Year team will join in the conversation by commenting on their experiences during the disruption to school.





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**Item Title:** Discussion with 2020 Kansas Teacher of the Year team on impact of COVID-19

**From:** Denise Kahler

At its October meeting, the Kansas State Board of Education will have the opportunity to hear from the eight members of the 2020 Kansas Teacher of the Year team.

### **2020 Kansas Teacher of the Year and 2020 National Teacher of the Year**

- Tabatha C. Rosproy, a preschool teacher for Winfield Early Learning Center's Cumbernauld Little Vikes program, Winfield USD 465.

### **2020 Kansas Regional Teachers of the Year**

- Kara E. Belew, a social studies teacher at Andover Central High School, Andover USD 385.
- Amy R. Hillman, a middle school project-based learning and AIM (Achieving Through Individual Motivation) teacher at Santa Fe Trail Middle School, Olathe USD 233.
- Shawn Hornung, a social studies teacher at Wamego High School, Wamego USD 320.
- Stefanie M. Lane, a fourth-grade mathematics and English language arts teacher at Garfield Elementary School, Clay County USD 379.
- Julie Loevenstein, a fourth-grade teacher at Glenwood Ridge Elementary School, Basehor-Linwood USD 458.
- Lara K. McDonald, a seventh-grade language arts teacher at Washburn Rural Middle School, Auburn-Washburn USD 437.
- Melissa K. Molteni, a second-grade teacher at Corinth Elementary School, Shawnee Mission USD 512.

These exemplary teachers will briefly introduce themselves and then talk about their experiences this past year, particularly the impact of COVID-19, and offer input about what's needed to support students and families. They will be available to answer questions following their presentation.





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**Item Title:** Continued discussion on supporting schools and families during pandemic

State Board members and Commissioner Watson will continue the morning's discussion on the impact of COVID-19 to the education system, plus ways to support schools and families.