



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

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

TUESDAY, OCTOBER 12, 2021 MEETING AGENDA

10:00 a.m.	1. Call to Order — Chair Jim Porter	
	2. Roll Call	
	3. Mission Statement, Moment of Silence and Pledge of Allegiance	
	4. Approval of Agenda	
	5. Approval of September Minutes	pg 5
10:05 a.m. (IO)	6. Annual Report from Kansas State High School Activities Association	pg 29
10:30 a.m.	7. Citizens' Open Forum — Written comments only	pg 30
10:35 a.m. (AI)	8. Act on ESSER II and EANS II expenditure plans from public and private systems for use of federal COVID-19 relief funds	pg 31
11:00 a.m. (IO)	9. Commissioner's Annual Report	pg 32
Noon	Lunch (<i>State Board Policy Committee meets</i>)	
1:30 p.m. (IO)	10. Kansans Can Highlight — Creating a foundation of kindergarten readiness	pg 33
2:15 p.m. (IO)	11. Update from Teacher Vacancy and Supply Committee and highlights of annual Licensed Personnel Report	pg 34
3:10 p.m.	Break	

Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, Kansas. Those in attendance must abide by safety protocols, including masks, temperature checks and safe distancing.

Open Forum: Written comments for Citizens Forum should be directed to the Board secretary at plhill@ksde.org by Oct. 8.

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 access to the agenda and meeting materials is available at www.ksde.org/Board

Next Meeting: Nov. 9 and 10, Topeka.

Kansas leads the world in the success of each student.

3:20 p.m. (AI)	12. Act on recommendations for Kansas Education Systems Accreditation	pg 35
3:25 p.m. (RI)	13. Receive Accreditation Review Council recommendations for KESA	pg 74
3:35 p.m. (IO)	14. Information on KESA Regional Pilot school improvement model	pg 95
3:55 p.m. (AI)	15. Act on recommendations of the Professional Practices Commission	pg 96
4:00 p.m. (AI)	16. Act on request for Oral Argument	pg 115
4:05 p.m. (RI)	17. Receive higher education preparation program standards for Deaf / Hard of Hearing	pg 116
4:30 p.m.	Break	
4:40 p.m. (IO)	18. Update from Kansas School for the Deaf	pg 151
5:05 p.m. (IO)	19. Update from Kansas State School for the Blind	pg 152
5:30 p.m. (AI)	20. Consent Agenda	
	a. Receive monthly personnel report	pg 153
	b. Act on personnel appointments to unclassified positions	pg 154
	c. Act on recommendations of the Evaluation Review Committee for higher education program approvals	pg 155
	d. Act on recommendations for licensure waivers	pg 165
	e. Act on request from USD 203 Piper to hold a bond election	pg 170
	f. Act on request from USD 203 Piper for capital improvement (bond and interest) state aid	pg 173
	g. Act on request to contract with vendor(s) to upgrade KSDE student data collection, database and reporting infrastructure	pg 176
	h. Act on request to contract with WIDA for alternate English Learner assessments	pg 177
	i. Act on request to contract with Pittsburg State University to fund one project management position at the Center for READIng	pg 179
	j. Act on request to renew contract with National Student Clearinghouse	pg 180
	k. Act on request to amend contract with Keystone Learning Services to address learning loss by providing mathematics proficiency training	pg 181



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WEDNESDAY, OCTOBER 13, 2021 MEETING AGENDA

- | | | |
|-----------------|--|---------------|
| 9:00 a.m. | 1. Call to Order - Chair Jim Porter | |
| | 2. Roll Call | |
| | 3. Approval of Agenda | |
| 9:05 a.m. (IO) | 4. Report on HirePaths and exploration of postsecondary options | pg 184 |
| 9:30 a.m. | 5. Chair Report and Requests for Future Agenda Items | pg 185 |
| | (AI) a. Act on Board travel | |
| | b. Committee Reports | |
| | c. Board Attorney's Report | |
| | d. Requests for Future Agenda Items | |
| 9:50 a.m. | Break | |
| 10:00 a.m. (DI) | 6. Discussion on State Board Legislative Positions with invited guests | pg 186 |
| Est. Noon | ADJOURN | |



KANSAS STATE BOARD OF EDUCATION

MISSION

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

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans CAN.

SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

A successful Kansas high school graduate has the

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

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

OUTCOMES FOR MEASURING PROGRESS

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



MINUTES



Kansas State Board of Education

Tuesday, September 14, 2021

CALL TO ORDER

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, Sept. 14, 2021, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. He acknowledged that September is Suicide Awareness and Prevention Month. This topic remains a focus of social-emotional teams to provide supports in reducing youth suicide.

(00:14:21)

ROLL CALL

The following Board members were present:

Betty Arnold	Melanie Haas	Jim Porter
Jean Clifford	Deena Horst	Janet Waugh
Michelle Dombrosky	Ben Jones	

Members Ann Mah and Jim McNiece were absent.

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

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

APPROVAL OF AMENDED AGENDA

Chairman Porter announced the addition of an Executive Session as the last item of the day for the purpose of consultation with attorney. Mrs. Dombrosky requested a separate vote on consent item 18 g. (recommendations for funding American Rescue Plan Homeless Children and Youth program grants). Dr. Horst moved to approve the Tuesday agenda as amended. Mrs. Clifford seconded. Motion carried 8-0.

MOTION
(00:17:09)

APPROVAL OF THE AUGUST MEETING MINUTES

Mr. Jones moved to approve the minutes of the Aug. 10 and 11 regular Board meeting. Dr. Horst seconded. Motion carried 8-0.

MOTION
(00:17:34)

COMMISSIONER'S REPORT

Dr. Randy Watson reported on final data from the Sunflower Summer program. There were participants from each of the state's 105 counties, with more than 71,000 students and families attending Kansas venues for free. The summer enrichment program was made possible by federal COVID-19 emergency relief funds and support of multiple organizations. Dr. Watson then commented on several of the State Board's initiatives. Literacy training is rolling out to PreK-3 teachers for science of reading training over the next two years. A commitment of \$15 million in federal aid supports this endeavor. Math training will be forthcoming. The Graduation Requirements Task Force continues to look at three broad areas: courses to add or delete; mastery of skills and demonstration through competency-based education; and potential additions to the diploma called value-added assets. Task Force recommendations should be ready by late spring. Dr. Watson is serving on the Governor's Safer Classroom Workgroup. He reported on the first

(00:17:50)

meeting, sharing data about youth vaccination rates in Kansas, COVID testing and current active outbreaks in schools. Lastly, he spoke about the Kansans Can Success Tour, which began July 26 and ended Sept. 9. Dr. Watson and Deputy Commissioner Dr. Brad Neuenswander stopped in 50 cities, visiting with community members about current and future education needs. A special virtual session is scheduled Sept. 28 to gather input from the Kansas Exemplary Educators Network. A full report of results will be shared as soon as all data is compiled.

CITIZENS' OPEN FORUM

Chairman Porter acknowledged the receipt of written public comment submitted in advance of the meeting. Enclosures were from Michael Peroo, Olathe — qualified instructors for strength and conditioning training in schools; Michelle Olson, Overland Park — adding consent education in Kansas schools. Only written comments were accepted this month.

(00:53:30)

ACTION ON PUBLIC SCHOOL EXPENDITURE PLANS FOR ESSER II FEDERAL COVID-19 RELIEF FUNDS

Assistant Director Doug Boline provided an ESSER II status overview, noting that 225 districts have submitted plans throughout the process. He also profiled the day's applicant slate as well as Task Force recommendations for the current expenditure plans (36) and change requests (30). ESSER II money must be allocated by the end of December. Mr. Boline indicated the majority of requests center on teaching and learning. Task Force members are considering how to better clarify expenditures that don't fall into a specific category. He also reported on requests the Task Force deemed ineligible. Finally, he reviewed the timeline for EANS II, which is federal relief specific to private systems. This application period closes Sept. 27.

(00:55:52)

Dr. Horst moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the submission of school district expenditure plans for ESSER II federal COVID-19 relief funds as presented. Mr. Jones seconded. Motion carried 7-0-1 with Mrs. Dombrosky abstaining.

MOTION
(01:15:06)

ACTION ON RECOMMENDATION FOR KANSAS EDUCATION SYSTEMS ACCREDITATION

Last month, Board members were provided information on 14 public and private systems seeking an accreditation decision in 2021 through the Kansas Education System Accreditation (KESA) process. An Executive Summary for each system outlined findings and accreditation level recommendations based on evaluations of the Outside Visitation Team and Accreditation Review Council. Dr. Mischel Miller brought forth these systems for action, restating the definitions of each accreditation category. Mr. Porter moved to accept the recommendations of the Accreditation Review Council and award the status of Accredited to USD 290 Ottawa, USD 333 Concordia, USD 335 North Jackson, USD 337 Royal Valley, USD 340 Jefferson West, USD 345 Seaman, USD 413 Chanute, and from the Kansas City Archdiocese - Sacred Heart, Sts. Peter and Paul, Holy Name, Holy Rosary, Holy Family, Mater Dei and St. Rose Philippine. Mrs. Waugh seconded. Motion carried 8-0.

MOTION
(01:18:45)

RECEIVE RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEMS ACCREDITATION

The Accreditation Review Council (ARC) has recommended an accreditation status on the next five systems awaiting a recommendation. Dr. Mischel Miller referenced the informational findings of the ARC regarding these public and private systems. Executive summaries, accountability reports and other narratives were provided to Board members for Atchison USD 409, Marais Des Cygnes USD 456, and three systems within the Kansas City Kansas Archdiocese — Bishop Miege High, St. Ann Elementary, Holy Cross Catholic. The ARC considers compliance and foundational structures to support a five-year process of continuous improvement. Dr. Miller stated the findings from the

(01:19:58)

ARC that led to a recommendation of Conditionally Accredited for USD 456. A timeline is in place for the district to show sufficient growth. Board members will act on the ARC recommendations in October.

ACTION ON HIGHER EDUCATION EDUCATOR PREPARATION PROGRAM STANDARDS FOR SCHOOL PSYCHOLOGIST

Educator Preparation Program Standards are designed to ensure that teacher candidates have access to learning opportunities aligned with the needs of today's learners and expectations of teachers. The Institutions of Higher Education utilize program standards to develop their preparation programs. The State Board of Education gives final approval to these standards.

(01:23:45)

Dr. Jim Persinger, College of Education at Emporia State University, chaired the review committee on school psychologist standards. He was present to review proposed revisions and an addition, following last month's Board discussion. The addition emphasized the multiple roles school psychologists fulfill in helping children and youth achieve success academically, socially, behaviorally and emotionally. Mr. Jones moved to approve the new educator preparation program standards for School Psychologist birth through third grade, PreK-12. Dr. Horst seconded. Motion carried 7-1, with Mrs. Dombrosky in opposition.

MOTION
(01:28:57)

Board members took a break until 11:25 a.m.

BREAK

PREVIEW OF GREAT IDEAS IN EDUCATION CONFERENCE: UNFINISHED LEARNING

The Kansas State Department of Education's annual conference will be conducted virtually and is supporting a new name — Great Ideas in Education. Planning committee members Mark Thompson and Pat Bone briefed members on the keynote speakers, general format and breakout topics concentrated on unfinished learning. Each breakout session will have a facilitator and allow for ample discussion time. The conference will be conducted in the mornings Nov. 15-18.

(01:39:41)

KANSANS CAN HIGHLIGHT — SUCCESSFULLY IMPLEMENTING ELEMENTS OF THE INDIVIDUAL PLAN OF STUDY

The Individual Plan of Study (IPS) is a best practice for schools and a State Board outcome. The IPS assists students, and their families, as they explore postsecondary pursuits and career opportunities. The IPS is an ongoing, flexible process to help students make a more informed decision about their path forward after high school graduation. Two IPS Star Recognition recipient schools — Piper USD 203 and DeSoto USD 232 — shared their experiences with Board members. Piper's Coordinator of Real World Learning Polly Vader explained how the district's design team integrated IPS into the school system for career exploration, awareness and preparedness. Highlights include a capstone project, real world experience academies, and career and life planning. She shared two student videos telling their perspectives. Next, students from DeSoto commented on goals of the 6th - 8th grade pathways courses, implemented in all middle schools within the district. The plans of action for IPS include project-based learning, reflection, goal setting and career investigation all aimed at postsecondary success. Chris Yancy, 8th grade pathways teacher, further explained about job shadowing, mock interviews and the discovery process.

(01:48:02)

The meeting recessed for lunch at 12:10 p.m.

LUNCH

PUBLIC HEARING ON ACCREDITATION REGULATIONS K.A.R. 91-31-31 THROUGH 91-31-43

At 1:30 p.m. Chairman Porter called the afternoon session to order and opened the public hearing on K.A.R. 91-31-31, 91-31-32, 91-31-33, 91-31-34, 91-31-35, 91-31-36, 91-31-37, 91-31-38, 91-31-39, 91-31-40, 91-31-41, 91-31-42, 91-31-43 (accreditation regulations). Written comments were submitted from the Joint Committee on Administrative Rules and Regulations. KSDE General

P.M. SESSION
(03:44:20)

Counsel Scott Gordon addressed the Board and explained the suggestion from Rules and Regulations. The public hearing concluded at 1:33 p.m.

DISCUSSION ON STATE BOARD OF EDUCATION LEGISLATIVE PRIORITIES FOR 2022

Chairman Porter stated that instead of taking action on the State Board's legislative priorities this day, he recommended continuing discussions at the next regular Board meeting and inviting the chairs and ranking members of the three legislative education committees to receive their input before adopting the priorities. Board Legislative Liaisons Deena Horst and Ben Jones led the discussion on the revised draft in an attempt to reach a general consensus on content. The opening statement was reorganized and the title was changed to Legislative Positions. Dr. Horst and Mr. Jones commented on other edits. Board members had comments or questions. Categories are academic supports, social and emotional issues, health and safety, funding, student needs, education policy governance, disaster issues and local school board authority. No action was taken.

(03:47:19)

INFORMATION ON AMERICAN RESCUE PLAN—HOMELESS CHILDREN AND YOUTH PROGRAM

The American Rescue Plan — Homeless Children and Youth I and II federal funding has been made available to identify homeless children and youth, to provide them wraparound services and to address the challenges of COVID-19. The program also enables homeless children and youth to attend school and fully participate in activities. Education Program Consultant Tate Toedman described allowable uses of the funds, ranging from needed supplies to school transportation. The Kansas ARP money will flow through to school districts over a three-year period as part of a competitive grant process. Districts will be expected to work with other community-based organizations to assist homeless children and youth. Board members were concerned how families will be made aware of rights and services. There will be a Part II later this calendar year.

(04:32:39)

There was a break until 3:05 p.m.

BREAK

INFORMATION ON ELEVATE LEADERSHIP PROGRAM TO SUPPORT SCHOOL ADMINISTRATORS

A new professional learning model has been developed through the partnership of several educational organizations to benefit school principals in their first years as building administrators. *Elevate Leadership* takes a balanced approach to both the art and science of leadership through an individualized plan. Urban, suburban and regional cohorts are being established. The goal is to enable principals to refine their skills through networking and research-based training that best support their students and schools. Partners are USA-Kansas, Kansas Association of School Boards, Kansas Educational Leadership Institute and Kansas State Department of Education. The two-year program includes a 360 survey using feedback to enhance culture and learning domains. G.A. Buie from USA-Kansas and Doug Moeckel from KASB described the program's design and answered questions. Jessica Griffin from USA-Kansas also talked about the opportunity to think about things differently and create a network of support for professionals.

(05:21:14)

ACTION ON CONSENT AGENDA

Mr. Jones moved to approve the Consent Agenda, excluding 18 g. (American Rescue Plan Homeless Children and Youth program grants). Mrs. Clifford seconded. Motion carried 8-0. In the Consent Agenda, the Board:

MOTION
(05:57:12)

- received the monthly Personnel Report for August.
- confirmed the unclassified personnel appointments of Sarah Miles as Human Resource Professional on the Human Resource team, effective Aug. 22, 2021, at an annual salary of

\$57,990.40; Joe Midgley and John Girodat, as Education Program Consultants on the Teacher Licensure and Accreditation team, effective Aug. 23, 2021, both at an annual salary of \$56,118.40.

- approved Visiting Scholar license, valid for the 2021-22 school year, to Crystal Buck, USD 336.
- accepted recommendations of the Licensure Review Committee as follows: *Approved cases* — 3367, 3385, 3387, 3390, 3393, 3394, 3395, 3396 (provisional license gifted K-6 and 5-8), 3401, 3407, 3408, 3409, 3410, 3413, 3414. *Non-approval* — 3396 (early childhood generalist license PreK-3). *Pre-approval* — 3415.
- accepted the following recommendations for licensure waivers valid for one school year: *Deaf or Hard of Hearing* -- Jerri Haymaker, D0609. *Early Childhood Special Education* -- Amy Dickinson, USD 290; Kaitlyn McAdams, D0702. *Early Childhood/Pre-School* -- Hannah Ray, USD 290. *English as a Second Language* -- Taylor Roebke, USD 385; Patricia Mills, USD 475. *Gifted* -- Maria Tatro, Mark Fleske, USD 385; Allison Johnston, Zachary Sachs, D0609; Abby Brandt, Rico Perez, D0610. *High Incidence Special Education* -- Taylor McBee, USD 229; Lois Misegadis, USD 290; Beatriz Sanchez, Matthew Greenberg, Maranda Downey, Melissa Engbrotten, Steven Skoczek, Christina Keller, Crystal Covington, Sharon Simwinga, USD 500; Esther Davis, D0609; Amy Ireland, Heather Patton, Melinda Herman, William Dohogne, D0610; Rachel Mentzer, Anna Knepper, Darla Haines, D0702. *Library Media Specialist* -- Brenda Stanton, USD 305; Bethany Fox, USD 385. *Low Incidence Special Education* -- Virginia Pattison, USD 229; Shelley Allen, D0609. *Visual Impaired* -- Amber Rea, D0609.
- issued licenses to these Kansas Driver Training Schools: Historic Harley Davidson Riding Academy and Motorcycle Rider University, LLC for the period Aug. 10, 2021 to Dec. 31, 2021.
- authorized the following districts to hold bond elections on the question of issuing bonds in excess of the district's general bond debt limitation: USD 115 Nemaha Central, USD 240 Twin Valley, USD 282 West Elk, USD 333 Concordia, USD 338 Valley Falls, USD 430 South Brown County.
- authorized the following districts to receive capital improvement (bond and interest) state aid as authorized by law: USD 115 Nemaha Central, USD 240 Twin Valley, USD 282 West Elk, USD 333 Concordia, USD 338 Valley Falls, USD 430 South Brown County.

SEPARATE ACTION ON CONSENT AGENDA ITEM

At the opening, Mrs. Dombrosky requested consent item 18 g. (Homeless Children and Youth program grants) be voted on separately. Mrs. Clifford moved to approve recommendations for funding the American Rescue Plan Homeless Children and Youth program grants as presented. Mrs. Haas seconded. Motion carried 7-0-1 with Mrs. Dombrosky abstaining.

MOTION
(05:57:25)

CHAIRMAN'S REPORT

Action on Board Travel — Dr. Horst moved to approve the travel requests and updates. Mrs. Arnold seconded. Motion carried 8-0.

MOTION
(05:58:18)

Designation of State Board member to ECS National Planning Committee — Mr. Jones moved to reappoint Jim McNiece to the National Forum Planning Committee for Education Commission of the States. Mrs. Haas seconded. Motion carried 8-0.

MOTION
(05:58:59)

Committee Reports — Updates were given on the following:

- Graduation Requirements Task Force (Mrs. Haas) — Three sub-committees have been formed to address the main charges given to the Task Force. Co-Chair Jarred Fuhrman has assumed

additional leadership in the temporary absence of Co-Chair Jim McNiece.

- Advantage Kansas Coordinating Council (Mrs. Clifford) — The AKCC met Sept. 13. There were presentations on how to use data in decision making and a separate presentation on registered apprenticeships. She also reported on sub-committee work.
- State Board Policy Committee (Mrs. Clifford) — An outline is in place for reviewing policies and guidelines by section. The next meeting is in October.
- Juvenile Justice Oversight Committee (Mrs. Waugh) — The committee has submitted its budget to the Governor’s Office. Sub-committee work is also taking place.
- Confidence in Kansas Public Education (Mrs. Waugh) — Board members will be asked to help distribute Challenge Awards.
- KSHSAA (Dr. Horst) — The Executive Board and Board of Directors are meeting this month.
- Student Voice Committee (Mrs. Haas) — Recent and upcoming opportunities to gather student input include CTSO events and speaking with Educators Rising.

Board Attorney’s Report — Mark Ferguson gave updates on legal challenges impacting school districts, particularly issues regarding Senate Bill 40. He gave a status report on ongoing litigation of a civil service case involving the Kansas State School for the Blind, settlement documents on energy management and escalated pricing, and the National Council of State Education Attorneys.

Requests for Future Agenda Items —

- Conversation on compensation for all school personnel. (Mrs. Arnold and Mr. Porter)
- Recommend the Professional Standards Board investigate ways to expedite process for licensing special education educators. (Mr. Porter)

EXECUTIVE SESSION

Mrs. Waugh moved to recess into Executive Session to discuss the subject of potential litigation/ pending litigation/legal matters with legal counsel, which is justified pursuant to the exception for matters which would be deemed privileged in the Attorney-Client relationship under KOMA, in order to protect the privilege and the Board’s communications with an attorney on legal matters. This session will begin at 4:25 p.m. for 30 minutes; no action will be taken during this session; and the open meeting will resume at 4:55 p.m. Mark Ferguson, Scott Gordon, Randy Watson and Craig Neuenswander were invited to join. Mrs. Haas seconded. Motion carried 8-0.

MOTION

Open session resumed at 4:55 p.m.

EXTENSION OF EXECUTIVE SESSION #1

Mrs. Waugh moved to extend the same Attorney-Client executive session with the same participants for 15 minutes, beginning at 4:56 p.m. Mr. Porter seconded. Motion carried 8-0.

MOTION

Members returned to open session at 5:11 p.m. Chairman Porter then recessed the meeting until 9 a.m. Wednesday.

RECESS

Jim Porter, Chair

Peggy Hill, Secretary

ESSER II Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS					
Plan	District Number	District Name	Total Public School Students (FTE) ¹	% Students Approved for Free- or Reduced-Price Lunch ²	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹
1	217	Rolla	110	55%	\$ 119,342	\$ 119,342	100%	\$ 119,342	100%	\$ 1,081
2	223	Barnes	362	32%	\$ 249,932	\$ 249,932	100%	\$ 249,932	100%	\$ 690
3	261	Haysville	5,573	53%	\$ 2,208,324	\$ 2,208,324	100%	\$ 2,208,324	100%	\$ 396
4	291	Grinnell Public Schools	69	48%	\$ 48,209	\$ 48,209	100%	\$ 48,209	100%	\$ 704
5	292	Wheatland	103	57%	\$ 100,255	\$ 100,225	100%	\$ 100,225	100%	\$ 973
6	357	Belle Plaine	563	42%	\$ 264,146	\$ 262,146	99%	\$ 262,146	100%	\$ 465
7	359	Argonia Public Schools	162	38%	\$ 87,101	\$ 87,101	100%	\$ 87,101	100%	\$ 538
8	373	Newton	3,115	52%	\$ 2,288,606	\$ 2,288,606	100%	\$ 2,288,606	100%	\$ 735
9	400	Smoky Valley	715	19%	\$ 282,861	\$ 282,861	100%	\$ 257,861	91%	\$ 361
10	422	Kiowa County	248	30%	\$ 148,024	\$ 148,024	100%	\$ 148,024	100%	\$ 598
11	423	Moundridge	408	35%	\$ 143,822	\$ 143,822	100%	\$ 143,822	100%	\$ 353
12	466	Scott County	945	47%	\$ 513,207	\$ 409,382	80%	\$ 409,382	100%	\$ 433
13	467	Leoti	395	49%	\$ 260,823	\$ 126,827	49%	\$ 126,827	100%	\$ 321
14	507	Satanta	247	68%	\$ 247,910	\$ 247,910	100%	\$ 247,910	100%	\$ 1,006
Total			13,014	47%	\$ 6,962,562	\$ 6,722,711	97%	\$ 6,697,711	100%	\$ 515

1. Includes the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals.

2. Reflects the percent of student headcount approved for free or reduced-price lunch in the 2020-2021 school year.

ESSER II Change Request Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS							
Plan	District Number	District Name	Total Public School Students (FTE) ¹	% Students Approved for Free- or Reduced-Price Lunch ²	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹
1	205	Bluestem	478	43%	\$ 265,659	\$ 265,659	100%	\$ 265,659	\$ 265,659	\$ -	100%	\$ 556
2	206	Remington-Whitewater	456	39%	\$ 236,899	\$ 25,120	11%	\$ 141,346	\$ 141,346	\$ 116,226	60%	\$ 310
3	214	Ulysses	1,522	64%	\$ 1,091,201	\$ 133,010	12%	\$ 348,682	\$ 348,682	\$ 215,672	32%	\$ 229
4	247	Cherokee	448	65%	\$ 526,559	\$ 510,630	97%	\$ 526,559	\$ 526,559	\$ 15,929	100%	\$ 1,175
5	260	Derby	6,931	44%	\$ 2,642,818	\$ 1,643,082	62%	\$ 2,642,818	\$ 2,642,818	\$ 999,736	100%	\$ 381
6	262	Valley Center Pub Sch	2,955	38%	\$ 1,144,638	\$ 1,144,638	100%	\$ 1,144,638	\$ 1,144,638	\$ -	100%	\$ 387
7	267	Renwick	1,776	16%	\$ 533,006	\$ 533,006	100%	\$ 533,006	\$ 533,006	\$ -	100%	\$ 300
8	286	Chautauqua Co Community	353	64%	\$ 404,121	\$ 181,000	45%	\$ 269,447	\$ 269,447	\$ 88,447	67%	\$ 763
9	288	Central Heights	482.20	49%	\$ 343,315	\$ 231,828	68%	\$ 248,518	\$ 248,518	\$ 16,690	72%	\$ 515
10	337	Royal Valley	811.50	46%	\$ 446,632	\$ 375,230	84%	\$ 446,632	\$ 446,632	\$ 71,402	100%	\$ 550
11	346	Jayhawk	555.00	55%	\$ 435,141	\$ 431,940	99%	\$ 435,141	\$ 435,141	\$ 3,201	100%	\$ 784
12	362	Prairie View	810.30	45%	\$ 504,926	\$ 504,926	100%	\$ 504,926	\$ 504,926	\$ -	100%	\$ 623
13	377	Atchison Co Comm Schools	449.00	38%	\$ 278,199	\$ 278,199	100%	\$ 278,199	\$ 278,199	\$ -	100%	\$ 620
14	382	Pratt	1,103.00	47%	\$ 785,949	\$ 734,076	93%	\$ 785,949	\$ 785,949	\$ 51,873	100%	\$ 713
15	404	Riverton	659.10	51%	\$ 481,549	\$ 339,318	70%	\$ 465,748	\$ 465,748	\$ 126,430	97%	\$ 707
16	430	South Brown County	464.70	59%	\$ 593,626	\$ 252,009	42%	\$ 333,017	\$ 333,017	\$ 81,008	56%	\$ 717
17	434	Santa Fe Trail	968.00	45%	\$ 608,679	\$ 350,884	58%	\$ 608,679	\$ 608,679	\$ 257,795	100%	\$ 629
18	435	Abilene	1,385.90	47%	\$ 845,913	\$ 845,913	100%	\$ 844,053	\$ 844,053	\$ (1,860)	100%	\$ 609
19	512	Shawnee Mission Pub Sch	25,701.10	33%	\$ 10,564,463	\$ 10,564,463	100%	\$ 10,564,463	\$ 10,564,463	\$ -	100%	\$ 411
Total			48,308	38%	\$ 22,733,293	\$ 19,344,931	85%	21,387,480	\$ 21,387,480	\$ 2,042,549	94%	\$ 443

1. Includes the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE

ESSER II Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS					
Plan	District Number	District Name	Total Public School Students (FTE) ¹	% Students Approved for Free- or Reduced-Price Lunch ²	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹
1	115	Nemaha Central	609	27%	\$ 209,954	\$ 52,432	25%	\$ 52,432	100%	\$ 86
2	218	Elkhart	398	42%	\$ 228,115	\$ 228,115	100%	\$ 228,115	100%	\$ 573
3	224	Clifton-Clyde	292	38%	\$ 180,416	\$ 180,416	100%	\$ 180,416	100%	\$ 618
4	230	Spring Hill	3,316	30%	\$ 994,946	\$ 994,946	100%	\$ 994,946	100%	\$ 300
5	284	Chase County	344	38%	\$ 157,157	\$ 157,157	100%	\$ 157,157	100%	\$ 458
6	297	St Francis Comm Sch	269	51%	\$ 195,888	\$ 195,888	100%	\$ 195,888	100%	\$ 727
7	300	Comanche County	287	48%	\$ 188,566	\$ 188,566	100%	\$ 188,566	100%	\$ 658
8	340	Jefferson West	827	31%	\$ 307,237	\$ 307,235	100%	\$ 307,235	100%	\$ 372
9	349	Stafford	261	50%	\$ 227,394	\$ 227,394	100%	\$ 227,394	100%	\$ 873
10	374	Sublette	377	70%	\$ 295,197	\$ 295,197	100%	\$ 256,247	87%	\$ 680
11	384	Blue Valley	208	26%	\$ 73,367	\$ 73,367	100%	\$ 73,367	100%	\$ 354
12	385	Andover	4,916	8%	\$ 1,474,843	\$ 740,082	50%	\$ 740,082	100%	\$ 151
13	397	Centre	152	13%	\$ 128,310	\$ 83,310	65%	\$ 83,310	100%	\$ 550
14	398	Peabody-Burns	202	56%	\$ 159,485	\$ 113,000	71%	\$ 113,000	100%	\$ 561
15	403	Otis-Bison	214	37%	\$ 226,663	\$ 212,663	94%	\$ 212,663	100%	\$ 994
16	411	Goessel	284	27%	\$ 88,080	\$ 14,625	17%	\$ 14,625	100%	\$ 52
17	413	Chanute Public Schools	1,685	60%	\$ 1,791,330	\$ 1,791,330	100%	\$ 1,791,330	100%	\$ 1,063
18	417	Morris County	757	51%	\$ 524,573	\$ 524,573	100%	\$ 524,573	100%	\$ 693
19	431	Hoisington	723	58%	\$ 532,374	\$ 532,374	100%	\$ 532,374	100%	\$ 737
20	444	Little River	271	28%	\$ 118,993	\$ 118,993	100%	\$ 118,993	100%	\$ 439
21	468	Healy Public Schools	42	74%	\$ 93,232	\$ 93,232	100%	\$ 93,232	100%	\$ 2,220
22	501	Topeka Public Schools	12,039	77%	\$ 18,755,972	\$ 18,438,040	98%	\$ 18,438,040	100%	\$ 1,532
Total			28,467	44%	\$ 26,952,092	\$ 25,562,934	95%	\$ 25,523,984	100%	\$ 897

1. Includes the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals.

2. Reflects the percent of student headcount approved for free or reduced-price lunch in the 2020-2021 school year.

ESSER II Change Request Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS							
Plan	District Number	District Name	Total Public School Students (FTE) ¹	% Students Approved for Free- or Reduced-Price Lunch ²	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹
1	229	Blue Valley	21,779	8%	\$ 6,535,801	\$ 6,533,840	100%	\$ 6,535,801	\$ 6,535,801	\$ 1,961	100%	\$ 300
2	246	Northeast	433	71%	\$ 582,331	\$ 582,331	100%	\$ 582,331	\$ 582,331	\$ -	100%	\$ 1,345
3	285	Cedar Vale	136	56%	\$ 167,826	\$ 83,913	50%	\$ 167,826	\$ 167,826	\$ 83,913	100%	\$ 1,232
4	298	Lincoln	318	58%	\$ 246,941	\$ 246,941	100%	\$ 246,941	\$ 246,941	\$ -	100%	\$ 777
5	313	Buhler	2,216	35%	\$ 891,835	\$ 891,835	100%	\$ 891,835	\$ 891,835	\$ -	100%	\$ 403
6	402	Augusta	1,984	37%	\$ 975,501	\$ 479,589	49%	\$ 932,315	\$ 932,315	\$ 452,726	96%	\$ 470
7	420	Osage City	674	46%	\$ 496,759	\$ 346,202	70%	\$ 496,759	\$ 496,759	\$ 150,557	100%	\$ 737
8	445	Coffeyville	1,659	77%	\$ 2,303,652	\$ 2,303,652	100%	\$ 2,303,652	\$ 2,303,652	\$ -	100%	\$ 1,389
9	473	Chapman	1,064.70	42%	\$ 551,938	\$ 310,673	56%	\$ 551,938	\$ 551,938	\$ 241,265	100%	\$ 518
10	479	Crest	232.10	51%	\$ 150,050	\$ 150,050	100%	\$ 150,050	\$ 150,050	\$ -	100%	\$ 646
11	508	Baxter Springs	799	53%	\$ 868,582	\$ 847,902	98%	\$ 772,124	\$ 772,124	\$ (75,778)	89%	\$ 966
Total			31,295	20%	\$ 13,771,216	\$ 12,776,928	93%	13,631,572	\$ 13,631,572	\$ 854,644	99%	\$ 436

1. Includes the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE

MINUTES



Kansas State Board of Education

Wednesday, September 15, 2021

CALL TO ORDER

Chairman Jim Porter called the Wednesday meeting of the State Board of Education to order at 9 a.m. on Sept. 15, 2021.

(Recording
delayed)

ROLL CALL

The following Board members were present:

Betty Arnold	Melanie Haas	Jim Porter
Jean Clifford	Deena Horst	Janet Waugh
Michelle Dombrosky	Ben Jones	

Members Ann Mah and Jim McNiece were absent.

APPROVAL OF AMENDED AGENDA

Chairman Porter announced that the joint session with the Kansas Board of Regents scheduled for later in the morning will now include additional time for discussion of next steps to increase students postsecondary success. Dr. Horst moved to approve the agenda as amended. Mrs. Clifford seconded. Motion carried 8-0.

ACTION ON ACCREDITATION REGULATIONS K.A.R. 91-31-31 THROUGH 91-31-43

KSDE General Counsel Scott Gordon provided the staff response to public hearing comments regarding amendments to Accreditation regulations K.A.R. 91-31-31 through 91-31-43. He noted that the process to adopt these particular regulations has taken five years. KSDE recommends adoption of the accreditation regulations as written. He acknowledged the only public comment was a written response from the Committee on Administrative Rules and Regulations regarding timeframe for public disclosure of current agency report card. Mr. Gordon then answered questions from Board members. Mrs. Waugh moved to adopt amendments to Accreditation regulations K.A.R. 91-31-31, 91-31-32, 91-31-33, 91-31-34, 91-31-35, 91-31-36, 91-31-37, 91-31-38, 91-31-39, 91-31-40, 91-31-41, 91-31-42 and 91-31-43. Mrs. Haas seconded. Motion carried 7-0-1 on a roll call vote, recorded as follows:

MOTION
(00:07:24)

Betty Arnold	Yes	Melanie Haas	Yes	Jim Porter	Yes
Jean Clifford	Yes	Deena Horst	Yes	Janet Waugh	Yes
Michelle Dombrosky	Abstain	Ben Jones	Yes		

Members Ann Mah and Jim McNiece were absent.

The meeting was in recess until 10 a.m.

JOINT ANNUAL MEETING WITH THE KANSAS BOARD OF REGENTS

The Kansas State Board of Education and the Kansas Board of Regents conducted a virtual meeting, continuing the annual practice of jointly meeting to discuss education topics of mutual

(00:41:47)

interest and to strengthen the K-12—Higher Education continuum. KBOR Chair Cheryl Harrison-Lee called the meeting to order. Members of both Boards introduced themselves.

REPORTS FROM COMMISSIONER WATSON AND PRESIDENT FLANDERS

Dr. Randy Watson, Commissioner of Education, first reported on the recent Kansans Can Success Tour to review strategies enacted since the 2015 community tours and to collect input for moving the future direction of education in Kansas. Dr. Watson highlighted areas that impact both PreK-12 and higher education. This includes high school graduation rates, implementation of Individual Plans of Study and postsecondary attainment. General discussion and Q & A followed. Dr. Flanders then provided an update on the Regents' strategic plan for higher education. Key issues of concentration are affordability, outmigration of graduates and economic prosperity.

INFORMATION ON FAFSA CHALLENGE

Daniel Archer, KBOR Vice President of Academic Affairs, reported on the Kansas FAFSA Challenge to increase completion of the free application for federal student aid.

OPEN DISCUSSION

Members of both Boards used the remainder of their time together to discuss strategies to improve postsecondary attainment. Conversations centered on community college service areas, earning college credit in high school, FAFSA completion, accelerating plan to address students not going to a postsecondary institution, career and technical pathways that boost the Kansas economy. It was determined that an immediate next step should be a meeting of the Chairs and Vice Chairs of both Boards, along with Dr. Watson and Dr. Flanders, to develop a plan to address issues discussed today. This should occur before the Boards' respective October meetings.

ADJOURNMENT

The meeting adjourned at 11:32 a.m.

The next regular meeting for the State Board of Education is Oct. 12 and 13.

Jim Porter, Chair

Peggy Hill, Secretary

MINUTES



Kansas State Board of Education

Tuesday, August 10, 2021

CALL TO ORDER

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, Aug. 10, 2021, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. He thanked everyone for their hard work to prepare a safe learning environment for students and staff as the pandemic continues to create challenges for schools. He also reminded motorists to be alert for school buses and student drivers.

(00:14:03)

ROLL CALL

All Board members were present:

Betty Arnold	Ben Jones
Jean Clifford	Ann Mah
Michelle Dombrosky	Jim McNiece
Melanie Haas	Jim Porter
Deena Horst	Janet Waugh

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

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

APPROVAL OF AGENDA

Mr. McNiece moved to approve the Tuesday agenda as presented. Dr. Horst seconded. Motion carried 10-0.

MOTION
(00:16:26)

APPROVAL OF THE JULY MEETING MINUTES

Mrs. Clifford moved to approve the minutes of the July 13 and 14 regular Board meeting. Mrs. Haas seconded. Motion carried 10-0.

MOTION
(00:16:43)

COMMISSIONER'S REPORT

Dr. Randy Watson summarized key points about each phase of federal COVID-19 relief funds available to public and private systems through ESSER and EANS respectively. Each distribution has different protocol and deadlines for systems to follow in order to receive the federal aid. Dr. Watson emphasized that \$60 million is being directed to special education over three years. He cautioned districts to plan for when the additional SPED support ends. He also encouraged Board members to help inform local boards and legislators about future SPED needs. Dr. Watson then commented on these other topics:

(00:16:54)

- Sunflower Summer offered free attendance to 71 of the state's educational venues for Kansas students and families from July 1 to Aug. 15. There have been 57,657 total visits to date. Sunflower Summer has been considered a very successful use of federal relief funds.
- LETRS science of reading training, which rolls out this month, targets several teacher groups, primarily PreK-3, with a focus on special education, ESOL and other areas. There are two models of delivery over the next three years — direct training to larger school districts and training through service centers for smaller districts. Higher education teacher candidates will

Kansas leads the world in the success of each student.

also be offered LETRS training. The purpose of the professional development is to further support struggling student readers.

- STAR recognition awards are given to schools with significant achievement in the State Board outcomes. Dr. Watson acknowledged districts that received merit in four, five or six categories.
- The Kansans Can Success Tour began July 26. Dr. Watson and Dr. Brad Neuenswander are in the process of visiting 50 cities to gather feedback from Kansans about the future of education. This is a follow-up to the community conversations tour that took place six years ago. The new data will be shared once the tour is completed.

CITIZENS' OPEN FORUM

Chairman Porter declared the Citizens' Forum open at 10:34 a.m. There were no speakers this month. However, written public comment was received from Celia Ramirez regarding use of masks. Chairman Porter declared the Citizens Forum closed at 10:35 a.m.

(00:49:21)

PRESENTATION OF KANSANS CAN BEST PRACTICE AWARDS TO CHILD NUTRITION AND WELLNESS PROGRAM RECIPIENTS

KSDE's Child Nutrition and Wellness division created Kansans Can Best Practice Awards five years ago to recognize outstanding programs that support the Kansans Can vision. CNW Director Cheryl Johnson introduced the 2020-21 recipients, briefly commenting on their specific honors and noting their creativity and leadership during the pandemic. Those recognized were: Wamego USD 320 (six-week cooks and books program combining literacy and nutrition); Haven USD 312 (farm to table BBQ field day partnering with FFA and small businesses); Southern Lyon County USD 252 (farm to family box meal program supporting families in need); Child Care Links, based in Hutchinson (small staff demonstrating how to lead and persevere during a crisis).

(00:51:27)

ACTION ON RECOMMENDATION FOR KANSAS EDUCATION SYSTEMS ACCREDITATION

Last month, Board members were provided information on 14 public systems seeking an accreditation decision in 2021 through the Kansas Education System Accreditation (KESA) process. An Executive Summary for each system outlined findings and accreditation level recommendations based on evaluations of the Outside Visitation Team and Accreditation Review Council. Dr. Mischel Miller brought forth these systems for action. Mr. Jones moved to accept the recommendations of the Accreditation Review Council and award the status of Accredited to Cimarron-Ensign USD 102, Prairie Hills USD 113, Olathe USD 233, Emporia USD 253, Valley Center USD 262, Rock Creek USD 323, Oxford USD 358, Caldwell USD 360, Chaparral USD 361, Holcomb USD 363, Durham-Hillsboro-Lehigh USD 410, Auburn-Washburn USD 437, Dodge City USD 443 and South Haven USD 509. Mrs. Arnold seconded. Motion carried 10-0.

(01:08:41)

MOTION
(01:10:48)

RECEIVE RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEMS ACCREDITATION

The Accreditation Review Council (ARC) met in July to consider documentation on 14 systems, both public and private, and make recommendations for an accreditation status. Dr. Mischel Miller referenced the informational findings of the ARC regarding these systems. Executive summaries, accountability reports and other narratives were provided to Board members for Ottawa USD 290, Concordia USD 333, North Jackson USD 335, Royal Valley USD 337, Jefferson West USD 340, Seaman USD 345, Chanute USD 413, and several systems within the Kansas City Kansas Archdiocese — Sacred Heart, Saints Peter and Paul, Holy Name, Holy Rosary, Holy Family, Mater Dei, St. Rose Philippine. The ARC considers compliance and foundational structures to support a five-year process of continuous improvement. Board members will act on the ARC recommendations in September. Dr. Miller also explained the process to appeal an ARC decision.

(01:11:52)

ACTION ON PUBLIC SCHOOL EXPENDITURE PLANS FOR ESSER II FEDERAL COVID-19 RELIEF FUNDS

Assistant Director Doug Boline provided an ESSER II status overview, noting how many districts have submitted plans or change requests throughout the process. He also profiled the day's applicant slate as well as Task Force recommendations for the current expenditure plans (21) and change requests (12). He cited the submission of Herington USD 487 as a good example of how the district plans to distribute premium pay. Mr. Boline then reviewed the upcoming timeline for EANS II, which is federal relief specific to private systems.

(01:20:24)

Mrs. Clifford moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the submission of school district expenditure plans for ESSER II federal COVID-19 relief funds as presented. Dr. Horst seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining.

MOTION
(01:34:33)

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

BREAK

UPDATE FROM E-CIGARETTE / VAPING TASK FORCE

The Kansas State Board of Education directed KSDE staff to form an E-Cigarette/Vaping Task Force in June 2019. Since then, the Task Force has met regularly to develop and disseminate educational resources to schools across Kansas. Task Force coordinator Dr. Mark Thompson updated the Board on current work, including a special training project to help schools prevent and minimize vape use in Kansas schools. The project — Vaping ECHO for Education — is a direct outgrowth of the Vaping Task Force with support from multiple agencies. Forty-nine schools applied for 20 openings. Dr. Thompson also reported on new subgroups within the Task Force, then answered Board member questions. Of particular concern was identifying students who are already hooked on electronic nicotine devices.

(01:49:08)

The meeting recessed for lunch at noon.

LUNCH

Chairman Porter called the afternoon session to order at 1:30 p.m. At that time, Dr. Watson introduced Nathan McAlister, the new Humanities Program Coordinator at KSDE, who will oversee History, Government and Social Studies among other content areas.

P.M. SESSION

KANSANS CAN HIGHLIGHT — RECOGNITION OF SEAMAN MIDDLE SCHOOL STUDENTS FOR NATIONAL WOMEN'S HISTORY MUSEUM SHOWCASE

Four students from Seaman Middle School (USD 345) had their National History Day Project recently featured in a virtual showcase at the National Women's History Museum. The students' performance was one of only 20 nationwide selected for the showcase. Kyle Johnson, Gifted Coordinator at SMS, introduced students Emma Nord, Emily Pane and Miley Proplesch. Student Ella Shipley was part of the team, but not able to attend the meeting. Students explained their research which led to producing "Hedy Lemaar: More Than Just a Pretty Face." They showed their video highlighting Ms. Lemaar's contributions to discovering frequency hopping, a forerunner to Bluetooth and WiFi, and other technology that impacts how people communicate today.

(03:44:42)

RECEIVE HIGHER EDUCATION EDUCATOR PREPARATION PROGRAM STANDARDS FOR SCHOOL PSYCHOLOGIST

Educator Preparation Program Standards are designed to ensure that teacher candidates in Kansas have access to learning opportunities aligned with the needs of today's learners and expectations of teachers. The Institutions of higher education utilize program standards to develop their preparation programs. The State Board of Education gives final approval to these standards.

(04:00:00)

Dr. Jim Persinger, College of Education at Emporia State University, chaired the standards review committee. He was present to explain proposed revisions to the Board. Updates included vocabulary, current needs of the field, evidence-based practices, prevention/intervention, and more emphasis on mental health. Dr. Persinger received a number of questions and comments, including a request to clarify and promote the various roles of a school psychologist as part of the standards. The State Board will vote on the standards for school psychologist in September.

INFORMATION ON STUDENT SCREEN TIME FROM A WHOLE CHILD PERSPECTIVE

The intent of this discussion was to receive an overview regarding screen time from a whole child perspective, looking at current information on both physical and social-emotional health components. Education Program Consultant Dr. Mark Thompson was joined in the presentation by KSDE colleagues Kent Reed and Dr. Stephen King, each addressing some of the factors that can impact a student's well-being. Among the considerations were defining adequate vs. excessive screen time; explaining that not all screen time is the same (e.g. passive, active and interactive); research not clearly differentiating between school and non-school screen time; increased integration of technology. Angie Stallbaumer, Assistant Director for Legal Services at the Kansas Association of School Boards, spoke about legal and administrative concerns for schools, as well as the Children's Internet Protection Act, which seeks to protect minors from unauthorized access. During discussion, it was suggested that more data needs to be collected, which could help in determining best practices.

(04:27:13)

Board members took a break until 3:30 p.m.

BREAK

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt, Chair of the Professional Practices Commission, summarized details of the PPC's recommendations on three cases. Mr. Porter moved to adopt the findings of fact and conclusions of law of the Professional Practices Commission and deny the applications of individuals in cases 21-PPC-02, 21-PPC-10 and 21-PPC-11. Mrs. Haas seconded. Motion carried 10-0.

MOTION
(05:40:28)

ACTION ON PROPOSED CHANGES TO OFFICE OF GENERAL COUNSEL SCREENING OF PROFESSIONAL PRACTICES CASES

KSDE's General Counsel Scott Gordon presented a proposal that would give the Office of General Counsel additional authority to approve professional practices (licensure) applicants that meet specific criteria, without going through the Professional Practices Commission or State Board. Mr. Gordon described several guiding considerations such as severity, frequency, recency, and consistency in actions of the State Board. Mrs. Waugh moved to authorize KSDE's Office of General Counsel to approve actionable licensees and applicants within the parameters presented. Mrs. Arnold seconded. Motion carried 10-0.

MOTION
(05:46:19)

ACTION ON APPOINTMENTS TO THE SPECIAL EDUCATION ADVISORY COUNCIL

The Special Education Advisory Council (SEAC) provides policy guidance to the State Board with respect to special education and related services for children with exceptionalities in the state. Council membership consists of stakeholders throughout the state with the majority being individuals with disabilities and parents of children with disabilities. The State Board of Education approves appointments to the Council. Members reviewed all nominations. KSDE Director Bert Moore then brought forth recommendations of the SEAC membership committee. Mr. Jones moved to appoint new members Sabrina Rishel, Barney Pontius, Lena Kisner, Michelle Warner to fill openings on the Special Education Advisory Council with terms effective July 2021 - June 2024. Mr. McNiece seconded. Motion carried 10-0.

MOTION
(05:53:59)

ACTION ON CONSENT AGENDA

Mrs. Haas moved to approve all items on the Consent Agenda. Mr. Jones seconded. Motion carried 10-0. In the Consent Agenda, the Board:

MOTION
(05:54:49)

- received the monthly Personnel Report for July.
- confirmed the unclassified personnel appointments of Dale Brungardt as Director on the School Finance team, effective July 1, 2021, at an annual salary of \$109,670.86; Diane Gjerstad as Public Service Executive on the School Finance team, effective July 1, 2021, at an annual salary of \$48,000; Guy Shoulders as Education Program Consultant on the Career, Standards and Assessment Services (CSAS) team, effective July 6, 2021, at an annual salary of \$56,118.40; Nathan McAlister as Humanities Program Manager on the CSAS team, effective July 6, 2021, at an annual salary of \$70,000.06.
- approved Visiting Scholar licenses valid for the 2021-22 school year as follows: Alisa Morse and Michael Farmer, both renewals with Blue Valley USD 229 Center for Advanced Professional Studies (CAPS) program; Amanda Stinemetz, Hill City USD 281; Jordan Burr, Olathe USD 233.
- accepted recommendations of the Licensure Review Committee as follows: *Approved cases* — 3380, 3381, 3382, 3383, 3384, 3386, 3388, 3389, 3391, 3392, 3397, 3398, 3399, 3402.
- accepted the following recommendations of the Evaluation Review Committee: accreditation for Newman University and Ottawa University, both through June 30, 2028.
- authorized the following districts to hold bond elections on the question of issuing bonds in excess of the district's general bond debt limitation: USD 393 Solomon, USD 426 Pike Valley.
- authorized the following districts to receive capital improvement (bond and interest) state aid as authorized by law: USD 393 Solomon, USD 426 Pike Valley.
- approved recommendations for funding the 2021-22 McKinney Vento Children and Youth Homeless grants as follows: USD 233 Olathe \$50,300; USD 259 Wichita \$247,075; USD 260 Derby \$10,700; USD 261 Haysville \$40,000; USD 289 Wellsville \$10,000; USD 290 Ottawa \$30,000; USD 348 Baldwin \$13,400; USD 383 Manhattan-Ogden \$30,400; USD 457 Garden City \$21,242; USD 475 Geary County \$29,500; USD 500 Kansas City \$118,433; USD 501 Topeka \$40,000. Total funding: \$641,050.
- approved USD 231 Gardner-Edgerton, USD 432 Victoria and USD 496 Pawnee Heights to operate Preschool-Aged At-Risk programs for 2021-22.

authorized the Commissioner of Education to negotiate and

- initiate a contract bid process for operation of a statewide program to identify and train education advocates for students with disabilities from July 1, 2022 through June 30, 2027, in a contract amount not to exceed \$1,625,000 out of federal funds.
- enter into a contract with Jon Gordon Companies for keynote speaker services at the KSDE Annual Conference in an amount not to exceed \$10,000.
- enter into a contract with the Kansas Association of Educational Service Agencies to support Perkins V special population updates in an amount not to exceed \$143,085 from Aug. 15, 2021 through June 30, 2022.
- enter into a contract with Kansas YMCAs in an amount not to exceed \$520,000 for the purpose of providing scholarships/financial assistance for the youth they serve in their before and after school programs for 2021-22 school year.

- initiate a contract for the purpose of conducting regional trainings for Kansas educators, which will be led by Kansas Teacher of the Year teams, in an amount not to exceed \$300,000 from August 2021 through September 2024.

DISCUSSION ON NOVEMBER 2022 STATE BOARD MEETING DATES

In July, the State Board set regular meeting dates for calendar years 2022 and 2023, following the traditional schedule of meeting the second Tuesday and Wednesday of the month. A recommendation was made to alter the Tuesday, Nov. 8 meeting which conflicts with state elections. Mr. Porter presented three options for consideration, but no vote was taken to amend at this time.

(05:56:01)

CHAIRMAN'S REPORT

Action on Board Travel — Mrs. Waugh moved to approve the travel requests and updates. Mrs. Arnold seconded. Motion carried 10-0.

MOTION
(06:01:18)

Designation of State Board member to NASBE delegate assembly for 2021 — Mr. McNiece moved to designate Ben Jones as the state's voting delegate and Deena Horst as the alternate for the annual business meeting of the National Association of State Boards of Education (NASBE) in October. Mr. Porter seconded. Motion carried 10-0.

MOTION
(06:02:42)

Action on NASBE Membership Dues for 2022 — Mr. Jones moved to approve payment of calendar year 2022 dues and retain membership in NASBE and its affiliate, the National Council of State Education Attorneys. Mr. McNiece seconded. Motion carried 10-0. NASBE is the only national membership whose members are solely from state boards of education.

MOTION
(06:03:23)

Discussion on back-to-school reopening guidance — Commissioner Watson commented that last year KSDE issued "Navigating Change" guidance regarding return to school. The law changed in the last legislative session and the authority for such decisions rests with the local school board. The agency is not releasing specific guidance this school year. Local boards of education should consult with their health departments when making decisions. Members voiced concerns that the origin of restrictions on remote learning have not been made clear to the public. The 40-hour limit on remote learning was passed by the Legislature in House Bill 2134. Members also expressed a need to communicate what the State Board's responsibilities are and are not.

Committee Reports — Updates were given on the following:

- Graduation Requirements Task Force — Members are gathering data and background information in preparation for the next meeting Sept. 2. There was no meeting in August.
- School Mental Health Advisory Council — Members are working on necessary language to include in higher education teacher preparation programs addressing recommendations from the Bullying Task Force.
- Advantage Kansas Coordinating Council — Sub-committees are focusing on several strategies to close the gap between the job industry needs and the skills needed to fill positions. Two of the enterprise industries being looked at are computer science and information technology.
- Student Voice Committee — The committee continues to compile information gathered from students at several state conferences, such as Student Council and KAY camp. Board members are encouraged to assist in visiting with student groups, especially to collect input from minorities.
- Communications Committee—The Board's tour to northwest Kansas, which was originally scheduled for September, has been postponed.

Board Attorney's Report — None.

Requests for Future Agenda Items —

- Discussion in September to prioritize focus of the Board's legislative priorities. (Mr. Porter)
- Additional discussion on student screen time and potential for state to prepare best practices. (Mrs. Haas)
- Discuss more ways to communicate to the public what the State Board's responsibilities are and are not. (Mr. Porter and Mrs. Arnold)

RECESS

Chair Porter recessed the meeting at 4:10 p.m. until 9 a.m. Wednesday.

Jim Porter, Chair

Peggy Hill, Secretary

ESSER II Overview and Table of Contents

DISTRICT PROFILES							KSDE RECOMMENDATIONS					
Plan	District Number	District Name	Total Public School Students (FTE) ¹	Total Public School Students	# FRPL students	% Students Approved for Free- or Reduced- Price Lunch ²	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹
1	103	Cheylin	144	145.00	84.00	58%	\$ 162,758	\$ 162,758	100%	\$ 162,758	100%	\$ 1,130
2	106	Western Plains	106	108.00	68.00	63%	\$ 106,989	\$ 106,989	100%	\$ 106,989	100%	\$ 1,009
3	226	Meade	336	343.00	156.00	46%	\$ 195,073	\$ 195,073	100%	\$ 195,073	100%	\$ 581
4	231	Gardner Edgerton	5,687	5746.00	1795.00	31%	\$ 1,705,280	\$ 1,705,280	100%	\$ 1,705,280	100%	\$ 300
5	264	Clearwater	1,090	1106.00	320.00	29%	\$ 428,843	\$ 428,843	100%	\$ 428,843	100%	\$ 393
6	265	Goddard	5,856	6172.00	1372.00	22%	\$ 1,755,749	\$ 1,755,752	100%	\$ 1,755,752	100%	\$ 300
7	321	Kaw Valley	1,039	1063.00	367.00	35%	\$ 580,768	\$ 580,768	100%	\$ 580,768	100%	\$ 559
8	378	Riley County	646	653.00	184.00	28%	\$ 259,994	\$ 259,994	100%	\$ 259,994	100%	\$ 402
9	436	Caney Valley	725	739.00	316.00	43%	\$ 557,599	\$ 557,599	100%	\$ 557,599	100%	\$ 769
10	461	Neodesha	690	708.00	422.00	60%	\$ 598,392	\$ 598,392	100%	\$ 598,392	100%	\$ 868
Total			16,318	16783	5084	30%	\$ 6,351,445	\$ 6,351,448	100%	\$ 6,351,448	100%	\$ 389

1. Includes the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals.

2. Reflects the percent of student headcount approved for free or reduced-price lunch in the 2020-2021 school year.

ESSER II Overview and Table of Contents

DISTRICT PROFILES							KSDE RECOMMENDATIONS					
Plan	District Number	District Name	Total Public School Students (FTE) ¹	Total Public School Students	# FRPL students	% Students Approved for Free- or Reduced-Price Lunch ²	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹
1	232	De Soto	7,016	7081.00	748.00	11%	\$ 2,103,557	\$ 1,525,071	72%	\$ 1,525,071	100%	\$ 217
2	266	Maize	7,114	7613.00	1641.00	22%	\$ 2,134,675	\$ 2,134,675	100%	\$ 2,134,675	100%	\$ 300
3	314	Brewster	121	134.00	47.00	35%	\$ 58,546	\$ 58,546	100%	\$ 58,546	100%	\$ 484
4	341	Oskaloosa Public Schools	568	587.00	299.00	51%	\$ 362,808	\$ 255,365	70%	\$ 255,365	100%	\$ 450
5	348	Baldwin City	1,267	1290.00	345.00	27%	\$ 438,341	\$ 438,341	100%	\$ 438,341	100%	\$ 346
6	375	Circle	1,894	1926.00	547.00	28%	\$ 717,550	\$ 717,550	100%	\$ 717,550	100%	\$ 379
7	387	Altoona-Midway	163	165.00	112.00	68%	\$ 172,964	\$ 172,964	100%	\$ 172,964	100%	\$ 1,064
8	429	Troy Public Schools	310	313.00	82.00	26%	\$ 123,350	\$ 123,350	100%	\$ 123,350	100%	\$ 398
9	443	Dodge City	6,772	6930.00	5507.00	80%	\$ 4,566,781	\$ 3,791,498	83%	\$ 3,791,498	100%	\$ 560
10	503	Parsons	1,243	1301.00	945.00	73%	\$ 2,075,087	\$ 718,000	35%	\$ 718,000	100%	\$ 578
11	504	Oswego	433	442.00	279.00	63%	\$ 373,104	\$ 373,104	100%	\$ 373,104	100%	\$ 862
Total			26,900	27782	10552	38%	\$ 13,126,763	\$ 10,308,464	79%	\$ 10,308,464	100%	\$ 383

1. Includes the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals.

2. Reflects the percent of student headcount approved for free or reduced-price lunch in the 2020-2021 school year.

ESSER II Change Request Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS							
Plan	District Number	District Name	Total Public School Students (FTE) ¹	% Students Approved for Free- or Reduced- Price Lunch ²	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹
1	248	Girard	976	42%	\$ 690,953	\$ 601,587	87%	\$ 676,599	\$ 676,599	\$ 75,012	98%	\$ 694
2	257	Iola	1,104	56%	\$ 1,350,095	\$ 1,231,080	91%	\$ 1,322,080	\$ 1,322,080	\$ 91,000	98%	\$ 1,198
3	293	Quinter Public Schools	305	29%	\$ 153,397	\$ 153,397	100%	\$ 153,397	\$ 153,397	\$ -	100%	\$ 502
4	299	Sylvan Grove	232	48%	\$ 182,405	\$ 56,201	31%	\$ 106,583	\$ 106,583	\$ 50,382	58%	\$ 460
5	312	Haven Public Schools	690	40%	\$ 494,609	\$ 261,053	53%	\$ 494,609	\$ 494,609	\$ 233,556	100%	\$ 717
6	332	Cunningham	181	37%	\$ 77,193	\$ 77,193	100%	\$ 77,193	\$ 77,193	\$ -	100%	\$ 428
7	346	Jayhawk	555	55%	\$ 435,141	\$ 384,050	88%	\$ 431,940	\$ 431,940	\$ 47,890	99%	\$ 778
8	356	Conway Springs	398	27%	\$ 278,397	\$ 248,397	89%	\$ 278,397	\$ 278,397	\$ 30,000	100%	\$ 699
9	470	Arkansas City	2,674.00	68%	\$ 2,531,321	\$ 896,849	35%	\$ 1,291,849	\$ 1,291,849	\$ 395,000	51%	\$ 483
10	481	Rural Vista	258.50	51%	\$ 241,102	\$ 241,102	100%	\$ 241,102	\$ 241,102	\$ -	100%	\$ 933
11	487	Herington	418.50	62%	\$ 409,256	\$ 409,256	100%	\$ 409,256	\$ 409,256	\$ -	100%	\$ 978
12	509	South Haven	198.10	40%	\$ 100,040	\$ 100,040	100%	\$ 100,040	\$ 100,040	\$ (0)	100%	\$ 505
Total			7,989	53%	\$ 6,943,909	\$ 4,660,205	67%	5,583,046	\$ 5,583,046	\$ 922,841	80%	\$ 699

1. Includes the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals.

MINUTES



Kansas State Board of Education

Wednesday, August 11, 2021

CALL TO ORDER

Chairman Jim Porter called the Wednesday meeting of the State Board of Education to order at 9 a.m. on Aug. 11, 2021.

(00:13:21)

ROLL CALL

All Board members were present:

Betty Arnold	Ben Jones
Jean Clifford	Ann Mah
Michelle Dombrosky	Jim McNiece
Melanie Haas	Jim Porter
Deena Horst	Janet Waugh

Deputy Commissioner Dr. Brad Neuenswander attended the meeting in the absence of Commissioner Watson.

APPROVAL OF AMENDED AGENDA

Chair Porter recommended including a vote on the proposed November State Board meeting dates for 2022. If approved, this action would take place following approval of the agenda. Mrs. Clifford moved to add action on the November 2022 calendar to the agenda as item 3A. Mrs. Arnold seconded. Motion carried 10-0. Dr. Horst moved to approve the agenda as amended. Mrs. Clifford seconded. Motion carried 10-0.

MOTIONS

(00:14:53)

(00:15:07)

ACTION ON AMENDING NOVEMBER 2022 STATE BOARD MEETING DATES

Mr. Jones moved to temporarily suspend Board practice to allow for a vote this month on amending the November 2022 State Board meeting dates. Dr. Horst seconded. Motion carried 10-0. Mr. Jones moved to change the November 2022 State Board meeting to the afternoon of Wednesday, Nov. 9 and all day Thursday, Nov. 10 in order to avoid conflicting with election day on Tuesday, Nov. 8. Mrs. Haas seconded. Motion carried 10-0.

MOTIONS

(00:15:26)

(00:15:51)

DISCUSSION ON ESTABLISHMENT OF STATE BOARD LEGISLATIVE PRIORITIES FOR 2022

Deputy Commissioner Dr. Craig Neuenswander shared information on House Bill 2134, which contains language on remote learning and restrictions. The bill defines remote learning and states that a school district may not provide more than 40 hours remote learning to any student. The local board of education, however, can make an exemption for specific circumstances. The State Board must be notified by the district of exempted students. There was discussion about how the public is notified of the procedures and appeal process.

(00:16:28)

State Board Legislative Liaisons Deena Horst and Ben Jones then led a discussion of existing and potential issues for the development of State Board legislative priorities. Members considered areas where they have direct responsibility, tone of the document and recommended additions/deletions. They discussed topics that the State Board would support and/or oppose, by general consensus. Members had the chance to comment or offer suggestions as the group worked

(00:41:47)

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through the draft. Revisions will be brought back to the Board in September for further consideration and to prioritize the list.

Members took a break until 10:45 a.m.

BREAK

INFORMATION ON NATIONAL COUNCIL ON TEACHER QUALITY

The National Council on Teacher Quality (NCTQ) has been a requested agenda topic. Dr. Rick Ginsberg, Dean at the University of Kansas School of Education and Human Sciences, gave an overview of NCTQ that accesses publicly available data to rank teacher preparation programs. However, Dr. Ginsberg noted concerns that the data collected is not considered robust or that faculty are not interviewed in the process. NCTQ is not an accrediting body, but assigns a rating. He answered questions throughout the presentation.

(01:58:05)

ADJOURNMENT

The meeting adjourned at 11:25 a.m.

The next regular meeting is Tuesday, Sept. 14 in the Board Room. The Wednesday, Sept. 15 session is the annual joint meeting with the Kansas Board of Regents at KBOR offices.

POST-MEETING ACTIVITY

Members were offered an optional professional development training on how to use the Zoom interactive meeting platform.

Jim Porter, Chair

Peggy Hill, Secretary



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Janet Waugh
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Melanie Haas
District 2

Michelle Dombrosky
District 3

Ann E. Mah
District 4

Jean Clifford
District 5

Dr. Deena Horst
District 6

Ben Jones
District 7

Betty Arnold
District 8

Jim Porter
District 9

Jim McNiece
District 10

Subject: 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. He will review highlights and challenges of the past year in both activities and athletics.

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

Item Title: Citizens' Open Forum

The State Board of Education provides an opportunity for citizens to share views about topics of interest or issues currently being considered by the State Board. Written comments may be emailed to State Board secretary plhill@ksde.org by Oct. 8.

At this time, the Shawnee County Community Indicator Report is at the Substantial rating. To reduce crowd size, only written comments will be accepted for the October State Board meeting.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8

Staff Initiating:

Doug Boline and
Tate Toedman

Deputy Commissioner:

Brad Neuenswander

Commissioner:

Randy Watson

Meeting Date: 10/12/2021

Item Title:

Act on ESSER II and EANS II expenditure plans for public and private systems for use of federal COVID-19 relief funds

Recommended Motion:

Motion 1: It is moved that the Kansas State Board of Education accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the submission of **public school district expenditure plans for ESSER II** federal COVID-19 relief funds as presented.

AND

Motion 2: It is moved that the Kansas State Board of Education accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the submission of **private school expenditure plans for EANS II** federal COVID-19 relief funds as presented.

Explanation of Situation Requiring Action:

Federal assistance to schools has been made available through the Elementary and Secondary School Emergency Relief (ESSER) fund and Emergency Assistance to Non-Public Schools (EANS). The federal law outlines allowable expenditures directly related to the COVID-19 pandemic, and to support student learning and student needs associated with the pandemic.

The Commissioner's Task Force on ESSER and EANS Distribution of Money has the responsibility to:

- provide guidance and oversight of school districts' plans (public and private) for expenditure of those federal funds.
- maximize the use of federal K-12 relief funds to meet the acute needs of Kansas students in line with federal regulations and Kansas K-12 priorities.

The Task Force and KSDE staff will review the applications and expenditure plans to evaluate whether the requests are tied to a pandemic-related need, are reasonable and meet the allowable uses. The information will then be presented to the State Board of Education for approval.



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Item Title: Commissioner's Annual Report to the State Board of Education

In his annual report to the State Board, Commissioner of Education Randy Watson will summarize the past year by addressing areas to celebrate as well as those challenges created by the pandemic. Dr. Watson will also preview KSDE's annual report publication, which focuses on the statewide outcomes of the Kansans Can vision to lead the world in the success of each student:

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

Agenda Number: 10

Meeting Date: 10/12/2021



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Item Title: Kansans Can Highlight — Creating a foundation of kindergarten readiness

From: Amanda Petersen

The path to leading the world in the success of each student starts in early childhood, long before a 5-year-old child begins kindergarten. Schools can focus on early childhood to prepare children, families, educators and the community for a successful start to the kindergarten year.

USD 265 Goddard and USD 343 Perry-Lecompton have both earned Star Recognition in the area of Kindergarten Readiness. They will update the Kansas State Board of Education on their success in offering quality, inclusive early childhood programming and in supporting young children and their families during the transition into kindergarten.

Kansas leads the world in the success of each student.

Agenda Number: 11

Meeting Date: 10/12/2021



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

From: Shane Carter, 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.

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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REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 12

Staff Initiating:

Jeannette Nobo

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 10/12/2021

Item Title:

Act on recommendations for Kansas Education System Accreditation (KESA)

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 Accredited to USD 409 Atchison, and to Bishop Miege High, St. Ann Elementary and Holy Cross Catholic all of the Kansas City Archdiocese; and to award the status of Conditionally Accredited to USD 456 Marais Des Cygnes.

Explanation of Situation Requiring Action:

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

The following systems are presented for State Board action in October:

USD 409 Atchison - Accredited

Z0029-9000 Bishop Miege High - Accredited

Z0029-9016 St. Ann Elementary - Accredited

Z0029-9023 Holy Cross Catholic - Accredited

USD 456 Marais Des Cygnes - Conditionally Accredited

Staff will be available for any questions.

Accreditation Summary

Date: 06/09/2021

System: D0409 Atchison Public Schools (0000)

City: Atchison

Superintendent: Renee Scott

OVT Chair: Nancy Bolz

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable compliance requirements or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

The foundational structure and Cognia standards are evident in the System as the system has established efforts in working toward sustained improvement in advocacy programs supported by academic programs, social success and survey data. There is evidence of defined foundational structures in place and that practices are improving and meet the standards.

Tiered Framework of Support (2.4, 2.7, 2.12, 3.1, 3.2)

The system shows evidence of Impacting in all components of this area. Impacting performance indicates the system demonstrates noteworthy practices producing clear results that positively impact the institution. The system is in the impacting stage in implementing a process to continuously assess its programs and organizational conditions to improve student learning; planning and delivering professional learning to improve the environment, learner achievement and institution 's effectiveness; and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness; and, promotes collaboration and collegiality to improve learner performance and organizational effectiveness. The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effective is at the Impacting level.

Family, Communities and Business Partnerships (1.2, 1.8, 1.10)

The system is performing at the Impacting level in this area. At the impacting level, leaders collect and analyze feedback data from various stakeholder groups that result in decision making for improvement and stakeholders are engaged in the ensuring action for supporting the institutions success of learning outcomes.

Diversity, Equity and Inclusion (2.1, 2.7, 2.9)

According to the Cognia Accreditation Engagement Review, the system performs at the Impacting level. At the Impacting level, students have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution and the institution implements processes to identify and address the specialized needs of learners. The system is performing effectively at monitoring instruction and adjusting learners needs to meet the expectations of the system.

Communication and Basic Skills (2.2, 2.5, 2.6)

The system is performing at the Improving level in promoting creativity, innovation, and collaborative problem-based solutions. The system is also at the Improving level for implementation of a curriculum that is based on high expectations and preparing learners for their next levels; and the system is improving in implementing a process to ensure the curriculum is aligned to state standards and best practices.

Civic and Social Engagement (2.5, 2.6)

The system shows evidence of impacting its implementation of curriculum that is based on high expectations and prepares and prepares learners for their next levels. The system is impacting in its implementation of a process to ensure the curriculum is aligned to state standards and best practices.

Physical and Mental Health (2.4, 2.5, 2.6)

The system is in the Impacting level in this area. The system is Impacting as it has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences. The system is impacting in its efforts to enhance and extend current improvement efforts in the following standards: educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels and, it is improving in having a process in place to ensure the curriculum is aligned to state standards and best practices.

Arts and Cultural Appreciation (2.5, 2.6)

The system shows evidence at the Improving level to the formalized structure established to ensure learners develop positive relationships with peer and adult support of educational experiences. The system is at the Improving level in ensuring the curriculum is aligned to state standards and best practices.

Postsecondary and Career Preparation (2.8)

The system received an improving level rating for programs and services for learners' educational futures and career planning.

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

ARC Comment

Student Achievement is USD 409's singular goal. Every student in the Atchison Public School System will receive a 21st century education and graduate from high school prepared to succeed in work, further education, and civic engagement as measured by

- Demonstrating age/grade level appropriate knowledge mastery
- Having a post-secondary plan
- Graduating and successfully entering higher education arena and/or the workforce

During this past cycle they have committed to reaching their goal through rigorous, relevant, and student-centered academics supported by the following framework. Each of these areas was a sub goal to their one overarching goal.

- Highly Effective Teachers, Leaders, and Staff
- Safe, Healthy, and Supportive Learning Environment
- Effective, Sustainable Business Practices
- Informed, Engaged, Empowered Stakeholders

They have developed an action plans focused on each of the above frameworks mentioned. Each plan contains action steps, persons responsible, a timeline, performance measure for each step and evidence of progress.

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

ARC Comment

Responsive Culture goal was focused on a Safe, Healthy, and Supportive Learning Environment as well as having Informed, Engaged, and Empowered Stakeholders. In the area of Safe, Healthy and Supportive Learning, the following strategies were implemented with a series of action steps:

1. Strengthen and enhance safety and support networks for all students.
2. Provide equitable access to quality instructions programs.
3. Strengthen Response to Intervention Systems to provide differentiated academic and behavior instruction.
4. Establish a superior customer service approach from school sites to central office.

In the area of Informed, Engaged and Empowered Stakeholders the following strategies were implemented with a series of action steps:

1. Sustain long lines of communication with students, families and staff and strengthen awareness of district initiatives, activities, and programs.
2. Enhance parent engagement, access and advocacy.

The review of their action plan indicated that all action steps were implemented with a large majority completed.

Currently, Atchison is looking to develop a new five- year strategic plan. They indicate buildings are completing their building diagnostics and meeting with various stakeholder groups. Taking such into consideration, they have identified the need to have a goal in the area of social emotional learning with an emphasis on peer relationship/bullying and conflict resolution for next cycle.

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

Based on the Cognia report of standards related to this area, the system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction. The system also allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness. The system was found to be at the impacting level.

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

ARC Comment

he system shows noticeable gains in meeting the expectations of the Kansas Vision for Education and State Board outcomes through its process of accreditation.

Board Outcomes

Social-Emotional Growth

Atchison has increased dedicated time for tier one instruction and student learning. At the elementary school, all students are exposed to direct SEL instruction through Second Step during an enrichment rotation. This came about as a change from a committee created to examine student discipline and behavior within the school. Students at the middle school are exposed to SEL through Second Step during their ICE (Intervention/Character Education) classes, which occurs daily and acts as an advisory period for the students, and the high school has implemented Seminar groups, where students are matched up with a teacher to help advise them through the duration of their high school education. Most recently, seminar groups have added the concept of service learning to their focus.

When launching the return to school for fall 2020, guardians were given the choice to begin the school year via remote, hybrid, or in-person learning. At the elementary school, all students were exposed to direct SEL instruction through Second Step during an enrichment rotation.

The committee developed the SOAR program, which ties to the school mascot and theme of Atchison Aviators: Aviators SOAR. **S**how integrity, **O**wn your learning, **A**cept responsibility, **R**espect yourself and others. This positive behavior support philosophy is measured by rewarding students weekly as well as through cumulative improvement over the course of a grading period.

Kindergarten Readiness

Atchison has seen increased growth in this area. The procedure that has been most successful includes: families that come to school to meet teachers and complete the ASQ-3 at stations set up around the gym. This process will remain in place and be improved upon through better date and time selections.

Individual Plans of Study

Modification is currently underway in the area of IPS and there is a transition from the counselor holding the sole responsibility for implementation to teachers sharing the responsibility. In addition, the move from parent/teacher conference to student led conferences will be in place for the 2021-2022 school year. This needs to be monitored.

High School Graduation Rate

Their four-year cohort graduate rate is 93.2% which is above the state's 88.3%. In looking at their trend data, 2017 their graduation rate was 87%. Their highest subgroup was their Free and Reduced Lunch group which was 83.8% and their lowest subgroup was their African-American and Hispanic students with 81.30% graduation rate. Their African American population decreased their graduation rate by 1.3% from the previous year.

From 2017 to 2018 their graduation rate increased by 6.1%% from 87%-92.3%. Their subgroups increased as well. African-American students showed an increase of 14.8% from 81.3% to 93.3%. All subgroups increased their graduation rates.

However, from 2018 to 2019 they had a decrease in their graduation rates from 92.3% - 82.2%, which is a decrease of 10.9%. Their African-American students had the largest decrease at 22.6% from 92.3% to 72.2%. Their students with disabilities 4-year graduation rate from high school was 83.3%.

Atchison explains a lot of possibilities for their significant drop in graduation but has not fully examined this area. Leadership changes is one of the areas listed. Although strategies are in place, there is no structured plan to address this area. Atchison should consider this as an area for improvement.

Postsecondary Success

Atchison has a 37% five-year effective rate which is .4% below the 95% confidence interval for the predicted effectiveness rate which is 37.4 - 40.7. Considering their drop-in graduation rate, postsecondary success could show a decline and needs to be considered.

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

ARC Comment

The system shows evidence that it generally engages all stakeholders in interactive communication to ensure multiple viewpoints in decision-making is strong. Atchison requires a formal process to ensure student learning processes and achievements are reliably assessed and consistently and clearly communicated. Two-way communication can be improved across the district.

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

ARC Comment

Information requested by Cognia for the Outside Visitation Team was provided as requested and needed.

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

ARC Comment

Although the system is utilizing the Cognia process for school improvement, it is required to submit yearly Every Institution Every Year Reports (EIEY) that focus on specific KESA related requirements and expectations. However, there was no evidence of these reports. This requirement was put in place beginning the 2018-2019 school year. The system did complete the KESA System Yearly Update for year 5 which was helpful to gain some of the required information. It is expected in the next cycle that the EIEY reports be submitted to KSDE and placed in the artifact section of the KESA Application.

ARC Recommendation

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

Justification

The Cognia Visiting Team reported most areas as impacting or improving. Those areas listed as initiating indicates that the system has processes in place and are focusing on improvement in such areas. There were no Insufficient standards reported.

Strengths

1. Visionary and collaborative leadership
2. Consistent focus on learners
3. Commitment to stakeholders and direction of system
4. Transparency in identifying challenges as well as successes

Challenges

1. Per USD's own analysis, graduation rates are not stable and should be looked at as an aggregate and subgroup level with strategies focused on areas that impact graduation rates. This needs to be done through a needs assessment with data on chronic absenteeism, attendance, dropout rates, and academics as well as any other relevant data.
2. Lacks formal process to ensure student learning processes and achievement are reliably assessed and consistently and clearly communicated
3. Expand virtual opportunities for rigorous instruction and high expectations
4. Analyze data for technology resource utilization



Atchison Public Schools USD 409

626 Commercial Street, Atchison, KS 66002
(913) 367-4384
www.usd409.net

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Renee Scott**

Demographics



1,727 Students

African American 10.94%
Hispanic 3.59%
Other 10.13%
White 75.33%

Academically Prepared for Postsecondary Success

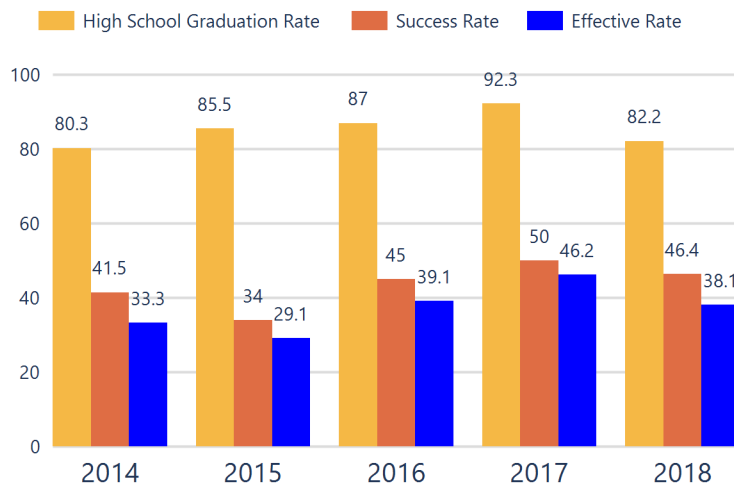
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



Kansans CAN lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

85%

Five-Year Success Avg

43%

Five-Year Effective Avg

37%

95% Confidence Interval for the Predicted Effectiveness Rate

37.4 - 40.7%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

Graduation Rate: The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

Success Rate: A student must meet one of the four following outcomes within two years of High School graduation.

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

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

GRADUATION RATE

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

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.

93.2%

State: 88.3

District ESSA Expenditures Per Pupil

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

\$12,010

State:

\$12,193

93.8%

State: 94.5

18.0%

State: 13.9

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

1.2%

State: 1.3



District Academic Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	35.45	35.41	40.65	35.66	34.96	40.98	N/A	N/A	N/A
Level 2	39.07	35.63	32.96	39.51	33.68	31.96	N/A	N/A	N/A
Level 3	20.19	23.90	18.68	20.16	26.10	21.03	N/A	N/A	N/A
Level 4	5.26	5.04	7.69	4.66	5.24	6.01	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	41.77	42.20	46.87	41.52	40.65	47.41	N/A	N/A	N/A
Level 2	40.46	34.15	33.03	41.00	34.42	31.89	N/A	N/A	N/A
Level 3	15.62	20.19	14.73	14.53	21.79	18.53	N/A	N/A	N/A
Level 4	2.13	3.44	5.35	2.94	3.11	2.15	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	66.29	69.66	73.23	63.24	67.20	73.41	N/A	N/A	N/A
Level 2	27.52	19.66	16.90	28.64	23.65	10.12	N/A	N/A	N/A
Level 3	3.93	9.55	8.45	7.02	8.60	16.45	N/A	N/A	N/A
Level 4	2.24	1.12	1.40	1.08	0.53	0.00	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	55.66	50.00	54.76	55.78	47.87	64.58	N/A	N/A	N/A
Level 2	38.67	40.56	23.80	38.94	39.36	22.91	N/A	N/A	N/A
Level 3	5.66	9.43	21.42	5.26	12.76	12.50	N/A	N/A	N/A
Level 4	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	N/A

HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	27.27	24.24	38.88	44.00	32.00	61.53	N/A	N/A	N/A
Level 2	42.42	39.39	38.88	24.00	32.00	7.69	N/A	N/A	N/A
Level 3	21.21	30.30	11.11	28.00	36.00	23.07	N/A	N/A	N/A
Level 4	9.09	6.06	11.11	4.00	0.00	7.69	N/A	N/A	N/A

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

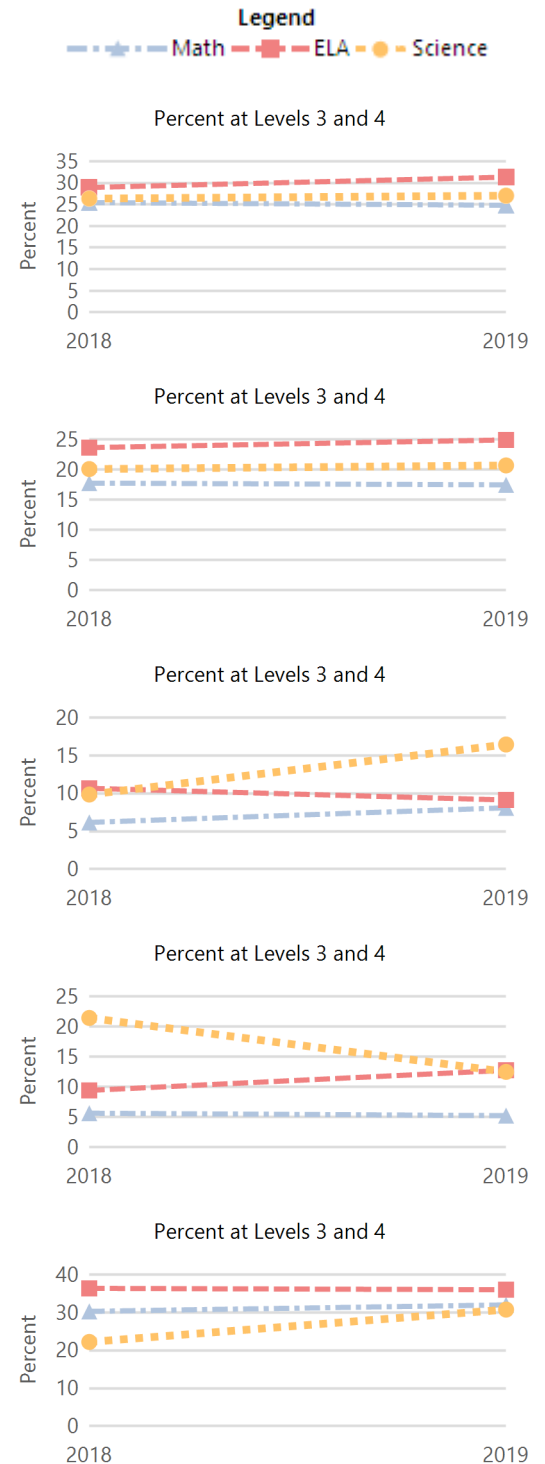
ACT Performance (2020 School Year)

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 2020 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	20.3
State	20.4

Accreditation Summary

Date: 09/16/2020

System: Z0029 Kansas City Catholic Diocese (9000) Bishop Miege High

City: Kansas City

Superintendent: Vincent Cascone

Principal: Maureen Engen

OVT Chair: Nancy Bolz

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable compliance requirements or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

The foundational structure and Cognia standards are evident in the System as the system has established efforts in working toward sustained improvement in advocacy programs supported by academic programs, social success and survey data. There is evidence of defined foundational structures in place and that practices are improving and meet the standards.

Tiered Framework of Support - The standards in Cognia related to Tiered Framework of Support indicate that Bishop Miege is in the impacting level in all areas but one. The one area that is not listed as impacting is listed as improving. Impacting indicates that the system is demonstrating noteworthy practices producing clear results that positively impact their system while improving means that the system has quality practices that are improving and meet the Standards.

Family, Communities and Business Partnerships - The system is performing at the Impacting level in this area. At the impacting level, leaders collect and analyze feedback data from various stakeholder groups that result in decision making for improvement and stakeholders are engaged in ensuring action for supporting the institutions success of learning outcomes.

Diversity, Equity and Inclusion - According to the Cognia Accreditation Engagement Review team, the system is performing at the Impacting level. At the Impacting level, students have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution and the institution implements processes to identify and address the specialized needs of learners. The system is performing effectively at monitoring instruction and adjusting learners needs to meet the expectations of the system.

Communication and Basic Skills - The system is performing at an impacting level in promoting creativity, innovation, and collaborative problem-based solutions. The system is also at the impacting level for implementation of a curriculum that is based on high expectations and preparing learners for their next levels; and, the system has in place and is implementing a process to ensure the curriculum is aligned to state standards and best practices.

Civic and Social Engagement - The system shows evidence of impacting its implementation of curriculum that is based on high expectations and prepares and prepares learners for their next levels. The system is impacting in its implementation of a process to ensure the curriculum is aligned to state standards and best practices.

Physical and Mental Health - The system is in the Impacting level in this area. The system is Impacting as it has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences. The system is impacting in its efforts to enhance and extend current improvement efforts in the following standards: educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels and, there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Arts and Cultural Appreciation - The system shows evidence at the Impacting level to the formalized structure established to ensure learners develop positive relationships with peer and adult support of educational experiences. The system is at the impacting level in ensuring the curriculum is aligned to state standards and best practices.

Postsecondary and Career Preparation - The system received an improving level rating for programs and services for learners' educational futures and career planning which means that the system has quality practices that are improving and meet the Standards but are still working to move this to a higher level.

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

ARC Comment

Bishop Miega has a goal to have faculty meet weekly on Wednesday morning or afternoon in professional learning groups to help teachers make data driven instructional decisions. Monthly professional development meetings were held to review assessment data in a clear and consistent manner leading to improved tiered instruction in reading and math, including ACT prep lessons, and project/problem-based lessons. All teachers completed two project/problem based lessons using Design Thinking and included the lesson and outcome in their individual teacher portfolio.

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

ARC Comment

Although listed as Relevance, the goal area was Relationships. Bishop Miega had a goal to meet with 100% of the student body each week in small group settings. The school is in year 4 of the Community system (Herd), a program that puts every student in the school into one of eight communities. (Perrini, Reardon, Tylicki, Sr. Millie, Sr. Martina, Bohaty, Lucas, Rost). The eight communities are then divided into smaller groups (faith families), where students meet together for a minimum of 105 minutes per week. Bishop Miega believes Faith family time has been especially important in helping their students grow closer as a school community, while also allowing them the opportunity to lead a small group, dialogue about social emotional topics that matter, and interact with students in all grade levels.

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

ARC Comment

There is evidence that the system has established policies, procedures, and processes that have resulted in effective leadership and sustainability. This is evident through the commitment of professional practice and a collaborative culture.

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 shows noticeable gains in meeting the expectations of the Kansas Vision for Education and State Board outcomes through its improvement in implementing a systematic and comprehensive student assessment system.

Board Outcomes

Social-Emotional Growth

Bishop Miede utilizes Olweus, a research based social-emotional learning program. They implemented a mental health monthly survey to assess and address the social emotional needs of the students. The counseling and campus ministry produced resilience videos that were shown during Herd (faith family time) with discussion questions to allow students to talk through their struggles. From the videos, each student was asked to come up with one goal for the second semester. These goals were reviewed throughout the semester via the mentor teacher and counselor. Students were asked at the end of the semester to indicate whether they felt they achieved their goal or not, and if not, what they felt was needed to help them achieve their desired goal. Faith families conduct weekly check-ins with students to assess their social-emotional well-being. If a student indicated they were struggling, the mentor teachers referred the student to the CARE team where the nurse, campus minister, administrators, and counselors intervene on behalf of the student.

Kindergarten Readiness

Not Applicable since this is a High School.

Individual Plans of Study

Bishop Miede states that students meet yearly (and more frequently as needed) with the counselor and faith family mentor (homeroom teacher) to discuss and evaluate their progress towards graduation, possible future career endeavors, vocation and service endeavors, assessment results, and social emotional status. They plan to move the process online beginning Spring 2021 via Naviance platform to better connect all pieces of the students' IPS. The goal is for all students, teachers, and counselors to participate in monitoring the individual plan of study for all students.

High School Graduation Rate

The System indicates their goal is to attain a 100% high school graduation rate. During the 2020-2021 school year, they offered students opportunities to be remote learners. To meet their needs towards graduation. Bishop Miede offered various online technology resources, including test formats, to meet the needs of the remote learner and make sure they were prepared for post-secondary success. Bishop Miede received a Gold Star Recognition for High School Graduation.

Postsecondary Success

Bishop Miede encourages input from graduates regarding information that helped them prepare to be successful in their post-secondary lives. Informal feedback received from the graduates indicate that block schedule, phased classes, tiered instruction, 1:1 technology, Math Hub assistance, and problem-based projects helped prepare students for life after high school and helped make their transition to college easier. Bishop Miede received a Gold Star Recognition in Postsecondary Success.

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

ARC Comment

The system shows evidence that it engages all stakeholders in interactive communication to ensure multiple viewpoints in decision-making is strong. Bishop Miede has a clear theme that all stakeholders were involved in committing to the school's clear purpose statement and student learning.

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

ARC Comment

The system shows evidence that the system is reporting to their local community reports, action steps and goals that drive the improvement process. There was consistency and coherence amongst stakeholder groups regarding purpose and vision of the school. The system was responsive to the Outside Visitation Team throughout the accreditation cycle.

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

ARC Comment

As a system using the Cognia improvement process the system has shown that they have followed the process with the expected level of fidelity.

ARC Recommendation

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

Justification

The system data shows improvement and the Cognia report indicated that the system was improving in all areas of educational quality.

Strengths

The system has a clear commitment to a common vision for academics and spiritual growth. Staff and administration are committed in improving their professional practice and deepening their collaborative culture. Several strategic processes are underway to improve the learning skills and attitudes of students. Specialized needs of learners are being identified and addressed by the System.

Challenges

College and career planning for students needs its processes to be improved and embedded.



Bishop Miege High - Kansas City Catholic Diocese - Z0029

5041 Reinhardt Dr, Roeland Park, KS 66205-1508
 (913) 262-2700
 www.bishopmiege.com
 Principal: **Maureen Engen**

District Accreditation Status: **Accredited**
 ESSA Annual Meaningful Differentiation: **2020 data not available**
 Grades: **9-12**
 Superintendent: **Vincent Cascone**

Demographics



655 Students

African American 6.26%
 Hispanic 24.27%
 Other 8.55%
 White 60.92%

Academically Prepared for Postsecondary Success

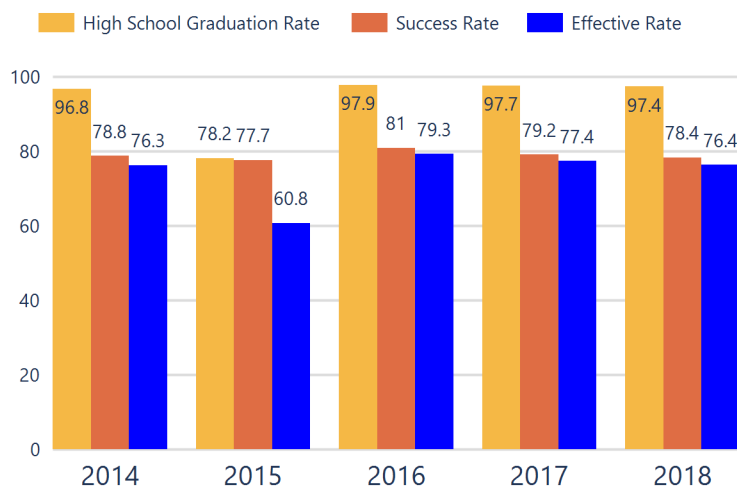
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

District Kansans Can Star Recognition

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

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

61.1 - 66.7%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

Graduation Rate: The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

Success Rate: A student must meet one of the four following outcomes within two years of High School graduation.

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

97.6%

83.8%

99.1%

0.2%

State: School ESSA Expenditures Per Pupil

88.3

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

State:

94.5

State:

13.9

State:

1.3

N/A

State:
\$12,193

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



School Academic Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	31.81	34.09	21.73	29.83	25.41	30.53	N/A	N/A	N/A
Level 2	33.52	28.97	34.78	37.01	37.01	29.34	N/A	N/A	N/A
Level 3	21.59	30.68	24.22	19.88	25.96	26.94	N/A	N/A	N/A
Level 4	13.06	6.25	19.25	13.25	11.60	13.17	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	47.05	76.47	54.54	50.00	58.33	58.82	N/A	N/A	N/A
Level 2	41.17	17.64	18.18	41.66	33.33	23.52	N/A	N/A	N/A
Level 3	11.76	5.88	18.18	8.33	8.33	11.76	N/A	N/A	N/A
Level 4	0.00	0.00	9.09	0.00	0.00	5.88	N/A	N/A	N/A

HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	45.94	40.54	27.77	36.36	25.00	47.22	N/A	N/A	N/A
Level 2	35.13	37.83	52.77	38.63	52.27	25.00	N/A	N/A	N/A
Level 3	13.51	21.62	8.33	18.18	13.63	22.22	N/A	N/A	N/A
Level 4	5.40	0.00	11.11	6.81	9.09	5.55	N/A	N/A	N/A

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

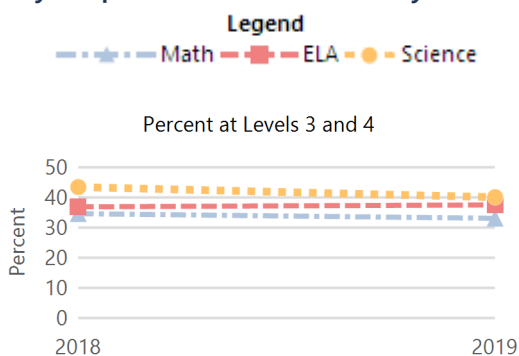
ACT Performance (2020 School Year)

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 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success

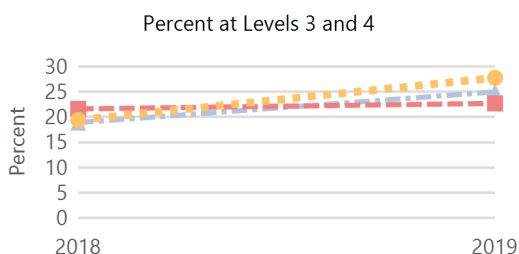
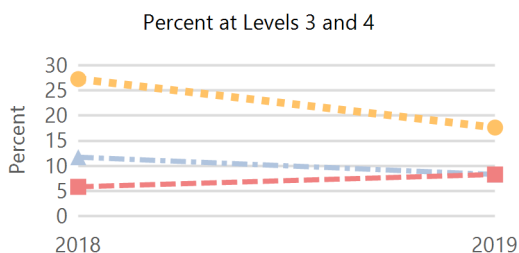


Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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



Building	23.3
State	20.4

Accreditation Summary

Date: 06/17/2021

System: Z0029 Kansas City Catholic Diocese (9016) St. Ann Elem

City: Kansas City

Superintendent: Vincent Cascone

Principal: Liz Minks

OVT Chair: Cogna

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable compliance requirements or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

Based on the information provided in the System's Accreditation Engagement Review; the system does have in place and defined Foundational Structures. Cognia review ratings are:

- Insufficient - Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
- Initiating - Represents areas to enhance and extend current improvement efforts
- Improving - Pinpoints quality practices that are improving and meet the Standards
- Impacting - Demonstrates noteworthy practices producing clear results that positively impact the institution

The ratings in this area were as follows:

Tiered Framework of Support - The system received Improving levels in this foundational area. Improving means that within the system there are quality practices that are improving and meet the expected standards. St. Ann's School currently uses resource room and staff support to help students with learning challenges, however there was little evidence of a formalized process of reviewing formative & summative data to monitor students' progress and guide instructional programs in the classroom.

Family, communities and Business Partnerships - According to the Cognia Accreditation Engagement Review, the system is at an Impacting level in this area. Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning are realized. Additionally, leaders engage stakeholders to support the institution's purpose and direction. They also collect and analyze a range of feedback data from multiple stakeholder groups to inform decision making. Parent interviews and survey data indicate that teachers care for students and work to meet students' individual needs. Parents reported they could approach and would be heard by administration regarding any issue. Teachers respect each other, collaborate willingly, and enjoy spending time together. Parents and community members are engaged in opportunities to lead and serve by participating as a school, finance, parish council member, serving on the school Parent Teacher Organization, and forming the Faith and Discipleship Committee. Leaders expressed the intent to grow future leaders, as students develop leadership skills through participation in the student council, athletic programming, faith families, and after-school activities.

Diversity, Equity and Inclusion - While the system is at the Improving level for monitoring and adjusting instruction to meet individual learners' needs, there are components in identifying and addressing the specialized needs of learners that has provided learners with equitable opportunities to develop skills and achieve the content and learning priorities established.

Communication and Basic Skills

Educators in the system implement a curriculum that is based on high expectations and prepare learners for their next levels. There is also a process in place to ensure the curriculum is aligned to state standards and best practices. These areas received an Improving level. An improving level was given to the standard for this area that references promoting creativity, innovation and collaborative problem-solving.

Civic and Social Engagement - The system was marked at the Improving level in this area. Educators in the system implement a curriculum that is based on high expectations and prepare learners for their next levels. Service projects and opportunities are essential for students from St. Ann 's. Projects and programs include acts of kindness in all grade levels and community drives for collecting food and clothing. STREAM classes have created toys for children of special needs and are donated to the community.

Physical and Mental Health - The system was marked at both the Impact and Improving levels in this area. The system has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences. Additionally, educators in the system implement a curriculum that is based on high expectations and prepare learners for their next levels. Teachers and counselors engage in classroom activities and meetings. There is an enriched Religion program that focuses on the spiritual development of all students.

Arts and Cultural Appreciation - The system was marked at the Improvement level in this area. Educators in the system implement a curriculum that is based on high expectations and prepare learners for their next levels. There is a need to put a process in place to ensure the curriculum is aligned to standards and best practices. There is a strong Catholic culture that includes celebration of Arts and Music through liturgical celebrations. This is also integrated in the art and music classes.

Postsecondary and Career Preparation - The system provides programs and services for learners' educational futures and career planning. This received an Improving level.

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

ARC Comment

There is a learning lab coordinator who collaborates with teachers to ensure that students' needs are being met. Groups are set up and their progress is monitored. This is just in the beginning stages. Continued work is needed.

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

ARC Comment

Staff appears to still be developing an reviewing curriculum maps in ELA, Math, Social Studies, Science and Religion. This is a consuming process that takes time. Continued work is needed.

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 governing body in tandem with the senior leadership team demonstrate tremendous support for and ensure autonomy of USD 290, allowing the system to meet goals for achievement, instruction, and manage day-to-day operations effectively. Both governing board members and senior leadership participate in site councils and within-district committees. One governing board member mentioned that the school board has always functioned well, but the current leadership team is particularly adept at "engaging the board." Moreover, the current board has longevity ranging from 2 to 18 years, which proves greatly beneficial in guiding the district.

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

As a Catholic school, there is a strong emphasis on the Catholic culture. Evidence submitted generally showed gains. Leaders collect and analyze feedback data for multiple stakeholder groups. As a Catholic school, there was a strong emphasis on the Catholic culture of the school. Generally, the State Board outcomes were evident in specific areas. Some of the programs seemed to be recently implemented.

Board Outcomes

Social-Emotional Growth	Students shared that under the counselor's guidance, the counselor was available to help them with decisions. The school utilizes the Second Step Anti-Bullying Curriculum. Classroom activities are implemented by both the classroom teachers and the school counselor.
Kindergarten Readiness	In the Spring before Kindergarten, teachers screen each child during kindergarten kick-off. Screening results help identify any needed areas for growth prior to and in the beginning of kindergarten. Other assessments used are ASQ, MAP, and DIBELS to monitor early on the progress of each student in kindergarten. This data is shared with teachers and parents.
Individual Plans of Study	The middle school students work with classroom teachers and the school counselor to complete the Archdiocesan Plan of Study. Parents sign off on the plans through Google. In the lower grades, the school also invites parents and professionals to share information about their careers. The STREAM program also offers activities so that students can put themselves in the midst of career paths.
High School Graduation Rate	St. Ann is a K-8 building so High School Graduation Data is not available. Their Accountability report shows the High School Graduation for the Kansas City Diocese High Schools.
Postsecondary Success	No data was available as this is only a K-8 building.

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

ARC Comment

The process to engage all stakeholders in two-way communication to help ensure multiple viewpoints in decision-making is limited. Multiple venues of one-way communication for external stakeholders are available. However, external stakeholders noted in interviews that they would benefit from more opportunities to provide input and be an integral part of decision-making. The district should explore ways to identify and implement new venues to engage all stakeholders in two-way communication and ensure multiple viewpoints are embedded and integral in decision-making systematically.

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

ARC Comment

The team was welcomed in a professional and respectful way. The majority of the documentation required as a Cognia system was provided to KSDE. It is important that if the system is going to continue with Cognia, that they ensure that the "Every Institution Every Year" (EIEY) report is submitted yearly.

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

ARC Comment

As a system using the Cognia improvement process, the system has shown that they have followed the process with the expected level of fidelity.

ARC Recommendation

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

Justification

Many of the goals implemented are still on-going. COVID-19 may have been a factor in the completion of these goals. In the Cognia report, multiple sources of evidence supported a significant Impact and Improving on the accreditation process which will carry in the next cycle.

Strengths

There is a strong commitment within the community to support the school. According to surveys conducted by Cognia, there is a strong religious culture in the community and a sense of strong mission.

There are multiple outstanding opportunities for students, families, staff and community. The governing body in tandem with the senior leadership demonstrate support for the autonomy of the district; therefore, the goals for achievement, instruction and day to day operations are effective.

Challenges

While there is some evidence that goals were established, there was little data to show evidence of measurable growth for each of those goals. This may be due to length of implementation. Much of the framework reported could have impact on the next cycle. Much of the limited data may be due to COVID restrictions.



St Ann Elem -
Kansas City Catholic Diocese - Z0029

7241 Mission Rd, Prairie Village, KS 66208-3004
 (913) 660-1101
 www.school.stannpv.org
 Principal: **Liz Minks**

District Accreditation Status: **Accredited**
 ESSA Annual Meaningful Differentiation: **2020 data not available**
 Grades: **K-8**
 Superintendent: **Vincent Cascone**

Demographics



356 Students

African American 0.28%
 Hispanic 4.78%
 Other 3.09%
 White 91.85%

Academically Prepared for Postsecondary Success

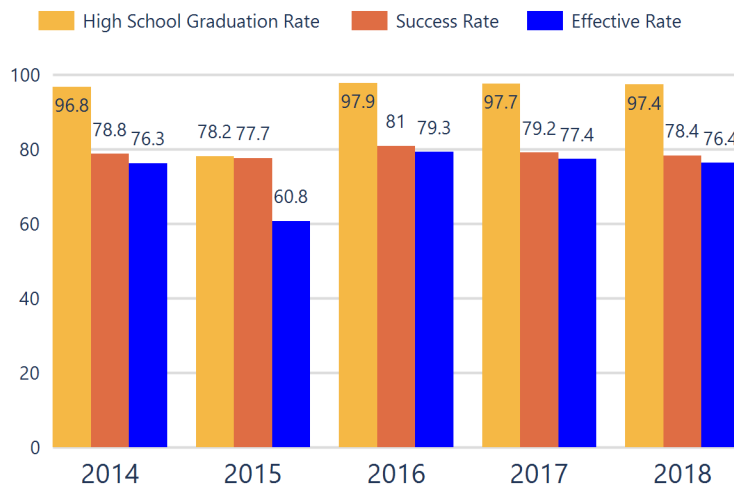
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

District Kansans Can Star Recognition

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

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 61.1 - 66.7%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

- Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.
 - 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: N/A	88.3
State: 95.5%	94.5
State: 6.4%	13.9
State: N/A	1.3

School ESSA Expenditures Per Pupil

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

N/A

State: **\$12,193**

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



School Academic Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	3.83	4.96	15.90	2.72	5.83	11.11	N/A	N/A	N/A
Level 2	25.28	23.66	31.81	29.18	26.07	29.62	N/A	N/A	N/A
Level 3	50.95	45.80	36.36	51.36	43.19	37.03	N/A	N/A	N/A
Level 4	19.92	25.57	15.90	16.73	24.90	22.22	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	0.00	0.00	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	58.33	41.66	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	33.33	50.00	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	8.33	8.33	N/A	N/A	N/A	N/A

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

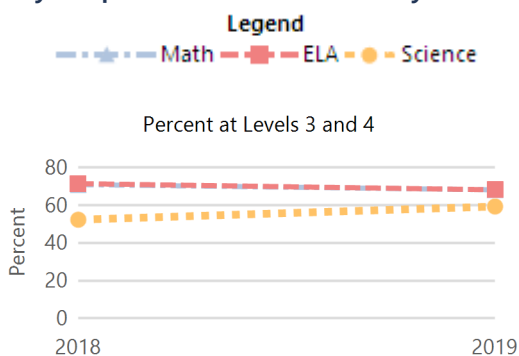
ACT Performance (2020 School Year)

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 2020 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

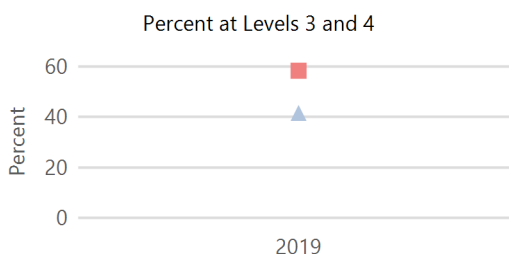
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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



Building

State 20.4

Accreditation Summary

Date: 10/07/2020

System: Z0029 Kansas City Catholic Diocese (9023) Holy Cross Catholic

City: Kansas City

Superintendent: Vincent Cascone

Principal: Melissa Wagner

OVT Chair: Nancy Bolz

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable compliance requirements or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

Based on the information provided in the System's Accreditation Engagement Review; the system does have in place and defined Foundational Structures. Cognia review ratings are:

- Insufficient - Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
- Initiating - Represents areas to enhance and extend current improvement efforts
- Improving - Pinpoints quality practices that are improving and meet the Standards
- Impacting - Demonstrates noteworthy practices producing clear results that positively impact the institution

The ratings in this area were as follows:

Tiered Framework of Support - The system received both Improving and Initiating levels in this foundational area. Improving means that within the system there are quality practices that are improving and meet the expected standards. Initiating means areas are represented to enhance and extend current improvement efforts. For example; instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations was given an improving level; while an impacting level was given for the system's implementation of processes to identify and address the specialized needs of learners. Initiating levels indicate that while there is a process progress is being made. Teachers at Holy Cross collaborate with peers, collect and use student data to drive decisions. Interviews indicate that there was a change-over in leadership and the formalization of the framework was inconsistent.

Family, communities and Business Partnerships - According to the Cognia Accreditation Engagement Review, the system is at an Impacting level in this area. Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning are realized. Additionally, leaders engage stakeholder to support the institution's purpose and direction. They also collect and analyze a range of feedback data from multiple stakeholder groups to inform decision making. Through multiple interviews with teachers, parents, leadership, and students, the team inferred that a consistent message about commitment to the school's vision was deeply engrained in the institution's culture. Holy Cross Catholic School's mission is for its students to bring the glory of the

cross to the world. Additionally, the school's mission was often cited as the driving reason for all decisions made within the parish and school community that greatly benefited their students. The school leadership provided documentation of how they formulated the school's Catholic vision and mission cooperatively with the stakeholders.

Diversity, Equity and Inclusion - While the system is at the Improving level for monitoring and adjusting instruction to meet individual and improving level learners' needs, they are at Initiating levels at identifying and addressing the specialized needs of learners and have provided learners with equitable opportunities to develop skills and achieve the content and learning priorities established. The visiting team observed that the school needs to improve in the area of providing that learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution. The school vision is inclusive but resources may be lacking.

Communication and Basic Skills - Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is also a process in place to ensure the curriculum is aligned to state standards and best practices. These areas received an improving level. An improving level was given to the standard for this area that references promoting creativity, innovation and collaborative problem-solving. Faculty and staff are aware of the need to promote creativity, innovation, and collaboration into the classroom. There is also a need for the institution to implement a process to ensure the curriculum is aligned to standards and best practices.

Civic and Social Engagement - The system was marked at the Improving level in this area. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is a process in place to ensure the curriculum is aligned to state standards and best practices. However, activities for civic and social engagement is very robust.

Physical and Mental Health - The system was marked at the Impact level in this area. The system has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences. Additionally, educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels; and, there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Arts and Cultural Appreciation - The system was marked at the Improving level in this area. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is a process in place to ensure the curriculum is aligned to state standards and best practices. However, it should be noted there is a strong Catholic culture that includes celebration of Arts and Music through liturgical celebrations. This is also integrated in the art and music classes.

Postsecondary and Career Preparation - The system provides programs and services for learners' educational futures and career planning. This received an improving level.

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

ARC Comment

Although identified as responsive culture this goal falls more under Relevance. Ensure that the technology infrastructure is modern, fully functional, and meets the teaching, learning and operational needs of all of the 21st Century learners. Holy Cross staff, and administration should promote access to an exceptional collection of media and information resources necessary to achieve the educational programs for all learners in the school.

The technology infrastructure was updated in the summer of 2020 and has allowed instructional practices that are current for both onsite and remote learner needs. Both teachers and administration have upgraded technology devices that allow for better practices that enhance lessons and create an innovative learning environment. Every classroom has Smart Televisions with casting capabilities. All

teachers have access to new digital resources such as Eureka Math including InSync, STEMscopes and LearningAlly. The purchase of new chromebooks for a computer lab and two laptop carts have enhanced the educational programs of all learners. In the MakerSpace a new broadcasting center has been created along with two traveling 3D printers to provide students with ample opportunities for 21st Century learning.

The system has already identified possible goals for improvement for the next cycle of accreditation.

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

ARC Comment

Multi-Tier System of Support and Alignment was put into place in 2016 with the support staff including a Reading Specialist, Special Education Teacher, English as a Second Language Teacher, Math Instructional Coach and Title I teacher. Initially the team began tiers with reading and grew the program to enhance student learning in both reading and math. Students in Tier 2 and Tier 3 are progress monitored on a biweekly basis to track growth and ensure interventions are successful.

Measurement of Academic Progress (MAPS), Dibels, Acadience and KAP and Interim Assessments were used to help guide instructional strategies and support students in tiered groups.

The system has at goals related to this area for next cycle. This is important to continue since the system did receive an insufficient level from Cognia in the area of Instruction being monitored and adjusted to meet individual learners' needs and the institution's learning expectations.

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 governing structure demonstrates a written code of moral ethics within the institution. The governing body reflects on those ethics and legal responsibilities. The strategic management of resources is aligned to support the students' educational opportunities. However, communication in the past was inconsistent. With support of the Archdiocese and new leadership team, the goal is to fully support the mission of the school working with the parish community.

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

As a Catholic school, there is a strong emphasis on the Catholic culture. Generally, the outcomes were evident in specific areas. Some of the programs seem to be only recently implemented. The Council however is aware of the Cognia standards.

Board Outcomes

Social-Emotional Growth

Grades K-8 implement the 2nd Step Program throughout the school year. The school counselor visits each classroom and completes the activities. A school-wide behavior program was implemented in 2016 called CROSS (Caring, Responsible, Obedient, Successful, Stewards) to reinforce good behavior. A virtue of the month is celebrated during the school year.

Kindergarten Readiness

Holy Cross Early Education Center helps provide students with foundational skills that prepare them for Kindergarten. The Transitional Kindergarten classroom fosters the cognitive, emotional and physical developmental skills the students need in preparation for Kindergarten. The students are assessed through Dibels to track their progress and it allows teachers to support student needs with early interventions. All incoming Kindergarten students and parents utilize the Ages and Stages Questionnaire and Ages and Stages Questionnaire Social and Emotional assessments. Both the Kindergarten teacher and student support team utilize this data.

Individual Plans of Study

All 6th, 7th and 8th Grade students participate in the Archdiocese plan for the Individual Plan of Study program. In the STREAM program, all students are given multiple exposures to future job and vocation opportunities such as Engineering, Broadcasting and Priesthood. Pre-COVID speakers would come discuss career choices and how they were called into a particular field. The school counselor is now organizing parents and community members to create a video for students to view about their career choice and what that looks like in a current job setting. The school counselor also meets with the students to discuss career interests with students.

High School Graduation Rate

The current graduation rate for the Archdiocese of Kansas City in Kansas is 99.5%. The school publicizes awards and achievements of their graduates in their school newsletters. Graduates are sent personal messages of congratulations for these accomplishments. Holy Cross continues to promote the Archdiocesan Catholic Schools to the 8th grade classes in hopes that students continue their Catholic education for many years. The administration facilitates the transition to high school by encouraging students to shadow at high schools and by allowing the local Catholic high schools to send representatives to speak to their students as a group.

Postsecondary Success

State and local assessments are consistent and students demonstrate progress. Postsecondary Success for the Archdiocesan of Kansas City is 74% which puts them at a Gold Recognition level.

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

ARC Comment

The process to engage all stakeholders in two-way communication to help ensure multiple viewpoints in decision-making is limited. Multiple venues of one-way communication for external stakeholders are available. However, external stakeholders noted in interviews that they would benefit from more opportunities to provide input and be an integral part of decision-making. The district should explore ways to identify and implement new venues to engage all stakeholders in two-way communication and ensure multiple viewpoints are embedded and integral in decision-making systematically.

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

ARC Comment

The team was welcomed in a professional and respectful way. The majority of the documentation required as a Cognia system was provided to KSDE. It is important that the system continue ensuring that the "Every Institution Every Year" (EIEY) report is submitted yearly.

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

ARC Comment

As a system using the Cognia improvement process the system as shown that they have followed the process with the expected level of fidelity.

ARC Recommendation

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

Justification

In the Cognia report, multiple sources of evidence supported a significant impact and meeting the standards on the accreditation process which will carry into the next cycle.

Strengths

There is a strong commitment within the community to support the school. According to surveys conducted by Cognia, there is a strong religious culture in the community. There is a mission-orientated School Council.

Challenges

While the community strongly supports the mission and vision of the school, there is an opportunity with the new administration to access resources and materials to support the curriculum programs and needs of the students. According to Cognia standards, the instruction is inconsistently monitored and needs to be adjusted to meet the individual learners' needs are insufficient. A stronger multi-tiered system should be in place and monitored. This will be an area the system needs to be sure to keep as an improvement goal.



Holy Cross Catholic - Kansas City Catholic Diocese - Z0029

8101 West 95th St, Overland Park, KS 66212-3215
 (913) 381-7408
<http://holycrosscatholicsschool.com/>
 Principal: **Melissa Wagner**

District Accreditation Status: **Accredited**
 ESSA Annual Meaningful Differentiation: **2020 data not available**
 Grades: **PK-8**
 Superintendent: **Vincent Cascone**

Demographics



240 Students

African American 4.17%
 Hispanic 37.50%
 Other 5.83%
 White 52.50%

Academically Prepared for Postsecondary Success

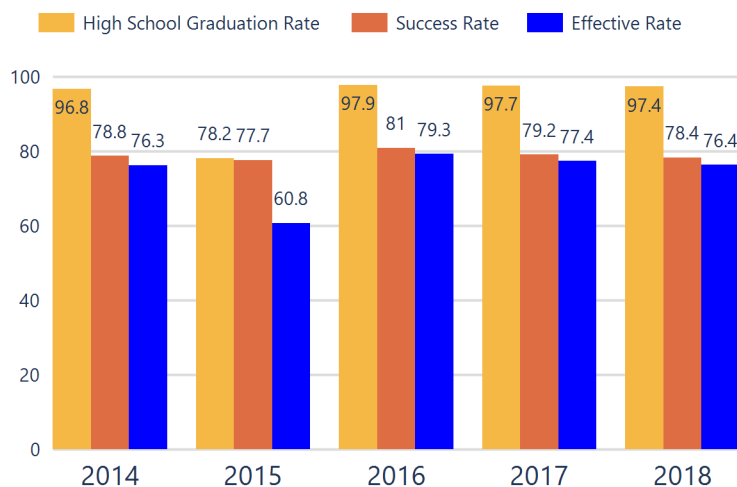
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

District Kansans Can Star Recognition

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

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

61.1 - 66.7%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

Graduation Rate: The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

Success Rate: A student must meet one of the four following outcomes within two years of High School graduation.

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

N/A

State: School ESSA Expenditures Per Pupil

88.3

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

N/A

State:
 \$12,193

94.5%

State:
 94.5

16.5%

State:
 13.9

3.9%

State:
 1.3

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



School Academic Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	7.31	7.97	6.00	10.10	10.43	10.52	N/A	N/A	N/A
Level 2	37.80	31.28	30.00	42.55	34.61	24.56	N/A	N/A	N/A
Level 3	35.36	40.49	44.00	32.44	39.56	38.59	N/A	N/A	N/A
Level 4	19.51	20.24	20.00	14.89	15.38	26.31	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	13.51	19.44	8.33	19.14	11.90	N/A	N/A	N/A	N/A
Level 2	56.75	33.33	50.00	48.93	47.61	N/A	N/A	N/A	N/A
Level 3	24.32	41.66	33.33	29.78	38.09	N/A	N/A	N/A	N/A
Level 4	5.40	5.55	8.33	2.12	2.38	N/A	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	8.33	10.63	0.00	7.81	12.28	18.75	N/A	N/A	N/A
Level 2	47.91	34.04	33.33	64.06	47.36	25.00	N/A	N/A	N/A
Level 3	33.33	40.42	55.55	23.43	29.82	50.00	N/A	N/A	N/A
Level 4	10.41	14.89	11.11	4.68	10.52	6.25	N/A	N/A	N/A

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

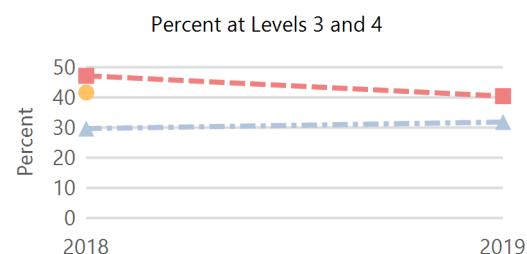
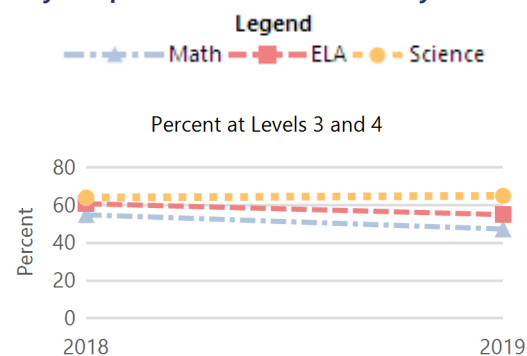
ACT Performance (2020 School Year)

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 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success

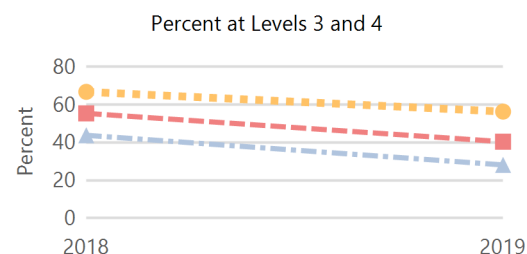


Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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



Building

State 20.4

Accreditation Summary

Date: 06/07/2021

System: D0456 Marais Des Cygnes Valley (0000)

City: Melvern

Superintendent: Joe Sample

OVT Chair: Jennifer Hamlet

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

All of the buildings in the system have tiered framework of supports in place and utilize data to determine individualized plans to support students. At the secondary levels, students received specific re-teaching and reinforcement lessons in core content subject-area as determined necessary on a weekly basis. At the elementary level, students receive re-teaching and reinforcement lessons determined necessary on a daily basis. In all instances, students are selected based upon formal and informal assessments.

Stakeholder engagement:

Starting the current improvement cycle the system did not systematically plan for stakeholder engagement. There is now a system-wide practice of engaging all stakeholders on a regular basis that is embedded throughout all goal areas. Consistent communication occurs through all communication outlets. System demonstrated evidence of data and a viable action plan to address this area resulting in goals that will appear will have an impact for continued change.

Diversity and Equity:

While aware of diversity, equity, and access issues in the system during this cycle, the system has taken specific steps to address these issues. All student group needs are represented in the improvement process. The system focused on the issues surrounding rural poverty. The system addressed this culture in the vision, action steps, and overall improvement process in an effort to improve upon its diversity, equity and access.

Communication and Basic Skills:

The system's curriculum supports the communication and basic skills. District-wide language arts and interrelated areas standards are aligned with state led curriculum standards and practices.

Civic and Social Engagement:

The OVT reported that curricula were implemented that support the structures of civic and social engagement, but could be further strengthened. District-wide social studies and social/emotional standards are aligned with state led curriculum standards and practices. Growth on this aspect was not a focus needed to specifically reach their system goals. Plans are being formalized to be specifically included as a focus in the next cycle.

Physical and Mental Health:

The OVT team reports that curricula that support the structures in physical and mental health were evident. District-wide physical education and social/emotional standards are aligned with state led curriculum standards and practices. Growth has specifically occurred in regards to mental health, as it was a focus for the system. Before the cycle, no formal process was in place, now a social worker has been hired and action steps in this area has been created and implemented.

Arts and Cultural Appreciation:

The OVT reported that curricula supporting the arts and cultural appreciation structures were somewhat evident. District-wide fine arts and social/emotional standards are aligned with state led curriculum standards and practices. Growth on this specific aspect has not necessarily been a focus, but not specifically necessary to reach their system goals.

Postsecondary and Career Preparation:

Curricula that support the structures in postsecondary and career preparation were evident at elementary and secondary levels. District-wide IPS and social/emotional standards are aligned with state led curriculum standards and practices. This has been a focus over the course of the cycle, with the system going from no formal process, to a very specific action plan. The system's five-year graduation average of 82% has yet to reflect the system's work in this area and the system's five-year effectiveness average of 19 falls well below their predicted effectiveness confidence interval of 40.6-43.2. They have indicated that this is a continued area of focus.

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

ARC Comment

The system has goal statements in stakeholder engagement, school attendance, and social emotional, which are directly related to Relationships. Each goal statement has three action steps that were progress monitored. Out of nine action steps, six were fully achieved and three were partially achieved. The goal statements and action steps developed created solid system improvement structure that had an impact on student learning.

Stakeholder feedback was gathered through a process of surveys, DSC meetings, and personal interactions. Feedback was accumulated and it was evident that the system made an exerted effort to integrate it into the action plan. Progress is shared consistently regarding improvement in all goal areas through the use of social media action plan updates, board meeting discussions, and DSC meetings.

The system has maintained an average attendance rate of 93.1-93.9 rate. The system would like to raise this rate, but the OVT team noted that the size of this system makes consistency in data results difficult. In a district of their size they will continue to need to be able to tell their results story. It will be important for the system to also look at its chronic absenteeism to see how that can be improved and impact attendance rates.

The system developed a specific goal statement and action steps. SAEBRS data for social/emotional growth reflects that a solid baseline of support and leadership is occurring. The goals for the district in this area are lofty, but current data shows that it is attainable. With the continued plans of support via the district social worker and character education, it is expected to show a positive incline. System understands and can explain its data results.

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

ARC Comment

The system has goal statements in academic growth, ACT success, graduation rates, and post-secondary success, which are directly related to the Rigor. Each goal statement has three measurable

action steps that were progress monitored. Out of twelve action steps, eight were fully achieved, two were partially achieved, and two are yet to be achieved. The goal statements and action steps developed created solid system improvement structures that should continue to have an impact on student learning.

The system provides ACT testing for all eleventh-grade students. The 2020 ACT system average was 19.3, which is 1.1 points under the state average. The system continues to revise efforts in rigor to facilitate continual improvement.

The graduation rate in 2017 was 70.6% and held at 88.2% for 2020. For a system of this size where every student has a large effect on the percentage, the system's efforts have been very respectable. The system demonstrated evidence and understanding of their data. However, the system's five-year graduation average of 82% has yet to reflect the system's work in this area. The system's five-year postsecondary effective rate, of 19, falls well below their predicted effectiveness confidence interval of 40.6-43.2. They have indicated that this is a continued area of focus.

The system noted that they have yet to meet expectations on state-level data for postsecondary success. Due to the nature of lag data, efforts by the system have not yet been fully realized within the postsecondary rating. The system has made concerted efforts to improve this rating through multiple avenues - emphasizing CTE while in high school, establishing goals and action plans related to ACT results, and a commitment to improving graduation rates to a full 100%. It is not a stretch to begin seeing single year rates increase within the predicted effectiveness range during the next accreditation cycle. The system presented data, demonstrated understanding of the data, and can explain why the data results are what they are.

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 reported that the system effectively worked with its local board to ensure all needed procedures and policies to support both their redesign process and improvement efforts. Redesign projects were approved and the integrated with system vision development, goals creation, and KESA improvement monitoring. The OVT also reports that the KESA process influenced the system's goal identification, creation, and monitoring, which allowed for continuous progress. The system also dedicated the necessary financial and human resources needed to support effective implementation of its continuous improvement plan.

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 and System reported data for all State BOE goals. Data is showing declining trends in assessment data and postsecondary success. are at or above expectations or showing a positive incline. The system demonstrated evidence, of a plan reflecting all State BOE goals that appears to result in systematic improvement.

Board Outcomes

Social-Emotional Growth

The system developed a specific goal statement and action steps. SAEBRS data for social/emotional growth reflects that a solid baseline of support and leadership is occurring. The goals for the district in this area are lofty, but current data shows that it is attainable. With the continued plans of support via the district social worker and character education, it is expected to show a positive incline.

Kindergarten Readiness

The OVT reported that the data for kindergarten readiness meets expectations. The system continually assesses data and adjusted their growth plan during the improvement cycle. The system understood and was able to explain their data results.

Individual Plans of Study

The OVT and system reported data for individual plans of study goals that meets expectations and shows a positive incline. Every student has a specific IPS by the end of 8th grade, every student's plan is reviewed annually, and the program stretches from 6th grade to 12th grade. The system emphasizes IPS, has restructured its CTE offerings and is focused on providing students with opportunities to earn official credentials prior to graduating from high school. System understands and can explain its data results. System demonstrated evidence, data and a viable plan, resulting in goals that will result in continued change.

High School Graduation Rate

Data for high school graduation goals are at expectations. The graduation rate was 100% in 2019 and held at 88% for 2020. For a system of this size where every student has a large effect on the percentage. The system demonstrated evidence and has a deep understanding of their data. They were able to explain their results and challenges.

Postsecondary Success

The system noted that even though they did not meet expectations on state-level data for postsecondary success; the data does show that their efforts did result positive incline trends. Due to the nature of lag data, efforts by the system have not yet been fully realized within the postsecondary rating. The system has made concerted efforts to improve this rating through multiple avenues - emphasizing CTE while in high school, establishing goals and action plans related to ACT results, and a commitment to improving graduation rates to a full 100%. The system presented data, demonstrated understanding of the data, and can explain why the data results are what they are. The system's five-year graduation average of 82% has yet to reflect the system's work in this area. The system's five-year effectiveness average of 19 falls well below their predicted effectiveness confidence interval of 40.6-43.2. They have indicated that this is a continued area of focus.

Areas For Improvement

Comment	Postsecondary success
Rationale	The systems' postsecondary success data is far below expectation. The five-year effectiveness average of 19 falls well below their predicted effectiveness confidence interval of 40.6-43.2. In looking at their yearly data there is a declining trend of success and effective rates. The system has indicated that is a continued area of focus.
Tasks	The system needs to continue its work in this area., by providing evidence of progress (growth) toward the state board outcomes in postsecondary success. Trend data needs to begin showing an upward trend.
Timeline	06-30-2022
System Response	<p>When reflecting upon the data contained in the postsecondary success report, USD 456 fully acknowledges, recognizes, and has aimed to rectify those low levels of performance. At the outset of the KESA process, our district has taken deliberate steps aimed at improving those numbers. As contained in our application, beginning with the 2018-2019 school year and each year thereafter, we have taken the specific step of highlighting it as one of our seven goal areas within our district improvement action plan with corresponding action steps to advance this aspect of improvement. When reflecting with our DSC, DLT and our OVT, we felt that we have made some significant progress in improving this measure during the course of the KESA cycle. Unfortunately, due to the nature of the data sets, our efforts won't necessarily be fully understood and measured until at least two years from now. However, in an effort to understand where those data points may land, and to provide reference that we do believe that our numbers are trending upward, the district has manually accumulated postsecondary success data for the Class of 2019 and the Class of 2020. Additionally, we have accumulated predictive data based upon current enrollment and expected outcome for the Class of 2021, the Class of 2022, and the Class of 2023. In reviewing the document "Postsecondary Predictions," the data shows that our postsecondary success and the resulting effectiveness rate will see an increase over the span related to our efforts within this KESA cycle. To understand how these numbers are being accumulated, please refer to the information contained in the document "MDCV Postsecondary Success" and "Predicted Classes." Please note the explanation of data and the actual student list of classes and their outcomes. Although some of the data is predictive in nature, what is irrefutable is that the district is seeing a large transition from students who previously simply graduated and went into the workforce to students who will graduate with a CTE certificate that counts towards postsecondary success and then head into the workforce. This reflects the dynamics of our community, the importance placed on CTE from our DSC, and the efforts we have made as a result of our KESA action plan. As a result, with an increase in certificates earned from our graduates, along with our current rate of students seeking college degrees, it is safe to assume improvement has occurred and will continue to occur for the coming years. A microcosm of this is the Class of 2020. From that graduating class, 6 of the 16 graduates left high school with a certificate from Washburn Tech. Resulting in an immediate 37.5% success rate from</p>

certifications. Building on that, we have 4 students who are verifiably currently enrolled in postsecondary education, which increases the success rate to 62.5%, which in turn results in a 55.12% effectiveness rate, which is far above our expected effectiveness rate of 40.6%-43.2%. In summary, our district recognizes that our postsecondary numbers have been greatly deficient before we began our KESA process, but is proud to report the action it has taken in response, and believe that a full view of the numbers related to the KESA cycle reflects the growth that is currently underway within our district.

Comment

District Academic Success

Rationale

District state assessment data is not available for the 2019-20 school year due to Covid-19 Pandemic. Levels 1 and 2 showed an increase from 2017-18 to 2018-19 in math and reading assessment results. The average percent of students in levels 3 and 4 in all content areas and subgroups showed a declining trend.

Tasks

The system needs to provide evidence of academic student growth in state assessment results and local data. Evidence of an intentional plan for continuous improvement should be provided to address student growth and achievement.

Timeline

06-30-2022

System Response

Upon reviewing the feedback related to the district's assessment data when comparing 2018 to 2019, it does appear that district assessment performance is declining in nature. However, the district would ask that the full view of the district's assessment scores be considered to accurately reflect the work that has been done during our KESA cycle. Specifically, as mentioned with postsecondary success, student academic growth has been one of our seven goal areas within our district improvement action plan and corresponding action steps have been taken to advance this aspect of improvement. When reflecting with our DSC, DLT and our OVT, we felt that we have made some significant progress in this measure during the course of the KESA cycle, but were certainly awaiting the outcome of the 2021 assessments due to the lack of knowledge from not assessing during 2020. Upon receiving that data, the district accumulated assessment scores for Levels 3 and 4 from 2017 and 2021, representing the beginning and end points of the KESA cycle and highlighting where we want our students to ultimately score. This comparison can be viewed in the "KAP Assessment Progress" document. Upon review, it can be noted that each assessment, Math, Language Arts, and Science, all saw growth from 2017 to 2021. Additionally, it should be noted that the district's percentage of students scoring in Levels 3 and 4 for the Math assessment was higher than the state average in 2021 and the district's percentage of students scoring in Levels 3 and 4 for the Language Arts assessment was essentially equal to the state average for 2021. While the district's percentage for Levels 3 and 4 in Science was below the state average, it also experienced the highest amount of growth, increasing by more than 6 percentage points. In light of these figures, we would like to ask that consideration be given to assessing district academic performance over the full term of the KESA cycle, rather than a short-term year-to-year comparison, thus reflecting the direct growth as a result of our KESA action steps.

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

ARC Comment

Stakeholder feedback was gathered through a process of surveys, DSC meetings, and personal interactions. Feedback was accumulated and it was evident that the system made an exerted effort to integrate it into the action plan. Progress is shared consistently regarding improvement in all goal areas through the use of social media action plan updates, board meeting discussions, and DSC meetings.

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

ARC Comment

The system was intentional in the design of their action plan and it was implementable in providing for continuous improvement. The action plan allowed for system needs to be focused and monitored. The system goal areas and goal statements resulted from system-level analysis of combined buildings. All system buildings reported needs were considered and building representatives participated in the determination of system-level needs. The goal statements are measurable and are complex enough to challenge the system throughout their continuous improvement process/cycle. The system has an OVT and has conducted a yearly visit. All KESA reports from the OVT chair and the system have been completed. The system/building action plan exists, is aligned with all building needs, and evidence reflects the work done by the system to support buildings' actions and state board goals. The systems and their buildings evaluate their improvement process (formative and interim measures) throughout the year, and the system use the data to determine progress of action/improvement plans and are adjusted as needed. Evidence of progress is reflected by analysis of appropriate data.

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

ARC Comment

The OVT reported that the system ensured regular visits were completed and responded to recommendations. The OVT team reports that the system has been committed to incorporating the KESA process. Each year the system and the OVT team communicated about the progress being made. The system was forthcoming about the work that stills needs to be accomplished. Growth in many areas has been reported. The team has been most impressed with the preparations made to meet identified goals. The OVT team believes that the system has implemented the KESA process with fidelity and is stay committed to improvement.

ARC Recommendation

The Accreditation Review Council recommended a status of **Conditionally 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 improvement process in place that involves all stakeholders. The system's state assessment data is not available for the 2019-20 school year due to Covid-19 closures. Levels 1 and 2 showed to be increasing in both the 2017-18 and 2018-19 math and reading assessment results. The system's five-year graduation average for postsecondary success is 82% has yet to reflect the system's work in this area and the system's five-year effectiveness average of 19 falls well below their predicted effectiveness confidence interval of 40.6-43.2. They have indicated that this is a continued area of focus. Although it appears that the system has a improvement process in place that can effect change, the data does not provide evidence of its effectiveness. Data reflects a consistent downward trend.

Strengths

Stakeholder engagement and documenting system growth are strengths of the system. The system has developed a strong improvement culture through adjusting plans based on data and stakeholder feedback.

Challenges

The OVT team noted that the size of this system makes consistency in data results difficult. In a district of this size will continue to need to be able to tell their results story. The system specifically is looking to improve in the areas of civic engagement, CTE pathways/postsecondary success, chronic absenteeism and continued support with social/emotional aspects. The system also discussed the opportunities and changes they are looking to make in regards to guiding students to CTE credentials, improving their postsecondary success rating and affecting their chronic absenteeism and graduation rates.

System Appeal

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

Appeal Summary

When reflecting upon the data contained in the postsecondary success report, USD 456 fully acknowledges, recognizes, and has aimed to rectify those low levels of performance. At the outset of the KESA process, our district has taken deliberate steps aimed at improving those numbers. As contained in our application, beginning with the 2018-2019 school year and each year thereafter, we have taken the specific step of highlighting it as one of our seven goal areas within our district improvement action plan with corresponding action steps to advance this aspect of improvement. When reflecting with our DSC, DLT and our OVT, we felt that we have made some significant progress in improving this measure during the course of the KESA cycle. Unfortunately, due to the nature of the data sets, our efforts won't necessarily be fully understood and measured until at least two years from now. However, in an effort to understand where those data points may land, and to provide reference that we do believe that our numbers are trending upward, the district has manually accumulated postsecondary success data for the Class of 2019 and the Class of 2020. Additionally, we have accumulated predictive data based upon current enrollment and expected outcome for the Class of 2021, the Class of 2022, and the Class of 2023. In reviewing the document "Postsecondary Predictions," the data shows that our postsecondary success and the resulting effectiveness rate will see an increase over the span related to our efforts within this KESA cycle. To understand how these numbers are being accumulated, please refer to the information contained in the document "MDCV Postsecondary Success" and "Predicted Classes."

Please note the explanation of data and the actual student list of classes and their outcomes. Although some of the data is predictive in nature, what is irrefutable is that the district is seeing a large transition from students who previously simply graduated and went into the workforce to students who will graduate with a CTE certificate that counts towards postsecondary success and then head into the workforce. This reflects the dynamics of our community, the importance placed on CTE from our DSC, and the efforts we have made as a result of our KESA action plan. As a result, with an increase in certificates earned from our graduates, along with our current rate of students seeking college degrees, it is safe to assume improvement has occurred and will continue to occur for the coming years. A microcosm of this is the Class of 2020. From that graduating class, 6 of the 16 graduates left high school with a certificate from Washburn Tech. Resulting in an immediate 37.5% success rate from certifications. Building on that, we have 4 students who are verifiably currently enrolled in postsecondary education, which increases the success rate to 62.5%, which in turn results in a 55.12% effectiveness rate, which is far above our expected effectiveness rate of 40.6%-43.2%. In summary, our district recognizes that our postsecondary numbers have been greatly deficient before we began our KESA process, but is proud to report the action it has taken in response, and believe that a full view of the numbers related to the KESA cycle reflects the growth that is currently underway within our district.

Upon reviewing the feedback related to the district's assessment data when comparing 2018 to 2019, it does appear that district assessment performance is declining in nature. However, the district would ask that the full view of the district's assessment scores be considered to accurately reflect the work that has been done during our KESA cycle. Specifically, as mentioned with postsecondary success, student academic growth has been one of our seven goal areas within our district improvement action plan and corresponding action steps have been taken to advance this aspect of improvement. When reflecting with our DSC, DLT and our OVT, we felt that we have made some significant progress in this measure during the course of the KESA cycle, but were certainly awaiting the outcome of the 2021 assessments due to the lack of knowledge from not assessing during 2020. Upon receiving that data, the district accumulated assessment scores for Levels 3 and 4 from 2017 and 2021, representing the beginning and end points of the KESA cycle and highlighting where we want our students to ultimately score. This comparison can be viewed in the "KAP Assessment Progress" document. Upon review, it can be noted that each assessment, Math, Language Arts, and Science, all saw growth from 2017 to 2021. Additionally, it should be noted that the district's percentage of students scoring in Levels 3 and 4 for the Math assessment was higher than the state average in 2021 and the district's percentage of students scoring in Levels 3 and 4 for the Language Arts assessment was essentially equal to the state average for 2021. While the district's percentage for Levels 3 and 4 in Science was below the state average, it also experienced the highest amount of growth, increasing by more than 6 percentage points. In light of these figures, we would like to ask that consideration be given to assessing district academic performance over the full term of the KESA cycle, rather than a short-term year-to-year comparison, thus reflecting the direct growth as a result of our KESA action steps.

Appeal Team Accreditation Recommendation

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



Marais Des Cygnes Valley USD 456

105 SW Main, Melvern, KS 66510
(785) 549-3521
www.usd456.org

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Joe Sample**

Demographics



224 Students

African American 1.79%
Hispanic 2.68%
Other 4.02%
White 91.52%

Academically Prepared for Postsecondary Success

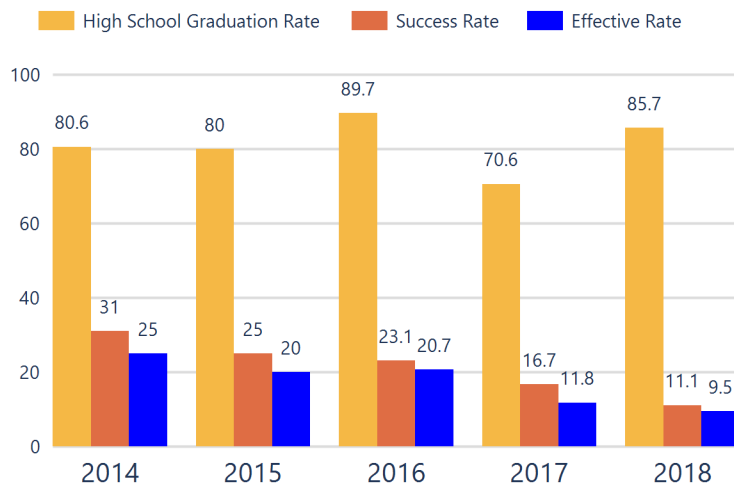
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

82%

Five-Year Success Avg

23%

Five-Year Effective Avg

19%

95% Confidence Interval
for the Predicted
Effectiveness Rate

40.6 - 43.2%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

Graduation Rate: The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

Success Rate: A student must meet one of the four following outcomes within two years of High School graduation.

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

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

GRADUATION RATE

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

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.

88.2%

State: 88.3

93.1%

State: 94.5

21.6%

State: 13.9

1.1%

State: 1.3

District ESSA Expenditures Per Pupil

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

\$16,218

State: \$12,193

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



District Academic Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	16.66	23.89	24.24	31.03	34.18	32.20	N/A	N/A	N/A
Level 2	26.31	28.31	36.36	30.17	39.31	38.98	N/A	N/A	N/A
Level 3	31.57	41.59	24.24	22.41	17.09	20.33	N/A	N/A	N/A
Level 4	25.43	6.19	15.15	16.37	9.40	8.47	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	24.56	32.14	21.05	36.20	40.67	52.00	N/A	N/A	N/A
Level 2	24.56	35.71	42.10	29.31	37.28	32.00	N/A	N/A	N/A
Level 3	33.33	26.78	26.31	25.86	18.64	12.00	N/A	N/A	N/A
Level 4	17.54	5.35	10.52	8.62	3.38	4.00	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	42.85	53.57	N/A	55.17	55.17	66.66	N/A	N/A	N/A
Level 2	25.00	17.85	N/A	31.03	34.48	25.00	N/A	N/A	N/A
Level 3	14.28	28.57	N/A	10.34	6.89	0.00	N/A	N/A	N/A
Level 4	17.85	0.00	N/A	3.44	3.44	8.33	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

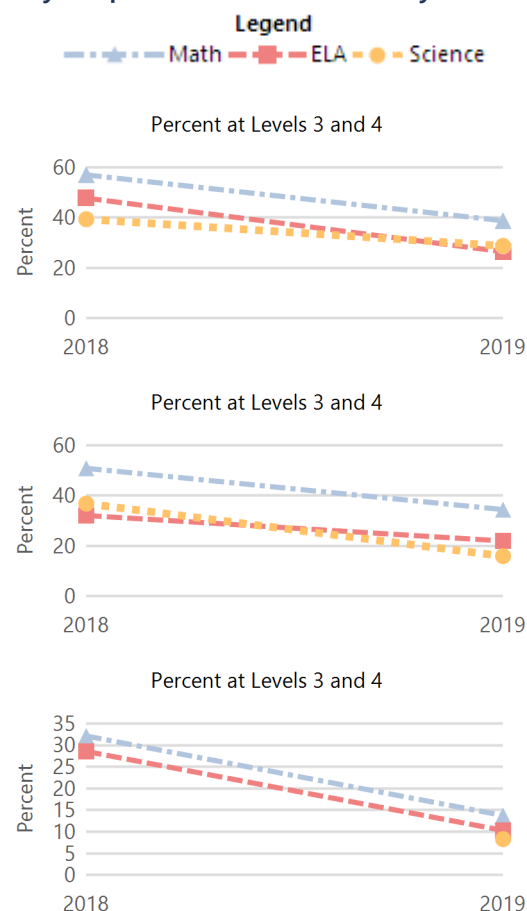
ACT Performance (2020 School Year)

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 2020 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. Assessment scores are not available for the 2020 school year.

Percent at Levels 3 and 4

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

District	19.3
State	20.4



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Item Title: Receive Accreditation Review Council recommendations for KESA

From: Jeannette Nobo, Mischel Miller

During the 2020-21 school year, 39 systems (25 public and 14 private) were scheduled to receive an accreditation status recommendation. These 39 systems entered KESA as year two systems. It is important to note that these systems were given the opportunity to voluntarily pause their KESA process this past school year as a result of the COVID-19 pandemic. However, they chose to continue and move forward with their accreditation visit.

The ARC met in April, June, July and September to review all systems. As of this date, the State Board of Education has been presented with 34 of the 39 systems scheduled for an accreditation status recommendation.

The KESA process provides each system with a 15-day timeline to either accept or appeal the ARC's recommendation. This month, two of the remaining five systems are presented to the State Board for review.

The State Board has the opportunity to review each system's accreditation recommendation (Executive Summary) from the Accreditation Review Council the month prior to Board action.

The systems presented this month are:

Z0029-9895 St. John Catholic Elementary - Accredited

Z0065-9898 Annoor Islamic - Conditionally Accredited

The last remaining three systems will be presented to the State Board for review in November and action in December.

Accreditation Summary

Date: 10/07/2020

System: Z0029 Kansas City Catholic Diocese (9895) – St. John Catholic

City: Kansas City

Superintendent: Vincent Cascone

Principal: Chris Reffett

OVT Chair: Nancy Bolz

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable compliance requirements or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

Some of the foundational structure and Cognia standards are evident in the System as the system has established efforts in working toward sustained improvement in advocacy programs supported by academic programs, social success and survey data. There is evidence of defined foundational structures in place and that practices are improving and meet the standards.

Tiered Framework of Support - The system shows evidence of Initiating performance in this area. Initiating means there are areas within the system to enhance and extend current improvement efforts. The system is in the initiating stage in implementing a process to continuously assess its programs and organizational conditions to improve student learning; planning and delivering professional learning to improve the environment, learner achievement and institution's effectiveness; and s and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness; and, promoting collaboration and collegiality to improve learner performance and organizational effectiveness. There is insufficient performance in monitoring instruction and adjusting learners needs to meet the expectations of the system. The system shows Impacting performance in its formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.

Family, Communities and Business Partnerships - The system is performing at both the Impacting and improving levels in this area. At the impacting level, leaders collect and analyze feedback data from various stakeholder groups that result in decision making for improvement and stakeholders are engaged in the ensuring action for supporting the institutions success of learning outcomes. At the improving level, stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes.

Diversity, Equity and Inclusion - According to the Cognia's Accreditation Engagement Review team, the system performs at the initiating and insufficient levels. At the initiating level, students have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution and the institution implements processes to identify and address the specialized needs of learners. The system is performing insufficiently at monitoring instruction and adjusting learners needs to meet the expectations of the system. There are collaborative connections within the community but no evidence to support the extent of such involvement.

Communication and Basic Skills - The system is improving its performance in promoting creativity, innovation, and collaborative problem-based solutions. The system is also improving the implementation of a curriculum that is based on high expectations and prepares learners for their next levels; and the system is improving in implementing a process to ensure the curriculum is aligned to state standards and best practices.

Civic and Social Engagement - The system shows evidence of improving its implementation of curriculum that is based on high expectations and prepares and prepares learners for their next levels. The system is improving in its implementation of a process to ensure the curriculum is aligned to state standards and best practices.

Physical and Mental Health - The system is in the Impacting and Improving levels in this area. The system is Impacting as it has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences. The system is improving its efforts to enhance and extend current improvement efforts in the following standards: educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels and, there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Arts and Cultural Appreciation - The system shows evidence at the Improving level to the formalized structure established to ensure learners develop positive relationships with peer and adult support of educational experiences. The system is at the improving level in ensuring the curriculum is aligned to state standards and best practices.

Postsecondary and Career Preparation - The system received an improving level rating for programs and services for learners' educational futures and career planning. The system supports the structures for leadership during the remote programming instituted during the pandemic. Teachers were checking in via virtual platforms and via calls to ensure students were able to connect and engage in programs of study and planning.

Areas for Improvement

Comment	Monitoring and Adjusting Learner Needs
Rationale	When teachers use student progress monitoring and adjust learning using that information, students learn more, teacher decision making improves, and students become more aware of their own performance.
Tasks	Develop and implement a process to monitoring student data.
Timeline	05-31-2022
System Response	<p>Monitoring and Adjusting Learner Needs</p> <p>1. Fastbridge</p> <p>Based on our visiting team's recommendation, our staff researched a system to help us identify student needs, analyze numerous forms of data, monitor progress, and report to all stakeholders. In Fastbridge, we found this system which will also give us the tools to further develop our Dyslexia screening and our Social/Emotional programming. St. John has utilized a Universal Screener for assessing some students 3 times a year, but we recognized the importance of having a consistent assessment that not only gives us great data to pivot instructions through the year but also allows us to look at instruction system-wide over multiple years.</p>

Recognizing the importance of having consistency for all learners, we have established a Universal Screener that assesses all students 3 times a year. This will also allow us to identify students that need to be provided additional screenings and progress monitoring throughout the school year. Fastbridge allows us to implement a process of monitoring student performance through the school year. Each screener and progress monitoring tool is documented to help provide staff feedback on instructional support. When students respond to interventions, staff can have timely feedback that allows them to adjust instruction to possible new areas of need.

2. MTSS

Our 2021-22 schedule contains MTSS times during the day. All teachers and staff are assigned to classrooms, groups, and individuals to provide quality Tier II support. The staff is committed to reteaching, reinforcing, and providing enrichment in reading and math skills to help support the learning needs of our diverse student population. Utilizing data from Fastbridge, Lexia, and ALEKS, we are able to assess students more accurately and create instructional groups based on their current learning needs. We are also able to adjust learning needs and pivot instruction throughout the school year. With the addition of new staff, we are expanding our Tier III capabilities to all qualifying students in grade K-8th. With the addition of Fastbridge, our staff will now utilize Universal screening data as well as progress monitoring data to help support all students, in particular students with IEPs, students who qualify for Title I services, as well as students identified for additional Tier III services. Our MTSS time will be dedicated to support all students at their level of educational need.

3. Lexia Grades 4-8

Adopted in the spring of 2021, Lexia is our new computer-based reading skills program that identifies individual learner needs. Teachers are monitoring data daily to identify individuals or small groups whose data indicates additional instruction is needed for skill acquisition. Through the Lexia Resource Center, teachers are provided quality lesson plans that help to target the instruction of specific skills for individual learners. During the spring quarter, the teachers received training in the Lexia platform. This training provided an in-depth look into all the resources of the Lexia program and how multiple forms of data can help to improve classroom instruction. Teachers not only have the ability to see what skills students are struggling with, they can see how long they stay on a certain topic and how many attempts they make to try to master a certain skill. Professional development has continued with in-person training right before the school year began and is continued to be reinforced through the use of the Lexia Academy. The Lexia Academy has helped teachers to develop a deeper understanding of Structured Literacy and how this can impact instruction for all students.

4. ALEKS and Kahn Academy

For many years, our middle school has utilized ALEKS as a way to support the learning needs of our middle school students. With the implementation of consistent MTSS time into our weekly schedule, we have recognized the importance of ALEKS and Kahn Academy as tools for supporting the unique needs of all of our students. With the support of classroom teachers, students work at their own level of instruction and at their own pace to rebuild missing skills reinforce acquired skills, and enrich the skills that may be above their current grade level. Teachers have the ability to group students into small groups for instruction or enrichment based on their need. This approach has become a paradigm shift in how we use data to promote the learning needs of all of our students.

5. Added Staff Members to Support Tier II and Tier III Instructional Support

In order to accommodate for the learning needs of all of our students, we recognized the importance of adding additional staff members. This year, we have added two additional staff members who will work to support students through push-in support in the classroom during Tier I and Tier II time as well as pull-out time working in small groups and individual instruction. Data captured from Fastbridge, Lexia, ALEKS as well as DIBELS will allow us to develop appropriate instructional strategies and then continue to pivot instruction as the year goes on for our most struggling students. Students that have a diagnosis of autism, specific learning disability, ADHD, dyslexia, and Down syndrome.

6. Students with Complex Learning Needs

This year, our student body has welcomed two of our most diverse learners in the school's history. We have a 6th grader with a dual diagnosis of Down syndrome and Autism and a 4th grader with a diagnosis of Down Syndrome, ADHD, and RAD. Their unique learning styles have pushed our teachers to begin to explore the barriers of current instructional practices and develop multiple ways to deliver instruction and assess for understanding. We have already begun to utilize our new assessments to develop individualized plans of instruction for them. Our new staff have been able to build time into their schedules to support them as well as the general education teachers. Our mission statement states, All St. John Catholic School students will be challenged to grow in their faith and knowledge, learn to show respect and compassion for themselves and others, and live their beliefs through service in their community and the world. It is the mission of our school, that we support all learners and the needs this comprises

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

ARC Comment

Although Relationships was the indicated goal area initially, the system decided to focus more on Relevance. Their goal for the relevance area was: St. John will focus on 75% of all students to achieve average or above average reading scores based on standardized assessments.

Interventions listed were:

1. Students will apply decoding skills learned through the Foundations Reading program to improve reading comprehension.
2. Tier 2 and Tier 3 students will use Head sprout or Reading Eggs or Freckles to improve reading comprehension.
3. Student will apply Close-Reading strategies to both literature and informational text.

A full action plan for this goal was made available. The action plan consisted of intervention, person responsible, resources and timeline.

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

ARC Comment

St. John's goal is to have 80% of students in grades 5 through 8 meet their projected growth scores on the NWEA MAP assessment from fall to spring in the area of math; and 80% of students in grades 1 through 8 will achieve the national norm score for the Number Operations and Algebra assessment by the end of each school year.

Their stated interventions were:

1. Students will use a four-step problem solving process to solve math problems.
2. Middle School students will work on math using the self-paced program, ALEKS.
3. First through sixth grade students will work on problem solving skills at school and at home using the Study Ladder website.

St. John used their end of Year MAP scores as well as the Kansas Assessment scores for their data analysis. Last year they established a process to evaluate the data. They still need a more structured process. St. John will adjust on this process based on recommendations from the Engagement Team visit.

A full action plan for this goal was made available. The action plan consisted of intervention, person responsible, resources and timeline.

Areas for Improvement

Comment	Evaluation of the success of goals and progress monitoring for student learning and improvement.
Rationale	Both goals provided did not provide any evidence that the goal was being evaluated for success. Data to show effectiveness of goal and its impact on student learning is critical to understand the changes and needs of students. Evaluation of goals are necessary to determine whether the strategies implemented are making an impact and whether the intervention has been successful. Student progress monitoring will provide information on the needs of students allowing teachers to determine instructional changes and personalized instruction needs. This is similar to the first Area for Improvement.

Tasks	Develop and implement a process for evaluation of goals and the continual assessment and monitoring of student learning needs that will provide for the opportunity to adjust and meet the needs of individual students.
Timeline	05-31-2022
System Response	Evaluation of the success of goals and progress monitoring for student learning and improvement.

7. Process for Analyzing Goals

Every month of the school year, we have staff development time dedicated to the analysis of student data and how this will support the overall goals of our students. While we have adjusted the assessment tool, we continue to strive towards the goal. The analysis of the Universal Screener will allow us to adjust Tier I instruction and Eagle Time, analysis of progress monitoring will help us to look at the effectiveness of targeted interventions for Tier II and Tier III students. Our SIT team also meets monthly to help support students and teachers as we identify specific student needs. SIT meetings are data driven based on the interventions given and the results through assessment.

8. Professional Development Days

Four professional development days are scattered throughout the year in order for us to continue to develop ways to help support the individual learning needs of our students. We have dug deeper into utilizing assessments to pivot instruction and we continue to build on our utilization of MTSS time (We call it Eagle Time.) as a way to provide building-wide quality Tier II instruction for all students.

9. School Advisory Council

Our School Advisory Council consists of parents who work to help improve on the policies and procedures of our school. They are guided by our mission statement, All St. John Catholic School students will be challenged to grow in their faith and knowledge, learn to show respect and compassion for themselves and others, and live their beliefs through service in their community and the world, and the importance of supporting all of our students. The School Advisory Council has begun the process of developing a long-range strategic plan with the principal of the school, Mr. Reffett. This plan will ask for input from many of the school's stakeholders. As part of this plan, we will continue to focus on the learning of all students with different modalities.

10. Overall Learning Expectations

Year after year, our KAP scores have shown our commitment to the institution's learning expectations. Our students consistently perform above the state averages in each grade and when compared to other Catholic schools in our diocese, we perform above the performance of many of our counterparts. 2020-2021 was no exception to this. In each category of assessment, our students in grades 3rd-8th scored above the state averages in Reading, Math, and Science. When compared to other schools in our archdiocese, in Reading we scored above the average in 3rd-8th and in Math

scored above the average in all but two grades. Each school in this archdiocese holds themselves to high standards and we rise above those expectations each year by working to meet the individual needs of all students as well set an expectation for what our school can achieve

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

Overall, processes for long-term sustainability and identification of resources are in their beginning stages. The system was identified as initiating in the area of strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction. While in the area of allocating human, material, and fiscal resources the system is in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness they are improving.

The Cognia team indicated that according to the school leadership team, a long-range plan has not been updated or reviewed for several years. In the institutional overview, the leadership team members stated they are working cooperatively with the parish leadership to develop long-range plans for engagement, marketing, building and grounds, and enrollment. The leadership adopted the implementation of the plans in these areas in 2019. However, the plan lacks a category to improve student learning by evaluating how to document data from formative and summative assessments.

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

ARC Comment

The system is meeting the expectations of the Kansas Vision for Education and State Board outcomes through its improvement process.

Board Outcomes

Social-Emotional Growth

St. John utilizes the Olweus Bullying Prevention program to help support the social/emotional needs of our students. Students meet for classroom meetings to talk about their social /emotional needs and development. Students are encouraged to submit topics of discussion for class meetings to help work to resolve issues or concerns.

An analysis of multiple years of survey data demonstrated that learners develop positive relationships with adults and peers who support their educational experience. Developing and nurturing positive relationships among learners, peers, and staff are highlighted in the school's priority to "show respect for themselves and others in the community.

Many initiatives are in proposed stages for revision. St John is in the process of revising its St. John Inventory/Survey Schedule and is scheduling inventories and surveys to be completed.

They will include a Culture and Climate Survey to be distributed to parents, middle school students, and elementary students designed to measure social and emotional factors.

In May 2021, St. John is to administer the yearly Cognia surveys to parents, students, and staff. The Cognia survey was rewritten to be more user friendly and they will invite other parents to read through the Culture and Climate Survey to make it more user friendly before it is administered for the first time. The results of these surveys will be discussed and decisions will be made for improvement for the next cycle. Prior to the pandemic, St. John distributed surveys annually to parents/students/staff to receive feedback on performance. They expect to do this again.

Kindergarten Readiness

St. John's preschool/PreK and kindergarten programs partner together to insure kindergarten readiness. To meet the state's dyslexia focus, the PreK program uses the Foundations Phonics program in kindergarten. The school receives kindergartners city-wide. The system utilizes the ASQ to help assess student's readiness to learn and to develop instructional support. Families enrolled in kindergarten have access to a document entitled, "Suggested Activities for Soon to be Kindergartners". The document encourages playing with numbers and letters, socializing with other peers, and listening to books as ways to prepare for kindergarten.

Individual Plans of Study

St John's counselor has been formalizing procedures for addressing Plans of Study/Career Exposure and Exploration at all grade levels. Portable electronic portfolio components have been added to the Individual Plans of Study. Eighth graders will make their own google site and upload their documents on their sites. They will be able to access their sites next year in high school to provide continuity for the IPS. Plans are underway to add the portable electronic portfolio to 7th grad IPS. Ultimately, they want to include family involvement as well. Plans are underway to develop a measure to determine the effectiveness of IPS and Career exposure and exploration.

High School Graduation Rate

It was recommended by the 2021 Cognia Accreditation Team that St. John continue its outstanding programs, especially middle school electives and consider the collection of survey data longitudinally to show parents and other stakeholders that these programs are valued and appreciated.

St. John surveys ninth graders to adjust curriculum and to ensure students high school readiness. Survey results in 2019 (no survey conducted in 2020 due to pandemic) concluded that students felt prepared to go to high school.

Postsecondary Success

St. John tracks their high school alumni through a survey and will initiate a process to follow alumni through post-secondary or career to determine college and career readiness.

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

ARC Comment

The system shows evidence that it engages all stakeholders in interactive communication to ensure multiple viewpoints in decision-making. St. John works with all levels of stakeholders in demonstrating its commitment to the system's vision and mission.

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

ARC Comment

The leadership team was responsive to the Cognia team throughout the accreditation cycle. It provided Cognia with all necessary documentation and are considering the accreditation's team suggestion for improvement as areas of focus for the next accreditation cycle.

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

ARC Comment

All required documentation was submitted to KSDE. Artifacts were uploaded for evidence. As a system using the Cognia improvement process the system has shown that they have followed the process with the expected level of fidelity.

ARC Recommendation

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

Justification

According to the visiting team, there is a major area noting insufficiency in the monitoring of instruction and the need to make adjustments to meet individual learners' needs and the institution's learning expectations.

Strengths

The staff and stakeholders are clearly committed to the vision and mission of the school.

Student academic and social success are effectively supported by formalized advocacy programs and services for learners' social/emotional well-being and educational futures.

Challenges

The professional development program does not consistently focus on initiatives related to monitoring and adjusting instruction for individual learner needs. Many initiatives undertaken are at the initiating stages of development.

System Appeal

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

Appeal Summary

See attached documentation for a more in-depth explanation. I also want to note that as principal this is only the start of my 3rd year. My two previous years have been during a pandemic and implementation has been a challenge when so much time and focus have been on health and wellness. I do feel we have made great strides in the improvements we have challenged ourselves to accomplish.

Final Recommendation

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

Justification

The system clearly expresses the processes for collecting, reviewing, and analyzing data with their stakeholder groups to ensure appropriate progress. Thorough information was provided to demonstrate how the system has addressed the Areas for Improvement. The information provided succinctly addressed the AFI's. The system has a comprehensive process in place for MTSS and for collecting their data related to their goal areas.

AFI – MTSS Process

The information related to the system's MTSS process was very comprehensive and addressed the procedures for analyzing student data to ensure student achievement.

AFI – Goals

The process is clearly in place for collecting, reviewing, and analyzing data to ensure academic achievement, including intentional professional development related to the goal area.

It is suggested that for future cycles, the system participate in KESA trainings to garner a better understanding of the Goal Setting and Data Reporting processes.

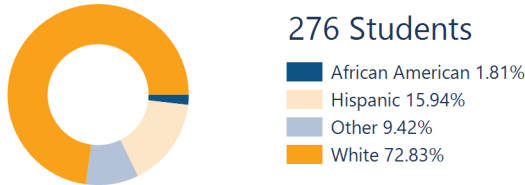


St. John Catholic School -
Kansas City Catholic Diocese - Z0029

1208 Kentucky St, Lawrence, KS 66044-3216
 (785) 843-9511
www.sjevangelist.com/school
 Principal: **Chris Reffett**

District Accreditation Status: **Accredited**
 ESSA Annual Meaningful Differentiation: **2020 data not available**
 Grades: **PK-8**
 Superintendent: **Vincent Cascone**

Demographics



Academically Prepared for Postsecondary Success

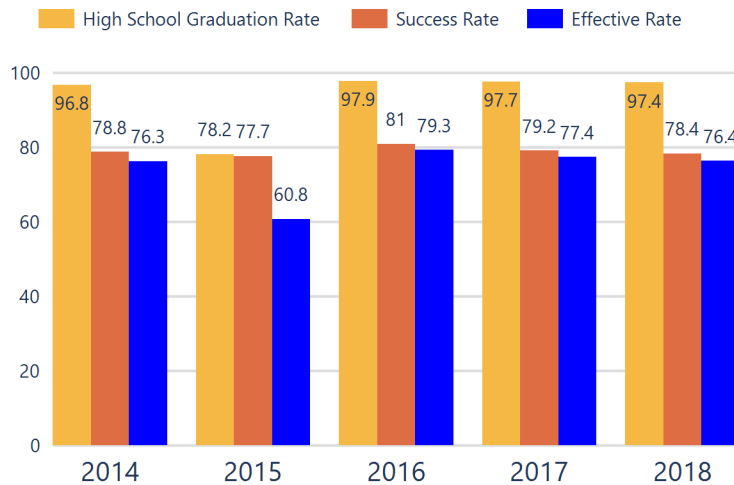
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

District Kansans Can Star Recognition

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

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
61.1 - 66.7%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

- Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.
 - 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:	N/A	88.3
State:	95.2%	94.5
State:	11.0%	13.9
State:	N/A	1.3

School ESSA Expenditures Per Pupil

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

N/A

State:
\$12,193

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



School Academic Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	8.46	10.52	15.78	9.04	5.29	15.38	N/A	N/A	N/A
Level 2	34.92	22.10	27.63	40.42	26.45	17.30	N/A	N/A	N/A
Level 3	36.50	35.26	34.21	36.70	34.39	38.46	N/A	N/A	N/A
Level 4	20.10	32.10	22.36	13.82	33.86	28.84	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	14.28	19.04	N/A	31.57	0.00	N/A	N/A	N/A	N/A
Level 2	38.09	33.33	N/A	26.31	42.10	N/A	N/A	N/A	N/A
Level 3	47.61	23.80	N/A	31.57	36.84	N/A	N/A	N/A	N/A
Level 4	0.00	23.80	N/A	10.52	21.05	N/A	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	27.77	16.66	N/A	17.39	4.34	N/A	N/A	N/A	N/A
Level 2	50.00	16.66	N/A	43.47	43.47	N/A	N/A	N/A	N/A
Level 3	16.66	33.33	N/A	30.43	39.13	N/A	N/A	N/A	N/A
Level 4	5.55	33.33	N/A	8.69	13.04	N/A	N/A	N/A	N/A

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

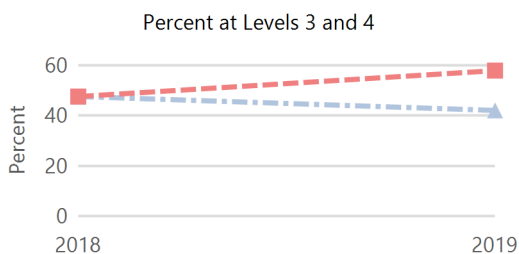
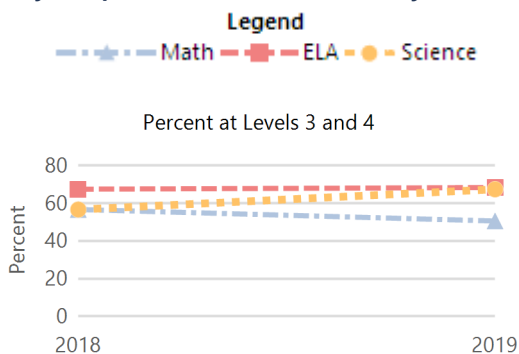
ACT Performance (2020 School Year)

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 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success

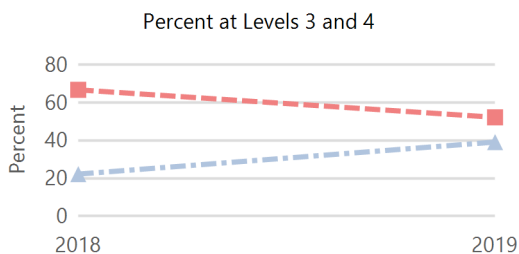


Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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



Building

State

20.4

Accreditation Summary

Date: 07/13/2021

System: 0064-9898 Annoor Islamic School

City: Wichita

Superintendent/Principal: William Barton

OVT Chair: Zaheer Arastu

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Based on the information provided in the System's Accreditation Engagement Review; the system does have in place and defined Foundational Structures. Cognia review ratings are:

- Insufficient - Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
- Initiating - Represents areas to enhance and extend current improvement efforts
- Improving - Pinpoints quality practices that are improving and meet the Standards
- Impacting - Demonstrates noteworthy practices producing clear results that positively impact the institution

The ratings in this area were as follows:

Tiered Framework of Support

The system received three ratings in this foundational area: Impacting, Improving, and Initiating. Initiating means that there are areas to enhance and extend the current improvement efforts. Improving means that within the system there are quality practices that are improving and meet the expected standards. Impacting means that the system demonstrates noteworthy practices producing clear results that positively impact the institution. The system was at the initiating level in implementing a process to continuously assess its programs and organizational conditions to improve student learning. For example, at the improving level, instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations; the system plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness; and the system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness. Impacting was the rating for the system's formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.

Family, Communities and Business Partnerships

According to the Cognia Accreditation Engagement Review, the system is at an Improving level in this area. Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning are realized. Additionally, leaders engage stakeholder to support the institution's purpose and direction. They also collect and analyze a range of feedback data from multiple stakeholder groups to inform decision making.

Diversity, Equity and Inclusion

While the system is at the improving level for monitoring and adjusting instruction to meet individual learners' needs, they are at impacting levels at identifying and addressing the specialized needs of learners and have provided learners with equitable opportunities to develop skills and achieve the content and learning priorities established.

Communication and Basic Skills

Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels which was at the impacting level. An improving level was given to the standards for this area that references promoting creativity, innovation and collaborative problem-solving and implementing a process to ensure the curriculum is aligned to the standards and best practices.

Civic and Social Engagement

The system was marked at both the Impacting and Improving levels in this foundational area. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is a process in place to ensure the curriculum is aligned to state standards and best practices.

Physical and Mental Health

The system was marked at the impacting and improving levels in this area. The system has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences. Additionally, educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels; and, there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Arts and Cultural Appreciation

At the Impacting level, educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. At the Improving level, there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Postsecondary and Career Preparation

The system is at the Initiating level in providing programs and services to learners' educational futures and career planning which indicates that there are areas to enhance and extend the current improvement efforts.

Areas for Improvement

Comment	There is limited evidence that the curricula support the structures in communication and basic skills.
Rationale	There is not formalized process to evaluate programs.
Tasks	The system will develop and implement a process to evaluate curricular programs with emphasis on communication and basic skills. An update on progress is expected within the next school year.
Timeline	06-01-2022
System Response	

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

ARC Comment All students in elementary will improve reading fluency and comprehension. Data showed a weakness in reading scores and teachers developed an intervention system in which students in grades 2-4 were assessed on DIBELS and students were assigned to specific groups based on teacher strengths. Student groups were assigned to teachers based on that teacher's strengths; students with the lowest fluency scores were assigned to the reading specialist, and those students working on comprehension were with a teacher who focuses on comprehension exercises while those students on track or advanced met with a teacher to focus on extension activities. This was all built into the schedule and dates were set for periodic assessments to measure the effectiveness of the intervention time. The system acknowledges the need for long-term data allowing them to make comparisons over time and look at trends.

Areas for Improvement

Comment	The system lacks a formalized process for analysis and utilization of gathered data.
Rationale	Student data is collected but no long-term data exist to allow them to make decisions on progress or how the interventions are having impact. The system needs to begin looking at their data to determine effectiveness and impact. Stakeholders acknowledged that longitudinal data was not utilized or analyzed to drive decisions regarding academic interventions or curriculum choices. Additionally, there were no artifacts to illustrate a standardized method for collecting, analyzing, and utilizing multiple assessments.
Tasks	The system will utilize data to determine both its goals and will develop and provide evidence of such data and of a process to review and analyze data.
Timeline	06-30-2022
System Response	

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

ARC Comment

Indicators include:

- Continued education is supported and encouraged, and staff is supported through monthly PLCs.
- An additional professional development day was added to the calendar.
- A mentor team was developed and this continues to evolve based on the needs of the mentors and the mentees.

Areas for Improvement

Comment	Goal Writing and utilization of data for improvement.
Rationale	Focused and specific goals will allow for better evaluation and student success.
Tasks	Using a needs assessment determine your two goals for your systems and identify specific strategies/interventions that can be evaluated for successful implementation and impact.
Timeline	08-30-2022
System Response	

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

ARC Comment

The Board of Education, in cooperation with the leadership team, demonstrate support of Annoor Islamic School, allowing the system to meet its goals for instruction, and effectively manage the day-to- day operations of the school. Focus groups and interviews with stakeholders indicate a strong commitment of the system’s effectiveness of the Quran, Arabic, and Islamic Studies program. Parents indicated that they were informed of the improvement process. There is strong parent involvement.

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

Evidence submitted show that some of the State Board outcomes are at the expectations. The system is beginning to collect evidence, and is working on a plan to address all five State Board outcomes to create change.

Board Outcomes

Social-Emotional Growth	Annoor Islamic School admits to needing to further develop social-emotional growth. They have used the Gallup Student Poll to measure “hope” and administered some Cognia social-emotional surveys related to how students feel at school and their relationships. Cognia surveys were also utilized to survey parents’ and teachers’ perspectives on student social and emotional progress. It is unclear how the data collected is being used.
Kindergarten Readiness	The ASQ test for kindergarten students is used to gather data for readiness. There are collaborative meetings between the PreK teachers and the kindergarten teachers to provide qualitative data. Annoor Islamic School admits that they need to collect long-term data related to kindergarten readiness in order to identify how best to serve all students.
Individual Plans of Study	The system admits that this is a weakness. An IPS is in place for high school students, but they are just beginning implementation of an IPS for middle school students.
High School Graduation Rate	Three students have graduated from Annoor Islamic High School. All three met the graduation requirements for the state of Kansas.
Postsecondary Success	All three graduates of Annoor Islamic School are successful. Two of the three are currently enrolled in college, and one is attending community college.

Areas For Improvement

Comment	Data Identification, usage and analysis
Rationale	The need for using the data available to Annoor is a theme in this system. Not only in the qualitative State Board Goals, but also in their goals for improvement.
Tasks	Similar to previous areas of improvement already stated but targeted to State Board Outcomes. Identify the data available to support the state board outcomes, provide an analysis of the trend to support your narrative for next year and throughout the cycle of accreditation.
Timeline	06-30-2022
System Response	

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

ARC Comment

Stakeholder involvement and feedback are strong component of Annoor Islamic School, and multiple stakeholder groups are regularly providing feedback to the leadership team for continuous improvement. However, there is not a formalized process to provide input.

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

ARC Comment

The team was welcomed in a professional and respective way. According to the Cognia team, surveys and interviews, the school board established and ensured the adherence to policies and to support the school mission. The majority of the documentation required as a Cognia system was provided to KSDE. It is important that if the system is going to continue with Cognia, that they ensure that the "Every Institution Every Year" (EIEY) report is submitted yearly.

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

ARC Comment

As a system using the Cognia improvement process the system as shown that they have followed the process with the expected level of fidelity.

ARC Recommendation

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

Justification

Annoor Islamic School has strong leadership and powerful vision that drives all programs and practices. The system however does not have formalized processes for collecting, analyzing, and utilizing data as well as a formal process for monitoring and evaluating all programs and practices.

Strengths

Small class sizes allow teachers to develop strong relationships with students. All stakeholders are committed to the school's vision and goals.

Challenges

Annoor Islamic School lacks a formalized process for analysis and utilization of data. Annoor Islamic School does not use a formalized process to monitor and evaluate programs. Although stakeholder engagement exists, there is no formalized process for feedback.



Annoor Islamic School - Z0064

6655 E. 34 st North, Wichita, KS 67226
(316) 685-5768
www.myannoor.org

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12**

Superintendent:

Demographics



121 Students

African American 16.53%
Hispanic 0.83%
Other 23.14%
White 59.50%

Academically Prepared for Postsecondary Success

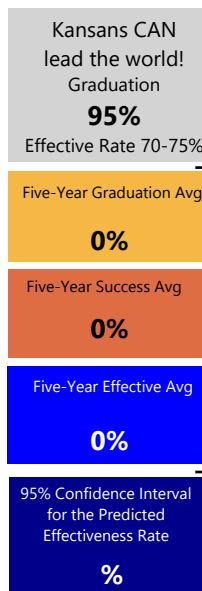
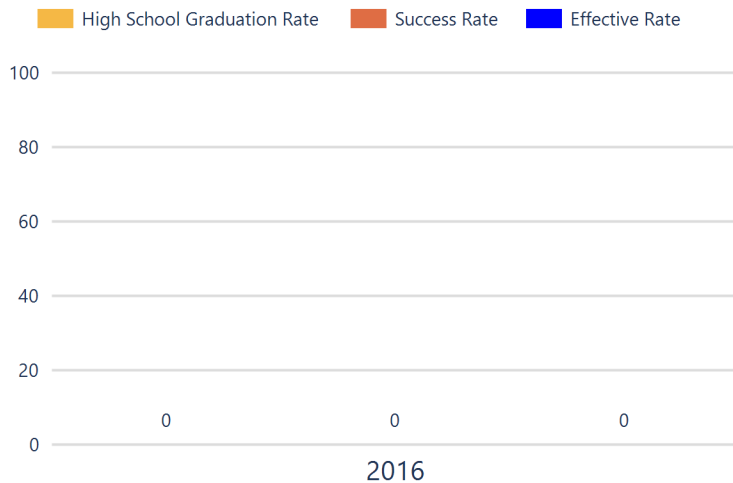
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

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

N/A

State: 88.3

District ESSA Expenditures Per Pupil

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

N/A

State: \$12,193

ATTENDANCE RATE

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

74.5%

State: 94.5

CHRONIC ABSENTEEISM

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

100.0%

State: 13.9

DROPOUT RATE

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

N/A

State: 1.3

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



District Academic Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	17.64	26.58	30.00	7.24	27.53	23.52	N/A	N/A	N/A
Level 2	27.05	25.31	13.33	24.63	21.73	23.52	N/A	N/A	N/A
Level 3	35.29	35.44	33.33	52.17	34.78	29.41	N/A	N/A	N/A
Level 4	20.00	12.65	23.33	15.94	15.94	23.52	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	43.75	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	18.75	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	25.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	12.50	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

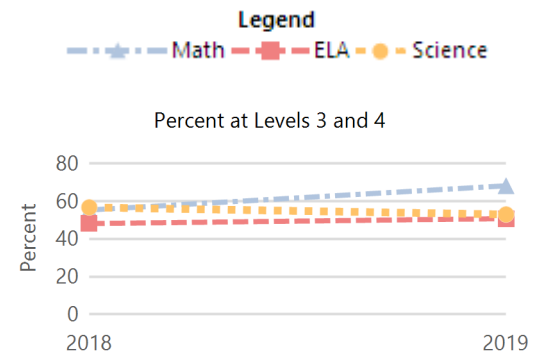
ACT Performance (2020 School Year)

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 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success

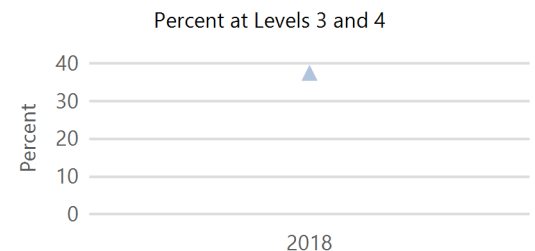


Percent at Levels 3 and 4

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Percent at Levels 3 and 4

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District

State 20.4



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

Item Title: Information on KESA Regional Pilot school improvement model

From: Brad Neuenswander

The Kansas State Board of Education approved the Kansas Education Systems Accreditation (KESA) model in 2016 as a continuous improvement approach for school systems rather than individual buildings. In addition to compliance and foundations, KESA focuses on the framework of relationships, relevance, responsive culture, rigor and results. After five years, KSDE is updating the KESA process to align language across all school improvement processes supported by the agency.

KSDE is moving toward regional support for accreditation and will expand its partnerships with multiple entities. These include educational service centers, United School Administrators of Kansas (USA-Kansas), the Kansas Association of School Boards (KASB), the Kansas Educational Leadership Institute (KELI) and the Technical Assistance Systems Network (TASN). Together, these educational organizations have been working to prepare the regional KESA school improvement model for implementation in the 2022-23 school year. By aligning processes across a broader spectrum, the goal is to take professional development around school improvement out to districts to give them the customized support they need to accomplish the State Board outcomes. This model will be piloted with a select number of districts in the 2021-22 school year. State Board members will learn more about KESA regional support at the October Board meeting.

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number:** 15 a.**Staff Initiating:**

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 10/12/2021

Item Title:

Act on the recommendations of the Professional Practices Commission (revocation)

Recommended Motion:

It is moved that the Kansas State Board of Education revoke the licenses of 21-PPC-05 and 21-PPC-14.

Explanation of Situation Requiring Action:**21-PPC-05**

While licensed by the Kansas State Board of Education, the Licensee engaged in an inappropriate relationship with an 8th grade student. When told by school staff that she needed to withdraw from her 'friendship' and to distance herself, rather than following her employer's directive, she resigned her position. Upon learning of this several years later, the Kansas State Department of Education filed a Complaint seeking retroactive revocation of her license based on the misconduct which occurred while she was licensed. Rather than engage in the hearing process of the Professional Practice Commission (PPC), the Licensee submitted a voluntary surrender. By vote of 6-0, the PPC recommends accepting her surrender and revoking her license.

21-PPC-14

While licensed by the Kansas State Board of Education, the Licensee engaged in physical contact with a student in a rude manner equivalent to criminal battery. On the day in question, the Licensee's behavior also put students within reasonable fear for their own safety. Rather than continue with the hearing process of the PPC, the Licensee submitted a voluntary surrender of his license and withdrew his application for licensure renewal. By vote of 6-0, the PPC recommends accepting his surrender and revoking his license.

**BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of
the License of
[REDACTED]

21-PPC-05

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commission (“PPC”) of the Kansas State Board of Education (“State Board”) upon the Complaint filed by the Kansas State Department of Education (“KSDE”) seeking revocation of the license of [REDACTED]. (“Licensee”).

The hearing on this matter was held on September 10, 2021. KSDE appeared by and through its attorney R. Scott Gordon. Licensee did not appear in person, but appeared by way of a written voluntary surrender.

FINDINGS OF FACT

1. During the 2015-2016 school year, Licensee was licensed by the Kansas State Board of Education, and was employed as a teacher and as a girls’ athletic coach.
2. During the 2015-2016 school year, Licensee engaged in an inappropriate personal relationship with a student. Licensee continued to violate school district policies by not maintaining boundaries between herself and her students, not distancing herself from her students when advised by school administration, and by refusing to abide by parents’ directives to stay away from their daughter(s).
3. Licensee filed an Answer to the Complaint and requested a hearing. Subsequent to those filings, and with the help of her legal counsel, Licensee submitted a written voluntary surrender of her license.¹

CONCLUSIONS OF LAW

1. A member of the teaching or school administration profession may voluntarily surrender her or his license to the PPC. The PPC shall investigate the surrender and make a recommendation to the State Board for disposition of the license.
2. Here, the Licensee acknowledged that her license will be revoked upon acceptance of her voluntary surrender and that findings consistent with those requested in the Complaint will be made by the State Board.

¹ Licensee’s Voluntary Surrender is attached.

3. Engaging in an inappropriate personal relationship with a student is sufficient and just cause to find Licensee has engaged in professional misconduct sufficient to warrant revocation of her license.

THEREFORE the PPC recommends to the State Board by a vote of 6-0 that Licensee's voluntary surrender of her license be accepted and her teaching license be retroactively revoked as a result of her misconduct.

IT IS SO ORDERED.

Jennifer Holt, Chairperson
Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License
of [REDACTED]

21-PPC-05
21ED0009 ED

VOLUNTARY SURRENDER

I, [REDACTED], hereby acknowledge that the Kansas State Department of Education filed a Complaint alleging that while licensed as a professional by the Kansas State Board of Education I engaged in professional misconduct.

I now voluntarily surrender my professional teaching license (No. 8115764558) to the Kansas State Board of Education (State Board) for permanent revocation. I understand the Professional Practices Commission (Commission) and the State Board will review all relevant information in this case. I waive any right to provide any evidence at a hearing I may have had in this matter. I waive any objection to or contestation of findings made by the Commission or the State Board related to this surrender.

I acknowledge and understand that notice of my license revocation will be provided to all Kansas local education agencies and to the agency responsible for issuing educator licenses/certificates in each of the other states.

[REDACTED]

Signature

[REDACTED]

(Printed or typed name)

[REDACTED]

(Street address)

[REDACTED]

(City)

(Zip)

VERIFICATION

STATE OF COLORADO

COUNTY OF Mesa

ss:

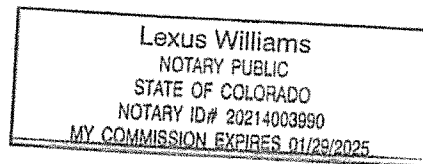
BE IT REMEMBERED that on this 18 day of August, 2021,
before me, the undersigned, a notary public in and for the county and state aforesaid, came
Lauren Charles, who is personally known to me to be the same person who executed the within
instrument and such person duly acknowledged the execution of the same.

IN TESTIMONY WHEREOF, I have set my hand and affixed my official seal the day and year
last above written.

Lexus Williams
Notary Public

My appointment expires:

01 - 29, 2025



**BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of
the License of

21-PPC-14

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commission (“PPC”) of the Kansas State Board of Education (“State Board”) upon the Complaint filed by the Kansas State Department of Education (“KSDE”) seeking revocation of the license of [REDACTED] (“Licensee”).

The hearing on this matter was held on September 10, 2021. KSDE appeared by and through its attorney R. Scott Gordon. Licensee did not appear in person, but appeared by way of a written voluntary surrender.

FINDINGS OF FACT

1. As of the date of the filed Complaint, Licensee held an emergency substitute teaching license issued by the Kansas State Board of Education.
2. On June 15, 2021, KSDE filed a Complaint seeking revocation of Licensee’s Emergency Substitute Teaching license. The Complaint alleges that on April 28, 2021, Licensee engaged in professional misconduct including but not limited to committing battery of a student and other actions which caused students to fear for their safety.
3. Licensee filed an Answer to the Complaint and requested a hearing. Subsequent to those filings, Licensee submitted a written voluntary surrender of his license.¹

CONCLUSIONS OF LAW

1. A member of the teaching or school administration profession may voluntarily surrender her or his license to the PPC. The PPC shall investigate the surrender and make a recommendation to the State Board for disposition of the license.
2. Here, the Licensee acknowledged that his license will be revoked upon acceptance of his voluntary surrender and that findings consistent with those requested in the Complaint will be made by the State Board.
3. Battery of a student and/or any other conduct of a teacher in a classroom that puts students in reasonable fear for their own safety or the safety of others is sufficient grounds upon which the State Board may impose discipline such as revocation of a license.

¹ Licensee’s Voluntary Surrender is attached.

THEREFORE the PPC recommends to the State Board by a vote of 6-0 that Licensee's voluntary surrender of his license be accepted and his teaching license be revoked as a result of his misconduct.

IT IS SO ORDERED.

Jennifer Holt, Chairperson
Professional Practices Commission

STATE OF KANSAS
HOUSE OF REPRESENTATIVES

STATE CAPITOL
300 S.W. TENTH AVENUE
TOPEKA, KS 66612



DISTRICT ADDRESS

August 3, 2021

VIA EMAIL ONLY

Mr. R. Scott Gordon
General Counsel
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612-1182

RE: Voluntary Surrender of (Emergency) Substitute Teaching License

Dear Mr. Gordon:

After much thoughtful prayer and reflection, God has guided me to pen this letter to lay down part of what I love most—the opportunity to serve kids and their families—in the name of Jesus. Unless one were in the classroom, and even then, in today’s modern world, I fully realize that we lack the time that this might ever make sense to most outside observers.

Nevertheless, upon receipt of this voluntary surrender, I understand that the Professional Practices Commission (“Commission”) and Kansas State Board of Education (“KSDE”) will consider this information. I further understand that this letter will be public record. Thus, to aid in transparency and understanding, I offer my thoughts below which, if asked, I would swear under oath to be true.

As you will recall when I first called you and we spoke on July 20, 2021, my stated desire has been and will always be to do what is best for the kids and the people I serve. The kids are our future. My endeavors have never been about me, or else I would have stayed away from both elected office and substitute teaching in favor of far more lucrative professions.¹ The ability to change the world as either a teacher or public servant, however, is immeasurable. With the voluntary surrender of my license today, I pray that others heed the call to serve our students and help our educators. Yes, increasing pay would help—perhaps a decision best left locally for school boards—but changing the way we treat one another costs nothing. I elaborated on that in my July 30, 2021 letter, which I hope both the Commission and KSDE will consider.

¹ I note for history’s sake that the former pays \$88 per day (only on days we are in session) and substitute teaching pays \$100 per day, while a typical hour billed by today’s attorneys easily range from \$250–\$350.

Turning to Matter No. 21-PPC-14, presently before the Commission, the record reflects that I have laid the groundwork to preserve my legal right to teach. In fact, law, and equity, I have provided substantial grounds to pave the way for a fair, just, and meritorious result in my favor. I hope the Commission and the Board will consider these things, including my dispositive 7.5.21 motion to dismiss, tailored 7.28.21 discovery to Ms. Miller, and other brutally honest correspondence, including the 7.30.21 letter.

Yet with the stage set for such an extensive battle over the coming months and perhaps years, God has called on me to take a different path. To lead by example. Rather than engage in a contentious battle, I cannot ignore the world around us. Our kids desperately need help. As do, among others, the homeless, the poor, and those struggling with mental health or finding affordable healthcare. I cannot in good conscience look at the resources we will spend plowing a litigious road ahead over my license when I know our limited and scarce resource can be better spent helping others. There is much good to be done, and this fight is not it, both for my side and yours.

As I turn over my license to your sound discretion, I do believe in my heart and soul that God has given me this platform to share a few things which I hope all will consider. First, I pray that my multiple references to God are not misconstrued. Some years ago, I gave my life to my Christian faith. Once led by the Spirit, my whole mindset has changed. I share this for perspective, not as any shield or sword. Perhaps the best way I have seen to summarize what it means to me is a poem written by Carol Wimmer in 1988 styled “When I Say I Am a Christian.”²

I give that background because it underscores what comes next. Many doubt, including my own Mother, how God could ever allow something like “that” to happen, referring to their understanding of the events which underlie the instant matter. To these souls, I respectfully inquire: Why are you asking me first instead of Him, including His teachings in the Word? I ask this not to be dismissive, arrogant, or prideful, but rather as Proverbs 3 teaches, if God gives a commandment to further His plan, how can I ever have full understanding:

Do not let kindness and truth leave you;
Bind them around your neck,
Write them on the tablet of your heart.
So you will find favor and good repute
In the sight of God and man.
Trust in the **LORD** with all your heart
And do not lean on your own understanding.
In all your ways acknowledge Him,
And He will make your paths straight.
Do not be wise in your own eyes;
Fear the **LORD** and turn away from evil.

² Carol Wimmer, “When I Say I Am a Christian,” available at <https://whenisayiamachristian.com> (last accessed Aug. 3, 2021).

Thus, I can offer only my own, limited understanding, none of which will ever satisfy a world that passes judgment first, then may seek understanding later. A world that so mightily seeks social justice, but so rarely inquires of God's justice. Everything that I did and have ever done was out of love, care, and compassion for the kids. As highlighted below, the outrageous stuff was not me. Whether it was heaven (the Holy Spirit) or hell (mania or the devil), only God truly knows. Either way, I pray that it sparks repentance and revival. I pray that it helps a world often full of instant hate, judgment, and outrage instead find grace, compassion, and understanding.

As to my specific actions and words that day, the world has only a narrow window into the world of our art classroom on April 28, 2021. I still believe most of the kids acted for a higher purpose and the greater good, because they had long known me and what I stand for, including their mental health and wellbeing. That said, I have not yet been able to speak with any of them. If the truth were ever fully known as to the allegations against me, I most humbly say this:

I broke none of God's laws.

I broke none of man's laws.

No, my fateful transgression was the breaking of the public school system's present day expectations, which K.A.R. 91-22-1a labels "misconduct or other *just* cause." Hence, my contrast as to what God finds just versus what our modern society deems so. If I broke one of God's laws, I welcome the opportunity to be enlightened. I am aware of none. I did not commit a battery; that conclusion can be reached only with a false understanding of the facts.

I do not in any way mean to disparage our public schools, officials, or educators. I am a proud product of our public school system, and one of their largest supporters. However, I do keep an open mind. I believe that God is using me to shine light on a systemic problem. It is an honest observation of how far our public schools have strayed from the Word, one which I hope will guide all to help solve our current problems:

*The fear of the Lord is the beginning of knowledge;
Fools despise wisdom and instruction.*

Proverbs 1:7

Through all my prayer, I do not believe it mere coincidence that God led me to these passages, or that we discussed art, mental health, and Galatians during all five hours on that day. Why did I take those actions, of which the world has seen only an intentionally misleading glimpse? I can offer only two honest, alternative answers:

1. God commanded me. Plain and simple. He called upon me. He did so twice, clearly, as I have consistently explained to law enforcement on the day after the incident and still deeply believe to this day. Against my own personal desires, because I knew the world would erupt in outrage over the perceived

events, I answered. As best I could with love and compassion in the name of Jesus Christ, I did what God asked me to do and for which I had long prayed to shed light on mental health, including for our kids, especially after overcoming my own battle years earlier. For this, I make no apology or excuse. I told the kids multiple times I would do whatever it takes to make a stand to bring awareness to their generation's deteriorating mental health. To me, this is part of the reason the kids later videoed and shared the excerpts that they did, which I knew they were doing. How else would we get the world to pay attention?

2. If I am wrong or mistaken, then I sincerely and profusely apologize for everything. If those clear commandments were somehow not the Word of God, but rather the work of the devil or mental illness, then I must agree with the mental health professionals who have concluded that I suffered a manic episode with psychotic features, induced by extreme, chronic stress, agitation, and other factors. Honestly, I struggle to accept this explanation, but this is how much of the modern world seeks to understand and process the day's events. It is the easiest narrative. Perhaps they are correct. But to me, it is not true. To which I must confess I am human, flawed, unknowing, and not a medical expert. But at no point did I ever have ill will or attempt to hurt anyone. However unorthodox, my actions were intended entirely and exclusively to do whatever it takes to help the kids, even if that meant spending time in prison or losing my license, because we cannot continue down the path of rising depression and suicide rates of our young people.

In sum, with my hand firmly upon the Bible, I swear that God manifested His presence and Holy Spirit in the classroom for higher purposes. That, of course, is difficult to comprehend or believe. I understand that. I cannot speak to His plan. I can only speculate, which I have done my best to do in limited fashion herein. By sharing this publicly, I no doubt will be further scorned, mocked, and ridiculed. However, it is the truth, and I take solace in Proverbs 1:20–33. Moreover, my purpose is to serve and help others, especially the kids who have no voice to share the horror and tragedy that has been inflicted upon their generation's mental health, in part due to the complete absence of God in their daily public school life.

In closing, I must point out part of the higher purposes for which I believe God called on me to serve. He has guided me to two U.S. Supreme Court decisions. In 1962, “the parents of ten pupils” overturned the will of a local school board and indeed the entire State Board of Regents in New York to effectively remove God's presence, love, and grace from all public schools.³

In *Engel*, six honorable Justices removed indefinitely our Christian heritage from all public schools. I enclose three pages from my New American Standard Bible (NASB) which outline the devastating effects ever since. In his dissenting opinion, Justice Stewart observed:

³ *Engel v. Vitale*, 370 U.S. 421 (1962).

A local school board in New York has provided that those pupils who wish to do so may join in a brief prayer at the beginning of each school day, acknowledging their dependence upon God and asking His blessing upon them and upon their parents, their teachers, and their country. The Court today decides that in permitting this brief non-denominational prayer the school board has violated the Constitution of the United States. I think this decision is wrong.

* * *

I do not believe that this Court, or the Congress, or the President has by the actions and practices I have mentioned established an ‘official religion’ in violation of the Constitution. And I do not believe the State of New York has done so in this case. ***What each has done has been to recognize and to follow the deeply entrenched and highly cherished spiritual traditions of our Nation—traditions which come down to us from those who almost two hundred years ago avowed their ‘firm Reliance on the Protection of divine Providence’ when they proclaimed the freedom and independence of this brave new world.***

I dissent.⁴

In 1963, the U.S. Supreme Court solidified the removal of God from our public schools by siding with a family of five over the will of the people of Pennsylvania, thereby overturning the long practice of schools to “begin each day with readings from the Bible,” “without comment, at the opening of each public school on each school day. Any child shall be excused from such Bible reading, or attending such Bible reading, upon the written request of his parent or guardian.”⁵

To me, this leads to the question of our day: How can a Christian nation which God has so richly blessed—including our public school system—now remain so silent in the face of our Almighty King’s expulsion from our public schools? Perhaps at first, in the 1960’s or 1970’s, the consequences did not appear so dire.

But with decline in modern society, including lack of respect for others, does it not start in our public classrooms, where our children spend more and more of their time? How long will we continue to watch our children’s mental health deteriorate before we make a bold change to encompass what our nation was founded upon and worked so well in the past? Yes, these are public policy questions not directly related to my matter, but if one seeks an honest explanation for why I firmly believe God answered my prayers by manifesting His presence in the classroom, this is the best I can do in the limited forum and time we have together. I have long prayed for Him to use me for His purpose, and I will not run from his answering thereof. While this may be unheard of in today’s society, it is precisely the teachings of American public statesmen who I have long studied and after which I have attempted to emulate their God-fearing service.

⁴ *Id.* at 421, 444–45, 450 (emphases added).

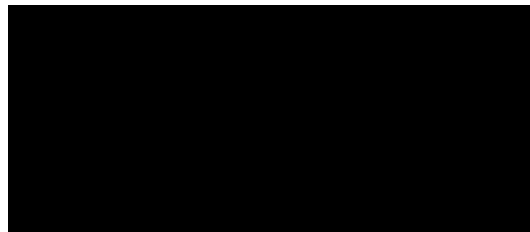
⁵ *Sch. Dist. of Abington Twp., Pa. v. Schempp*, 374 U.S. 203, 205 (1963).

As noted above, following this surrender, I understand that the Commission and State Board of Education will review all relevant information. Despite my earlier request, I hereby waive and withdraw any right or request to a hearing. Should anyone wish me to appear, I will do so voluntarily. If anyone wishes to speak with me, my address and phone number are available in the letterhead. Otherwise, I do not plan to further burden Mr. Gordon, the KSDE, or the State Board of Education with further communications. My pending motions and discovery requests are hereby withdrawn.

It is not clear to me if some remedy less than a permanent revocation of the license is available. If so, it would mean a great deal to me. This has no doubt been a painful endeavor for me, including be prohibited from the classroom, whether temporary or permanent. Regardless, I will accept whatever resolution the Commission and State Board of Education deem appropriate, including up through the most severe sanction of permanent revocation if necessary because that was and is a sacrifice I am willing to make to our King of kings and all His children.

Thank you for your continued time and consideration of this matter. May God continue to bless you, our beloved Sunflower State, and all God's children.

Very truly yours,



Enclosure

THE KEY TO ALL KNOWLEDGE

The fear of the LORD is the beginning of knowledge.

THIS VERSE AFFIRMS that all knowledge begins with the fear of the Lord, but for some inexplicable reason, many Christians today interpret it as applying only to spiritual knowledge. While this aspect of knowledge is certainly included, the verse does not confine itself only to that area; it says *knowledge*, period.

Strikingly, for nearly four centuries, Americans believed that the fear of the Lord was the beginning of academic knowledge. (See the commentary accompanying Daniel 1:5 for instances of how the fear of the Lord also increases scientific knowledge.) For example, America's first college, Harvard, was established in 1636, and its rules declared:

Let every student be plainly instructed and earnestly pressed to consider well the main end of his life and studies is to know God and Jesus Christ which is eternal life (John 17:3) and therefore to lay Christ in the bottom as the only foundation of all sound knowledge and learning. And seeing the Lord only giveth wisdom, let everyone seriously set himself by prayer in secret to seek it of Him (Prov. 2, 3). Everyone shall so exercise himself in reading the Scriptures twice a day that he shall be ready to give such an account of his proficiency therein.¹

In 1642, America's first public education law was passed, the "Old Deluder Satan Law," which explained:

It being one chief project of that old deluder, Satan, to keep men from the knowledge of the Scriptures, as in former times...²

In 1690, America's first public school textbook was published, *The New England Primer*. Reprinted frequently for the next two and a half centuries, it was a common text from which American students learned to read. Prominent in this first-grade textbook was the "Rhyming Alphabet":

A—In Adam's fall, we sinned all.

B—Heaven to find, the Bible mind.

C—Christ crucified, for sinners died, &c.³



In Adam's Fall
We Sinned all.

It also contained more than one hundred questions, including ones such as:

"Which is the fifth commandment?"

"What is required in the fifth commandment?"

"What is forbidden in the fifth commandment?"

"What is the reason annexed to the fifth commandment?"⁴

In 1779, when chiefs from the Delaware Indian tribe brought George Washington three youths to be trained in American schools, Washington reaffirmed that the fear of the Lord was still central to American education. Commending the chiefs for their decision, he told them:

*You do well to wish to learn our arts and ways of life, and above all, the religion of Jesus Christ. These will make you a greater and happier people than you are. Congress will do everything they can to assist you in this wise intention.*⁵

By George Washington's own words, what youth learned in America's schools "above all" was "the religion of Jesus Christ"—that is, "the fear of the Lord."

In 1789, the first federal law to address education was passed by Congress. Signed by President George Washington, Article III of that law directly linked religion and public education together, declaring:

*Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.*⁶

The Founders believed, and in this first federal education law acknowledged, that schools and education systems were a proper means to encourage the "religion, morality, and knowledge" that were so "necessary to good government and the happiness of mankind."

This philosophy of education continued well into the twentieth century—a fact demonstrated by courses taught in public schools in Dallas, Indianapolis, St. Louis, Little Rock, and other districts across the nation. Those courses—a *Bible Study Course of the Old Testament* and a *Bible Study Course of the New Testament*—counted toward graduation in those schools. "Lesson 1" in the New Testament course begins by having students read John 1 and then answer questions such as:

"Where was Christ before He was born on earth?"

"What titles does John apply to Christ in this chapter?"

"For what purpose was John sent by God?"

"Name five things the angel told Mary concerning her child Jesus?"

"What does the word *Jesus* mean?"⁷

Why is this no longer the practice today? Because in 1962 and 1963,⁸ the U.S. Supreme Court ruled that after 320 years of "the fear of the Lord" being central to America's educational philosophy, it was time to make a change—that it was time for public education to become completely secular. The difference between the two approaches has been dramatic—and measurable.

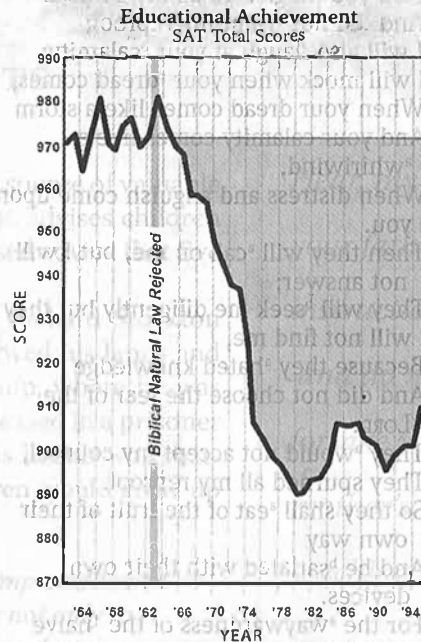
For example, following the introduction of the new educational policy excluding "the fear of the Lord," academic knowledge plummeted—evidenced by the dramatic decline

in college-bound student Scholastic Aptitude Test (SAT) scores (see chart). Furthermore, in numerous recent international academic competitions, American high school students regularly finish last, near the last, or in the bottom half of students in math and science testing.⁹ In fact, one recent international testing found that although American elementary students performed above average when compared with their peers in other nations, junior high students performed only at average, and American high school students finished at the bottom—well below average.¹⁰ This sequence of results prompted one national education magazine to observe: “The longer U.S. students stay in school, the less they seem to know.”¹¹

Another measurement reflecting the change is that of illiteracy. Only a few decades ago, America had one of the world’s highest literacy rates, but it now ranks a dismal 65th in the world among its nearly 200 nations,¹² and a number of third-world nations currently post higher literacy rates than the United States.¹³

Yet, on the other hand, testing results routinely demonstrate that students who participate in faith-based education, whether in home, Christian, or parochial schools, score several grade levels higher than their counterparts in public school on the same academic tests, regardless of demographic locations or socioeconomic stratas.¹⁴ And those students also score forty points or more higher on the college-bound SAT test.¹⁵

The American educational system is indeed learning from harsh experience that the Scriptures are accurate, and that “the fear of the Lord” is indeed “the beginning of knowledge,” including academic knowledge.



⁹ Benjamin Pierce, *A History of Harvard University* (Cambridge, MA: Brown, Shattuck, and Co., 1833), Appendix, p. 5, “Rules and Precepts That Are Observed in the College.”

¹⁰ *The Code of 1650* (Hartford, CT: Silas Andrus, 1822), p. 92, “Schools.”

¹¹ *The New England Primer* (Boston: Edward Draper, 1777), p. 9.

¹² *The New England Primer*, p. 49, “The Shorter Catechism.”

¹³ George Washington, *The Writings of George Washington*, ed. John C. Fitzpatrick (Washington: Government Printing Office, 1932), Vol. XV, p. 55, speech to the Delaware Indian Chiefs, May 12, 1779.

¹⁴ *The Constitutions of the United States of America With the Latest Amendments* (Philadelphia: Robert Campbell, 1800), p. 270, “An Ordinance of the Territory of the United States Northwest of the River Ohio,” Article III.

¹⁵ *Bible Study Course, New Testament: The Dallas High Schools*, Bulletin No. 170, Authorized by the Board of Education, April 23, 1946 (Dallas: Dallas Public Schools: Print Shop, 1946), p. 5.

¹⁶ *Engel v. Vitale*, 370 U.S. 421 (1962); *Abington v. Schempp*, 374 U.S. 203 (1963).

¹⁷ “International Education Rankings Suggest Reform Can Lift U.S.,” *Homeschool*, December 8, 2010 (at <http://www.ed.gov/blog/2010/12/international-education-rankings-suggest-reform-can-lift-u-s/>).

¹⁸ “Highlights From TIMSS: Overview and Key Findings Across Grade Levels,” *National Center for Educational Statistics, Department of Education* (at <http://nces.ed.gov/pub99/1999081.pdf>) (accessed March 23, 2012). See also “International Test Scores,” *Choice* (at <http://4brevard.com/choice/international-test-scores.htm>) (accessed March 23, 2012).

¹⁹ “Solving Problems in Math and Science Education,” *The American School Board Journal*, January, 2004 (at <http://www.asbj.com/MainMenuCategory/Archive/2004/January>).

²⁰ “Education: Literacy (total population),” *NationMaster.com* (at http://www.nationmaster.com/graph/T/edu_lit_tot_pop&int=1).

²¹ “Academic Statistics of Homeschooling,” *Homeschool Legal Defense Association*, October 22, 2004 (at <http://www.hsllda.org/docs/nche/000010/200410250.asp>); “Public School vs. Private School,” *Public School Review*, December 4, 2007 (at <http://www.publicschoolreview.com/articles/5>).

²² “Total Group Report College-Bound Seniors 2010,” *College Board* (at <http://professionals.collegeboard.com/profdownload/2010-total-group-profile-report-cbs.pdf>) (accessed on March 26, 2012).

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number: 15 b.****Staff Initiating:**

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 10/12/2021**Item Title:**

Act on the recommendations of the Professional Practices Commission (censure)

Recommended Motion:

It is moved that the Kansas State Board of Education censure Licensee 21-PPC-09

Explanation of Situation Requiring Action:**21-PPC-09**

While licensed by the Kansas State Board of Education, the Licensee engaged in professional misconduct by committing the crime of theft in 2020. Licensee was convicted and served one year of probation. Licensee's probation ended in June, 2021. The Licensee and the Kansas State Department of Education agreed to mutually recommend she be censured for her criminal misconduct. By vote of 6-0, the PPC recommends the State Board censure the Licensee.

**BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of
the License of
[REDACTED]

21-PPC-09

**Initial Order based upon
Stipulated Findings of Fact and
Conclusions of Law**

The above-captioned case comes on for hearing before the Professional Practices Commissioner (“Commission”) of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education (“KSDE”) seeking revocation of the license of [REDACTED] (“Licensee”).

The hearing on this matter was held on September 10, 2021. KSDE appeared by and through its attorney, R. Scott Gordon. Licensee appeared by and through counsel Diane Bellquist.

FINDINGS OF FACT

1. Licensee has been a licensed teacher since 2008.
2. On June 19, 2020, Licensee was convicted and sentenced in Olathe Municipal Court of misdemeanor theft. Licensee was placed on probation.
3. On June 19, 2021, Licensee successfully completed her term of probation
4. For purposes of these proceedings only, both parties agree and stipulate that substantial, competent evidence exists which warrants public censure of the Licensee.

CONCLUSIONS OF LAW

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

2. One of the obvious goals of education is to "instill respect for the law." *Hainline v. Bond*, 250 Kan. 217 (1992). An educator is a role model. *Hainline* at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. The Kansas State Board of Education may revoke the license of any teacher for professional misconduct or other just cause including entering into a criminal diversion agreement after being charged of a crime involving drug-related conduct. K.A.R. 91-22-1a.
5. By order of the State Board, the Commission shall investigate and conduct hearings pertaining to allegations of misconduct.
6. The Commission finds that substantial, competent evidence supports the public censure of the Licensee.
7. The Licensee acknowledges and understands the Commission can only make recommendations to the State Board.
8. Both KSDE and the Licensee agree to not present any additional evidence or information other than what has already been provided to the Professional Practices Commission and the stipulations contained herein, nor will either party ask the Commission or the State Board for discipline other than that recommended in this Initial Order.

THEREFORE the Professional Practices Commission recommends to the State Board that [REDACTED] be censured for her professional misconduct.

This Initial Order is made and entered this September 10, 2021.

PROFESSIONAL PRACTICES COMMISSION

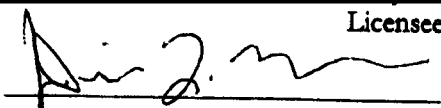
Jennifer Holt, Chairwoman

Order signed on _____, 2021.

AGREED TO AND APPROVED BY:

[REDACTED]

Licensee



Diane Bellquist

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 10/12/2021

Item Title:

Act on request for Oral Argument

Recommended Motion:

It is moved that the Kansas State Board of Education grant the parties' motion for Oral Argument for Case No. 21-PPC-01.

OR

It is moved that the Kansas State Board of Education deny the parties' motion for Oral Argument for Case No. 21-PPC-01.

Explanation of Situation Requiring Action:

The Kansas State Department of Education filed a Petition for Review of the Professional Practices Commission's Initial Order in 21-PPC-01. The State Board will take up the matter during its regularly scheduled November meeting. Within its Petition, the Kansas State Department of Education requested the opportunity to present oral argument and/or answer any questions members of the State Board may have concerning the Initial Order. The matter before the State Board is whether to grant that opportunity to the Department. If the request for oral argument is denied, the State Board will make its final determination in 21-PPC-01 based solely on the Initial Order and the written pleadings of the parties. In her written response, Licensee also requests oral argument.



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Item Title: Receive higher education preparation program standards for Deaf / Hard of Hearing

From: Catherine Chmidling

Educator Preparation Program Standards establish program approval requirements to ensure that preparation programs in Kansas provide educator candidates with the opportunity to learn the knowledge and skills educators need for today's learning context. The Institutions of Higher Education (IHEs) utilize program standards to develop their preparation programs and submit them for approval, and for continuous monitoring and improvement of their programs. The standards also help to establish professional learning requirements for licensure renewal.

Standards revision work groups are completing the task of revising all program standards to ensure they reflect new knowledge and skills educators need for effectiveness in today's world. As work groups complete drafts, the draft standards are sent to appropriate Specialty Professional Associations (SPAs) when relevant and available, for alignment review, and are posted to receive public comments via the KSDE website. Each standards work group reviews any input from the SPAs and public comment and a final draft is formulated. Following review and final approval by the Professional Standards Board, the standards are sent for State Board of Education approval. Once approved, the IHEs have access to develop new programs around the standards and to revise their current programs to align to the updated standards.

Attached are the revised standards for Deaf / Hard of Hearing, Birth through Third grade, Pre-K-12. As there are not currently any approved preparation programs using the previous standards, a crosswalk has not been included. Staff members and a representative from the standards revision committee will explain the process, present the standards and answer questions. Approval of the standards would occur at the November Kansas State Board of Education meeting.

The standards writing committee was comprised of school district and coop teachers, administrators and teachers from Kansas School for the Deaf, and higher education faculty. Committee Co-Chairs were Joan Macy, Kansas School for the Deaf, and Sally Roberts, University of Kansas (retired).

Kansas leads the world in the success of each student.

Kansas Licensure Standards for

Deaf or Hard-of-Hearing

Birth to Grade 12 [Birth to Grade 3 and PreK-12]

June, 2021

Kansas Licensure Standards for **Deaf or Hard-of-Hearing** Birth to Grade 3 and PreK-12

STANDARD 1	Characteristics/Legal/Historical/Philosophical	3
STANDARD 2	Assessment	8
STANDARD 3	Child Development & Learning	13
STANDARD 4	Planning & Instruction with Evidence-Based Strategies	17
STANDARD 5	Professional Collaboration	20
STANDARD 6	Family & Community Engagement	22
STANDARD 7	Behavior & Classroom Management	26
STANDARD 8	Transitions – Birth through Post-Secondary	29
STANDARD 9	Professional Ethics	32
APPENDIX OF TERMS (Deaf/Hard of Hearing Specific)		34

STANDARD 1 Characteristics/Legal/Historical/Philosophical

The educator of DHH learners understands the historical and philosophical foundations of deaf education; characteristics of deaf gain and hearing loss including co-occurring conditions; legal and ethical implications of laws, regulations, and court cases that are appropriate to meet each DHH learner's educational and social needs; and understands the legal rights of families

Function 1.1 The educator of DHH learners understands the historical and philosophical foundations of deaf education	
Content Knowledge	Professional Skills
CK 1.1.1 Understands the historical foundation of general and special education including major federal and state legislation, case law, and contributors including those that pertain to deaf education	PS 1.1.8 Explains the history of 504 accommodations and special education in the educational setting, including federal and state laws that regulate the provision of special education services and major case law that set precedence for special and deaf education legislation
CK 1.1.2 Understands the philosophical foundation of 504 accommodations and special education, including models, theories, and philosophies that provide the basis of deaf education practice	PS 1.1.9 Articulates a personal philosophy of special education that is specific to deaf education and includes current educational evidence-based research related to the instruction of DHH learners and their needs including: <ul style="list-style-type: none">• showing they are critically informed• analyzing own background and able to bridge to good practice
CK 1.1.3 Has knowledge of educational, sociocultural, historical, employment, and political considerations unique to the education of DHH learners including, but not limited to: <ul style="list-style-type: none">• founding of Gallaudet University• founding of National Association of the Deaf and A.G. Bell Association• Milan Conference of 1880• Deaf President Now, 1988	PS 1.1.10 Responds to and demonstrates importance of educational, sociocultural, historical, employment, and political considerations unique to deaf culture and the field of deaf education
CK 1.1.4 Understands models, theories, ethics, and philosophies that form the foundation for practices with DHH learners and are consistent with the range of educational programming options for these learners requiring language rich environments	PS 1.1.11 Weighs the effect of various educational placement options with regards to cultural identity, linguistic access, and academic and social-emotional development
CK 1.1.5 Understands the variations in beliefs, traditions, and values across cultures, including deaf	PS 1.1.12 Explains various beliefs, traditions, and values across cultures, including deaf culture, and their

culture, and its effect on relationships among DHH learners, their families, and educational practices	effect on relationships among DHH learners, their families, and education practices
CK 1.1.6 Knows current educational definitions of DHH learners, including State of Kansas eligibility criteria, labeling issues, and current national and state incidence and prevalence figures	PS 1.1.13 Distinguishes issues in definition of, and identification procedures for, DHH learners including State of Kansas eligibility criteria, labeling issues, and current national and state incidence and prevalence figures
CK 1.1.7 Aware of the findings and concerns of the President's Commission on Education of the Deaf and the U.S. Department of Education policy guidance on the educational services and LRE definition as it applies to DHH learners	PS 1.1.14 Explains the findings and concerns of the President's Commission on Education of the Deaf and the U.S. Department of Education policy guidance on the educational services and LRE definition as it applies to DHH learners

Function 1.2

The educator of DHH learners understands the characteristics of deaf gain and hearing loss including co-occurring conditions

Content Knowledge	Professional Skills
CK 1.2.1 Understands the cultural vs medical perspectives for DHH individuals, considering the characteristics of DHH learners when identifying needs and determining appropriate strategies and learning environments when planning and providing instruction	PS 1.2.8 Applies an appropriate cultural awareness vs medical perspective of DHH individuals, considering characteristics of DHH learners, to help identify needs and determine appropriate strategies and learning environments when planning and providing instruction
CK 1.2.2 Knows the characteristics, strengths, and challenges of all DHH learners including those with co-occurring conditions (e.g., cognitive, learning disabilities, giftedness, behavior/emotional, autism, deaf+)	PS 1.2.9 Explains the characteristics of all DHH learners including those with co-occurring conditions (i.e., deaf+) in terms of cognitive, pre-academic, academic, social, behavioral, and adaptive behaviors
CK 1.2.3 Understands the aspects of differentiation, intervention strategies, and theories based on the characteristics of all DHH learners	PS 1.2.10 Integrates the needs of the DHH learner, based on data, to analyze, practice and differentiate instruction accordingly
CK 1.2.4 Knows the characteristics of DHH learners in terms of cognitive, pre-academic, academic, social, behavioral, and adaptive behavior and the impact on learning	PS 1.2.11 Explains the characteristics of DHH learners in terms of cognitive, pre-academic, academic, social, behavioral, and adaptive behavior and the impact on learning

CK 1.2.5	PS 1.2.12
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Understands current evidence-based research regarding the cause of disabilities as well as advancements in treatments, therapies, interventions (e.g., early visual language exposure), and instructional strategies (e.g., bilingual strategies) for DHH learners' education needs	Uses current evidence-based developmental, educational, and medical research to develop appropriate instructional plans and interventions to provide effective educational instruction to DHH learners
CK 1.2.6 Identifies co-occurring conditions and their effects on development, including impact of cognitive, pre-academic, academic, social, behavioral, and adaptive behaviors on DHH learners' educational progress and social functioning	PS 1.2.13 Explains the impact of DHH learner's characteristics on cognitive, pre-academic, academic, social, behavioral, and adaptive behaviors on educational progress and social functioning
CK 1.2.7 Understands the relationship of cultural beliefs, traditions, and values of the DHH learner, family, and community on the provision of education and/or special education services	PS 1.2.14 Demonstrates respect of the cultural beliefs, traditions, and values of the DHH learner and family during identification, placement, and provision of education and/or special education services

Function 1.3 The educator of DHH learners understands the legal and ethical implications of laws, regulations, and court cases that are appropriate to meet each DHH learner's educational and social needs	
Content Knowledge	Professional Skills
CK 1.3.1 Knows the progression of federal legislative acts and Kansas statutes/regulations that have provided the foundation for current educational law (IDEA, ESEA, mandated reporting, FERPA) including those specific to DHH learners <ul style="list-style-type: none"> • 1973 Rehabilitation Act • 1990 Americans with Disabilities Act • 2012 21st Century Communications & Accessibility Act 	PS 1.3.5 Applies federal legislation and Kansas statutes and regulations including, but not limited to, IDEA, ESEA, Rehabilitation Act, ADA, mandated reporting, Communication & Accessibility Act, and FERPA, US DOE LRE guidance as they apply to DHH learners for development of IFSP/IEP and address FAPE and LRE
CK 1.3.2 Understands the rights and responsibilities of DHH learners, their families, teachers, and other professionals in schools	PS 1.3.6 Explains court cases (e.g., Rowley, Endrew) as well as federal and state requirements for the identification, referral, and placement options, and advocate for the rights of all DHH learners
CK 1.3.3 Recognizes the impact of various educational placement options from the perspective of the needs of any given DHH learner with regard to cultural identity; direct communication access to peers and adults; least restrictive	PS 1.3.7 Identifies appropriate learning environments using ethical principles of equitable educational and social opportunity, laws, and policies to guide equal access to communication in a DHH

environment as a language rich environment (LRE); and linguistic, academic, and social-emotional development	learners most accessible communication mode(s)
CK 1.3.4 Understands how case law and federal and state legislation affect current educational practices, teacher requirements, developmental and educational interventions, and DHH learner outcomes, both evidence-based and non-evidence-based	PS 1.3.8 Explains how case law and federal and state legislation apply to current education practices (both evidence-based and non-evidence-based), teacher requirements, developmental and educational interventions and DHH learner outcomes

Function 1.4 The educator of DHH learners understands the legal rights of families	
Content Knowledge	Professional Skills
CK 1.4.1 Understands the definition of “parent” in state and federal statutes and knows the rights afforded parents/legal guardians, DHH learners, and professional team members under general and special education law	PS 1.4.7 Explains general, special, and deaf education legal rights and responsibilities afforded to parents/legal guardians, DHH learners, and professional team members in understandable terms
CK 1.4.2 Knows early intervention and general, special, and deaf education processes and procedures regarding collaboration, consultation and teaming to serve and benefit DHH learners	PS 1.4.8 Communicates early intervention and general, special, and deaf education procedures, program needs, processes and outcomes to family members, school and community members who serve DHH learners
CK 1.4.3 Understands the meaning and purpose of parental consent that is needed for every special education action in accordance to state and federal laws, especially as they pertain to DHH learners	PS 1.4.9 Explains the meaning and intent of parent consent that is needed for every special education action in accordance with state and federal laws, especially as they pertain to DHH learners
CK 1.4.4 Understands parent rights and the reasons for these rights in relation to timelines for early intervention, the initial evaluation, re-evaluation, identification, education services, education placement, and other procedural safeguards as written in state or federal laws, especially as they pertain to DHH learners	PS 1.4.10 Demonstrates knowledge of parent rights including notification for timelines for early intervention, initial evaluation, re-evaluation, identification, education services, education placement, and other procedural safeguards as written in state or federal laws, especially as they pertain to DHH learners
CK 1.4.5 Understands parent rights and procedural safeguards, and the intent of these elements (especially as they pertain to DHH learners), that include formal complaints, mediation, and due process hearings as stated in state and federal laws, as well as resources to obtain	PS 1.4.11 Provides explanations of parent right and procedural safeguards including the intent of these rights/safeguards (especially as they pertain to DHH learners) that include formal complaints, mediation, and due process hearing as stated in state and federal laws, as well as

additional information and support (e.g., parent information centers)	resources to obtain additional information and support (e.g., parent information centers)
CK 1.4.6 Understands that the “person acting as a parent” with whom the DHH learner lives, or a person who is legally responsible for the welfare of the DHH learner, is the legal decision maker for the DHH learner	PS 1.4.12 Recognizes and interacts with the “person acting as a parent” with whom the DHH learner lives, or a person who is legally responsible for the welfare of the DHH learner, is the legal decision maker for the DHH learner

STANDARD 2 Assessment

The educator of DHH learners uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions; instructional planning; progress monitoring; and to determine the efficacy of the learning environment for effective instructional planning and implementation

Function 2.1 The educator of DHH learners uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions	
Content Knowledge	Professional Skills
CK 2.1.1 Understands evaluation and eligibility process for students to qualify for specially designed instruction (i.e., deaf education), including use of assessments, evaluation results, and patterns of DHH learner strengths and weaknesses during the eligibility process	PS 2.1.10 Analyzes data from audiological evaluations, Part C agencies (for children transitioning to Part B), and general education interventions to base the need for a special education (i.e., deaf education) evaluation referral
CK 2.1.2 Understands the purpose of DHH learner assessment and the legal process to gain informed consent for evaluations	PS 2.1.11 Explains the nature and purpose of evaluation to the DHH learner's Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) team members and obtains appropriate parent (e.g., legal decision maker) consent
CK 2.1.3 Understands the construction, purpose, means of interpreting, and limitations of a variety of assessment instruments used for DHH learner screening and evaluation, including criterion and norm-referenced assessments; DHH learner, teacher, and parent surveys; academic and behavioral checklists; DHH learner observations; DHH learner work samples; and patterns of DHH learner strengths and weaknesses	PS 2.1.12 Selects appropriate assessment instruments to address DHH learner academic, behavioral, social, and postsecondary transitional patterns of DHH learner strengths and weaknesses, and need for visual access and/or assistive technology
CK 2.1.4 Understands frameworks and assessments that can be used to determine the need and planning for the implementation of assistive technology devices and services for academic, behavioral, social, and learning needs	PS 2.1.13 Uses frameworks, assistive technology assessments, and data from multiple sources to assist the team in determining appropriate assistive technology devices and services for academic, behavioral, social, and learning needs
CK 2.1.5 Understands the legal and ethical implications of DHH learner assessment, including the influence of DHH learner diversity on the	PS 2.1.14 Administers assessments accurately and with fidelity using ethical testing practices, including implications for DHH learners from culturally and/or linguistically diverse backgrounds, and

DHH learner's evaluation procedures and assessment results	maintains confidentiality of DHH learner information and assessment results
CK 2.1.6 Understands the purpose, means of interpreting, and limitations of a variety of assessment instruments including patterns of DHH learner strengths and weaknesses	PS 2.1.15 Uses assessment data from multiple sources, patterns of DHH learner strengths and weaknesses, including data from other agencies, to assist the team in making eligibility and placement decisions
CK 2.1.7 Understands the need for effective communication and collaboration with the DHH learner's IFSP/ IEP team members, and the DHH learner (when appropriate) to interpret evaluation results and make eligibility decisions	PS 2.1.16 Communicates assessment results (verbally and in writing) with the DHH learner's IFSP/IEP team members, and the DHH learner (when appropriate) to determine eligibility, level of intervention, and placement decisions
CK 2.1.8 Understands the components of an audiogram and the process of a hearing evaluation	PS 2.1.17 Explains an audiogram and describes the process of administering a hearing evaluation
CK 2.1.9 Understands the implications that language access and results of audiological assessments may have on visual and spoken language development and auditory perception	PS 2.1.18 Identifies and explains the implications that language access and results of audiological assessments may have on visual and spoken language development and auditory perception

Function 2.2 The educator of DHH learners uses a variety of assessment instruments, procedures, and technologies for instructional planning	
Content Knowledge	Professional Skills
CK 2.2.1 Understands a variety of procedures to analyze DHH learner's developmental, academic, social, and behavioral data including patterns of strengths and weaknesses	PS 2.2.6 Analyzes patterns of DHH learner's strength and weaknesses, assessment data, and effectively communicates the instructional implications of assessment results to IFSP/IEP team members
CK 2.2.2 Understands the importance of DHH learner's characteristics and current evidence-based educational research when making instructional decisions based on assessment data	PS 2.2.7 Uses DHH learner's characteristics and current evidence-based educational research to guide instructional planning in all core content areas and to select appropriate levels of instructional and behavioral intervention strategies
CK 2.2.3 Understands the use of DHH learner's assessment data to guide instructional planning in all core content areas, transition planning, and school outcomes to meet the DHH learner's needs	PS 2.2.8 Uses DHH learner's assessment data to differentiate instructional content in all core content areas; to develop appropriate accommodations, adaptations, or modifications; develop behavioral interventions (if necessary);

	develop transition plans (from birth to post-secondary); determine assistive technology; and write IEPs including goals, benchmarks, and short-term objectives that build upon DHH learner's strengths
CK 2.2.4 Understands the implications of DHH learner's motivation and how language skills and test-taking skills may affect performance on assessments; knows accommodations, adaptations, and modifications that may be used in the assessment of DHH learners	PS 2.2.9 Uses appropriate motivational and instructional strategies to improve DHH learner's persistence and assessment performance; explains how language skills may affect performance on assessments; and uses accommodations, adaptations, and modifications as appropriate for the assessment of DHH learners
CK 2.2.5 Understands communication and language assessment outcomes with reference to typical developmental sequences and stages of ASL and English development in DHH learners	PS 2.2.10 Evaluates and interprets communication and language assessment outcomes with reference to typical developmental sequences and stages of ASL and English development in DHH learners

Function 2.3 The educator of DHH learners uses a variety of assessment instruments, procedures, and technologies to monitor DHH learner progress	
Content Knowledge	Professional Skills
CK 2.3.1 Knows and understands research-supported assessment tools and approaches to monitor academic progress of DHH learners through formal and informal assessments as well as formative and summative assessments to ensure progress, appropriate developmental/instructional activities, interventions, and meaningful feedback	PS 2.3.6 Explains and applies data and assessment results to impact instruction ensuring the DHH learner is making adequate progress, select appropriate developmental and/or instructional activities in all core content areas, revise instructional or behavioral interventions, and to provide meaningful feedback to the DHH learner and parent
CK 2.3.2 Understands a variety of methods to use technology to document, organize, and communicate DHH learner's progress	PS 2.3.7 Collects and documents progress-monitoring data, using technology to aid in data collection and results, and guides the DHH learner (when appropriate) to self-monitor individual progress
CK 2.3.3 Understands the responsibility to include all DHH learners in appropriate district and state standards-based assessments, with or without accommodations (including alternate assessment as appropriate), to demonstrate DHH learner's content knowledge	PS 2.3.8 Includes DHH learners with co-occurring conditions (i.e., deaf+) in district and state standards-based assessments, with or without accommodations (including alternate assessments as appropriate); and collaborates with the IEP team to determine if the DHH

	learner requires assessment accommodations, adaptations, or modifications to demonstrate DHH learner's content knowledge
<p>CK 2.3.4</p> <p>Understands the responsibility of the IFSP/IEP team members including the role of classroom teachers, related service providers and families to select appropriate methods to assess learning (e.g., audiological, health, vision, motor, speech-language [language development in ASL and English], academic, cognitive, social-emotional) using accommodations, adaptations, and/or modifications in accordance with the DHH learner's IFSP/IEP</p>	<p>PS 2.3.9</p> <p>Collaborates with the IFSP/IEP team members including the classroom teachers, related service providers and families to select appropriate methods to assess learning (e.g., audiological, health, vision, motor, speech-language [language development in ASL and English], academic, cognitive, social-emotional) using accommodations, adaptations, and/or modifications in accordance with the DHH learner's IFSP/IEP</p>
<p>CK 2.3.5</p> <p>Understands the components of a comprehensive evaluation to include expanded core curriculum, auditory status & auditory function, vision, ASL (comprehension & production), spoken language (comprehension and production), speech, cognitive & academic performance, social-emotional/behavioral, self-determination & self-advocacy, family needs, career/vocational interests and options</p>	<p>PS 2.3.10</p> <p>Uses components of a comprehensive evaluation to include expanded core curriculum, auditory status & auditory function, vision, ASL (comprehension & production), spoken language (comprehension and production), speech, cognitive & academic performance, social-emotional/behavioral, self-determination & self-advocacy, family needs, career/vocational interests and options</p>

<p>Function 2.4</p> <p>The educator of DHH learners uses a variety of assessment instruments, procedures, and technologies to determine the efficacy of the learning environment for effective instructional planning and implementation</p>	
Content Knowledge	Professional Skills
<p>CK 2.4.1</p> <p>Understands physical, social, and learning environments conducive for DHH learners to plan and implement both explicit instruction and incidental learning</p>	<p>PS 2.4.7</p> <p>Develops and implements learning activities based on the physical, social, and learning environment conducive for DHH learners to receive explicit instruction and incidental learning</p>
<p>CK 2.4.2</p> <p>Knows how to assess the environment to determine if it appropriately supports the child's access to communication & instruction (e.g., use of sign language interpreter, classroom acoustics, lighting, captioning, classroom participation strategies, school culture of inclusion)</p>	<p>PS 2.4.8</p> <p>Uses assessment results to identify the necessary accommodations & modifications necessary to support communication & learning (e.g., use of sign language interpreter, classroom acoustics, lighting, captioning, classroom participation strategies, school culture of inclusion)</p>
CK 2.4.3	PS 2.4.9

Understands techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments	Uses techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments
CK 2.4.4 Knows strategies for DHH learner assessment to manage transitions in educational placements, environments, school and life changes, and settings (e.g., new school settings, teachers, school environments, etc.)	PS 2.4.10 Uses strategies for DHH learner assessment to manage transitions in educational placements, environments, school and life changes, and settings (e.g., new school settings, teachers, school environments, etc.)
CK 2.4.5 Understands the use of DHH learner assessment data to guide early intervention, instruction, and transitional planning (including Individual Plan of Study) and post school outcomes to meet the DHH learner's needs	PS 2.4.11 Utilizes appropriate formative, summative, and diagnostic assessment of expanded core curriculum, visual and spoken language skills, literacy skills, auditory skills, self-advocacy, self-determination, functional listening, self-care skills, and student safety to guide early intervention, instruction, and transitional planning (including Individual Plan of Study) and post school outcomes to meet the DHH learner's needs
CK 2.4.6 Knows the meaning of results in lay terms in relation to statewide assessments, formative and summative evaluations, and DHH learner progress as well as understanding the need for empowering families about the DHH learner's developmental and educational needs and subsequent outcomes	PS 2.4.12 Explains the meaning of results in lay terms in relation to statewide assessments, formative and summative evaluations, and DHH learner progress with the intent of further empowering families to the DHH learner's developmental and educational needs and subsequent outcomes

STANDARD 3 Child Development and Learning

The educator of DHH learners is grounded in the development of young children including typical language development as it applies to DHH children and values learner differences; uses the knowledge of development for facilitating language acquisition and for both incidental and explicit learning; and uses the knowledge of development to create healthy, respectful, supportive, and challenging learning environments for all DHH learners

Function 3.1 The educator of DHH learners is grounded in the development of young children including typical language development as it applies to DHH children and values learner differences	
Content Knowledge	Professional Skills
CK 3.1.1 Knows age-appropriate developmental expectations (e.g., cognitive, physical, social, emotional, and language) and recognizes variable progression in DHH learner	PS 3.1.15 Applies age-appropriate developmental expectations to address individual learning of DHH learner, including physical, cognitive, social, emotional language and aesthetic domains; play, activity and learning processes
CK 3.1.2 Understands integration of developmental domains as it applies to DHH learners	PS 3.1.16 Uses knowledge of developmental domains to address individual needs of DHH learner and to create positive, language-rich learning environments to stimulate brain development
CK 3.1.3 Knows and understands multiple influences on development of the whole DHH learner (e.g., play, brain research, environmental factors, individual physical factors, medical, genetics, parent developmental level, nutrition, SES status)	PS 3.1.17 Demonstrates respect for each DHH learner as a feeling, thinking individual and respect for each child's culture, home language, individual abilities or disabilities, family context, and community as well as affirms anti-bias perspectives on development and learning of DHH learner
CK 3.1.4 Knows and understands typical progression of language development and the impact of hearing loss on the access to spoken language and language acquisition of DHH learner from birth to age 8	PS 3.1.18 Demonstrates knowledge of typical progression of language development and the impact of hearing loss on the access and language acquisition of DHH learner from birth to age 8
CK 3.1.5 Understands current theories of how languages (e.g., ASL and English) develop in both hearing and DHH learners	PS 3.1.19 Explains current theories of how languages (e.g., ASL and English) develop in both hearing and DHH learners
CK 3.1.6 Understands the influence of variables such as age of identification, type and etiology, hearing level, auditory development, access to ASL, and the provision of services/intervention on the development of language for DHH learner (e.g., ASL and English)	PS 3.1.20 Demonstrates knowledge of the influence of variables such as age of identification, type and etiology, hearing level, auditory development, access to ASL, and the provision of services /intervention on the development of language for DHH learner (e.g., ASL and English)

CK 3.1.7 Understands typical developmental sequences in auditory and visual perception as well as the factors that impact visual and/or auditory learning in DHH learners	PS 3.1.21 Articulates and plans for knowledge of typical developmental sequences in auditory and visual perception as well as the factors that impact visual and/or auditory learning in DHH learners
CK 3.1.8 Understands the principles of language acquisition and early communication for DHH learners, including prelinguistic and early linguistic communication stages, and how it can improve language development	PS 3.1.22 Applies the principles of language acquisition for DHH learners and can describe how early communication, including prelinguistic and early linguistic communication stages, can improve language development
CK 3.1.9 Understand the effects of multiple language exposure on DHH learner's development (i.e., bilingualism, ASL, English) drawing upon current theories of bilingualism for DHH learners	PS 3.1.23 Demonstrates respect and plans for the effects of multiple language exposure on DHH learner's development (i.e., bilingualism, ASL, English) drawing upon current theories of bilingualism for DHH learners
CK 3.1.10 Understands the development of phonology, morphology, syntax, semantics, and pragmatics of ASL and English	PS 3.1.24 Promotes the development of phonology, morphology, syntax, semantics, and pragmatics of ASL and English
CK 3.1.11 Understands the impact of exceptionalities on the development of language and learning for DHH learners including the ways in which exceptionalities may interact with varying hearing levels resulting in more complex needs	PS 3.1.25 Considers the impact of exceptionalities on the development of language and learning for DHH learners including the ways in which exceptionalities may interact with varying hearing levels resulting in more complex needs
CK 3.1.12 Understands how intrinsic and external factors impact visual, spatial, tactile and auditory aspects of communication acquisition in DHH learners	PS 3.1.26 Demonstrates how intrinsic and external factors impact visual, spatial, tactile and auditory aspects of communication acquisition in DHH learners
CK 3.1.13 Understands how early comprehensible communication influences DHH infants and learners, their families, and/or other caregivers	PS 3.1.27 Articulates the impact of cultural/familial factors, including effect on the development of communication skills, in DHH infants and learners
CK 3.1.14 Has knowledge of physical, social, and learning environments that can influence cognitive and physical development of DHH learners	PS 3.1.28 Develops and implements learning activities based on the physical, social, and learning environment of DHH learners

Function 3.2

The educator of DHH learners uses the knowledge of development for facilitating language acquisition and for both incidental and explicit learning

Content Knowledge	Professional Skills
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CK 3.2.1 Knows of language-rich learning environments that maximize opportunities for visual and/or auditory learning and meets developmental and learning needs of DHH learners	PS 3.2.8 Designs a language-rich learning environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs of DHH learners
CK 3.2.2 Understands strategies for developing incidental and explicit language/learning experiences for DHH learners	PS 3.2.9 Explains strategies for developing incidental and explicit language/learning experiences for DHH learners
CK 3.2.3 Knows strategies that promote a language-rich learning environment to facilitate language, thought, and early literacy for DHH learners	PS 3.2.10 Coaches families in the use of strategies that promote a language-rich learning environment to facilitate language, thought, and early literacy for DHH learners
CK 3.2.4 Understands the importance of having access to skilled and experienced professionals to facilitate language development using language and communication modalities appropriate for the DHH learner	PS 3.2.11 Provides families and children with access to skilled and experienced professionals to facilitate language development using language and communication modalities appropriate for the DHH learner
CK 3.2.5 Understands how to implement strategies to promote visual language learning, promote auditory learning in children who have access through hearing technology (e.g., hearing aids, bone conduction devices, cochlear implants, digital modulation devices), and promote access to language using combined or multiple modalities for DHH learners	PS 3.2.12 Demonstrates and plans for strategies to promote visual language learning, auditory learning in children who have access through hearing technology (e.g., hearing aids, bone conduction devices, cochlear implants, digital modulation devices), and access to language using combined or multiple modalities for children DHH learners
CK 3.2.6 Understands and has knowledge of embedding goals within daily routines and integrating communication in a variety of social, linguistic, and cognitive/academic contexts for DHH learners	PS 3.2.13 Demonstrates how to embed goals within daily routines and integrate communication in a variety of social, linguistic, and cognitive/academic contexts for DHH learners
CK 3.2.7 Identifies factors related to quality and quantity of incidental language on learning experiences, which impact the language development of DHH infants and learners	PS 3.2.14 Plans for factors related to quality and quantity of incidental language on learning experiences, which impact the language development of DHH infants and learners

Function 3.3 The educator of DHH learners uses the knowledge of development to create healthy, respectful, supportive, and challenging learning environments for all DHH learners	
Content Knowledge	Professional Skills
CK 3.3.1	PS 3.3.8

Knows basic methods for promoting the development of DHH learner's self-regulatory skills	Applies principles of effective classroom management to establish clear rules and standards of behavior (e.g., daily routines, setting up classroom rules, providing choices, logical consequences) for DHH learners
CK 3.3.2 Understands the importance of a language-rich and literacy-rich environment to support and expand DHH learner's communication through ASL, English literacy, listening, spoken language, and other modes	PS 3.3.9 Creates a language-rich and literacy-rich environment for DHH learners and implements components of literacy throughout the environment (e.g., by using printed material, dramatic play, environmental print, listening center, writing materials) to model ASL, English literacy, listening, spoken language, and other modes during daily routines
CK 3.3.3 Understands the importance of a culturally sensitive, including deaf culture, learning environments for DHH learners and their families	PS 3.3.10 Uses a variety of materials and strategies to support a multicultural, including deaf culture, and anti-bias curriculum for DHH learners in the classroom (e.g., pictures, books, and cultural artifacts) and with families
CK 3.3.4 Knows how to create a learning environment that encourages DHH learners to work productively and cooperatively with each other to achieve learning goals	PS 3.3.11 Plans and selects activities and materials that incorporate team building, cooperative learning, respect and personal responsibility (e.g., morning meeting, positive reinforcements, classroom jobs) for DHH learners
CK 3.3.5 Knows that the DHH learner's learning environment should include safety procedures and precautions	PS 3.3.12 Identifies procedures that ensure the DHH learner's learning environment is a safe place (e.g., scanning for safety hazards, playground routines, fire drills)
CK 3.3.6 Understands the importance of visual access to language and technology rich learning environment for DHH learners	PS 3.3.13 Develops technology enriched learning environments that uses appropriate digital tools, assistive technology, augmentative and alternative communication systems and other resources as needed for DHH learners
CK 3.3.7 Possesses the knowledge and skills needed to promote DHH learner's physical and psychological health, safety, and sense of security	PS 3.3.14 Applies the knowledge and skills needed to promote DHH learner's physical and psychological health, safety, and sense of security

STANDARD 4 Planning & Instruction with Evidence-Based Strategies

The educator of DHH learners uses evidence-based strategies to develop the Individualized Family Service Plans (IFSP) and/or Individualized Education Programs (IEPs) utilizing bilingual education (ASL and English) as it applies to DHH learners, including cultural and ethnic diversities, for early intervention and academic and social-emotional development; DHH learning environments; teacher knowledge of subject matter; and technology for effective instructional planning and implementation

Function 4.1 The educator of DHH learners uses evidence-based strategies to develop the IFSP/IEP utilizing bilingual education (ASL and English) as it applies to DHH learners, including cultural and ethnic diversities, for early intervention academic and social-emotional development for effective instructional planning and implementation	
Content Knowledge	Professional Skills
CK 4.1.1 Understands the purpose of the IFSP and IEP and how it guides the DHH learner's early intervention and educational plan	PS 4.1.6 Explains the purpose of the IFSP and IEP and how it guides the DHH learner's early intervention and educational plan
CK 4.1.2 Knows the components of an IFSP and IEP (e.g., present levels of performance, goals, accommodations/modifications)	PS 4.1.7 Writes present level of development, academic and social/emotional performance; measurable goals with baseline data; and accommodations and/or modifications used with DHH learner
CK 4.1.3 Knows and understands sources of materials and supports promoting a bilingual environment for DHH learners	PS 4.1.8 Selects, designs, produces, and utilizes media, materials, and resources required to educate DHH learners in a bilingual environment
CK 4.1.4 Understands how to access/modify appropriate activities, general education curriculum, instruction to enhance learning opportunities for DHH learners	PS 4.1.9 Infuses ASL and English across the curriculum as consistent with the DHH learner's individualized education program (IEP)
CK 4.1.5 Knowledge of assessment tools for both formative and summative purposes to inform, guide, and adjust instruction for DHH learners	PS 4.1.10 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objective for DHH learners

Function 4.2 The educator of DHH learners uses evidence-based strategies to develop the IFSP/IEP utilizing bilingual education (ASL and English) as it applies to DHH learning environments for effective instructional planning and implementation	
Content Knowledge	Professional Skills
CK 4.2.1 Knows and understands information related to American Sign Language (ASL) and other English communication modes (e.g., auditory-	PS 4.2.8 Demonstrates proficiency in, and can advocate for, using ASL and English with DHH learners

oral, Signed English), including components of non linguistic and linguistic communication, used by DHH learners	
CK 4.2.2 Knows of evidence-based practices regarding first language development and second language acquisition (e.g., ASL to English or English to ASL) of DHH learners	PS 4.2.9 Applies first and second language teaching strategies (e.g., English through ASL) appropriate to the needs of the individual DHH learners
CK 4.2.3 Knows ways to facilitate cognitive, communicative and language (ASL and English) development in DHH learners	PS 4.2.10 Infuses ASL and English skills into developmental, pre-academic/academic, social-emotional, and core content areas as indicated on the DHH learner's IFSP/IEP
CK 4.2.4 Knowledge of placement options that allow for most accessible (i.e., least restrictive) environment that promotes a language rich environment for DHH learners	PS 4.2.11 Employs a variety of techniques and instructional strategies to enhance student learning based on educational placement of DHH learner
CK 4.2.5 Awareness of environmental and linguistic barriers that prevent access to incidental learning opportunities for DHH learners	PS 4.2.13 Demonstrates ability to modify incidental language by facilitating a barrier-free communication environment for DHH learners
CK 4.2.6 Understands the importance of creating safe, culturally responsive learning environments to engage DHH learners in meaningful learning activities and social interactions through collaboration with general/special educators and other colleagues	PS 4.2.14 Modifies programs, instructional processes and learning environments to meet the physical, cognitive, cultural, and communication needs of DHH learners
CK 4.2.7 Knowledge of DHH learners with co-occurring conditions and exceptionalities unique cognitive, physical, sensory and other learning needs to tailor and modify classroom and school environment	PS 4.2.15 Creates optimal learning space for DHH learners addressing unique cognitive, physical, sensory, and other learning needs to minimize distractions and maximize student growth

Function 4.3 The educator of DHH learners uses evidence-based strategies to develop the Individualized Family Service Plans (IFSP) and/or Individualized Education Programs (IEPs) utilizing bilingual education (ASL and English) as it applies to teacher knowledge of subject matter for effective instructional planning and implementation	
Content Knowledge	Professional Skills
CK 4.3.1 Understands the need to differentiate the instructional content, process, product, and learning environment to meet individual educational levels and skills of DHH learners	PS 4.3.4 Facilitates DHH learner's engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways

CK 4.4.2 Knows and understands subject matter and practices used in general education across content areas	PS 4.4.5 Consistently challenges and supports each DHH learner by providing appropriate content and developing skills which build upon students' present levels of knowledge and skills
CK 4.4.3 Knows appropriate strategies in ASL and English to develop literacy across the curriculum for DHH learners	PS 4.4.6 Uses appropriate strategies in ASL and English to develop literacy across the curriculum for DHH learners

Function 4.4 The educator of DHH learners uses evidence-based strategies to develop the Individualized Family Service Plans (IFSP) and/or Individualized Education Programs (IEPs) utilizing bilingual education (ASL and English) as it applies to technology for effective instructional planning and implementation	
Content Knowledge	Professional Skills
CK 4.4.1 Knows and understands technologies and resources available to DHH learners	PS 4.4.3 Utilizes appropriate technologies and resources required to support and educate DHH learners
CK 4.4.2 Understands augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of DHH learners	PS 4.4.4 Ensures use of visual tools, organizers, and current assistive technology that enhances communication access that support programming and planning across a variety of service delivery models and instructional settings for DHH learners

STANDARD 5 Professional Collaboration

The educator of the DHH learner demonstrates effective communication skills (i.e., fluency in American Sign Language and English is imbedded in each function) to enhance collaboration and consultation among school professionals to improve DHH learner outcomes while planning for and implementing effective instruction and services; and to implement the IEP, deliver instruction, and evaluate IEP implementation

Function 5.1 The educator of the DHH learners demonstrates effective communication skills to enhance collaboration and consultation among school professionals to improve DHH learner outcomes while planning for and implementing effective instruction and services	
Content Knowledge	Professional Skills
CK 5.1.1 Understands techniques and strategies for facilitating the DHH learner's maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.	PS 5.1.5 Implements techniques and strategies for facilitating the DHH learner's maintenance and generalization of knowledge and skills in a collaborative process while promoting successful transition to various learning environments.
CK 5.1.2 Knows and understands roles and responsibilities of teachers (teacher of the deaf, general education, and special education), interpreters, related service providers, and other support personnel (e.g., tutors, note takers) in the educational setting serving DHH learners	PS 5.1.6 Instructs DHH learners to self-advocate and seek available services from teachers (teacher of the deaf, general education, and special education), interpreters, related service providers, and other support personnel (e.g., tutors, note takers) in the educational setting serving DHH learners
CK 5.1.3 Knows and understands roles and responsibilities of teachers in a variety of teaching situations (e.g., co-teaching, general education, itinerant, team teaching) that support positive DHH learner outcomes	PS 5.1.7 Communicates the roles and responsibilities of collaboration with teachers in a variety of teaching situations (e.g., co-teaching, general education, itinerant, team teaching) that support positive DHH learner outcomes
CK 5.1.4 Knows and understands the role and responsibility for providing knowledge and awareness specific to the needs of the DHH learner for general education teachers, school administrators, support staff, and other school personnel	PS 5.1.8 Provides knowledge and awareness specific to the needs of the DHH learner for general and special education teachers, school administrators, support staff, and other school personnel
Function 5.2 The educator of the DHH learners demonstrates effective communication skills to implement the IFSP, IEP, deliver instruction, and evaluate IFSP/IEP implementation	
Content Knowledge	Professional Skills
CK 5.2.1	PS 5.2.3

Knows and understands strategies for supporting the DHH learner in managing transitions in educational placements, environments, school and life changes, and settings (i.e., new school settings, teachers, interpreters [if needed], post school environments, etc.)	Plans and implements transitions across service continua through collaboratively employing strategies for supporting the DHH learner in managing transitions in educational placements, environments, school and life changes, and settings (i.e., new school settings, teachers, interpreters [if needed], post school environments, etc.)
<p>CK 5.2.2</p> <p>Knows and understands the responsibility for coordinating and supervising support personnel including, but not limited to, interpreters, note-takers, and paraprofessionals to meet the needs of DHH learners</p>	<p>PS 5.2.4</p> <p>Facilitates and oversees the responsibility for coordinating and supervising support personnel including, but not limited to, interpreters, note-takers, and paraprofessionals to meet the needs of DHH learners</p>

STANDARD 6 Family & Community Engagement

The educator of DHH learners understands the importance of family and community in the deaf education and special education process; is aware of and understands the importance of deaf culture for DHH learners and their families; and works to actively engage and empower families as partners in the education of the DHH learner

Function 6.1 The educator of DHH learners understands the importance of family and community in the deaf education and special education process	
Content Knowledge	Professional Skills
CK 6.1.1 Knows the importance of respectful and beneficial relationships with family members of DHH learners and understands the importance of respecting the families' culture and traditions when planning for the educational opportunities for the DHH learner	PS 6.1.6 Fosters respectful and beneficial relationships with family members of DHH learners and acknowledges the families' culture and traditions when planning for the educational opportunities for the DHH learner
CK 6.1.2 Understands the importance of establishing proactive relationships with families through respectful, open communication (e.g., signed, spoken, and written) using the primary language used in DHH learner's in homes	PS 6.1.7 Demonstrates the ability to effectively communicate (e.g., signed, spoken, and written) with families in routine and consistent interactions using a variety of tools (e.g., daily home communication, IFSP/IEP meetings) for building, enriching, and sustaining home/school communication using the primary language used in the DHH learner's home
CK 6.1.3 Understands the relevant community resources applicable to the needs of the DHH learner and the importance of accessing these community resources in the early intervention and educational environments	PS 6.1.8 Acknowledges the benefits community resources can provide to the DHH learner's IFSP/IEP and demonstrates a basic understanding of how to engage those community resources and integrate them into early intervention and educational environments
CK 6.1.4 Understands importance of families and/or other caregivers having the knowledge and skills to make appropriate choices and establish priorities needed to enhance development and transition for DHH learners	PS 6.1.9 Creates opportunities for interaction with communities of individuals who are DHH on a local, state and national level including, but are not limited to, neighborhood, ethnic and culturally-based, and health care and medical communities
CK 6.1.5 Awareness of services provided to support DHH learners by school support personnel, governmental and non-governmental agencies or individuals	PS 6.1.10 Instructs families and DHH learners to self-advocate and seek available services from school support personnel and through collaboration with governmental and nongovernmental agencies or individuals

Function 6.2 The educator of DHH learners is aware of and understands the importance of deaf culture for DHH learners and their families	
Content Knowledge	Professional Skills
CK 6.2.1 Recognizes that DHH learners should have access to culturally competent services that provide the same quality and quantity of information given to families from the majority culture	PS 6.2.4 Incorporates DHH learner’s experiences, cultures, and community resources in early intervention and educational instruction
CK 6.2.2 Understands the importance of collaborations with families in culturally responsive ways to address the needs of DHH learners and their families	PS 6.2.5 Considers and is able to respond in culturally responsive ways to DHH learners and their families
CK 6.2.3 Understands the value of peers and role models who are DHH on family perceptions, decision making, and student outcomes	PS 6.2.6 Plans and promotes ongoing access to DHH peers and DHH adults including those who are fluent in the learner’s communication mode allowing for effective communication (i.e., IDEA “special factors” requirement for direct communication options)

Function 6.3 The educator of DHH learners includes and empowers families in deaf education program development and implementation	
Content Knowledge	Professional Skills
CK 6.3.1 Understands roles and responsibilities individually and shared by DHH learners, parents, other family members in planning for individual student programs (e.g., IFSP, IEP, Individual Plans of Study)	PS 6.3.5 Encourages and assists families to become active participants in the early intervention and educational process including assessment, developing the IFSP/IEP, determining services, identifying least restrictive environments, and other processes within deaf education
CK 6.3.2 Knows the importance of collaborating with families, community members, and school personnel to plan learning experiences in all environments for DHH learners	PS 6.3.6 Plans and collaborates with families, community members, and school personnel in integrating their DHH child into various learning environments and all settings
CK 6.3.3 Understands the importance of family engagement regarding the DHH learner’s performance, supplementary aids and supports, educational services, and college and career	PS 6.3.7 Obtains and applies input from the families regarding the DHH learner’s performance, supplementary aids and supports, educational services, and college and career readiness in all aspects of the IFSP/IEP team decisions

readiness in all aspects of the DHH learner's IFSP/IEP team decisions	
CK 6.3.4 Understands the importance of engaging and empowering families in the development and implementation of learning and behavioral interventions for both the classroom and the home environment for the DHH learner	PS 6.3.8 Engages and empowers families in the development and implementation of learning and behavioral interventions for the classroom and the home environment for the DHH learner

Function 6.4 The educator of DHH learners works to actively engage and empower families as partners in the education of the DHH learner	
Content Knowledge	Professional Skills
CK 6.4.1 Understands the importance of viewing the family as a collaborative team member(s) by providing a climate that seeks opinions, provides choices, and answers questions in the best interest of the DHH learner	PS 6.4.7 Empowers the family as collaborative team members by providing knowledge to the family as well as developing a climate that seeks opinions, provides choices, and answers questions in the best interest of the DHH learner
CK 6.4.2 Understands the importance of empowering parents to access a variety of resources (e.g., parent and family centers, state and federal publications about family input) that will enable them to participate in the DHH learner's early intervention and education, as well as be an advocate for the DHH learner	PS 6.4.8 Provides and discusses available resources (e.g., parent and family centers, state and federal publications about family input) that will enable parents to participate in the DHH learner's early intervention and education, as well as be an advocate for the DHH learner
CK 6.4.3 Understands the importance of community resources and networks, how they apply to the needs of the family, and utilizing them to enhance the DHH learner's early intervention and educational program	PS 6.4.9 Utilizes available community resources including those that support family empowerment, as well as the DHH learner's cultural background, transitional services, and specialized needs, and the impact those resources can have on the DHH learner
CK 6.4.4 Understands ways to further engage families in program planning, development, implementation, and evaluation of the DHH learner in the home environment and educational setting	PS 6.4.10 Engages, empowers, and collaborates with parents in interventions, instructional planning, instructional implementation, and the assessment/evaluation of the DHH learner in the home environment and educational setting
CK 6.4.5 Recognizes and understands concerns of parents, families, and/or other caregivers involved with DHH learner	PS 6.4.11 Identifies different ways to collaborate and communicate with families and/or caregivers involved with DHH learner
CK 6.4.6	PS 6.4.12

Understands the role of liaison to the parents and the community to serve and benefit the DHH learner	Provides regular communication with families (e.g., newsletter, home visits, community events, classroom celebrations) to serve and benefit the DHH learner
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STANDARD 7 Behavior & Classroom Management

The educator of DHH learners demonstrates knowledge and skill in the use of problem-solving models including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) frameworks; demonstrates cultural sensitivity in the access and development of language and communication skills of DHH learners; demonstrates sensitivity to cultural factors that would influence classroom management; uses social skills curricula to address specific needs of DHH learners; and promotes the self-determination of DHH learners

Function 7.1 The educator of DHH learners demonstrates knowledge and skills in the use of problem-solving models including PBIS within the MTSS framework	
Content Knowledge	Professional Skills
CK 7.1.1 Knows the principles of early intervening including the utilization of the MTSS framework, RtI and UDL for instruction of DHH learners	PS 7.1.5 Uses the MTSS framework, RtI, and UDL as the process for identifying DHH learners early for individualized instruction/intervention in order to provide for needs for learning
CK 7.1.2 Knows evidence-based theories, methods, techniques, interventions, and strategies of instruction to meet needs of social-emotional and behavioral learning/skills of DHH learners	PS 7.1.6 Uses a variety of behavioral theories and evidence-based strategies to understand and manage behavior of DHH learners within a tiered system of PBIS
CK 7.1.3 Understands how to use PBIS to establish positive school and classroom environments, support positive social interactions, and ensure academic success during small group instruction, and individual instruction for DHH learners	PS 7.1.7 Uses a system of tiered PBIS interventions to create a positive classroom climate that supports positive social interactions and ensures academic success during school-wide, small group, and/or individual instruction for DHH learners
CK 7.1.4 Understands crisis prevention and strategies that support the Kansas Emergency Safety Interventions (i.e. seclusion and restraint policies and procedures), as well as the impact of this intervention on the physical, emotional, and social well-being of the DHH learner	PS 7.1.8 Adheres to current Emergency Safety Intervention (ESI) regulations and uses strategies of positive behavioral supports in all environments including least intrusive interventions for DHH learners

Function 7.2 The educator of DHH learners demonstrates cultural sensitivity in the access and development of language and communication skills in DHH learners	
Content Knowledge	Professional Skills
CK 7.2.1 Knows classroom management that promotes positive social and communicative behaviors for DHH learners	PS 7.2.3 Plans for, modifies, and adapts the learning environment to promote positive social and communicative behaviors for DHH learners
CK 7.2.2	PS 7.2.4

Knows and understands the process for establishing ongoing interaction of DHH learners with peers (DHH and hearing), family members, and others	Utilizes appropriate behavior management techniques to establish and maintain socially acceptable behavior and communication for DHH learners
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Function 7.3 The educator of DHH learners demonstrates sensitivity to cultural factors that would influence classroom management	
Content Knowledge	Professional Skills
CK 7.3.1 Understands unique and cultural factors related to deaf gain/hearing loss that may influence the management of home, classrooms and other environments that include DHH learners	PS 7.3.3 Selects, adapts, and implements intervention and classroom strategies that reflect understanding of each DHH learner's needs, including deaf culture
CK 7.3.2 Knows and understands processes for managing behavior of DHH learners	PS 7.3.4 Utilizes appropriate behavior management techniques to establish and maintain socially acceptable behavior for DHH learners

Function 7.4 The educator of DHH learners demonstrates and uses social skills curricula to address specific needs of DHH learners	
Content Knowledge	Professional Skills
CK 7.4.1 Understands curricular and evidence-based practices and interventions addressing social, emotional and behavioral learning/skills for DHH learners in school, home and community settings	PS 7.4.5 Implements, modifies, adapts, and evaluates curriculum and interventions addressing social, emotional and behavioral learning/skills for DHH learners in school, home and community settings
CK 7.4.2 Understands curricular and evidence-based practices and interventions addressing social engagement, friendships, and supports for DHH learners from same-aged peers, with and without disabilities, in school, home, and community settings	PS 7.4.6 Implements, modifies, adapts, and evaluates curriculum and interventions addressing social engagement, friendships, and supports for DHH learners from same-aged peers, with and without disabilities, in school, home, and community settings
CK 7.4.3 Understands the effects of culture, gender, linguistic, and other diversity-related influences on behavior and the importance of considering these variables when developing social skills and using social skills curricula for DHH learners	PS 7.4.7 Addresses the effects of culture, gender, linguistic, and other diversity-related influences on behavior and takes these into consideration when developing social skills and using social skills curricula for DHH learners
CK 7.4.4 Understands a variety of evidence-based social skills curricula and interventions and promotes social skill generalization for DHH learners	PS 7.4.8 Uses a variety of social skills curricula and interventions to promote social skill development and generalization for DHH

across home and school settings with activities used in PBIS within an MTSS framework	learners across home and school settings with activities used in PBIS within an MTSS framework
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Function 7.5 The educator of DHH learners demonstrates knowledge and skills to promote the self-determination of DHH learners	
Content Knowledge	Professional Skills
CK 7.5.1 Knows evidenced-based theories, methods, techniques, interventions, and strategies of instruction to meet individual DHH learner's learning, functional, and self-determination needs	PS 7.5.5 Uses evidence-based theories, methods, techniques, interventions, and strategies of instruction to meet individual DHH learner's learning, functional, and self-determination needs
CK 7.5.2 Understands how to create learning environments that allow DHH learners to promote independence, self-motivation, self-direction, personal empowerment, self-determination, and self-esteem	PS 7.5.6 Creates learning environments that allow DHH learners to promote independence, self-motivation, self-direction, personal empowerment, self-determination, and self-esteem
CK 7.5.3 Understands the importance of addressing self-determination skills in the IFSP/IEP development for all DHH learners	PS 7.5.7 Writes IFSPs/IEPs that address the DHH learner's current self-determination skills and instructional needs
CK 7.5.4 Understands the relationship of self-determination curricula to DHH learner motivation, learning, and achievement of post-secondary transition goals	PS 7.5.8 Uses effective self-determination instructional methods to increase DHH learner motivation, enhance learning, and improve the DHH learner's success in meeting post-secondary transition goals

STANDARD 8 Transition

The educator of DHH learners demonstrates knowledge and skills to support, plan, and implement transition from Part C to Part B services; preschool to elementary settings; elementary to middle/secondary settings; and secondary to community, vocation, or post-secondary educational settings; and to access information and appropriate resources to support all transitions.

Function 8.1 The educator of DHH learners demonstrates knowledge and skills to support, plan, and implement transition from Part C to Part B services; preschool to elementary settings; elementary to middle/secondary settings; and secondary to community, vocation, or post-secondary educational settings	
Content Knowledge	Professional Skills
CK 8.1.1 Understands the use of DHH learner assessment data and knows strategies for DHH learner assessment, to guide transitional planning in educational placements, environments, school and life changes, and settings (e.g., new school settings, teachers, etc.), and post-secondary outcomes to meet the DHH learner's needs	PS 8.1.8 Uses assessment data to develop transition plans (i.e., Part C to Part B services; preschool to elementary settings; elementary to middle/secondary settings; and secondary to community, vocation, or post-secondary educational settings) including determination of assistive technology and goals, benchmarks, and short-term objectives
CK 8.1.2 Understands the impact of being DHH on planning for the transition from Part C to Part B services, early childhood to elementary, elementary to middle school, and middle/secondary settings, including services provided by governmental and nongovernmental agencies and individuals	PS 8.1.9 Plans for the transition from Part C to Part B services, early childhood to elementary, elementary to middle school, and middle/secondary settings, including services provided by governmental and nongovernmental agencies and individuals, based on the unique needs of the DHH learner
CK 8.1.3 Understands the impact of being DHH when planning for the transition from secondary to postsecondary education, college and career readiness settings, including services provided by governmental and nongovernmental agencies and individuals, based on the unique needs of the DHH learner	PS 8.1.10 Develops postsecondary transition plans based on the unique needs of the DHH learner that prepare the DHH learner for postsecondary education, college and career readiness settings, including services provided by governmental and nongovernmental agencies and individuals, based on the unique needs of the DHH learner
CK 8.1.4 Understands techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments	PS 8.1.11 Uses techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments
CK 8.1.5 Understands the importance of communication and collaboration with IFSP providers, IEP	PS 8.1.12 Communicates and collaborates with IFSP providers, IEP team members and other

team members and other professionals in planning for the DHH learner's continuum from early intervention to post-secondary transition settings	professionals in planning for the DHH learner's continuum from early intervention to post-secondary transition settings
CK 8.1.6 Knows and understands strategies for supporting the DHH learner in managing transitions in educational placements, environments, school and life changes, and settings (i.e., new school settings, teachers, interpreters [if needed], post school environments, etc.)	PS 8.1.13 Plans and implements transitions across service continua through collaboratively employing strategies for supporting the DHH learner in managing transitions in educational placements, environments, school and life changes, and settings (i.e., new school settings, teachers, interpreters [if needed], post school environments, etc.)
CK 8.1.7 Understands the DHH learner's need to self-advocate through all settings and to gain appropriate services (i.e., IEP services, Section 504 Plans and accessibility services required by ADA) at the post-secondary and career levels	PS 8.1.14 Structures the DHH learner's environment to self-advocate in all settings to enable the learner to self-advocate for appropriate services at the post-secondary and career levels

Function 8.2 The educator of DHH learners demonstrates knowledge and skills to access information and appropriate resources to support all transitions.	
Content Knowledge	Professional Skills
CK 8.2.1 Knows resources and other information related to career preparation and post-secondary programs including instructional strategies/assessments to promote planning for transition to post-school settings for the DHH learner	PS 8.2.6 Demonstrates knowledge of resources related to career preparation and post-secondary programs including instructional strategies/assessments to promote planning for transition to post-school settings for the DHH learner
CK 8.2.2 Knows of available resources including those that support family empowerment, as well as the DHH learner's cultural background, to support transitional services and the impact those resources can have on the planning and support in all transitions from birth to adulthood for the DHH learner	PS 8.2.7 Demonstrates knowledge of available resources including those that support family empowerment, as well as the DHH learner's cultural background, to support transitional services and the impact those resources can have on the planning and support in all transitions from birth to adulthood for the DHH learner
CK 8.2.3 Understands the types and importance of information available from family, school personnel, the legal system, and community service agencies, and is aware of sources of interpreter services and/or other unique services, networks, and organizations for DHH	PS 8.2.8 Communicates with family, school personnel, the legal system, and community service agencies, and utilizes interpreter services and/or other unique services, networks, and organizations for DHH learners involving transition support from early intervention (e.g.,

learners involving transition support from early intervention (e.g., Part C services) to school, throughout P-12 education, and then for career, vocational, and post-secondary transition support	Part C services) to school, throughout P-12 education, and then for career, vocational, and post-secondary transition support
CK 8.2.4 Knows a variety of instructional strategies to promote identification of DHH learner's interests and preferences in order for the learner to be an active participant in creating post-secondary goals for transition to post school settings	PS 8.2.9 Uses a variety of instructional strategies to promote identification of DHH learner's interests and preferences in order for the learner to be an active participant in creating post-secondary goals for transition to post school settings
CK 8.2.5 Knows the importance of collaborating with parents, other family members when planning for transitions for DHH learners	PS 8.2.10 Collaborates with parents and other family members, when planning for transitions for DHH learners

STANDARD 9 Professional & Ethical Practice

The educator of DHH learners knows about and upholds ethical standards and professional guidelines and behaves as an ethical member of the education profession; is a continuous, collaborative learner who engages in reflective practice to analyze and evaluate the implications of current trends and issues in deaf education to make informed ethical decisions; and advocates for sound educational practices and policies and maintains activity in the deaf community

Function 9.1 The educator of DHH learners knows about and upholds ethical standards and professional guidelines and behaves as an ethical member of the education profession	
Content Knowledge	Professional Skills
CK 9.1.1 Understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use in deaf education	PS 9.1.3 Accesses and manages information and data in an appropriate, professional and ethical manner as it pertains to deaf education
CK 9.1.2 Understands ethical responsibly in a professional context (e.g. due process, confidentiality, accurate record keeping, required reporting)	PS 9.1.4 Appropriately applies codes of ethics, professional standards of practice, and relevant law and policy in deaf education

Function 9.2 The educator of DHH learners is a continuous, collaborative learner who engages in reflective practice to analyze and evaluate the implications of current trends and issues in deaf education to make informed ethical decisions	
Content Knowledge	Professional Skills
CK 9.2.1 Understands that the field of deaf education is continuously developing and changing and the importance of engaging in continuous learning as an educator of DHH learners	PS 9.2.5 Sees self as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice and meet the developmental level of each DHH learner
CK 9.2.2 Exhibits knowledge, skills, and work processes representative of an innovative professional serving DHH learners in a global and digital society	PS 9.2.6 Demonstrates fluency in technology systems; models and facilitates effective use of current and emerging digital tools and uses contemporary tools and resources to maximize learning of DHH learners
CK 9.2.3 Recognizes the role of reflective practice for improvement of curriculum and instruction for DHH learners	PS 9.2.7 Demonstrates purposeful reflective practice to guide instruction (e.g. critical, pedagogical, surface, self-reflection, self-evaluation) and is open to adjustment and revision of lessons based on DHH learner needs and changing circumstances

CK 9.2.4 Understands the importance of integrating the knowledge, reflective, and critical perspectives on deaf education	PS 9.2.8 Applies knowledge of contemporary theory and research to construct learning environments that provide achievable and “stretching” experiences for each DHH learner, including DHH learners with co-occurring conditions
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Function 9.3 The educator of DHH learners advocates for sound educational practices and policies and maintains activity in the deaf community	
Content Knowledge	Professional Skills
CK 9.3.1 Recognizes the benefits that professional learning communities in the field of deaf education can provide (e.g. quality standards, conferences, research)	PS 9.3.5 Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving in deaf education
CK 9.3.2 Understands the importance and role of research-driven practice in deaf education	PS 9.3.6 Takes responsibility for contributing to and advancing the profession of deaf education
CK 9.3.3 Has an awareness of all appropriate professional organizations, current publications and journals, appropriate trainings relevant to the field of deaf education and supports for DHH learners and their families	PS 9.3.7 Accesses professional resources and participates in activities of professional organizations for current trends and issues in deaf education, standards for ethical practice and ongoing professional learning experiences
CK 9.3.4 Understands the importance of maintaining interactions with the deaf community, participating in opportunities to maintain and improve ASL, and enhancing knowledge of deaf culture	PS 9.3.8 Actively seeks interaction with the deaf community, participates in training programs to maintain and improve ASL and bilingual strategies for DHH learners, and continue to enhance understanding of deaf culture

APPENDIX OF TERMS

ASL	American Sign Language
Bilingual education	The use of American Sign Language (ASL) and English to address the comprehensive needs of deaf/hard of hearing (DHH) learners to be fluent in receptive/expressive signing, English (reading/writing), and, when appropriate, listening and spoken language skills
DHH	Deaf/hard of hearing Deaf culture uses the designation of “DHH” before the person marker. Therefore, we are recognizing and utilizing this cultural expression.
Deaf gain	Reframing deaf as a form of sensory and cognitive diversity that has the potential to contribute to the greater good of humanity (H-Dirksen Bauman, 2009). Contrasted with the perception of “lack of” or “loss”, this term focuses on the potential of benefitting society as a whole.
Learner	Learners from birth to secondary school completion, including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin
LRE for DHH learners	A L anguage- R ich E nvironment in an accessible language is required for adequate learning opportunities for DHH learners in a least restrictive environment. IDEA states IEP teams must “consider the communication needs of the child and in the case of a child who is deaf or hard of hearing, consider the child’s language and communication needs, opportunities for direct communications with peers and professional personnel in the child’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child’s language and communication mode.” (Part 300/D/300.324/a/2/iv)



KANSAS SCHOOLS FOR THE DEAF AND THE BLIND

STATEWIDE RESOURCES ON DEAFNESS AND BLINDNESS

www.KSSDB.org

KANSAS SCHOOL FOR THE DEAF

450 EAST PARK ST. · OLATHE, KS 66061-5497

PHONE: 913-791-0573 FAX: 913-791-0577

KANSAS STATE SCHOOL FOR THE BLIND

1100 STATE AVE. · KANSAS CITY, KS 66102-4411

PHONE: 913-281-3308 FAX: 913-281-3104

Item Title: Update from Kansas School for the Deaf

From: Superintendent Luanne Barron

Statutes place the control and supervision, rules and regulations of the Kansas State School for the Deaf (76-1001a.) and Kansas State School for the Blind (76-1101a.) under the Kansas State Board of Education.

Kansas School for the Deaf Superintendent Luanne Barron will provide updates to the State Board, including information on the safe return of staff and students this fall.



EQUAL EMPLOYMENT/EDUCATION OPPORTUNITY SCHOOLS





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1100 STATE AVE. · KANSAS CITY, KS 66102-4411

PHONE: 913-281-3308 FAX: 913-281-3104

Item Title: Update from Kansas State School for the Blind

From: Superintendent Jon Harding

Statutes place the control and supervision, rules and regulations of the Kansas State School for the Deaf (76-1001a.) and Kansas State School for the Blind (76-1101a.) under the Kansas State Board of Education.

Kansas State School for the Blind Superintendent Jon Harding will provide updates to the State Board on activities and initiatives at KSSB, as well as address the impact of COVID-19.





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

Item Title: Personnel Report

From: Marisa Seele, Wendy Fritz

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total New Hires	4	3	1									
Unclassified	3	3	1									
Unclassified Regular (leadership)	1	0	0									
Total Separations	2	3	6									
Classified	0	0	0									
Unclassified	2	3	5									
Unclassified Regular (leadership)	0	0	1									
Recruiting (data on 1st day of month)	2	9	7									
Unclassified	2	9	7									
Unclassified Regular (leadership)	0	0	0									

Total employees 244 as of pay period ending 09/18/2021. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 20 b.

Staff Initiating:

Marisa Seele

Director:

Wendy Fritz

Commissioner:

Randy Watson

Meeting Date: 10/12/2021

Item Title:

Act on personnel appointments to unclassified positions

Recommended Motion:

It is moved that the Kansas State Board of Education confirm personnel appointment(s) to unclassified position(s) at the Kansas State Department of Education.

Explanation of Situation Requiring Action:

The following personnel appointment is presented this month:

Leslie Bruton to the position of Coordinator on the Teacher Licensure and Accreditation team, effective Sept. 7, 2021, at an annual salary of \$62,289.24. This position is funded by the Teacher Licensure Fee Fund and the State General Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number:** 20 c.**Staff Initiating:**

Catherine Chmidling

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 10/12/2021**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 Barclay College, Kansas Wesleyan University, Southwestern College and Washburn University.

Explanation of Situation Requiring Action:

Following the institutional application and receipt of a complete institutional report, a review team of trained evaluators was appointed to review the education preparation provider or teacher education program (as appropriate) 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 education preparation provider or 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 accreditation and program approval status.

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

September 9, 2021

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

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

Introductory Statement:

On August 30, 2021, the Evaluation Review Committee reviewed an application for program approval for Barclay 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, 2027:

Elementary I, K-6, continuing

Areas for Improvement:

Standards 1-7

None

September 9, 2021

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for **Kansas Wesleyan University**

Introductory Statement:

On August 30, 2021, the Evaluation Review Committee reviewed applications for program approvals for Kansas Wesleyan University.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend “**Approved**” status for the following programs through **December 31, 2027**:

Chemistry, I, 6-12, continuing

Areas for Improvement:

Standards 1-8

None

Physical Education I, PreK-12, continuing

Areas for Improvement:

Standards 1-7

None

September 9, 2021

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for **Southwestern College**

Introductory Statement:

On August 30, 2021, the Evaluation Review Committee reviewed applications for program approvals for Southwestern 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 program through **December 31, 2027**:

Biology I, 6-12, continuing

Areas for Improvement:

Standards 1-10

None

Building Leadership A, PreK-12, continuing

Areas for Improvement:

Standards 1-7

None

Chemistry, I, 6-12, continuing

Areas for Improvement:

Standards 1-8

None

District Leadership A, PreK-12, continuing

Areas for Improvement:

Standards 1-7

None

Early Childhood Unified I, B-3, continuing

Areas for Improvement:

Standards 1-8

None

Elementary I, K-6, continuing

Areas for Improvement:

Standards 1-7

None

High Incidence A, K-6, 6-12, continuing

Areas for Improvement:

Standards 1-8

None

Low Incidence A, K-6, 6-12, continuing

Areas for Improvement:

Standards 1-7

None

Mathematics I, 5-8, continuing

Areas for Improvement:

Standards 1-7

None

Mathematics I, 6-12, continuing

Areas for Improvement:

Standards 1-7

None

Physical Education I, PreK-12, continuing

Areas for Improvement:

Standards 1-7

None

September 9, 2021

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for new program approval for **Washburn University**

Introductory Statement:

On August 30, 2021, the Evaluation Review Committee reviewed an application for a new program for Washburn University.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend “**New Program Approved with Stipulation**” status for the following program through **December 31, 2023**:

Speech/Theatre I, 6-12, New

Areas for Improvement:

Standards 1-6

None

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

PROGRAM REVIEW PROCESS

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

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

PROGRAM DECISIONS

New program approval decisions are:

- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:

- Approved
- Approved with Stipulation
- Not Approved.

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

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

(a) Application.

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

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

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

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

(c) Program review process.

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

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

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

(e) Request for hearing.

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

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

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

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

(g) Annual report.

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

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

(h) Change of approval status.

(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the

current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.

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

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

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

(a) Application for program renewal.

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

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

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and

(B) at least 12 weeks of student teaching.

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

(c) Program review process.

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

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

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

(e) Request for hearing.

(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall

specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).

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

(f) Approval status.

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

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

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

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

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

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

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 20 d.

Staff Initiating:

Shane Carter

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 10/12/2021

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

District	Dist Name	First	Last	Subject	Recomm.
D0203	Piper-Kansas City	Jamie	Spruk	High Incidence Special Ed.	Approved*
D0203	Piper-Kansas City	Megan	Riggs	Library Media Specialist	Approved
D0204	Bonner Springs	Maximo	Penichet	High Incidence Special Ed.	Approved*
D0207	Ft Leavenworth	Andrew	Malcolm	Low Incidence Special Ed.	Approved*
D0229	Blue Valley	Riley	Long	Low Incidence Special Ed.	Approved*
D0231	Gardner Edgerton	Tricia	Paulson	High Incidence Special Ed.	Approved
D0231	Gardner Edgerton	Sara	Reimer	Gifted	Approved**
D0231	Gardner Edgerton	Monica	Brown	Low Incidence Special Ed.	Approved*
D0233	Olathe	Gretchen	Norris	Low Incidence Special Ed.	Approved*
D0233	Olathe	Macy	Carbajo	Low Incidence Special Ed.	Approved*
D0233	Olathe	Ashley	Sikorski	High Incidence Special Ed.	Approved
D0233	Olathe	Catherine	Hanson	High Incidence Special Ed.	Approved*
D0233	Olathe	Dana	Spoor	High Incidence Special Ed.	Approved*
D0233	Olathe	Lesley	Ketcham	Low Incidence Special Ed.	Approved
D0233	Olathe	Mary	Vanhooser	Low Incidence Special Ed.	Approved*
D0233	Olathe	Tracy	Russman	Gifted	Approved*
D0234	Fort Scott	Kelsey	Demott	High Incidence Special Ed.	Approved**
D0259	Wichita	Brian	Latta	High Incidence Special Ed.	Approved
D0259	Wichita	Fanny	Zuazo Pinge	High Incidence Special Ed.	Approved
D0259	Wichita	Jacqueline	Bishop	High Incidence Special Ed.	Approved*
D0259	Wichita	Rebecca	Hamilton	High Incidence Special Ed.	Approved*
D0259	Wichita	Saffron	Hibbard	High 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*
D0259	Wichita	Melissa	Baysinger	Low Incidence Special Ed.	Approved*
D0259	Wichita	Lydia	Brown	Early Childhood/Pre-School	Approved*
D0259	Wichita	Bethany	Ensign	High Incidence Special Ed.	Approved*
D0259	Wichita	Jenny	Follin	High Incidence Special Ed.	Approved
D0259	Wichita	Jessica	Gehrer	High Incidence Special Ed.	Approved
	*First Renewal			**Final Renewal	

Page 2					
D0259	Wichita	Joanne	Povall	High Incidence Special Ed.	Approved
D0259	Wichita	Jocynda	Bolster	High Incidence Special Ed.	Approved
D0259	Wichita	Lori	Davis	High Incidence Special Ed.	Approved
D0259	Wichita	Taylor	Buford	High Incidence Special Ed.	Approved*
D0259	Wichita	Annette	Tillotson	Low Incidence Special Ed.	Approved
D0259	Wichita	Arikka	Gresham	Low Incidence Special Ed.	Approved*
D0259	Wichita	Hazel	May	Low Incidence Special Ed.	Approved
D0259	Wichita	Justin	Bostock	Low Incidence Special Ed.	Approved
D0259	Wichita	Sasha	Fletcher	Low Incidence Special Ed.	Approved
D0259	Wichita	Allison	Heeren	Visual Impaired	Approved
D0259	Wichita	Amy	Beckmann	Library Media Specialist	Approved*
D0259	Wichita	Lara	Dodson	Library Media Specialist	Approved*
D0259	Wichita	Maria	Lutes	Library Media Specialist	Approved
D0263	Mulvane	Jonna	LaKous	High Incidence Special Ed.	Approved
D0290	Ottawa	Marsha	Prendergast	High Incidence Special Ed.	Approved
D0333	Concordia	Alexis	Koops	High Incidence Special Ed.	Approved
D0333	Concordia	Lisa	McFadden	High Incidence Special Ed.	Approved*
D0336	Holton	Jaime	Hazlett	High Incidence Special Ed.	Approved
D0353	Wellington	Ryan	Swiggart	High Incidence Special Ed.	Approved*
D0353	Wellington	Kelsey	Whaley	High Incidence Special Ed.	Approved*
D0372	Silver Lake	Tyler	Seele	High Incidence Special Ed.	Approved
D0373	Newton	Ashley	Nottingham	Library Media Specialist	Approved*
D0396	Douglass Public Schools	Zoey	Biechler	English Language Arts	Approved
D0418	McPherson	Kiara	Rolfs	High Incidence Special Ed.	Approved*
D0418	McPherson	Melissa	Reimer	High Incidence Special Ed.	Approved
D0418	McPherson	Jeffery	Brown	High Incidence Special Ed.	Approved
D0437	Auburn Washburn	Diann	Faflick	Gifted	Approved*
D0437	Auburn Washburn	David	Letson	High Incidence Special Ed.	Approved**
D0437	Auburn Washburn	Ashlie	Wilk	Early Childhood Special Ed.	Approved
D0437	Auburn Washburn	Sarah	Pruden	High Incidence Special Ed.	Approved
D0457	Garden City	Dawn	Graham	High Incidence Special Ed.	Approved**
	*First Renewal			**Final Renewal	

Page 3					
D0457	Garden City	Katie	Gude	High Incidence Special Ed.	Approved*
D0457	Garden City	Kelly	Langdon	High Incidence Special Ed.	Approved
D0457	Garden City	Madison	Thompson	Early Childhood Special Ed.	Approved*
D0457	Garden City	Theresia	Woods	High Incidence Special Ed.	Approved*
D0457	Garden City	Kristie	Strecker	High Incidence Special Ed.	Approved**
D0457	Garden City	Natalie	Crook	High Incidence Special Ed.	Approved*
D0497	Lawrence	Kristina	Eggleston	High Incidence Special Ed.	Approved
D0497	Lawrence	Kristin	Oswald	Library Media Specialist	Approved
D0500	Kansas City	Kelly	Scarrow	High Incidence Special Ed.	Approved**
D0501	Topeka Public Schools	Clinton	Keckeisen	High Incidence Special Ed.	Approved*
D0501	Topeka Public Schools	Megan	Maness	High Incidence Special Ed.	Approved
D0501	Topeka Public Schools	Stefan	Burrell	High Incidence Special Ed.	Approved
D0501	Topeka Public Schools	Brandy	Gager	High Incidence Special Ed.	Approved
D0501	Topeka Public Schools	Kathy	Anstaett	High Incidence Special Ed.	Approved
D0501	Topeka Public Schools	Kaylie	Collins	High Incidence Special Ed.	Approved
D0501	Topeka Public Schools	Marcia	Cowdin	High Incidence Special Ed.	Approved
D0501	Topeka Public Schools	Neriza	Del Castillo	Visual Impaired	Approved*
D0501	Topeka Public Schools	Elizabeth	Mollet	High Incidence Special Ed.	Approved*
D0501	Topeka Public Schools	Lori	Gowan	High Incidence Special Ed.	Approved*
D0501	Topeka Public Schools	Slayton	Fargo	High Incidence Special Ed.	Approved*
D0607	Tri County Special Education Coop	Lee	Odell	High Incidence Special Ed.	Approved
D0607	Tri County Special Education Coop	Jessica	Childress	Low Incidence Special Ed.	Approved*
D0607	Tri County Special Education Coop	Lisa	Jackson	Low Incidence Special Ed.	Approved**
D0609	Southeast KS Education Service Center	Robert	Obanion	Low Incidence Special Ed.	Approved
D0615	Brown Co KS Special Ed Coop	Kendelle	Runer	High Incidence Special Ed.	Approved
D0617	Marion County Special Education	Carly	Stuck	High Incidence Special Ed.	Approved
D0617	Marion County Special Education	Michelle	Meyer	Early Childhood Special Ed.	Approved
	*First Renewal			**Final Renewal	

Page 4					
D0619	Sumner Co Educational Services	Amanda	Eaton	Low Incidence Special Ed.	Approved
D0619	Sumner Co Educational Services	Amy	Gumm	High Incidence Special Ed.	Approved*
D0619	Sumner Co Educational Services	Tiffany	Johnson	High Incidence Special Ed.	Approved
D0701	Coffey County Special Education Cooperative	Mary	Skillman	Early Childhood Special Ed.	Approved
D0701	Coffey County Special Education Cooperative	Hannah	Birk	High Incidence Special Ed.	Approved
D0702	Twin Lakes Education Cooperative	Cassy	Perkins	High Incidence Special Ed.	Approved
D0702	Twin Lakes Education Cooperative	Ronald	Thompson	High Incidence Special Ed.	Approved
	*First Renewal			**Final Renewal	

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 20 e.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 10/12/2021

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 203 Piper, Wyandotte County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 203 Piper, Wyandotte County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 203 Piper, Wyandotte County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 203 plans to use the bond proceeds (not to exceed \$64,000,000) to pay the costs to: (a) construct Phase II (additional 100,000 square feet) of planned new Piper High School Gr 9-12 (currently Piper Creek Elementary), which includes classroom expansion, Performing Arts Center, CTE/Trades learning spaces, athletic complex and site upgrades; (b) new front entrance, exterior enhancements, safe parent pick up/drop off site, create state of the art K-5 elementary including mech, electrical, plumbing and data upgrades to current Piper Middle School to become the new Piper Creek Elementary; (c) rebranding, MS site and parking improvements, safe parent pick up/drop off improvements to current Piper High School to become the new Piper Middle School; (d) conversion of Piper East to new ECC Program, 3 pod classroom upgrades; (e) safe parent pick up/drop off site development at Piper Prairie Elementary; (f) 15 to 20 acre land acquisition for a 3rd elementary school; (g) new and upgraded computer and communications technology not included in construction, district wide technology infrastructure; and (h) furnish, equip and repair school district buildings; all necessary improvements related thereto; and pay related fees and expenses.

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

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing growth in enrollment.

(continued)

3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
8. No buildings are being consolidated under this proposal.

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

Unified School District 203 Piper-Kansas City	County: Wyandotte
--	--------------------------

1. Current equalized assessed tangible valuation *	<u>\$247,276,153</u>	
2. Percentage of bond debt limit	<u>14%</u>	
3. Amount of bond debt limit	<u>\$34,618,661</u>	
4. State Aid Percentage	<u>0%</u>	21-22 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$51,170,000</u>	<u>20.7%</u>
6. Amount of bond indebtedness requested	<u>\$64,000,000</u>	<u>25.9%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$115,170,000</u>	<u>46.6%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$34,618,661</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$80,551,339</u>	<u>32.6%</u>

Forms Requested

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

September 21, 2021
Date

September 21, 2021
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 20 f.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 10/12/2021

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 203 Piper, Wyandotte County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 203 Piper, Wyandotte County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 203 Piper, Wyandotte County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held on Sept. 28, 2021.

USD 203 plans to use the bond proceeds (not to exceed \$64,000,000) to pay the costs to:

(a) construct Phase II (additional 100,000 square feet) of planned new Piper High School Gr 9-12 (currently Piper Creek Elementary), which includes classroom expansion, Performing Arts Center, CTE/Trades learning spaces, athletic complex and site upgrades; (b) new front entrance, exterior enhancements, safe parent pick up/drop off site, create state of the art K-5 elementary including mech, electrical, plumbing and data upgrades to current Piper Middle School to become the new Piper Creek Elementary; (c) rebranding, MS site and parking improvements, safe parent pick up/drop off improvements to current Piper High School to become the new Piper Middle School; (d) conversion of Piper East to new ECC Program, 3 pod classroom upgrades; (e) safe parent pick up/drop off site development at Piper Prairie Elementary; (f) 15 to 20 acre land acquisition for a 3rd elementary school; (g) new and upgraded computer and communications technology not included in construction, district wide technology infrastructure; and (h) furnish, equip and repair school district buildings; all necessary improvements related thereto; and pay related fees and expenses.

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

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing growth in enrollment.

(continued)

3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
8. No buildings are being consolidated under this proposal.

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

Unified School District 203 Piper-Kansas City	County: Wyandotte
--	--------------------------

1. Current equalized assessed tangible valuation *	<u>\$247,276,153</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$34,618,661</u>	
4. State Aid Percentage	<u>0%</u>	21-22 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$51,170,000</u>	<u>20.7%</u>
6. Amount of bond indebtedness requested	<u>\$64,000,000</u>	<u>25.9%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$115,170,000</u>	<u>46.6%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$34,618,661</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$80,551,339</u>	<u>32.6%</u>

Forms Requested

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

September 21, 2021
Date

September 21, 2021
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number:** 20 g.**Staff Initiating:**

Janet Williams

Director:

Kathi Grossenbacher

Commissioner:

Randy Watson

Meeting Date: 10/12/2021

Item Title:

Act on request to contract with vendor(s) to upgrade KSDE student data collection, database and reporting infrastructure

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to publish a Request for Proposal and enter into a contract with chosen vendor(s) for the purpose of upgrading KSDE student data collection, database and reporting infrastructure, and processes. The contract would be from date of award through June 30, 2025 in an amount not to exceed \$5,575,000.

Explanation of Situation Requiring Action:

Since 2006, KSDE has developed and maintained its own longitudinal data system, known as the Kansas Individual Data on Students (KIDS) system. In addition to the KIDS system, KSDE maintains dozens of additional secure web applications to support various district, state and federal needs, and requirements. Under this project, KSDE intends to modernize and standardize its data collection, management and dissemination capabilities by migrating from the KIDS system to an interoperable statewide solution. The data system will utilize the common education data standards data model throughout its enterprise to provide a solution to address current and future data needs.

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number: 20 h.****Staff Initiating:**

Beth Fultz

Director:

Scott Smith

Commissioner:

Randy Watson

Meeting Date: 10/12/2021**Item Title:**

Act on request to contract with WIDA for alternate English Learner assessments

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into an assessment contract with the Wisconsin Center for Education Research at the University of Wisconsin-Madison on behalf of the WIDA assessment group for the purpose of providing alternate English Learner assessments to students in accredited schools. The annual cost shall not exceed \$120,000 per year, with the total contract from Dec. 1, 2021 through June 30, 2026 not to exceed \$600,000.

Explanation of Situation Requiring Action:

The KSDE staff recommends approval of an alternate assessment contract for English Learners with WIDA in an amount not to exceed \$600,000. This contract includes the administration, scoring and reporting of English Learner alternate assessments for students with the most severe cognitive disabilities in grades 1-12. It also provides data necessary for the KSDE to comply with ESEA and IDEA reporting for English Learners with significant cognitive disabilities who are unable to take the Kansas English Language Proficiency Assessment (KELPA).

The Alternate ACCESS for ELs was developed by WIDA at the University of Wisconsin-Madison and has been in use since 2011. It is a large-print, paper-based test individually administered to students in grades 1-12. Alternate ACCESS is intended for ELs with significant cognitive disabilities who participate, or who are likely to participate, in the state's alternate assessments (DLM). Alternate ACCESS will provide Kansas with the means to meet federal requirements for monitoring and reporting ELLs progress toward English language proficiency.

Alternate ACCESS measures a student's language proficiency in the four federally required domains of **Listening, Reading, Speaking, and Writing**. The assessment is organized into grade-level clusters for grades 1-2, 3-5, 6-8, and 9-12. It is individually administered and scored. Assessment results are provided in both scale- and proficiency-level scores and can be used to inform instruction, monitor progress, and identify English language proficiency for ELs with the most significant cognitive disabilities in a school or district.

The Alternate ACCESS assessments are aligned to English Language Development Standards which include the language domains of Listening, Reading, Speaking, and Writing, and are based on

(continued)

academic language content in social and instructional language, language of language arts, mathematics and science. Academic language proficiency corresponds to performance measures of linguistic complexity, vocabulary usage and language control.

The Alternate ACCESS is a short test, with no individual section (i.e. Listening, Reading, Speaking, and Writing) containing more than 10 items. The number of test items is intentionally limited so the test will not present undue stress on students.

The Alternate ACCESS has been a static assessment. The Minnesota Department of Education, in collaboration with WIDA and the Texas Department of Education, has been awarded a Competitive Assessment Grant to upgrade Alternate ACCESS. Under this grant, WIDA is contracting with Achievement and Assessment Institute at KU to develop new items in order to refresh and create new test forms. The updated assessment will include kindergarten and should be available for use in 2025.

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number:** 20 i.**Staff Initiating:**

Scott Smith

Director:

Scott Smith

Commissioner:

Randy Watson

Meeting Date: 10/12/2021

Item Title:

Act on request to contract with Pittsburg State University's Center for READIng

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate a contract with Pittsburg State University's Center for READIng for project management in an amount of \$80,000 per year for five years, for a total contract amount not to exceed \$400,000.

Explanation of Situation Requiring Action:

Per House Bill 2134, the Kansas State Department of Education will contract with the Center for READIng at Pittsburg State University for READIng project manager grant. Responsibilities include (1) assisting with the development of reading curricula, (2) supporting the development of a dyslexia textbook for in-class learning, (3) identifying dyslexia resources for in-class learning, and (4) assisting in the development of dyslexia trainers.

The dyslexia resources and training developed will serve as supports for the State Board of Education's dyslexia screening and structured literacy initiative. The KSDE's dyslexia manager will utilize the Pittsburg resources when working with schools. The Center for READIng at PSU focuses on Research, Evaluation and Awareness of Dyslexia.

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number:** 20 j.**Staff Initiating:**

Beth Fultz

Director:

Scott Smith

Commissioner:

Randy Watson

Meeting Date: 10/12/2021

Item Title:

Act on request to renew contract with the National Student Clearinghouse

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with the National Student Clearinghouse for the purpose of providing postsecondary enrollment, degrees, diplomas, certificates and other educational achievements on Kansas high school graduates. The annual cost shall not exceed \$52,000 per year, with the total contract from Jan. 1, 2022 through Dec. 31, 2026 not to exceed \$260,000.

Explanation of Situation Requiring Action:

The KSDE staff recommends renewal of the National Student Clearinghouse contract in an amount not to exceed \$260,000. This contract includes student level postsecondary information on enrollment, degrees, diplomas, certifications and other educational achievements of Kansas high school graduates.

The KSDE will transmit high school graduate information annually to the Clearinghouse. The Clearinghouse will compare the Kansas graduate file with its database and provide KSDE with data on the subsequent enrollment and educational achievements of our graduates. Both parties will comply with all applicable laws and regulations concerning the security and dissemination of the information exchanged.

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number:** 20 k.**Staff Initiating:**

Brad Neuenswander

Deputy Commissioner:

Brad Neuenswander

Commissioner:

Randy Watson

Meeting Date: 10/12/2021**Item Title:**

Act on request to amend contract with Keystone Learning Services to address learning loss by providing mathematics proficiency training

Recommended Motion:

It is moved that the Kansas State Board of Education act on request to amend contract with Keystone Learning Services to provide supplemental training in mathematics proficiency to Kansas educators, in an amount not to exceed \$1,260,000 through Sept. 30, 2024 based on ESSER funding requirements.

Explanation of Situation Requiring Action:

Keystone Learning Services (Keystone), through an amended Kansas Technical Assistance System Network (TASN) Kansas MTSS and Alignment contract, will provide mathematics proficiency training to Kansas educators including early childhood, general education, special education, Title, ESOL, service center and higher education faculty. This mathematics proficiency professional development is designed to instruct teachers empirically-validated practices to improve their performance, which, in turn, will impact student performance. The instructional strategies on which staff will assess teachers are connected to state standards and based on replicable empirically-validated practices. The objectives of this professional development are linked to the Kansas Curricular Standards. Activities and demonstrations match standards specific to various grade or course level. Additionally, the professional development includes instructional suggestions and recommendations on how to teach grade-level standards while remediating standards from previous grades. As a result of this professional development, teachers gain mathematics proficiency in order to design and deliver effective mathematics instruction for students with academic needs and loss of instruction that occurred during COVID-19. Delivery of the content to participants will be provided as a mix of in-person and recorded professional learning for teacher trainers (Grades PreK-12). Evidence of learning will occur in the form of physical demonstration as well as verbal and written analysis of one's own work.

KSDE identified districts and/or service center consultants that will be offered the training free of charge. A primary consideration for district selection includes disruption to foundational mathematics instruction caused by the shift to emergency remote learning lasting for an extended period due to the pandemic. The training consists of an online course, printed materials and live trainings. Keystone will provide project management, oversight of the training effort and ongoing professional development to support sustained implementation.

(continued)

The amended contract covers:

- Synchronous and asynchronous training, printed materials (full capacity to be determined)
- Training of Trainers (full capacity to be determined). Facilitators coach classroom implementation and are able to train additional educators.
- Project management, including venue management.
- Ongoing professional development for the trained Trainers to support sustained use.
- Ongoing collaboration with KSDE staff, including reporting and project evaluation.
- The development and maintenance of Moodle as the Learning Management Service for this work.



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Melanie Haas
District 2

Michelle Dombrosky
District 3

Ann E. Mah
District 4

Jean Clifford
District 5

Dr. Deena Horst
District 6

Ben Jones
District 7

Betty Arnold
District 8

Jim Porter
District 9

Jim McNiece
District 10

WEDNESDAY, OCTOBER 13, 2021 MEETING AGENDA

- | | |
|-----------------|--|
| 9:00 a.m. | 1. Call to Order - Chair Jim Porter |
| | 2. Roll Call |
| | 3. Approval of Agenda |
| 9:05 a.m. (IO) | 4. Report on HirePaths and exploration of postsecondary options |
| 9:30 a.m. | 5. Chair Report and Requests for Future Agenda Items |
| | (AI) a. Act on Board travel |
| | b. Committee Reports |
| | c. Board Attorney's Report |
| | d. Requests for Future Agenda Items |
| 9:50 a.m. | Break |
| 10:00 a.m. (DI) | 6. Discussion on State Board Legislative Positions with invited guests |
| Est. Noon | ADJOURN |



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

Subject: Report on HirePaths and exploration of postsecondary options

HirePaths is a Kansas-originated, statewide educational campaign to inform and excite parents/guardians about options their child can pursue after high school to quickly and affordably launch a well-paying, in-demand career. HirePaths provides information useful to students formulating their Individual Plan of Study, and resources helpful to both students and families in the postsecondary transition process.

This is one of the initiatives supported by the ESSER III federal relief funds intended to further support schools in addressing student needs. The program's goal is to eliminate any stigma parents may have about their child pursuing on-the-job training, apprenticeships or technical and community college education to gain training after high school. HirePaths encourages parents to support their children's exploration of careers in skilled trades that go unfilled in Kansas.

The primary audience is parents of children age 18 and under, with K-12 educators (teachers, guidance counselors) and students as secondary audience groups.

Kristin Brighton with HirePaths will be in attendance to provide information and answer questions.



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Subject: Chair's Report and Requests for Future Agenda Items

These updates will include:

- a. Act on Board Travel Requests
- b. Committee Reports
- c. Board Attorney's Report
- d. Requests for Future Agenda Items

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



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Discussion on establishing State Board legislative positions for 2022

State Board of Education members will continue discussions on establishing the Board's legislative positions for the next session. Board members have not yet adopted the list. Members of the House Education Committee, Senate Education Committee and K-12 Education Budget have been invited to join in this roundtable discussion as part of the regular State Board meeting.