



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

Janet Waugh
District 1
Dr. Deena Horst
District 6

Steve Roberts
District 2
Ben Jones
District 7

Michelle Dombrosky
District 3
Kathy Busch
District 8

Ann E. Mah
District 4
Jim Porter
District 9

Jean Clifford
District 5
Jim McNiece
District 10

TUESDAY, SEPTEMBER 8, 2020 MEETING AGENDA

10:00 a.m.	1. Call to Order — Chairman Kathy Busch	
	2. Roll Call	
	3. Mission Statement, Moment of Silence and Pledge of Allegiance	
	4. Approval of Agenda	
	5. Approval of August Minutes	pg 5
10:05 a.m.	6. Commissioner's Report — Dr. Randy Watson	
10:30 a.m.	7. Citizens' Open Forum	pg 23
10:40 a.m. (AI)	8. Act on recommendations for Kansas Education Systems Accreditation	pg 25
10:55 a.m. (RI)	9. Receive Accreditation Review Council recommendations for Kansas Education Systems Accreditation	pg 59
11:10 a.m.	Break	
11:20 a.m. (AI)	10. Act on recommendations from Teacher Vacancy and Supply Committee on Limited Apprentice License	pg 71
11:35 a.m. (AI)	11. Act on higher ed preparation program standards for Reading Specialist	pg 75
11:45 a.m. (IO)	12. Recognition of medical professionals serving as resources for Navigating Change	pg 95
Noon	Lunch	
1:15 p.m. (IO)	13. Recognition of Kansans Can Best Practice Awards to Child Nutrition Program recipients	pg 97

Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, KS 66612
References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only
Services: Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact Peggy Hill at 785-296-3203, at least seven business days prior to a State Board meeting.
Website: Electronic versions of the agenda and meeting materials are available at www.ksde.org/Board Information on live media streaming the day of the meeting is also posted there.
Next Meeting: Oct. 13 and 14, 2020 in Topeka

Kansas leads the world in the success of each student.

2:00 p.m. (AI)	14. Act on recommendations for updating Dyslexia timeline and training	pg 99
2:20 p.m. (AI)	15. Act on recommendations of the Professional Practices Commission	pg 101
2:30 p.m. (AI)	16. Act on proposed amendments to Professional Practices Commission regulations	pg 125
2:45 p.m. (IO)	17. Review results of survey on broadband internet access for KS students	pg 145
3:05 p.m.	Break	
3:15 p.m. (AI)	18. Consent Agenda	
	a. Receive monthly personnel report	pg 153
	b. Act on personnel appointments to unclassified positions	pg 155
	c. Act on local in-service education plans	pg 157
	d. Act on recommendation for a Visiting Scholar license	pg 159
	e. Act on recommendations of the Licensure Review Committee	pg 161
	f. Act on recommendations for licensure waivers	pg 165
	g. Act on recommendations for funding the 2020 supplemental Volunteer Generation Fund awards	pg 169
	h. Act on request from USD 416 Louisburg to hold a bond election	pg 171
	i. Act on request from USD 416 Louisburg for capital improvement (bond and interest state aid)	pg 173
	j. Act on request from USD 511 Attica to hold a bond election	pg 175
	k. Act on request from USD 511 Attica for capital improvement (bond and interest state aid)	pg 177
	l. Act on request to contract for state advisor services for Kansas Business Professionals of America	pg 179
	m. Act on request to amend and extend Striving Readers Comprehensive Literacy contract with University of Kansas Center for Research Inc.	pg 181
	n. Act on request to contract with the KAESA to provide professional development support to build capacity for effectively implementing key components of the Navigating Change guidance	pg 183
3:20 p.m. (AI)	19. Act on Board Travel	
3:30 p.m. (IO)	20. Chairman's Report and Requests for Future Agenda Items	
	(AI) a. Act to accept updates to Navigating Change document since Aug. 11	
	b. Committee Reports	
	c. Board Attorney Report	
4:00 p.m.	21. Executive Session for personnel matters of non-elected personnel	
4:15 p.m.	22. Possible action on personnel matters of non-elected personnel	
4:20 p.m.	RECESS	



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

Janet Waugh
District 1
Dr. Deena Horst
District 6

Steve Roberts
District 2
Ben Jones
District 7

Michelle Dombrosky
District 3
Kathy Busch
District 8

Ann E. Mah
District 4
Jim Porter
District 9

Jean Clifford
District 5
Jim McNiece
District 10

WEDNESDAY, SEPTEMBER 9, 2020 JOINT VIRTUAL MEETING WITH KANSAS BOARD OF REGENTS

9:00 a.m.

The meeting will be conducted by video conference and livestreamed for the public at [STREAMING](#)

1. Call to Order
2. Pledge of Allegiance
3. Welcome and introductions
4. Reports on reopening plans
 - a. K-12 Schools
 - b. State Universities
 - c. Community Colleges
 - d. Technical Colleges
5. Discussion Agenda
 - a. Discuss aligning spring breaks for the entire Kansas public education system
 - b. Receive demonstration on the Kansas DegreeStats website and discuss integrating it in the Individual Plans of Study
 - c. Discuss goals for concurrent enrollment in high schools

ADJOURN



KANSAS STATE BOARD OF EDUCATION

MISSION

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

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans CAN.

SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

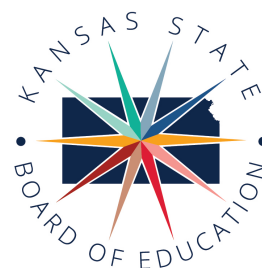
A successful Kansas high school graduate has the

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

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

OUTCOMES FOR MEASURING PROGRESS

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



MINUTES



Kansas State Board of Education

Tuesday, August 11, 2020

CALL TO ORDER

Chairman Kathy Busch called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, Aug. 11, 2020 in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. Chairman Busch acknowledged that this would be a different start to the school year, and thanked everyone for their hard work amongst the pandemic. She also reminded the audience about being alert for school buses and school zones.

(00:00:06)

ROLL CALL

The following Board members were present:

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

Board member Michelle Dombrosky was absent.

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

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

APPROVAL OF AMENDED AGENDA

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

MOTION
(00:04:21)

APPROVAL OF THE JULY MEETING MINUTES

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

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

COMMISSIONER'S REPORT

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

(00:06:07)

CITIZENS' OPEN FORUM

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

ACTION ON RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEMS ACCREDITATION

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

MOTION
(00:54:08)

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

BREAK

RECEIVE ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEMS ACCREDITATION

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

(00:55:35)

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

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

(01:21:49)

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

LUNCH

RECEIVE RECOMMENDATIONS FOR UPDATING DYSLEXIA TRAINING AND TIMELINE

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

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

RECEIVE HIGHER EDUCATION PROGRAM STANDARDS FOR READING SPECIALIST

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

(00:19:01)

QUARTERLY UPDATE ON WORK OF SPECIAL EDUCATION ADVISORY COUNCIL

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

(00:37:54)

ACTION ON NEW APPOINTMENTS TO THE SPECIAL EDUCATION ADVISORY COUNCIL

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

MOTION
(00:58:13)

ACTION ON APPOINTMENT TO THE LICENSURE REVIEW COMMITTEE

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

MOTION
(01:01:36)

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

BREAK

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

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

(01:03:21)

ACTION ON CONSENT AGENDA

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

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

BOARD MEMBER TRAVEL

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

ACTION ON PROFESSIONAL AGREEMENT WITH KANSAS SCHOOL FOR THE DEAF NEA

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

CHAIRMAN'S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS

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

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

MOTION
(01:25:34)

MOTION
(01:28:52)

MOTION
(01:38:44)

(01:39:42)

MOTION
(02:02:12)

Requests for Future Agenda Items —

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

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

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

RECESS

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

Kathy Busch, Chairman

Peggy Hill, Secretary

MINUTES



Kansas State Board of Education

Wednesday, Aug. 12, 2020

CALL TO ORDER

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

(00:00:04)

ROLL CALL

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

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

APPROVAL OF AMENDED AGENDA

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

MOTION
(00:01:12)

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

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

MOTION
(00:02:24)

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

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

(00:03:18)

UPDATE ON WORK TO STRENGTHEN THE KANSAS EARLY CHILDHOOD SYSTEM

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

(00:24:15)

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

BREAK

ACTION ON REOPEN PLANS FOR KANSAS STATE SCHOOL FOR THE BLIND

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

(01:14:42)

MOTION
(01:34:44)

ACTION ON REOPEN PLANS FOR KANSAS SCHOOL FOR THE DEAF

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

(01:39:22)

MOTION
(02:15:06)

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

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

BREAK

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

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

(02:20:02)

ADJOURNMENT

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

Kathy Busch, Chairman

Peggy Hill, Secretary

MINUTES



Kansas State Board of Education

Tuesday, July 14, 2020

CALL TO ORDER

Chairman Kathy Busch called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, July 14, 2020 in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. She welcomed all those viewing the meeting online.

(00:14:18)

ROLL CALL

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

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

Board member Michelle Dombrosky was absent.

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

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

APPROVAL OF AMENDED AGENDA

Chairman Busch announced that additional grant awards were recommended for inclusion in Consent Item 19 j. (Mental Health Intervention Team program). Updated copies of the proposed allocations and grantees were provided. Dr. Horst moved to approve the day's agenda as amended. Mr. McNiece seconded. Motion carried 9-0.

MOTION
(00:18:43)

APPROVAL OF THE JUNE MEETING MINUTES

Mr. McNiece moved to approve the minutes of the June Board meeting. Mr. Jones seconded. Motion carried 9-0.

MOTION
(00:19:23)

COMMISSIONER'S REPORT

During his report, Dr. Randy Watson announced the Civic Advocacy Network Award winners for 2020. They are Bernadine Sitts Intermediate, Garden City USD 457; Derby North Middle School, Derby USD 260; Fredonia Jr/Sr High, Fredonia USD 484; Halstead High, Halstead USD 440; Lakeside Elementary, Pittsburg USD 250; Maize High, Maize USD 266; North Fairview Elementary, Seaman USD 345; Prairie Ridge Elementary, DeSoto USD 232; Winfield High, Winfield USD 465. Promising Practice recognition was given to Atchison County Jr/Sr High, USD 377; Derby High, USD 260; and Winfield Middle, USD 465. He also spoke about postponement of an in-person event to celebrate the STAR Recognition Program honorees. Qualitative criteria was gathered in the categories of preparation for high school graduation, graduation rate, postsecondary effectiveness, and a Commissioner's Award for schools that outperformed their predicted postsecondary effective rate. Dr. Watson then gave a overview of the work by nearly 1,000 Kansans to provide guidance to schools as they make plans to reopen this fall. He stressed that school districts will make the guidance their own and that the guidance enables families to maximize multiple learning options.

(00:19:49)

CITIZENS' OPEN FORUM

Chairman Busch acknowledged the receipt of written public comment submitted in advance of the meeting. Enclosures were from Jennifer Luna, support for remote instruction; John Richard Schrock, COVID-19 response in foreign countries and science literacy. Citizens' Open Forum ended at 10:37 a.m.

RECEIVE NAVIGATING CHANGE 2020

(00:51:36)

Board members received the most recent draft of *Navigating Change: Kansas Guide to Learning and School Safety Operations*. Dr. Brad Neuenswander and Craig Neuenswander led the Board through development of the document and explained changes made since the prior draft. Nearly 1,000 contributors who are educators, parents, health officials and others, along with KSDE staff, worked to develop the guidance for Kansas schools to consider when reopening school buildings to students this fall. The goal of this guidance is to help schools be prepared to reopen safely, to adapt to the unique needs of their school community while working with local health officials, and to transition quickly if the school year is again interrupted. The instruction and assessment section focuses on grade-banded competencies aligned to academic standards, suitable whether on-site learning or remote learning is utilized, or a combination of the two.

Dr. Neuenswander explained the difference between remote learning and a virtual school. He also noted that the 1,116 hours required by statute still apply, but may be calculated differently. The instructional content constitutes about 95 percent of the document, with facilities/operations making up the remainder. Categories for the operations section were common spaces, transitions, classroom spaces, facilities, transportation, food service and extra/co-curricular. Questions were answered throughout the discussion.

BREAK

Board members took a break from 11:17 to 11:27 a.m.

Discussion resumed on development of contingency plans, organization of student instruction, opportunity for alternate venues and preparation for remote learning.

LUNCH

The meeting recessed for lunch at 12:15 p.m.

KANSANS CAN HIGHLIGHT: REDESIGN SCHOOLS IN BELOIT AND WELLINGTON SHARE SUCCESSES OF CONTINUOUS LEARNING PLANS

P.M. SESSION
(03:45:23)

Chairman Busch reconvened the Board meeting at 1:30 p.m. The next item was a report from two schools in the Kansans Can School Redesign Project — Kennedy Elementary In Wellington USD 353 and Beloit Junior-Senior High in Beloit USD 273. Representatives from each school reported on how their current work with redesign aided them with implementing Continuous Learning plans for their students this spring when the Governor's Executive Order closed school buildings during the Coronavirus pandemic. Presenters described academic and behavior supports, addressing obstacles, student engagement, expectations and collection of feedback.

ANNOUNCEMENT OF APOLLO II PARTICIPANTS IN KANSANS CAN SCHOOL REDESIGN

(04:29:00)

Apollo II is the latest cohort of schools to engage in school redesign as part of the Kansans Can vision. The Kansans Can School Redesign Project began in August 2017 with the first group of schools, named Mercury 7. They committed to redesign an elementary and secondary school around the five outcomes established by the State Board, the five elements identified as defining a successful high school graduate, and what Kansans said they want from their school system. The other cohorts are Gemini I, Gemini II and Apollo I.

Following the most recent application process, these schools/districts were selected for Apollo Phase II: Central Heights Secondary, Central Heights USD 288; Lincoln Elementary, Clay County USD 379; Walnut Elementary, Village Elementary, Emporia Middle School, Emporia USD 253; Marshall Elementary, Eureka USD 389; Flint Hills Primary, Intermediate and Middle/High, Flint Hills USD 492; Lincoln Elementary, Hays USD 489; Lincoln Elementary, Hutchinson USD 308; Marais Des Cygnes Valley Elementary and Jr/Sr High, USD 456; Wamego High, USD 320; Winfield High, USD 465.

PRESENTATION OF GEMINI II AND APOLLO I REDESIGN PLANS FOR ACCEPTANCE

Schools accepted for the Kansans Can School Redesign Project participate in multiple trainings. Once ready to advance, their redesign launch plans are presented to a third-party launch readiness committee made up of representatives from KSDE and educational service centers. Final recommendations are made to the State Board. Mr. Jones moved to accept the Gemini II and Apollo I schools identified as a "Go" for launch for the 2020-21 school year. Dr. Horst seconded. Motion carried 9-0. Plans were accepted for these Gemini II schools: Clay County Middle School, Clay County USD 379; Haven Middle School, Haven USD 312; Lyons High School, Lyons USD 405; Stafford Elementary, Stafford USD 349. Plans were accepted for these Apollo I schools: North Elementary, Goodland USD 352 and Rossville Grade, Kaw Valley USD 321.

(04:40:34)

MOTION
(04:43:59)

There was a break until 2:45 p.m.

BREAK

DISCUSS ELEMENTS OF STATE'S ACCREDITING MODEL FOR CONTINUOUS IMPROVEMENT

The Kansas Education Systems Accreditation (KESA) is the state's continuous improvement process for school systems. Board members received an overview of the various processes involved with preparing accreditation reports for the State Board. KSDE staff Mischel Miller, Jeannette Nobo and Scott Gordon covered how data is collected and used, an increased emphasis on evaluation, and how a system might appeal a recommendation from the Accreditation Review Council. Consideration is given to whether a program is impacting change and improving student success. There was discussion about transparency and objectivity concerning makeup of the Outside Visitation Team, which has a role in the accreditation process.

(05:00:43)

RECEIVE ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KESA

Accreditation recommendations on four school systems were presented to the State Board for consideration: USD 202 Turner, USD 303 Ness City, USD 389 Eureka and Heartspring in Wichita. Accreditation status recommendations are brought to the State Board upon completion of final visitations and meetings of the Accreditation Review Council. Timing is also based on placement in the five-year cycle. An Executive Summary was prepared for each system, outlining evidence of goals and identifying both strengths and challenges. Accountability report data is also provided. Board members will act on the recommendations at the August meeting.

(05:42:28)

UPDATE ON COMPUTER SCIENCE EDUCATION IMPLEMENTATION

Dr. Stephen King, Education Program Consultant for Computer Science, reported on the current status of the five recommendations approved at the February 2020 State Board meeting for the Computer Science Implementation Plan. Three of the five initial recommendations are yet to be implemented. Dr. King informed members of summer professional development sessions.

(05:47:57)

ACTION ON APPOINTMENTS TO THE LICENSURE REVIEW COMMITTEE

The seven-member Licensure Review Committee reviews the qualifications of applicants who desire to be licensed in Kansas, but who do not satisfy all the requirements of licensure as specified in regulations. Mr. Jones moved to reappoint Daniel Brungardt to his second term, and appoint Brittany Ford and Anita White to their first terms on the Licensure Review Committee effective July 1, 2020 through June 30, 2023. Mr. Roberts seconded. Motion carried 9-0.

MOTION
(06:04:42)

MOTION
(06:06:34)

ACTION ON APPOINTMENTS TO THE PROFESSIONAL STANDARDS BOARD

The Professional Standards Board (PSB) is responsible for developing and recommending for adoption rules and regulations for professional standards governing educator preparation and admission to and continuance in the profession of teaching and school administration. There are 21 members on the PSB. Mrs. Mah moved to reappoint Elizabeth 'Libby' Clum and Patty Jurich to their first full terms; reappoint Dayna Miller, Kristy Oborny and Alicia Young to their second terms; and appoint Phillip Wrigley to his first term on the Professional Standards Board effective from date of appointment through June 30, 2023. Mrs. Clifford seconded. Motion carried 9-0.

MOTION
(06:08:05)

ACTION ON APPOINTMENTS TO THE PROFESSIONAL PRACTICES COMMISSION

The role of the nine-member Professional Practices Commission is to conduct evidentiary hearings and make recommendations concerning allegations regarding misconduct. Mrs. Mah moved to appoint Kimberly Gilman to a first full term on the Professional Practices Commission effective from date of appointment through June 30, 2023, filling one open teacher position. Mrs. Waugh seconded. Motion carried 8-1 with Mr. Jones in opposition.

MOTION
(06:09:46)

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

KSDE General Counsel Scott Gordon brought forth the recommendations of the Professional Practices Commission on one case this month and offered to answer questions. Mr. Roberts moved to adopt the findings of the PPC and revoke the license of the individual in case 18-PPC-44. Dr. Horst seconded. Motion carried 9-0.

MOTION
(06:10:45)

ACTION ON CONSENT AGENDA

Dr. Horst moved to approve the Consent Agenda as presented, including additional grantees for the Mental Health Intervention Team program. Mr. McNiece seconded. Motion carried 9-0. In the Consent Agenda, the Board:

- received the monthly Personnel Report for June.
- confirmed the unclassified personnel appointment of John Hess as Director on the Fiscal Services and Operations team, effective May 31, 2020, at an annual salary of \$109,671.12.
- approved, with modifications, the in-service education plans for USD 314 Brewster, USD 327 Ellsworth, USD 347 Kinsley-Offerle, USD 373 Newton, USD 385 Andover, Marion County Special Education Cooperative and Sumner County Education Interlocal.
- approved issuance of Visiting Scholar licenses for the 2020-21 school year as follows: Alisa Morse, Robin Bacon, Marjorie Holloway, Michael Farmer, Janet Graham and Scott Franklin, all Blue Valley USD 229 Center for Advanced Professional Studies (CAPS) program; Carson Norton, Wichita County USD 467; Jerry Simmons, Haviland USD 474; Norman Schmidt, Central Heights USD 288.
- accepted recommendations of the Evaluation Review Committee for accreditation for Haskell Indian Nations University through Dec. 31, 2026, and program approval as follows:
Benedictine College - Music PreK-12, continuing program through Dec. 31, 2026; **Kansas State University** - Mathematics 6-12, new program through June 30, 2022; **McPherson College** - Elementary K-6, Health PreK-12, History Government Social Studies 6-12, Physical Education PreK-12, all continuing programs through June 30, 2027; **University of Kansas** - English for Speakers of Other Languages K-6, 6-12, Building Leadership PreK-12, District Leadership PreK-12, Early Childhood Unified B-K, Early Childhood Unified B-3, Elementary K-6, Foreign Language PreK-12, Mathematics 5-8, Reading Specialist PreK-12, all continuing programs through Dec. 31, 2026; **Washburn University** - Mathematics 5-8, Science 5-8, both new programs through Dec. 31, 2022.

- adopted and set cut scores for licensure assessments as presented for Reading Specialist and Middle School Science.
- approved maintaining the current licensure fees for 2020-21.
- authorized USD 205 Bluestem to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.
- authorized USD 205 Bluestem to receive capital improvement (bond and interest) state aid as authorized by law.
- approved the recommended grant allocations to school districts in the amount of \$5,071,456 and grants for Local Community Mental Health Centers in the amount of \$2,519,010 for the Mental Health Intervention Team Program for the 2020-21 school year.
- approved USD 323 Rock Creek to operate a Preschool-Aged At-Risk program for 2020-21.
- approved the Interlocal Agreement entered into by participating districts to form the North-east Kansas Education Service Center aka Keystone Learning Services.
- approved Articles of Agreement signed by participating districts to continue the Flint Hills Special Education Cooperative.
- accepted recommendations of the Licensure Review Committee: *Approved cases* — 3307, 3309, 3314, 3315, 3316, 3317, 3321, 3322, 3324, 3325, 3326, 3327, 3328, 3329, 3330.

authorized the Commissioner of Education to negotiate and

- enter into a contract with the Office of Administrative Hearings to provide hearing officer services in an amount not to exceed \$80,000 through June 30, 2025.
- enter into a contract with the Kansas Association of Independent and Religious Schools for the reimbursement of funds for professional development of non-public school teachers and leaders, in an amount not to exceed \$51,000.
- enter into a contract with Measurement in Practice, LLC to provide professional learning and technical assistance for districts with the Literacy Network of Kansas (LiNK) grant in an amount not to exceed \$43,443 from date of approval in July 2020 to June 30, 2021.
- authorize contracts for out-of-state tuition for the 2020-2021 school year for students attending the Kansas School for the Deaf.
- authorize contracts for out-of-state tuition for the 2020-2021 school year for students attending the Kansas State School for the Blind.
- authorize the Superintendent of the Kansas State School for the Blind (KSSB) to renew a contract with Accessible Arts, Inc. for arts-related services for students attending KSSB in exchange for KSSB facility use and statewide outreach services in the Arts for Kansas individuals with disabilities in an amount not to exceed \$134,000.
- authorize the Superintendent of KSSB to renew a contract with Baer Wilson and Company, LLC to provide counseling/evaluation services for students who attend KSSB.
- authorize the Superintendent of KSSB to renew a contract with Providence Medical Center for physical therapy and occupational therapy services in an amount not to exceed \$95,000.
- authorize the Superintendent of KSSB to renew a contract with Supplemental Health for nursing services in an amount not to exceed \$175,000.

BREAK

There was a break until 4:05 p.m.

MOTION
(06:23:34)

CHAIRMAN'S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS

Designation of State Board member to NASBE delegate assembly for 2020 — Mr. McNiece moved to designate Ben Jones as the state's voting delegate and Jim Porter as the alternate delegate for the annual business meeting of the National Association of State Boards of Education (NASBE). Dr. Horst seconded. Motion carried 9-0.

MOTION
(06:24:11)

Action on NASBE Membership Dues for 2021 — NASBE is the only national membership whose members are solely from state boards of education. Mr. Jones moved to approve payment of calendar year 2021 dues and retain membership in NASBE and its affiliate the National Council of State Education Attorneys. Mr. Porter seconded. Motion carried 9-0.

Committee Reports — Mr. Porter commented on the NASBE Sustainability Committee, which he chairs and Mr. Jones is a member. Mrs. Mah commented on work of the three-member committee looking at high school graduation requirements and qualified admissions. Other members submitted written reports with committee and activity updates.

Board Attorney's Report — Mark Ferguson provided an update on professional negotiations for the Kansas State School for the Deaf NEA. The State Board anticipates taking action at the August meeting.

Requests for Future Agenda Items —

- Discuss opportunities for microcredentialing and individualized professional development (Mr. Porter)

Chairman's Report — Ms. Busch commented on work of the School Mental Health Advisory Council and her service on the NASBE Whole Child study group.

MOTION
(06:53:37)

BOARD MEMBER TRAVEL

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

RECESS

RECESS

Chairman Busch recessed the meeting at 4:40 p.m. until 9 a.m. Wednesday.

Kathy Busch, Chairman

Peggy Hill, Secretary

MINUTES



Kansas State Board of Education

Wednesday, July 15, 2020

CALL TO ORDER

Chairman Kathy Busch called the Wednesday meeting of the State Board of Education to order at 9 a.m. on July 15, 2020, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas.

(00:03:49)

ROLL CALL

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

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

Board member Steve Roberts was absent.

APPROVAL OF AGENDA

Mr. McNiece moved to approve the Wednesday agenda as presented. Dr. Horst seconded. Motion carried 9-0.

MOTION
(00:06:23)

DISCUSSION AND ACTION ON NAVIGATING CHANGE 2020

Teams of practitioners and health professionals, along with input from a multitude of other contributors, prepared a guidance document titled *Navigating Change: Kansas Guide to Learning and School Safety Operations* in order to provide resources and guidance for the safe return of students and staff in the fall of 2020. Valley Center Superintendent Cory Gibson, who served as one of the project leaders, described content of the document and how it was prepared. He noted that districts of all sizes can use elements of the guidance that best fit their needs. Shannon Ralph, science teacher at Gardner-Edgerton and former Kansas Teacher of the Year, reviewed the competencies and instructional component of the guidance document, which cover essential learning elements of the standards, and can be adapted to different learning environments. DeSoto Superintendent Frank Harwood reviewed the recommendations for considerations pertaining to operations and facilities. Ashley Goss, Deputy Secretary with the Kansas Department of Health and Environment, spoke on issues from a health perspective that schools will consider when reopening. There was time for Q&A, comments and additional discussion.

(00:06:56)

Dr. Horst moved to accept the guidelines for *Navigating Change 2020* to assist schools in their preparations for the 2020-21 school year. Mrs. Clifford seconded. Motion carried 9-0.

MOTION
(01:33:15)

There was a break from 10:34 to 10:55 a.m.

BREAK

LEGISLATIVE MATTERS AND ACTION ON BUDGET RECOMMENDATIONS

Deputy Commissioner Dale Dennis and Director of School Finance Craig Neuenswander reviewed budget options for consideration for education state aid programs for Fiscal Year 2022. Mr. Dennis also explained the Governor's allotments.

(01:58:51)

**SERIES OF
MOTIONS**
(02:26:24)

Action on the following recommendations for state Fiscal Year 2022 occurred:

- Mrs. Mah moved to fund the law for Base Aid for Student Excellence (BASE) to comply with court order. Mr. McNiece seconded. Motion carried 8-1 with Mrs. Dombrosky in opposition.
- Mr. McNiece moved to fund the law for Supplemental General State Aid (local option budget) to comply with court order. Dr. Horst seconded. Motion carried 8-1 with Mrs. Dombrosky in opposition.
- Mrs. Mah moved to fund the law for both Capital Improvement State Aid and Capital Outlay State Aid to comply with court order. Mr. McNiece seconded. Motion carried 8-1 with Mrs. Dombrosky in opposition.
- Mrs. Mah moved to fund the law for Juvenile Detention Facilities, which is tied to BASE per pupil. Dr. Horst seconded. Motion carried 9-0.
- Mrs. Mah moved to fund Special Education at 72 percent of excess cost. Mr. McNiece seconded. Motion carried 8-1 with Mr. Porter in opposition.
- Mrs. Mah moved to fund Parents As Teachers at the 2020-21 level. Dr. Horst seconded. Motion carried 9-0.
- Mrs. Mah moved to fund first two years of the Mentor Teacher Program at an additional cost of \$1 million. Mr. McNiece seconded. Motion carried 8-1 with Mr. Jones in opposition.
- Dr. Horst moved to fund Professional Development at the 2020-21 level. Mr. Jones seconded. Motion carried 8-1 with Mrs. Dombrosky in opposition.
- Mr. Jones moved to fund current law for Transportation. Dr. Horst seconded. Motion carried 7-2 with Mr. Porter and Mrs. Dombrosky in opposition.
- Mrs. Mah moved to meet federal maintenance of effort requirements for School Lunch. Dr. Horst seconded. Motion carried 9-0.
- Mr. Jones moved to fund National Board Certification at current level. Mr. McNiece seconded. Motion carried 9-0.
- Dr. Horst moved to fund Pre-K Pilot at current level. Mrs. Mah seconded. Motion carried 9-0.
- Mrs. Mah moved to fund Career and Technical Education Transportation at the 2020-21 appropriation level. Mr. McNiece seconded. Motion carried 8-1 with Mr. Jones in opposition.
- Mrs. Mah moved to fund Discretionary Grants (after school programs) at 2020-21 appropriation level. Dr. Horst seconded. Motion carried 9-0.
- Mr. Jones moved to fund Information Technology Education Opportunities (JourneyEd contract) at 2020-21 appropriation level. Mr. McNiece seconded. Motion carried 9-0.
- Mrs. Mah moved to fund Juvenile Transitional Crisis Pilot (Beloit) at same level as current year as modified by the Governor's allotments. Mr. McNiece seconded. Motion carried 8-1 with Dr. Horst in opposition.
- Mr. Jones moved to fund Mental Health Intervention Team Pilot Program at 2020-21 level as modified by the Governor's allotments. Dr. Horst seconded. Motion carried 9-0.
- No action was taken to make new recommendations for Kansas Safe and Secure Schools.
- Dr. Horst moved to fund anticipated costs of ACT and WorkKeys Assessment program in 2021-22. Mr. McNiece seconded. Motion carried 9-0.
- Mr. Porter moved to fully fund the salary and operating expenses for one new Education Program Consultant to serve as the state dyslexia coordinator. Mrs. Dombrosky seconded. Motion carried 9-0.

ADJOURNMENT

Chairman Busch adjourned the meeting at noon.

ADJOURN

Kathy Busch, Chairman

Peggy Hill, Secretary

MINUTES



Kansas State Board of Education

Wednesday, July 22, 2020

CALL TO ORDER

Chairman Kathy Busch called the special meeting of the Kansas State Board of Education to order at 10 a.m. Wednesday, July 22, 2020. The meeting was conducted by video conference and was livestreamed for the public to observe and listen.

(00:03:44)

ROLL CALL

All Board members participated:

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

STATE BOARD MISSION STATEMENT AND PLEDGE OF ALLEGIANCE

Chairman Busch read both the Board's Mission Statement and Kansans Can Vision Statement. She then led members in the Pledge of Allegiance.

APPROVAL OF AGENDA

Mr. Jones moved to approve the agenda. Mr. Roberts seconded. Motion carried 10-0. Chairman Busch explained the flow of the meeting and order of presenters.

MOTION
(00:07:14)

DISCUSSION OF PROPOSED EXECUTIVE ORDER 20-58

Scott Gordon, General Counsel for the Kansas State Department of Education, summarized prior events that prompted the special meeting. House Bill 2016 became law in June 2020. In that law, Section 7 states:

(00:07:42)

"Notwithstanding any other provision of law to the contrary, no executive order issued by the governor pursuant to K.S.A. 48-925, and amendments thereto, that has the effect of closing public or private school attendance centers in this state shall be effective unless and until such order has been affirmed by the state board of education by adoption of a resolution by a majority of the members of the state board. Prior to issuing any such executive order, the governor shall submit such proposed executive order to the state board of education. Upon receipt of such proposed executive order, the state board shall meet as soon as reasonably possible to review such proposed order and, if a majority of the members of the state board determines such order is in the best interests of the students in this state, to adopt a resolution affirming such proposed executive order."

On July 20, 2020, Governor Laura Kelly announced proposed Executive Order 20-58 which has the effect of closing public or private school attendance centers in the state of Kansas. The same day, Gov. Kelly also issued Executive Order 20-59 (requiring COVID-19 mitigation procedures in K-12 schools). Order 20-59 is not subject to prior approval or review by the State Board. Only 20-58 is before the Board for affirmation. Mr. Gordon reviewed specifics of that document, including the temporary closure of public and private schools through Sept. 8, and exceptions for instruction. He then answered questions. Next, Will Lawrence who serves as Chief of Staff for the Governor,

Kansas leads the world in the success of each student.

stated the rationale for proposing the delay of school this fall. These included more time for schools to prepare for reopening and a rise in COVID-19 cases in the state. He then answered questions. Secretary Dr. Lee Norman, Kansas Department of Health and Environment, cited current COVID-19 statistics, explained the science and public health perspective, and told what is known about the metrics. He talked about transmission and shared a graph showing trend lines. He then answered questions.

Chairman Busch acknowledged that more than 10,400 written public comments were received through an online submission form. Additional input was received from callers and general email to Board members. She also mentioned that feedback was received from medical doctors, educational associations and chairs of the Navigating Change guidance.

Each State Board member, in order of Board district, provided their statements. They cited considerations, the decision-making process and constituent input from their areas. Additional discussion followed.

ACTION ON RESOLUTION REGARDING EXECUTIVE ORDER 20-58

MOTION
(01:58:52)

Mr. Porter moved to affirm proposed Executive Order 20-58 by resolution that this Executive Order is in the best interests of the students in Kansas. Mrs. Mah seconded. Motion failed on a 5-5 vote, which lacked the required 6 votes necessary for simple majority passage. The Order was not affirmed. The roll call vote was recorded as follows:

Mrs. Waugh, Dist. 1	"yes"	Dr. Horst, Dist. 6	"no"
Mr. Roberts, Dist. 2	"no"	Mr. Jones, Dist. 7	"no"
Mrs. Dombrosky, Dist. 3	"no"	Ms. Busch, Dist. 8	"yes"
Mrs. Mah, Dist. 4	"yes"	Mr. Porter, Dist. 9	"yes"
Mrs. Clifford, Dist. 5	"no"	Mr. McNiece, Dist. 10	"yes"

ADJOURNMENT

Chairman Busch recessed the meeting at 11:57 a.m.

Kathy Busch, Chairman

Peggy Hill, Secretary



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

Janet Waugh District 1	Steve Roberts District 2	Michelle Dombrosky District 3	Ann E. Mah District 4	Jean Clifford District 5
Dr. Deena Horst District 6	Ben Jones District 7	Kathy Busch District 8	Jim Porter District 9	Jim McNiece District 10

Item Title: Citizens' Open Forum

During the Citizens' Open Forum, the State Board of Education provides an opportunity for citizens to share views about topics of interest or issues currently being considered by the State Board.

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

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

Notes about Citizens Open Forum and Safety Protocol:

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8

Staff Initiating:

Jeannette Nobo

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 9/08/2020

Item Title:

Act on Accreditation Review Council recommendations for Kansas Education Systems Accreditation

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Accreditation Review Council and award the status of accredited to USD 490 El Dorado, and the status of Conditionally Accredited to USD 368 Paola and Z006-9021 Hope Lutheran.

Explanation of Situation Requiring Action:

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

During the August State Board meeting, three additional systems scheduled for an accreditation recommendation in 2019-2020 were presented to the State Board as a receive item. These systems are now brought forward to the State Board of Education for action. The three systems and the Accreditation Review Council's accreditation recommendation are:

- USD 368 Paola - Conditionally Accredited
- USD 490 El Dorado - Accredited
- Z0026-9021 Hope Lutheran - Conditionally Accredited

Included for documentation are the Executive Summaries presented to the State Board at their August meeting.

Accreditation Summary

Date: 06/09/2020

System: D0368 Paola (0000)

City: Paola

Superintendent: Matt Meek

OVT Chair: Nancy Damron

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

Four of the eight foundational structures were discussed in the final year visit: tiered framework of supports, stakeholder engagement, physical and mental health, and postsecondary/career preparation.

There were noticeable changes in the tiered framework of supports within the middle school by implementing the Read Right intervention program. MTSS has been implemented at the elementary schools. All schools have been trained on MAP assessment and looking at student achievement as an indicator of areas of growth.

The system has established plans for gathering stakeholder data for the next accreditation cycle. In preparation for the new strategic plan, the system has conducted a patron survey, for the first time, and the district received a "B" rating according to the metrics of the survey.

The system has implemented additional supports for social-emotional learning at all buildings. The system highlighted the middle school and its implementation of the Second Step in year 5. The system has partnered with the local mental health organization and has offered mental health support within the system. The social workers are continuing to seek out reliable measurement tools for assessing social-emotional learning to streamline the data collection and reporting in all buildings within the system.

Postsecondary and Career Preparation: The high school has added 4 additional career pathways during the KESA process.

The other four areas were referenced and addressed by the system in the annual report but were not recurring areas of emphasis throughout the system's accreditation. In future cycles, we recommend addressing all the foundational structures individually with growth measured data points documenting progress.

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

ARC Comment

This goal area was chosen to promote and build relationships both within the system and with the community.

Elementary:

In the 2018-2019 school year, the system implemented a social-emotional curriculum resource, presentations were given to staff and a survey was completed by the students for baseline data purposes. There is also a program for students to ask for help called "Ok to Ask 4 Help." Data collection has not been offered to show the connection between baseline data and lessons that were taught. There is no evidence to show the impact of "Ok to Ask 4 Help."

Middle:

The Second Step program continues to be implemented as the curriculum resource, lessons were provided via teleconferencing during COVID-19. The Yellow Ribbon program continues to be implemented. The system has shown improvement, within the middle school, on discipline referrals. The data highlighted the new program's ability to decrease data over the past year. This program had elements of celebration and award recognition.

Attendance data for the MS was described as continuing to improve; however, there is no data provided to show the improvement.

High:

The Paola Adult Education program has been working towards a collaborative relationship between the high school and the students who are seeking alternative options to reach their goals. Through the advancement of CTE courses, Paola has worked to create community partnerships as well as relationships with students and families who engage in CTE courses.

Paola communicated about providing 28 activities within the school and community but struggled with finding a way to measure the impact of the events on relationships.

The ARC recommends the system work toward finding ways to narrow their focus on activities, while at the same time better assessing progress and demonstrating the effectiveness of the remaining activities more clearly.

Areas For Improvement

Comment	Lack of a stated and measurable goal
Rationale	The system has provided events and programs as the initiating changes within the goal area; however, the system lacks a measurable goal that demonstrates improvement. The system can measure the success of a few of the implemented programs and activities. yet it is unclear if the system has an understanding of the relationship between its goals and the successful implementation of the State BOE Outcomes.
Tasks	Utilizing needs assessment data, develop a measurable goal (1 of at least 2 required goals), identify the activities, programs, data collection/analysis, and processes that support the goal area. The outcome of the goal should lead to expected improvements in one or more areas of the State Board Outcomes.
Timeline	04-30-2021
System Response	<p>3. Goal 1 Relationships</p> <ul style="list-style-type: none">• In the KESA authenticated website, nowhere does it ask for the actual goal. It states Goal area which we said was relationships as this was the goal area discussed.• Actual goal for relationships was: "To increase engagement with families" which was stated in the initial action plan that was provided to the Chair.

- S.O.S. Serving our Students back to school event for needy families.
 - Implemented in 2017 yearly attendance has averaged 200 students, as indicated in Final System Report.
 - Data from district wide community survey, during year 4 of KESA, conducted by a third party using statistical methods for a confidence interval of +/-5%, indicated that overall communication, efforts to involve citizens, fulfilling promises to the community all were positive as shown in uploaded USD 368 Community Telephone Survey.
 - Other family engagement and relationship activities outlined in Final Analysis Needs Assessment and 6.1 comments of Final System Report.
-
- Night at the Museum had attendance of over 1000 attendees.
 - Parent survey indicated that 82.5% scored the district at a level 4 or 5 (out of 5) regarding relationship and communication of teachers regarding school work and answering questions.

Comments for #2

2. Foundational areas are generally address:

- Accreditation summary stated only four of the eight foundational structures were discussed. Evidence of the other four areas were provided in year system final report. OVT did not discuss or ask any questions regarding any of the other areas. As a system we did not interject as they had the system reports at their disposal.

General Comments regarding being conditionally accredited KSDE and the State Board of Education is to be commended for the vision to move Kansas Education forward. With change comes struggle. KESA is no exception to this. However, I believe that the Paola School District being recommended for Conditionally Accredited is unfair. With change also needs to come grace. As educators, if we change the rules of the classroom during the year, we must reteach and help students be successful due to changes out of their control. KESA should be no different. The accreditation process has gone through major changes and has been compared to building the airplane in the air. This is not fair to have prior systems accredited that if they were in for accreditation this year would be conditionally accredited. Accredited should mean the same thing for all systems, not dependent on when you were up for accreditation.

Regardless, we decided to start at year three at the request of KSDE when they asked districts to stagger their start year. We felt we were half way into a district strategic plan and starting with year three would allow us to align our strategic plan with KESA. Looking back on this, we should have started in year one like the majority of districts. We have come under more scrutiny than can or will be possible in two years when hundreds of systems are up for accreditation. It constantly felt like we were trying to put a square peg in a round hole. Trying to mesh the two was extremely difficult.

The ARC has made the recommendation for conditional accredited based on the KESA process, but it appears little consideration was given to our accountability report. As I compare the district

accountability reports for Paola USD 368 to Eudora USD 491 I show little difference. In fact, Paola has a higher Effectiveness rate and although we are below our confidence interval, it is less than Eudora's difference. Our post-secondary success rates are similar as are other measureable factors. My point in comparing Paola to Eudora is that Eudora was just approved by the State Board as Accredited. Since our accountability report is similar, it must be the difference in the KESA process. Eudora played the game better, but in the end, the results show we are just as good of a system. KESA was not to be a dog and pony show like the old accreditation system and was not to be only about test scores. It appears that KESA is about playing the games correctly while the rules are being made up and changed while the game is going on. I understand that these changes needed to be made, but no grace has been given to us as a system.

As the saying goes, as educational leaders we must get off the dance floor and get onto the balcony. Looking at our system accreditation summary from the dance floor, I will be the first to admit we need to get better at the process which will be easier to start from scratch and not trying to mesh two systems into one. But if we get onto the balcony and see all the things we have implemented and are in the beginning stages of measuring we have accomplished a lot in three years.

- Implemented IPS for every 7-12 student, including hiring a career counselor.
- Adopted ASQ and better communication between elementary, Parents as Teachers, Head Start, early childhood, and daycare centers for improved Kindergarten readiness.
- Partnership with local mental health to have a case manager in all elementaries.
- Implementation of SEL curricula and suicide prevention programs.
- Expanded programs for postsecondary success, especially in career and tech education programs.
- Measurable community feedback that is statistically reliable and valid.
- Host a GED program for our students who drop out so they can at least get a diploma. Although this is not ideal, we continue to work with our community to help them become educated.

I could continue, but I hope you have got the point. We did not take five years to do this. We did it in three. The view from the balcony looks a lot different than on the dance floor. I hope you can agree.

Finally, I leave you with this. The justification for the recommendation of Conditionally Accredited states nothing about the accountability report. If results matter, then why are we not rewarded for having results that are above the state average and better than many of our accredited colleagues

Below is the Paola response for the areas listed as generally addressed. I would appreciate continued dialogue and feedback to my concerns listed.

You all are in a tough spot and although I have shown my passion and disappointment towards the ever changing process, I truly want to be part of the solution as well.

All the best,
Matt Meek
USD 368 Superintendent

**Appeal Team
Response**

The appeal documentation did not provide any new data or information that would highlight the need to remove the AFI. The OVT Team communicated the need of an actual goal, the system did not create a goal. The data is baseline and did not provide any substance of continuous growth/improvement. The system provided an array of activities, but those did not connect back to show meaningful change.

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

ARC Comment

The system's needs assessment determined the focus should be directed to the following areas: professional development, data, interventions, and career and technical educational offerings (CTE).

The system implemented a classroom walkthrough instrument to improve instructional practice and to assist with the implementation of new programming. The system also attended a training on NWEA Fusion to support the implementation of MAP assessment. The attendees presented the information to staff to support understanding of the assessment tool and its purpose for MTSS. Tiered courses have been implemented in the secondary setting to support the MTSS framework. The system has revamped courses and their placement within departments and schools. The number of course offerings has been increased through "core classes" and "CTE classes."

The system did not provide data, connection of the walkthrough and the ability to measure improvement, or its impact on professional learning.

Areas For Improvement

Comment

Lack of a stated and measurable goal

Rationale

The system has provided events and programs as the initiating change within the goal area; however, the system lacks a measurable goal that demonstrates improvement. The system can measure the success of a few of the implemented programs and activities and it is unclear if the system has an understanding of the relationship between its goals and the successful implementation of the State BOE Outcomes.

Tasks

Utilizing needs assessment data, develop a measurable goal (2 of at least 2 required goals), identify the activities, programs, data collection/analysis, and processes that support the goal area. The outcome of the goal should lead to expected improvements in one or more areas of the State Board Outcomes.

Timeline

04-30-2021

System Response**4. Goal 2 Rigor**

- In the KESA authenticated website, nowhere does it ask for the actual goal. It states Goal area which we said was relationships as this was the goal area discussed.
- Actual goal for relationships was: "To increase rigor for career and technical education" which was stated in the initial action plan that was provided to the Chair.
- As discussed with OVT and Chair, our walk-through tool is not electronic and is subjective with no specific measurable indicators and is tied to negotiated agreement and could not be changed at this time and is qualitative in nature. Required number of walk-throughs conducted weekly by administrators increased from two to five as a directive from the superintendent.
- As indicated on USD 368 Community Telephone Survey, parents scored the district at a "B" on "Preparing students to be college and/or career-ready."
- Added Career Counselor for the secondary level.
- Increased number of AP offerings and added three additional pathways, education, early childhood, and restaurant and event management. Added post-secondary programs for students to participate in: Automotive, HVAC, Construction Trades, and Welding.
- New collaboration with Flint Hills Technical College as indicated in uploaded action plan.
- New schedule for middle school for increased course offerings as indicated on action plan.
- Individual Plans of Study on file for each student in grades 7-12 and in fall 2020 middle school hosted first annual career fair for all 7th and 8th grade students to align with IPS.

Appeal Team Response

The appeal documentation did not provide any new data or information that would highlight the need to remove the AFI. The OVT Team communicated the need of an actual goal, the system did not create a goal. The evidence presented showed programming, but did not provide any quantitative data to show student growth/proliferation. The data that was presented did not have clear connection to systemic growth/change within the system. Some of the activities in the documentation did not have a clear purpose or alignment to the goal area "rigor".

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

ARC Comment

The System has developed structures to ensure sustainability including the district's strategic plan (accountability ensured through the system's Board of Education) and district and building leadership teams. Advisory councils, community feedback surveys, and the system's leadership team's involvement in community organizations create natural points of collaboration.

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

ARC Comment

The system has limited data for some of the State Board goals, particularly the qualitative areas, and is beginning to collect evidence and data on the rest of the outcomes. The system is working on a plan to address those goals and create change. The system obtained a Copper Kansans Can Star Recognition for their assessment data in the area of Academically Prepared for Postsecondary Success; however, the scores for some sub-groups showed significant declines over time while most others were relatively unchanged.

Board Outcomes

Social-Emotional Growth	The system highlighted social-emotional programs that have been implemented in the elementary and middle school. The system has partnered with a local mental health organization to provide social-emotional support at the school site. The staff has been trained on Youth Mental Health First Aid. The ARC was unable to identify data or other evidence for this state board outcome.
Kindergarten Readiness	The system has been implementing the Ages and Stages Questionnaire (ASQ). The participation rate was less than 60% one year and slightly higher the next school year. Parents as Teachers is a service the system provides to families. The system stated they are aware of needed growth in Kindergarten Readiness.
Individual Plans of Study	The system has hired a career counselor to support Individual Plans of Study (IPS); all middle and high school students have an IPS through an online provider. There has been a systemic plan created where all students can develop an Individual Plan of Study, which was not present before this accreditation cycle.
High School Graduation Rate	The system has a graduation rate that is higher than the state average. The system has developed a 21 Credit Diploma Program for students who are considered "at-risk" for graduating. The system stated nearly all students who enter this program are successful in completing it. The ARC was unable to identify data to see the impact of the program.
Postsecondary Success	The system has increased the number of certifications available to students. Job internships and shadowing have been increased. The system is below their 95% Confidence Interval for Predicted Effectiveness Rates, and has shown a drop from 2016 to 2017 of 11%.

Areas For Improvement

Comment	Data collection and analysis for Kansas Vision and State Board Outcomes
Rationale	Many programs and activities have been implemented to focus on and improve the Kansas Vision and State Board Outcome areas; however, there has been limited data collection, analysis, and reporting to determine progress in these areas.

Tasks

Provide evidence or develop/identify new/existing strategies, and show connections between interventions and results on the Kansas Vision and State Board Outcomes specifically:

1. Social-Emotional - Provide data or evidence to show progress in strategies for social-emotional growth.
2. Kindergarten Readiness - Identify and implement strategies to improve kindergarten readiness.
3. Individual Plans of Study - Demonstrate that data from IPS is used to inform curricular decisions.
4. Graduation Rate - Provide evidence of the effectiveness of the 21 credit graduation program for at-risk students.
5. Postsecondary success - Provide a plan to maintain and/or increase the postsecondary success rate, and consider this area as a goal for the next KESA cycle.

Timeline

05-31-2021

System Response

6.
Social-Emotional – as indicated at multiple KSDE meetings this area did not have a great quantitative measure and we are in the first year of our SEL curriculums that are measurable qualitatively. Initial data was collected the fall of 2019. Due to COVID-19, spring data could not be collected. However, as a result of our Yellow Ribbon Suicide Awareness Program implementation, one suicide attempt was prevented. This should be the most meaningful measure as we saved a life.

Kindergarten Readiness – We recognize that ASQ participation needs to improve and we have changed Kindergarten Round-up to include ASQ data collection from parents. As a side note, KSDE has informed the field not to harass parents about completing ASQ as this may be the first experience with the school system. As a result, we have implemented a new strategy for better completion.

Individual Plans of Study – Additional pathways were added as a result of students IPS. As stated in the accreditation summary, “Demonstrate that data from IPS is used to inform curricular decision”, we are not sure how to demonstrate this as described. Career counselor meets with students to ensure that program of study aligns with curricular decisions and when enough interest in an area shows a new course/pathway offering, it is added as shown by adding automotive, welding, HVAC, culinary and education pathways.

Graduation Plan – The 21 credit diploma option was implemented on July 8, 2019. At the time of the final OVT visit, we were in the first year of implementation of the 21 credit option and it was stated that students who qualified were making progress. However, given the timing of the visit, we did not yet have a graduate of the program. It should be reminded that we continue to have a high five year graduation rate above the state average.

Postsecondary Success – Postsecondary success was increasing until 2017. One year cannot be reflective on the progress being made. The comment stating that there was a drop from 2016-2017 of 11% for the District Postsecondary Success measure, although true, is NOT fair in the need to show improvement. This was before the accreditation process began and also goes against the reason for a

five-year average. All mid to small school districts have classes that are more academic than others. Due to smaller enrollment these numbers can fluctuate more due to the smaller sample size. I request this narrative be removed from the report as it is not reflective of the KESA timeline for our accreditation cycle.

Comments regarding #7, #8, #9 Areas

7. There is no negative comment in this area and as a system we believe we have met all areas for ASSUREDLY as we meet the three areas. Due to COVID-19 the OVT requested that the outside groups not be part of the final meeting. We respectfully ask that this be changed to ASSUREDLY.

8. It is stated that the system was not responsive to the OVT guidance on creating measurable goals. This was not true. It was the result of our school system getting caught in a new accreditation model that consistently changed during the three years of our cycle as we tried to integrate the KESA model into our existing strategic plan and Board of Education goals. If we were to do this over again, we would have started at year one instead of year three. Some of the data needing collected, especially in the area of social-emotional, did not have a good collection method invented when started. We relied heavily on the Community Survey as it was statistically relevant and reliable, unlike regular homemade surveys. The OVT also found the process ever changing and trying to keep up with the changes. To say we ignored their input is incorrect. We did not want to back track, but plow ahead to finish our district strategic plan so they could be aligned with KESA in the next cycle.

9. While the data collection may have been limited, the fact that we are performing at a higher rate than our peers who have been accredited is troublesome. Our data indicates that we are above the state average in almost every measurable category and we continue to make improvement.

**Appeal Team
Response**

The system did provide new information; however, the information provided did not give a clear process of data collection or disaggregation. For an example the IPS appeal information provided qualitative data, but did not provide any quantitative data to show an impact on student outcomes, curricular decision-making, program completion, or equity of pathway enrollment.

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

ARC Comment

The system has created partnerships with other stakeholders within the district. The system has a district leadership team, meetings are held with local officials with businesses and economic development. Data from district staff communicates an improvement of civic engagement and stakeholder involvement. The strategic planning process continues in the district and surveys and meetings have been held to gather information on community perspectives. It should be noted the system has had new district leadership (Superintendent and Asst. Superintendent) in the year 2018-2019. The system communicated a continued focus on stakeholder engagement in the next cycle.

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

ARC Comment

The system was responsive to sharing information and holding meetings with the OVT. However, system leadership was not responsive to the OVT guidance on creating measurable goals in each goal area as a requirement of KESA. This was consistently communicated to the system; however, there was no development of goal statements. The system also did not follow the guidance of the OVT on collecting more data around the goal area to show systemic improvement. The system needs to be responsive to suggestions from the OVT.

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

ARC Comment

The system has generally followed the KESA process; however, has not fully implemented action plans to create systemic change. Data collection has been limited; however, a variety of activities have been implemented to engage stakeholders, students, and staff in the KESA process.

ARC Recommendation

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

Justification

The ARC has recommended conditional accreditation for the Paola School District. The system has identified goal areas; however, they have not created goals that are measurable. There was a disconnect in events, activities, and programs in alignment with the goal areas. Additionally, the system has not systemically or consistently collected data to progress to monitor their goal areas to ensure continuous improvement is ongoing.

The OVT articulated the need for measurable goals and coordination of data analysis and collection beginning in year 3. These recommendations were consistently provided in year 4 and year 5 from the OVT. The system did not respond to these recommendations.

Strengths

Paola is a system that is focused on creating processes where students are offered a variety of support and programs, as evidenced by their increase of CTE courses, social-emotional programming, and increasing staff in the district.

Challenges

Paola implemented a variety of programs in the KESA process; this has caused a lack of continuous data collection to communicate systemic improvement. The system has not created a cohesive plan to evaluate effectiveness programs or the improvement process.

The system selected all members of the OVT, presumably due to a level of trust with their professional judgment and their level of skills and knowledge about continuous school improvement. Despite this connection, the system did not address the recommendations from the OVT regarding KESA requirements in each of the last three years.

System Appeal

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

Appeal Summary

Our responses were uploaded in the spaces above and documents attached above as it did not state that once I hit appeal a new box would be given. This system is very cumbersome and not very user friendly.

Paola response and supporting documents attached.

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.



Paola USD 368

1115 E 303rd Street, Paola, KS 66071
(913) 294-8000
usd368.org

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

Demographics

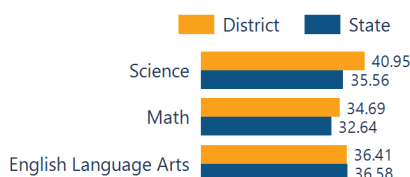


1,958 Students

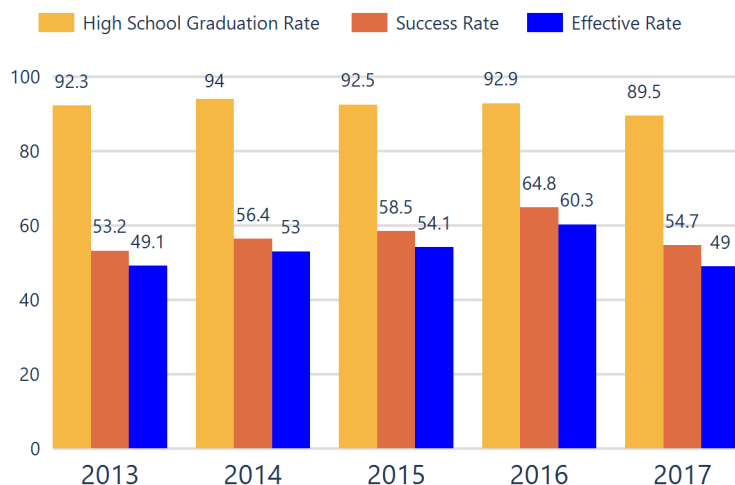
African American 1.63 %
Hispanic 4.95 %
Other 4.90 %
White 88.51 %

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

92%

Five-Year Success Avg

57%

Five-Year Effective Avg

53%

95% Confidence Interval
for the Predicted
Effectiveness Rate

56.0 - 58.4%

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

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

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

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.

91.7%

State:
87.5

District ESSA Expenditures Per Pupil

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

\$11,798

State:
\$11,415

95.1%

State:
94.5

10.3%

State:
13.9

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

0.5%

State:
1.4



District Academic Success

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

ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	22.82	23.18	27.69	27.37	26.11	26.21	22.39	28.31	29.39
Level 2	43.83	36.25	29.59	40.01	36.69	34.80	42.90	35.26	29.63
Level 3	24.16	31.96	27.27	24.50	29.47	24.59	26.28	29.78	28.91
Level 4	8.78	8.20	14.16	8.10	7.71	14.38	8.41	6.63	12.04

FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	34.62	34.79	39.35	37.21	36.93	31.05	30.03	37.17	38.39
Level 2	42.89	38.40	29.67	39.77	37.21	41.61	44.08	37.17	28.57
Level 3	16.53	21.39	20.64	18.75	21.59	18.01	22.04	22.11	24.10
Level 4	4.90	4.38	7.09	4.26	4.26	9.31	3.83	3.52	8.92

STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	50.73	55.14	50.00	52.20	55.88	50.98	50.00	53.12	60.37
Level 2	33.82	24.26	25.92	33.08	26.47	39.21	35.93	30.46	22.64
Level 3	9.55	16.91	20.37	11.02	13.23	7.84	9.37	14.06	11.32
Level 4	5.14	2.94	1.85	3.67	4.41	1.96	4.68	2.34	5.66

AFRICAN-AMERICAN STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	33.33	37.03	40.00	44.44	33.33	N/A	46.66	46.66	N/A
Level 2	51.85	33.33	33.33	50.00	44.44	N/A	46.66	40.00	N/A
Level 3	11.11	25.92	13.33	5.55	22.22	N/A	6.66	13.33	N/A
Level 4	3.70	3.70	6.66	0.00	0.00	N/A	0.00	0.00	N/A

HISPANIC STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	35.71	39.28	40.00	36.73	34.69	45.83	28.88	37.77	33.33
Level 2	46.42	37.50	32.00	38.77	44.89	33.33	35.55	33.33	33.33
Level 3	10.71	21.42	24.00	18.36	16.32	12.50	24.44	22.22	20.83
Level 4	7.14	1.78	4.00	6.12	4.08	8.33	11.11	6.66	12.50

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

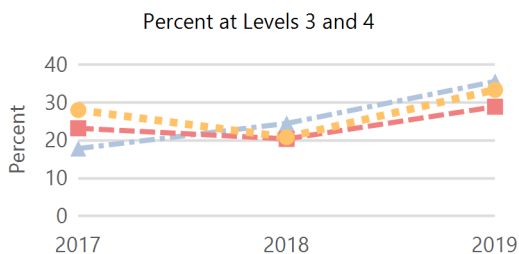
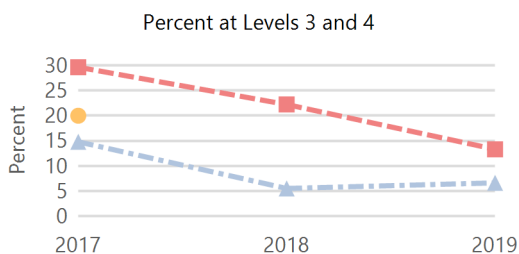
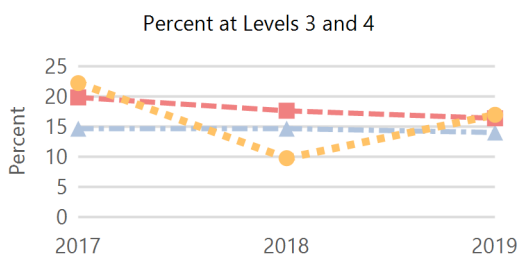
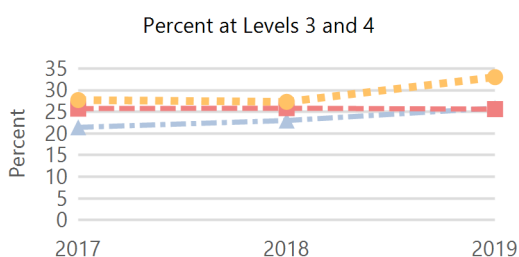
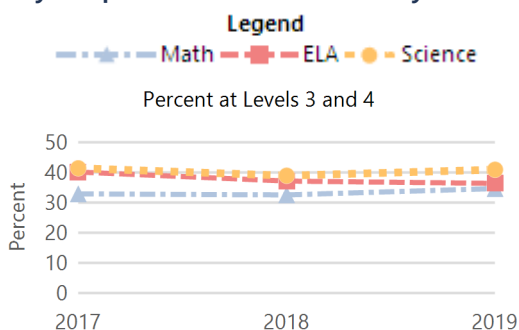
ACT Performance (2019 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District 21.3

State 21.1

Accreditation Summary

Date: 06/10/2019

System: D0490 El Dorado (0000)

City: El Dorado

Superintendent: Teresa Tosh

OVT Chair: Richard Proffitt

Executive Summary/AFI

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

ARC Comment

All compliance requirements were met as verified by KSDE.

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

ARC Comment

Evidence supports the foundational structures have been addressed. The areas of equity and diversity are evidenced by the Tiered framework of support. The system is making progress in physical and mental health, civic and social engagement, and arts and cultural appreciation. The system has developed mentoring programs with the community for 9-12 grades. The system also has put into place mental and physical health factors in partnering with services available in their area. Evidence of progress is demonstrated through the professional development of the system; focusing on frameworks, Special Education, and crisis plans.

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

ARC Comment

The system improved participation rate of 38% to 50% on the family survey. Evidenced by the use of an action plan to involve more parents, students, and teachers.

Areas For Improvement

Comment

The System does not indicate how the reciprocal communication is being addressed and or how it has changed

Rationale

The goal statement indicates that the system will: Improve two-way family communication by 2021 as measured by a 90% average positive rating on reciprocal communication questions on the family survey given a 50% participation rating. While the system and OVT report indicated that the system met the 50% participation rating, there was no data reported to indicate if the reciprocal communication questions on the family survey made progress towards the 90% average positive rating target set in the goal action plan.

Tasks

The system needs to provide data and evidence to demonstrate any progress made toward the goal of a 90% average positive rating as set in the action plan. If the goal has not been achieved, the system needs to address why they feel that is the case and what steps would be taken to move in that direction going forward.

Timeline	09-30-2020
System Response	Since the graphs/pictures will not upload into this response area, our response is located in the Artifacts section under "490 Appeal of ARC Recommendation" (located at the bottom of the list of artifacts). This response begins on Page 1 of the document.
Appeal Team Response	The evidence submitted by the system for the purpose of the appeal was determined to be sufficient and complete. There was enough information to demonstrate that the "Area for Improvement" was sufficiently met and no longer needed.

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

ARC Comment

The system used multiple data points to direct instruction and increase student self-efficacy as evident by using NWEA, Aimsweb, Lexia, Navigator, behavior Positive Behavioral Interventions and Support (PBIS), and Panorama. These assessment tools evaluate students in reading, math, science, social-emotional, and behavior which are done two to three times a year. The system uses flexible grouping, data-driven interventions, and communication that enhances self-efficacy in student performance. Results specifically addressing progress toward the stated goal could not be found in the System or OVT reports.

Areas For Improvement

Comment	Relevance
Rationale	The action plan in artifacts indicates baselines for math, reading, and language usage and target to be 85% of students meeting projected rate of growth. The system or OVT reports did not address the number of students meeting 85% of projected rate of growth. There was an artifact that indicated growth in math but not reading or language, but the ARC could not find direct discussions where the system analyzed or explained results.
Tasks	Provide data and evidence to support progress towards the set target of 85% of students meeting the projected rate of growth in NWEA reading and math. If the data demonstrate less progress than the target of 85%, discuss and describe the possible causes of the lower performance, as well as potential ways to attempt to show progress in the future.
Timeline	09-30-2020
System Response	Since the graphs/pictures will not upload into this response area, our response is located in the Artifacts section under "490 Appeal of ARC Recommendation" (located at the bottom of the list of artifacts). This response begins on Page 4 of the document.
Appeal Team Response	The evidence submitted by the system for the purpose of the appeal was determined to be sufficient and complete. There was enough information to demonstrate that the "Area for Improvement" was sufficiently met and no longer needed.

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

ARC Comment

The system has a strategic plan which aligns policies and procedures to address needs within the improvement process. The strategic plan included budgeting and bond-related projects for long term sustainability as evidenced by the conversion of the former Middle school into the system's Performing Arts Center. This center now provides great resources and opportunities for the students to demonstrate different avenues of performance. The system improved professional development goals by implementing wellness policies, mental health processes, and physical health and wellness activities within the district for both staff and students. The system partnered with Susan B. Anthony Hospital, Butler County, and South-Central Mental health. The System showed evidence of financial and human resources to sustain the improvement process. The System has had a leadership change in 2019-2020 with a new Superintendent.

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

ARC Comment

The system has focused on the five board outcomes during this KESA cycle. The system has implemented a variety of processes; however, associated improvement data is not observed at this time.

Board Outcomes

Social-Emotional Growth

The system actively collects data on social-emotional growth in the district. Currently, the system is utilizing Panorama as the assessment tool to disaggregate data collected on Grit, Self-Management, Social Awareness, Self-efficacy, and Emotional Regulation. The system utilizes this data to assess the needs of the students and communicate needed changes within their leadership teams. The whole child philosophy is present at all levels to create systems where student needs are at the center of decision-making. Tiered systems of support are used to address social and academic needs and the interventions are tracked within Panorama. Explicit instruction is taking place in the elementary school focusing on social-emotional regulation in response to the Panorama data. The system has also partnered with Susan B. Anthony Hospital, Butler County, and South-Central Mental health to improve services for students in the social-emotional growth area.

Kindergarten Readiness

The system utilizes the ASQ, Ages and Stages Questionnaire, which allows the parents to give input on their child's developmental abilities. The system continues to grow preschool programs in order to help serve more children in the community. Creating additional 4-year old at-risk programs addresses the needs of the children in the community. These programs allow identification of students with developmental delays to provide adequate interventions for school readiness. No evidence was available to identify how the data of the ASQ was being used to meet the needs of their Kindergarten students.

Individual Plans of Study

At El Dorado Middle School, the 7th-grade students begin the process of developing Individual Plans of Study. They take career interest inventory surveys to measure career interests and aptitude. In 8th grade, students develop their career interests into clusters based on survey data based on the areas of work values and career interests. In addition, students attend the Futures Fair sponsored by Communities in Schools, exposing them to the concepts of career readiness and financial fitness. At the high school, 9th-grade students update their individual plans of study to reflect evolving interests, skills, and work values.

Throughout the students' high school careers, a combination of Counselors and Seminar teachers work together to support students in the development of the IPS. Parent-Teacher conferences are now wrapped around the IPS in the fall, while the spring Parent-Teacher conferences focus on enrolling in the appropriate courses for the next year based utilizing the IPS data as guidance. The system collaborated with the local Chamber of Commerce to create a Career Expo focused on student interests and possible career options for all students to attend. To finalize the high school experience, students focus on graduation requirements, feeding into plans for post-secondary education and future careers. At this point, a 6-year plan of study is completed in preparation for graduation.

High School Graduation Rate

Graduation rates for the system have grown from 85.6% in 2013 to 90.1% in 2018 and then dipped to 84.8% in 2019. The system noted that in 2019 the graduation rate was lower due to having a smaller graduation class and a collection of students who chose to drop out just prior to graduation. The system continues to implement individual plans of study focusing on post-secondary options for the students. High chronic absenteeism is evident that was not discussed and therefore connections to dropout and graduation could not be formally established.

Postsecondary Success

Effectiveness rating in 2013 was 38.6%, rose to 39.4%, and then fell again to 38.1% in 2017. The system indicated a need for a more intentional and focused plan on post-secondary readiness. The system has increased the availability of postsecondary opportunities during this academic year, including dual credit courses and early college academies.

Areas For Improvement

Comment	High School Graduation Rate
Rationale	The system does not provide evidence about why students are dropping out nor their inconsistencies in the graduation rate. The smaller class size can contribute to variability, but what became of those students that did not graduate. The inability to account for this provides evidence of work that needs to be done to improve graduation rates overall.
Tasks	Provide evidence of, or rationale for graduation data. Provide clarification of dropout rate causes, and discuss the next steps needed to improve in this area. Provide data and analysis related to chronic absenteeism rates. Provide a plan on how these will be addressed during the next KESA cycle.
Timeline	12-31-2020
System Response	Since the graphs/pictures will not upload into this response area, our response is located in the Artifacts section under "490 Appeal of ARC Recommendation" (located at the bottom of the list of artifacts). This response begins on Page 6 of the document.
Appeal Team Response	The evidence submitted by the system for the purpose of the appeal was determined to be sufficient and complete. There was enough information to demonstrate that the "Area for Improvement" was sufficiently met and no longer needed.
Comment	Postsecondary Success
Rationale	The system indicates the need for a more intentional and focused plan on postsecondary readiness. This is a clear indication that the system has not looked at its data to determine their needs and how they will address this issue and others related to postsecondary success.
Tasks	The system needs to provide a plan for how they will improve postsecondary success and include evidence of their data and its analysis. Goals for the system should reflect a direct alignment to this board outcome.
Timeline	08-01-2021
System Response	Since the graphs/pictures will not upload into this response area, our response is located in the Artifacts section under "490 Appeal of ARC Recommendation" (located at the bottom of the list of artifacts). This response begins on Page 9 of the document.
Appeal Team Response	The evidence submitted by the system for the purpose of the appeal was determined to be sufficient and complete. There was enough information to demonstrate that the "Area for Improvement" was sufficiently met and no longer needed.

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

ARC Comment

With the initial action steps taken by the group to increase participation among district parents and patrons, the overall participation rate among survey participants has increased from 38% to 50%. This increase has allowed district personnel to feel confident that they are getting a wider view from district stakeholders. District teachers and administration are now reviewing the questions that are on the survey to refine what types of input the district needs from its parents and patrons. An increased effort in stakeholder involvement was part of this system's KESA process this cycle.

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

ARC Comment

The System and Outside Visitation Team communicated well, the system was responsive to suggestions and open to improvement throughout the cycle. All forms and processes appeared to be completed in a timely manner.

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

ARC Comment

The KESA process has been implemented with the expected level of fidelity. Evidence between the school and team was provided by the OVT chair report. All system and OVT documentation have been submitted.

ARC Recommendation

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

Justification

The systems did not connect the documentation of data to its goals. Consequently, the system did not show evidence of a planning process to improve the system. Data based decision making was lacking. A lack of a plan to move towards consistent growth in graduation rate, post-secondary success, relevance, and kindergarten readiness was demonstrated.

Strengths

The system's new superintendent has a new vision, plan, and improvement of goals in many aspects of the system. The system improved professional development goals by implementing wellness policies, mental health processes, and physical health and wellness activities within the district for both staff and students. The System showed evidence of financial and human resources to sustain the improvement process.

Challenges

AFI areas need to be addressed. The System has data that has not been analyzed. The system has a high absentee rate that is not addressed in plans or goals. The system has not addressed the dis-aggregated data of specific populations of students. This is a question of equity. The rigor of the system's goals and their ability to create an impact on student learning was lacking.

System Appeal

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

Appeal Summary

Our entire response can be found in the 490 Appeal of ARC Recommendation document beginning on Page 11. Thank you for considering our appeal.

From Teresa Tosh, Superintendent: My perspective on the USD 490 KESA process is a unique one. Sue Givens, previous superintendent for 12 years, asked me to be a member of the OVT team as the district embarked on this new KESA journey and I was delighted to join! Fast forward two years and I find myself stepping into the role of superintendent for this same district. In relation to KESA, I know the USD 490 system from two vantage points both outside and now inside the system.

I was excited to know that this district had a strong strategic plan and had been working that process for more than 10 years. Systemic change was how they did business. As they embarked on KESA, they were able to pull from that experience to build a solid foundation for KESA. They had recently completed a book study on the Four Disciplines of Execution. They had implemented that work with WIG teams, WIG goals, and a strong cadence of accountability. Teams met quarterly, or more often if needed, to implement the work for their goal area. When the overall justification notes that "data-based decision, making was lacking", I would point out the district scorecard located at <https://sites.google.com/eldoradoschools.org/strategicplan/home>. Data drives everything in the district prior to me and I will say that as a new superintendent that data has been incredibly helpful to guide conversations.

As one of the OVT members, I can confidently say that the work of the district was not well supported by the OVT. I recall sitting upstairs with the OVT during our Year 3 visit and asking if we had some suggestions for the team. I was told that we would not be giving recommendations because they were doing great things. I absolutely agreed that the district was doing great work, but the OVT needed to support and nudge that work forward. For example, USD 490 had begun conversations around chronic absenteeism. It would have been the perfect area for the OVT to support their work and encourage them to continue to explore in that area. As an OVT, we did not do that. Instead as the incoming superintendent, I emailed the team a few resources similar to the United Way Attendance Works website. I wanted to find a way to help them keep that work moving forward; which it is. This WIG team will begin a book study next year on Absenteeism & Truancy: Interventions and Universal Procedures by Drs. William Jensen and Randy Sprick.

There was a question above regarding Kindergarten Readiness. Let me take a moment to describe the work that the USD 490 system has been doing specifically in that area. The district utilizes the ASQ: SE- 2 and ASQ: 3 questionnaires which allow families to give input on their child's developmental abilities. The results are shared with families along with suggested at-home activities to encourage cognitive, motor, and social-emotional development. Teachers utilize this data along with Panorama SEL survey data to help guide instruction and class climate to promote optimal developmental achievement. It is also used by the building SIT team as discussion points when determining appropriate supports for students who are not meeting benchmark targets. As a result of USD 490 Kindergarten Readiness WIG Committee suggestions, additional early learning opportunities were added:

Fall 2017 - The district began a new Parents as Teachers program to provide additional support via in-home visits and connection groups for families in the USD 490 community in order to prepare students to be kindergarten ready.
Fall 2018 - An additional 4-year old Preschool Aged program was added to better address the need of supporting students in being kindergarten ready.

Because of these added supports, we anticipate being better able to monitor utilizing ASQ questionnaires from entry into the PAT program through the fall of their Kindergarten year which provides teachers the ability to intervene in a more timely manner and with more thorough long-reaching data.

Stepping into this new role and then to navigate the COVID challenges, I must admit that things may not have been as seamless as they probably were the year before. Of the 13 administrative positions in the district, 5 were new to their positions this year. With that being said, the staff did an excellent job continuing the work of our strategic plan as well as our KESA plan. When I approached the DLT and the Board with the idea of combining Years 4 and 5, I knew it could be a challenge, but I knew that they were up to it. I felt confident that they had the data to show their work. The DLT worked on the Year 5 report as well as doing our own self-reflection using the rubric utilized by the ARC which led to good conversations about things we would like to tweak in our next 5-year process. Not only did I ask them to pull that work together, but I also pushed them to evaluate their work. No, they may not be the results they hoped for, but they knew where they were based on the data and where they were headed based on their goals.

We definitely felt a disconnect with our OVT. When I started in this role, I had to reach out for help getting the OVT Year 3 Report finalized and uploaded into the authenticated app. This was the report that I assisted with as an OVT member. As we began Year 5, we stressed the importance of following through and getting the Year 5 report uploaded in a timely fashion. On 4-20-2020, I was contacted by KSDE when our OVT Chair left a critical section blank on the final report. Upon further review, the notes our Board Clerk was asked to take that day were copied without any changes being made. I reached out to the Chair on 4-20-2020 to ask if those sections could be completed. That part was completed, but there were still issues on the OVT report that needed to be addressed. On 4-21-2020, I sent a PDF with the areas highlighted in yellow that still needed further attention. As a district, we felt like there were areas that the Year 5 OVT report did not adequately address or acknowledge the work that we had accomplished to this point. Therefore, we intentionally included additional data in the artifact section to show a more complete picture of the work we have accomplished. Unfortunately, it appears that the goal areas may have been confused which I think painted an even more confusing picture overall.

So, let me take a moment to describe where USD 490 is headed. This year, the district wrapped up the current strategic plan. Amid the challenges of COVID-19, we will be launching into our new strategic plan. We are working with KASB to assist us in the design of that plan. The foundational work included a community survey with over 500+ responses, face-to-face meetings (limited to 45 due to social distancing guidelines), and rewriting our mission and vision statements. The team will also be defining our portrait of a graduate. We have identified 5 key themes and will be weaving those into the foundational work of our KESA plan as well. The goal has always been to align our KESA plan and our strategic plan, because we believe they should be one and the same. Next, we will select goal areas aligned to the strategic plan and directly to the KS State Board Outcomes. Since our current strategic plan was written prior to any KESA work, those goals were not as clearly articulated as they need to be in the future. We know that and are working to address it in this new strategic planning process.

This section was difficult for me to write. -- The remainder of this document can be found on Page 11 of the 490 Appeal of ARC Recommendation.

Appeal Team Accreditation Recommendation

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



El Dorado USD 490

124 West Central Avenue, El Dorado, KS 67042-2138
(316) 322-4800
www.eldoradoschools.org

District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12**
Superintendent: **Teresa Tosh**

Demographics

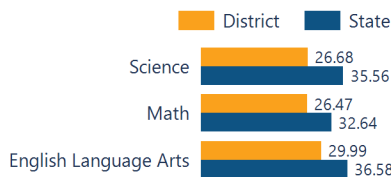


1,952 Students

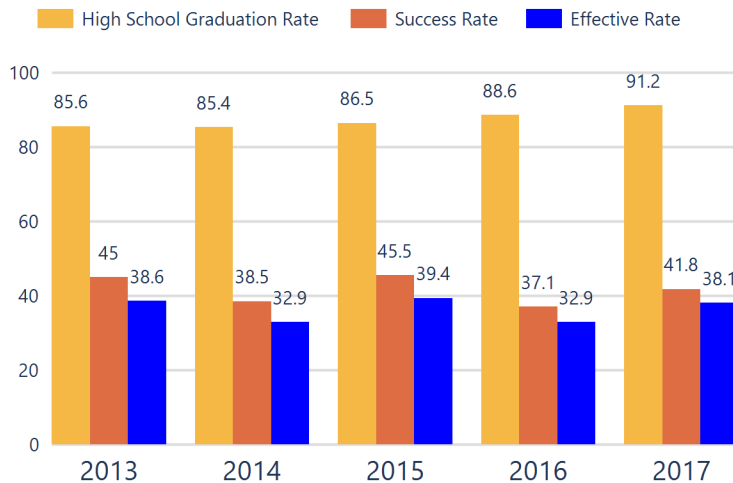
African American 1.69 %
Hispanic 9.48 %
Other 8.76 %
White 80.07 %

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

87%

Five-Year Success Avg

42%

Five-Year Effective Avg

36%

95% Confidence Interval
for the Predicted
Effectiveness Rate

42.6 - 44.5%

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

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

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

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.

84.8%

State:
87.5

District ESSA Expenditures Per Pupil

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

\$11,013

State:
\$11,415

94.9%

State:
94.5

13.5%

State:
13.9

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

1.9%

State:
1.4



District Academic Success

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

ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	33.94	31.90	42.09	33.84	34.15	35.57	33.33	35.00	38.94
Level 2	38.24	34.96	28.46	39.58	36.92	34.61	40.18	35.00	34.37
Level 3	22.49	26.60	21.65	20.10	23.48	22.83	20.65	25.20	18.75
Level 4	4.60	5.81	6.81	6.46	5.43	6.97	5.82	4.79	7.93

FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	41.16	41.37	52.53	38.02	41.68	43.28	40.46	42.70	41.89
Level 2	37.52	34.48	23.04	40.95	35.10	31.84	39.92	35.76	36.03
Level 3	16.39	17.60	18.89	16.81	19.56	19.90	16.57	17.79	16.21
Level 4	4.00	5.62	3.68	4.20	3.65	4.97	3.03	3.73	5.85

STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	61.01	60.45	60.00	62.79	66.08	58.73	64.14	62.62	70.66
Level 2	22.59	23.16	20.00	23.83	16.95	23.80	22.72	23.23	16.00
Level 3	11.86	12.99	8.75	9.88	15.20	17.46	10.10	11.61	13.33
Level 4	3.38	2.25	8.75	3.48	1.75	0.00	3.03	2.52	0.00

AFRICAN-AMERICAN STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	39.13	30.43	N/A	57.14	38.09	N/A	73.33	66.66	N/A
Level 2	47.82	52.17	N/A	42.85	42.85	N/A	26.66	33.33	N/A
Level 3	13.04	17.39	N/A	0.00	19.04	N/A	0.00	0.00	N/A
Level 4	0.00	0.00	N/A	0.00	0.00	N/A	0.00	0.00	N/A

HISPANIC STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	40.57	38.02	71.42	39.24	39.24	59.45	34.56	38.27	39.02
Level 2	33.33	30.98	21.42	37.97	29.11	18.91	39.50	23.45	36.58
Level 3	20.28	26.76	0.00	16.45	27.84	16.21	22.22	32.09	21.95
Level 4	5.79	4.22	7.14	6.32	3.79	5.40	3.70	6.17	2.43

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

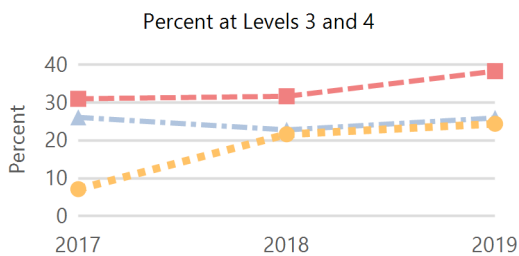
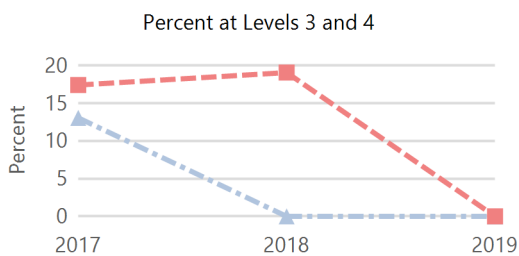
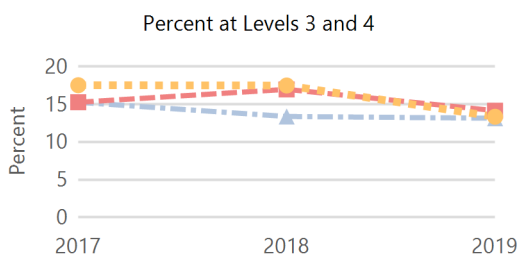
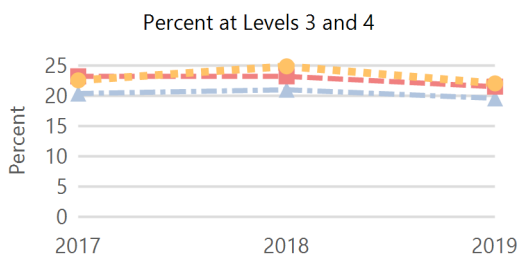
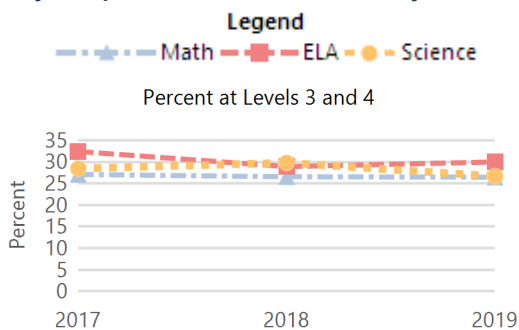
ACT Performance (2019 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	19.7
State	21.1

Accreditation Summary

Date: 05/06/2020

System: Z0026 Lutheran Schools (Topeka) (9021)

City: Topeka

Principal: Nancy Jankowski

Superintendent: James Bradshaw

OVT Chair: Nancy Bolz

Executive Summary/AFI

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

ARC Comment

All compliance areas were met as verified by KSDE.

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

ARC Comment

The system indicated that tiered framework of supports was in place in the building. Specific steps of the process were stated. The school collaborates with the local public school for services. However, no data is provided regarding how placement is determined, number of students moving in and out of the tiers, or overall student performance. A tutor in special education is available to work with students. It was mentioned that stakeholders were included in the development of their school improvement plan which was updated in March 2020. In the area of Postsecondary and Career, there was evidence of Individual Plans of Study in place with 7th and 8th graders. The school worked to provide STEM time for all students, in conjunction with the community, as well as discussions of careers.

Responses in the areas of Diversity and Equity, communication and basic skills, civic and social engagement, and arts and cultural appreciation were not addressed at this time because this system came for accreditation in 2017-2018 and at that time these areas were met adequately and no further response was needed.

Areas For Improvement

Comment	Foundational Structures of MTSS is not addressed adequately.
Rationale	Foundational Structures are the building blocks of KESA. They are programs, models or practices which address how the system is working to improve. The ARC in 2017-18 provided the system with a letter outlining its concerns regarding foundation structures and these were only partially addressed.
Tasks	Provide evidence of the implementation of a tiered framework of supports for mental and behavioral supports including any data to support your implementation.
Timeline	05-31-2021
System Response	

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

ARC Comment

The system did respond to the ARC's request of a Strategic Plan with improvement priorities. However, it is unclear what specific goal areas (R's) were selected for the building to improve upon for KESA. All the AdvancEd/Cognia improvement priorities in the strategic plan have goals and timelines. It should be noted that in 2018 the strategic plan was put into place, but there is no evidence if the improvement priorities in that plan were selected based on data or just stakeholder involvement of suggested improvements. Additionally, in March 2020 the system met to update their plan and chose three additional priorities without clear indication of data or impact on student learning. It is recommended that the system identify critical factors influencing student learning. Additionally, both quantifiable and qualitative data are important to be used for the purpose of evidence and growth.

Areas For Improvement

Comment	Clearly stated goals based on data and student driven.
Rationale	The KESA process requires that each system identify at least two goal areas along with specific goal statements indicating areas for improvement. Due to the AdvancEd/Cognia process, the system priorities outlined in its strategic plan and the KESA goals do not show alignment. A thoughtful improvement process is important. It should include both qualitative and quantitative data and the plan should be a working document in which all teachers and stakeholders are involved.
Tasks	A workable student-focused improvement plan that identifies data, goal areas, goal statements, interventions, timelines, and professional development. Progress needs to be shown over time, including data trends.
Timeline	01-31-2021
System Response	

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

ARC Comment

The system did respond to the ARC's request of a Strategic Plan with improvement priorities. However, it is unclear what specific goal areas (R's) were selected for the building to improve upon for KESA. All the AdvancEd/Cognia improvement priorities in the strategic plan have goals and timelines. It should be noted that in 2018 the strategic plan was put into place, but there is no evidence if the improvement priorities in that plan were selected based on data or just stakeholder involvement of suggested improvements. Additionally, in March 2020 the system met to update their plan and chose three additional priorities without clear indication of data or impact on student learning. It is recommended that the system identify critical factors influencing student learning. Additionally, both quantifiable and qualitative data are important to be used for the purpose of evidence and growth.

Areas For Improvement

Comment	Clearly stated goals based on data and student driven.
Rationale	The KESA process requires that each system identify at least two goal areas along with specific goal statements indicating areas for improvement. Due to the AdvancEd/Cognia process, the system priorities outlined in its strategic plan and the KESA goals do not show alignment. A thoughtful improvement process is important. It should include both qualitative and quantitative data and the plan should be a working document in which all teachers and stakeholders are involved.
Tasks	A workable student-focused improvement plan that identifies data, goal areas, goal statements, interventions, timelines, and professional development. Progress needs to be shown over time, including data trends.
Timeline	01-31-2021
System Response	

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

It was reported that the school wrote a grant to secure a full-time counselor and part-time nurse. It does appear that the board has made a financial commitment to maintain a full-time counselor and part-time nurse for the school. The school does have regular board meetings that address policies and procedures. For example, the installation of additional security cameras was noted as completed.

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

In the report provided to the ARC the improvement plan addressed the priorities established during the Advanced Ed visit. The goals outlined their processed but did not discuss specific student improvements.

Board Outcomes

Social-Emotional Growth	The school appears to be grounded in their mission and vision as being Christ-centered. They have hired a counselor as well as a school nurse to meet student needs.
Kindergarten Readiness	ASQ has been utilized since 2018 and is reported to KSDE. However, no examples of specific use of the ASQ is mentioned to know how the school uses the data secured from results.
Individual Plans of Study	Individual Plans of Study has been implemented in 6-8 grade students. K-8 have lessons on career readiness through their social studies curriculum. Grades 6-8 take aptitude tests to inform career readiness. Eighth graders transition to the high school with their IPS file.

High School Graduation Rate	As a K-8 system, graduation data is not available; however, the system can report on predictive data that might indicate the preparedness of the students for high school, such as attendance and chronic absenteeism. The system can look at the enrollment of their former students in higher level courses in high school.
Postsecondary Success	As a K-8 system, postsecondary success rate data is not calculated by KSDE for the building. Much like the high school graduation information, alternative and predictive data can be used to reply to this area of performance. It is recommended that the system track and report on the high school graduation rate of their former students.

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

ARC Comment

In 2017-2018 stakeholder engagement was not identified as an area for improvement to which the system needed to respond. However, it is to be noted that stakeholders were mentioned when addressing their response to updating the school improvement plan. The report noted that 20 people were working on the plan in 2017. In 2020, four parents represented outside stakeholders. The school, with the community, identified careers and STEM opportunities for learners.

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

ARC Comment

The school was responsive to AdvancEd/Cognia. However, the school did not respond to the letter from KSDE sent in 2018 in a timely manner. Throughout the following two years, KSDE contacted the system via email, phone calls, and in person. The system's administrator did have special circumstances that caused delay in her response in 2018. The system did meet with KSDE staff in person to review the ARC's request in the Fall 2019. A written response was submitted in April 2020.

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

ARC Comment

Hope Lutheran does appear to fulfill the requirements for Advanced Ed but does not seem to understand that the KESA process needs to be in place as well. For example, in the response letter all areas of improvement priorities for AdvancEd/Cognia were identified, but KESA goal areas were not seen.

Areas For Improvement

Comment	Improved system alignment with the KESA process.
Rationale	The system is currently undertaking three processes of improvement which may be causing some discordance with understanding how they interface/align.
Tasks	Seek and document professional learning opportunities to ensure understanding of the KESA process.
Timeline	05-31-2021
System Response	

ARC Recommendation

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

Justification

Hope Lutheran has a school improvement process. Working with AdvancEd/Cognia the school has identified improvement priorities. The school also identified having a strong social-emotional program in place for their students. However, very little student data was used as those decisions were made nor was the work tied to KESA. Data regarding student achievement was not provided. Additionally, goals for the KESA process were not evident. Specific goals, with measurable targets, were not seen in the report.

Strengths

Hope Lutheran does have a Strategic Plan in place. It has been updated at least two times during the last three years. The school does utilize assessments to monitor student academic improvement. They have implemented career studies in Social Studies, enhanced STEM time, and added a tutor. The school has also added a full-time counselor and part-time school nurse. There is a partial tiered framework of supports in place and professional development is said to be driven by student progress.

Challenges

The challenge is that the use of data does not seem to be driving the school improvement work. No evidence of this was seen in the report. Student data was not reported. There does seem to be a disconnect between the process used by AdvancEd/Cognia and KESA. A bridge needs to be provided so the school understands that connection between the two processes. The importance of actual student data and information in the report cannot be over-stated. Data of students must be reported. Finally, the system needs to be sure that it is making every effort to be in full compliance with KSDE requirements, including the licensing of staff.



Hope Lutheran - Lutheran Schools (Topeka) - Z0026

6308 Quivira Rd, Shawnee, KS 66216-2744
 (913) 631-6940
 www.hopeschoolkc.org
 Principal: **Nancy Jankowski**

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

Demographics

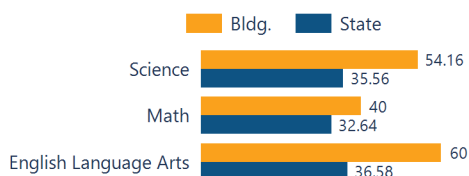


121 Students

African American 11.57 %
 Hispanic 5.79 %
 Other 10.74 %
 White 71.90 %

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness

No Data Available

District Kansans Can Star Recognition

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

Kansans CAN
lead the world!

Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

%

Five-Year Success Avg

%

Five-Year Effective Avg

%

95% Confidence Interval
for the Predicted
Effectiveness Rate

%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

N/A

State: School ESSA Expenditures Per Pupil

87.5

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

N/A

State:
\$11,415

96.1%

State:
94.5

5.6%

State:
13.9

26.7%

State:
1.4

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



School Academic Success

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

ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	8.57	7.14	4.76	16.17	7.24	10.00	13.75	10.00	12.50
Level 2	41.42	22.85	23.80	35.29	31.88	16.66	46.25	30.00	33.33
Level 3	37.14	45.71	42.85	36.76	43.47	46.66	27.50	35.00	33.33
Level 4	10.00	24.28	23.80	11.76	17.39	26.66	12.50	25.00	20.83

FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	8.33	25.00	N/A	33.33	25.00	N/A	31.25	25.00	N/A
Level 2	66.66	25.00	N/A	41.66	25.00	N/A	43.75	43.75	N/A
Level 3	25.00	50.00	N/A	8.33	25.00	N/A	12.50	18.75	N/A
Level 4	0.00	0.00	N/A	16.66	25.00	N/A	12.50	12.50	N/A

STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

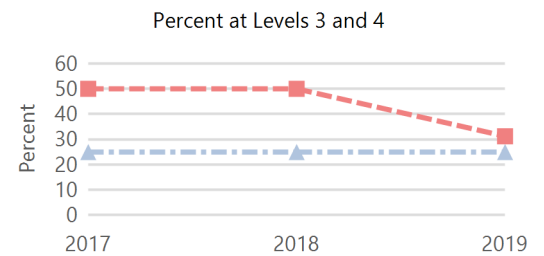
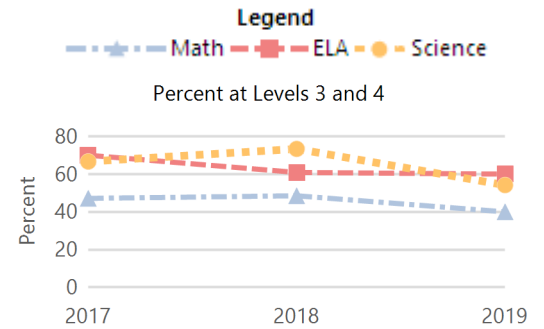
ACT Performance (2019 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



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

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

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

Building

State

21.1



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

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

From: Jeannette Nobo, Mischel Miller

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

The State Board will have the opportunity to review the ARC's Accreditation Summary Report (Executive Summary) the month prior to taking action on the ARC's recommendation. This month for consideration is one system the ARC reviewed in June; but, due to executing its right to an appeal process had not yet been brought forward with an accreditation recommendation.

The system presented as a "receive" item is:

- St. Patrick Elementary - Z0029-8421

Staff will be available to answer questions.

Accreditation Summary

Date: 06/04/2020

System: Z0029 Kansas City Catholic Diocese (8421)

City: Kansas City

Superintendent: Vincent Cascone

Principal: Tim Conrad

OVT Chair: Nancy Bolz (Cognia)

Executive Summary/AFI

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

ARC Comment

All compliance requirements were met as verified by KSDE.

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

ARC Comment

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

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

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

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

Areas For Improvement

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

Timeline

System Response

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

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

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

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

ARC Comment

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

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

ARC Comment

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

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

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

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

ARC Comment

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

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

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

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

Areas For Improvement

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

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

ARC Comment

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

Board Outcomes

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

Areas For Improvement

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

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

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

ARC Comment

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

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

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

ARC Comment

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

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

ARC Comment

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

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

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

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

ARC Recommendation

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

Justification

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

Strengths

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

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

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

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

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

Challenges

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

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

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

System Appeal

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

Appeal Summary

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

Final Recommendation

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

Justification

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

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

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



St. Patrick Elementary -
Kansas City Catholic Diocese - Z0029

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

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

Demographics

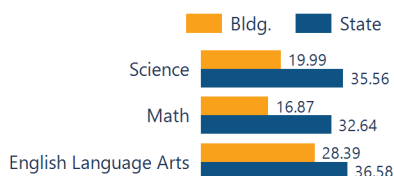


262 Students

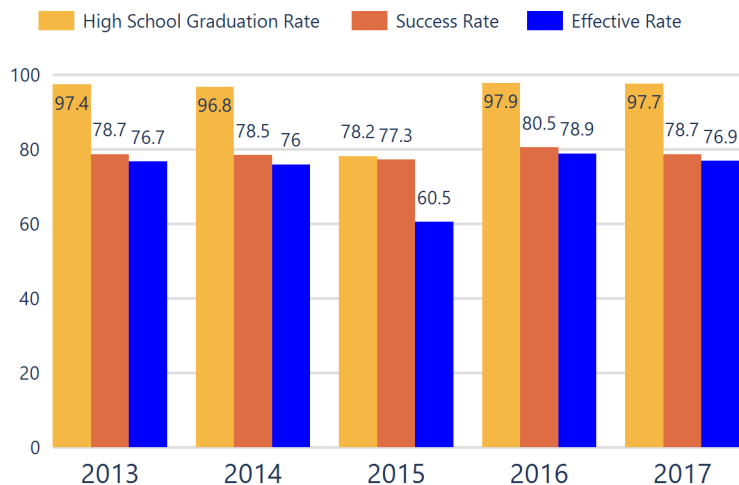
African American 4.20 %
 Hispanic 37.02 %
 Other 17.94 %
 White 40.84 %

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg

94%

Five-Year Success Avg

79%

Five-Year Effective Avg

74%

95% Confidence Interval
 for the Predicted
 Effectiveness Rate

62.5 - 66.8%

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

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

Success Rate: A student must meet
 one of the four following outcomes
 within two years of High School
 graduation.
 1. Student earned an Industry
 Recognized Certification while in
 High School.
 2. Student earned a
 Postsecondary Certificate.
 3. Student earned a Postsecondary
 Degree.
 4. Student enrolled in Postsecondary
 in both the first and second year
 following High School graduation.

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

N/A

State: School ESSA Expenditures Per Pupil

87.5

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

N/A

State:
\$11,415

95.1%

State:
94.5

12.2%

State:
13.9

N/A

State:
1.4

Click here for State Financial Accountability.



School Academic Success

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

ALL STUDENTS

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

FREE AND REDUCED LUNCH STUDENTS

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

STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	69.23	84.61	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	23.07	7.69	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	7.69	7.69	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	0.00	0.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

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

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

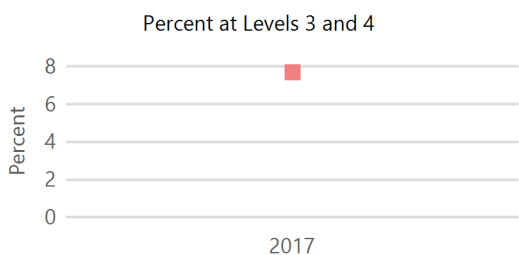
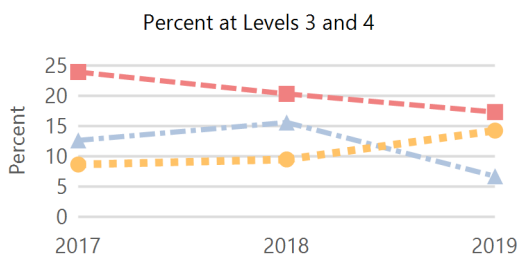
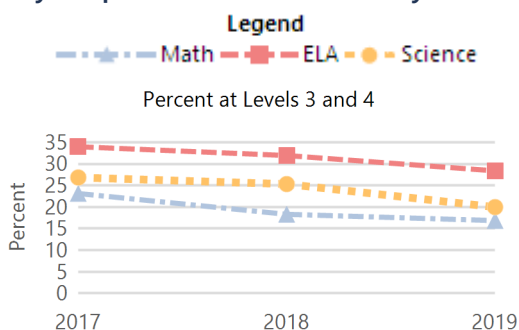
ACT Performance (2019 School Year)

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

Note: Not all eligible students completed an ACT.

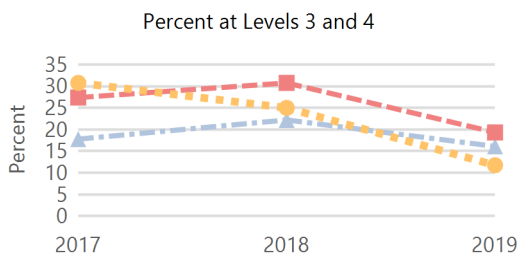


Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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



Building

State

21.1

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 10

Staff Initiating:

Susan Helbert

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 9/08/2020

Item Title:

Act on recommendations from the Teacher Vacancy and Supply Committee on Limited Apprentice License

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendation of the Teacher Vacancy and Supply Committee (TVSC) to continue to provide a Limited Apprentice License special education paraprofessional-to-teaching pathway, modeled after the Limited Apprentice High Incidence Pilot, but with adjustment to the program of study.

It is further moved that the Kansas State Board of Education accept the recommendation of the TVSC to continue to explore and then pilot an alternative pathway to earn an elementary education license for bachelor degreed individuals to transition to teaching, while prioritizing the design and development of an option of already licensed teachers to add an elementary education endorsement to their existing license.

Explanation of Situation Requiring Action:

At the start of the 2018-19 school year, a two-year statewide pilot of alternative licensure pathways for elementary education and high incidence special education was launched. The Limited Apprentice License (LAL) program pilot design was recommended by the Teacher Vacancy and Supply Committee (TVSC), and included a formal evaluation process at the conclusion of the pilot during the spring of the 2019-20 school year. During the August State Board meeting, evaluation results were shared, along with the final TVSC recommendations related to the pilot programs.

A copy of the full recommendations document that was shared in August is provided.

The State Board is asked to accept the recommendation to continue a special education para-to-teaching high incidence program with adjustments to the program of study. In addition, the Board is asked to accept the recommendation to continue to explore and then pilot an alternative pathway to earn an elementary education license for bachelor degreed individuals to transition to teaching, while prioritizing the design and development of an option for already licensed teachers to add an elementary education endorsement.

Recommendations

Based on High Incidence and Elementary pilot programs

High Incidence Special Education

Continue to provide a special education paraprofessional to teacher pathway called the Limited Apprentice License (LAL) program.

This new pathway should be designed as an alternative pathway that allows the candidates to start teaching prior to completing the full program. The candidates would be issued a Limited Apprentice License after they complete an initial prescribed set of program coursework. They can be assigned as the teacher when the license issued, and can teach under the LA license while completing the remainder of the LAL program requirements. The endorsement on the LA license will be High Incidence Special Education. Appropriate assignment under the LAL license is providing Support Services.

Qualifications of candidates:

- **Bachelor's degree** (from a regionally accredited university)
- **GPA** requirement of 2.50 on a 4.0 scale for the most recent 60 semester credit hours earned by the candidate (same as the GPA requirement for the current Restricted license candidates)
- **Minimum of one full school year as a full-time special education paraprofessional** under the supervision of a SPED teacher
 - Extensive long-term special education substitute experience will be considered on an individual basis for equivalency to the described paraprofessional experience.
- **Verification that a local education agency (LEA) will employ and support them** in an appropriate SPED assignment during the completion of the program under the LAL license.

Responsibilities of LEA/Teacher Education institution:

Support and supervision of the candidate must be provided collaboratively by both the LEA and the institution.

In addition:

- Hiring LEA must:
 - Assign a mentor and provide an approved mentor program
 - Place the candidate in an appropriate assignment
- University must:
 - Provide a plan of study:
 - that allows for completion of the program within a two-year timeframe.
 - a third year to complete may be approved on an individual basis if a candidate can verify extenuating circumstances.
 - that specifically designates the coursework and other requirements to be completed each semester.
- The LEA mentor and university advisor must share their contact information for collaboration purposes.

Program/Plan of Study:

Convene a Committee to identity and develop a program that is appropriate to address the unique needs of the special education paraprofessionals completing this licensure pathway.

(continued)

Why this recommendation: the pilot program utilized existing approved High Incidence programs –programs designed for individuals who have completed teacher preparation for a general education subject, and are already licensed teachers. The HI program delivers only the special education competencies. The LAL program needs to provide necessary foundational knowledge and skills in addition to the special education competencies.

Licensure after program completion:

- **Issue a standard Initial teaching license**
 1. If the teacher held a LAL license and taught for two full years and was mentored under the LAL License:
 - require 1 additional year of mentoring prior to being upgraded to the professional license.
 2. If the teacher held a LAL license for less than two full years and/or did not have two full year of teaching/mentoring during a LAL license:
 - require 2 additional years of mentoring prior to being eligible to upgrade to the professional license.
- **Teaching subject endorsements can be added** to the standard Initial or subsequent Professional license based on passing the appropriate content test.

Elementary Education

1. **Priority should be given to create an opportunity for teachers who are already licensed to teach other subjects, to add the elementary education endorsement in a more efficient, streamlined manner.**
 - a. Currently, licensed teachers are required to complete a full, approved elementary education teacher preparation program plus the test. No provisional license is available to allow them to begin teaching in an elementary classroom during completion of the program.
 - b. Convene a committee to: identify the critical knowledge and skill competencies for transitioning from a license to teach a specific subject to teaching in an elementary classroom assignment; and make recommendations about the requirements and process to accomplish the added endorsement for elementary education.
2. **Continue to explore an alternative pathway for bachelor degreed individuals to transition to teaching and earn an elementary education teaching license.**

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11

Staff Initiating:

Catherine Chmidling

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 9/08/2020

Item Title:

Act on higher education preparation program standards for Reading Specialist PreK-12

Recommended Motion:

It is moved that the Kansas State Board of Education approve the new educator preparation program standards for Reading Specialist PreK-12.

Explanation of Situation Requiring Action:

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 Reading Specialist PreK-12. A crosswalk document for the standards provides a comparison summary between the previous standards and the proposed new standards. Staff and a representative from the standards revision committee will explain the process, present the standards and answer questions. The proposed revisions were presented as a Receive Item in August.

Crosswalk: Previous versus New READING SPECIALIST Standards

General Information about this Revision:

- » Additions of all IDA Substandards to the standards and functions.
- » Updated wording per ILA 2017 Standards to the standards and functions.

Standard 1

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction. (Previously Standard 3)	Standard 1: Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of reading literacy specialist in schools. (ILA S1) (IDA S1)	Additions to: Additions of all IDA Substandards to Functions in this standard. Updated wording per ILA 2017 Standards to the standard and functions.

Standard 2

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. (Previously Standard 4)	Standard 2: Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices. (ILA S2) (IDA S4)	Additions to: Additions of all IDA Substandards to Functions in this standard. Updated wording per ILA 2017 Standards to the standard and functions.

Standard 3

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing	Standard 3: Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnosis, and	Additions to: Additions of all IDA Substandards to Functions in this standard.

instruction. (Previously Standard 5)	measure student literacy achievement; inform instruction and evaluate interventions; assist teachers to their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders. (ILA S3) (IDA S3)	Updated wording per ILA 2017 Standards to the standard and functions.
--------------------------------------	--	---

Standard 4

PREVIOUS STANDARD	NEW STANDARDS	WHAT CHANGED?
Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society. (Previously Standard 1)	Standard 4: Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels. (ILA S4) (IDA S2)	Additions to: Additions of all IDA Substandards to Functions in this standard. Updated wording per ILA 2017 Standards to the standard and functions.

Standard 5

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. (Previously Standard 2)	Standard 5: Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment. (ILA S5)	Additions to: Updated wording per ILA 2017 Standards to the standard and functions.

Standard 6

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Candidates recognize the importance of, demonstrate, and facilitate professional	Standard 6: Candidates demonstrate the ability to be reflective literacy	Additions to: Additions of all IDA Substandards to Functions in this standard.

learning and leadership as a career-long effort and responsibility. (Previously Standards 6)	professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities. (ILA S6) (IDA S5)	Updated wording per ILA 2017 Standards to the standard and functions.
--	--	---

Standard 7

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
NONE; No previous standard	Candidates complete supervised, integrated, extended practica/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors. (ILA S7)	Additions to: New standard added per 2017 ILA Standards. New standard and functions.

Kansas Licensure Standards for Reading Specialist Educators

"Learner" is defined as students 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.

Standard 1: Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools. (ILA S1) (IDA S1)

Function 1.1: Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based components of reading (e.g. concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy. (ILA 1.1)

Content Knowledge:

1.1.1 CK Understand the research about various learners (e.g., English learners, those with difficulties learning to read, the gifted).

Professional Skills:

[none]

Function 1.2: Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy. (ILA 1.2)

Content Knowledge:

1.2.1 CK Understand the research and literature about foundational aspects of writing, especially as they relate to enhancing the reading and writing skills of students experiencing difficulty with reading and writing tasks.

Professional Skills:

[none]

Function 1.3: Candidates demonstrate knowledge of theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy. (ILA 1.3)

Content Knowledge:

1.3.1 CK Understand how the new literacies and digital learning have influenced the need for viewing and visually representing skills and how the connections and integration of language instruction influences the other dimensions of literacy across the grades and in the disciplines.

Professional Skills:

[none]

Function 1.4: Candidates demonstrate knowledge of the historical and evidence-based foundations related to the role of the reading/literacy specialist. (ILA 1.4)

Content Knowledge:

1.4.1 CK Given the ways in which the role of the reading/literacy specialist has evolved through the years, candidates have a knowledge of the research and literature about the instructional and leadership dimensions of the role and understand the research that identifies the importance of relationships among the cultural context of the school, the community, and literacy learning.

Professional Skills:

[none]

Function 1.5: Candidates understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse. (IDA 1.1)

Content Knowledge:

1.5.1 CK Understand that oral language comprises interrelated components (i.e., phonology, morphology, semantics, syntactics, and pragmatics).

Professional Skills:

[none]

Function 1.6: Candidates understand that learning to read, for most people, requires explicit instruction. (IDA 1.2)

Content Knowledge:

1.6.1 CK Understand the relationship between language acquisition and learning to read and the ways in which young readers develop concepts of print.

Professional Skills:

[none]

Function 1.7: Candidates understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling and vocabulary knowledge. (IDA 1.3)

Content Knowledge:

1.7.1 CK Understand the underlying research and literature about various components of reading, including foundational skills (concepts of print, phonological awareness, phonics, word recognition, and fluency), vocabulary, and comprehension.

Professional Skills:

[none]

Function 1.8: Candidates identify and explain aspects of cognition and behavior that affect reading and writing development. (IDA 1.4)

Content Knowledge:

1.8.1 CK Understand how the theories of motivation, new literacies, digital learning, and the connections and the potential integration of reading with other aspects of literacy influence reading instruction throughout the grades and in the academic disciplines.

Professional Skills:

[none]

Function 1.9: Candidates identify (and explain how) environmental, cultural, and social factors contribute to literacy development. (IDA 1.5)

Content Knowledge:

1.9.1 CK Understand that students, influenced by their culture and family, come to school with marked differences in language, and understand the effect that these differences have on students' instructional needs.

Professional Skills:

[none]

Function 1.10: Candidates explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes. (IDA 1.6)

Content Knowledge:

1.10.1 CK Understand the underlying research and literature about the development of language, speaking, and listening, and their importance as prerequisites for learning to read and write.

Professional Skills:

[none]

Function 1.11: Candidates understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological). (IDA 1.7)

Content Knowledge:

1.11.1 CK Understand the research underlying the ways to effectively teach diverse learners (e.g., English learners, those with difficulties learning to read, the gifted) across the grades and in the academic disciplines.

Professional Skills:

[none]

Function 1.12: Candidates know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression. (IDA 1.8)

Content Knowledge:

1.12.1 CK Understand the underlying research and literature about how writing develops and the importance of experiences in communicating in writing through a variety of styles and genres (e.g., narrative, expository, persuasive).

Professional Skills:

[none]

Function 1.13: Candidates understand the changing relationships among the major components of literacy development in accounting for reading achievement. (IDA 1.9)

Content Knowledge:

1.13.1 CK Understand how the new literacies and digital learning have influenced the need for viewing and visually representing skills and how the connections and integration of language instruction influences the other dimensions of literacy across the grades and in the disciplines.

Professional Skills:

[none]

Standard 2: Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices. (ILA S2) (IDA S4)

Function 2.1: Candidates use foundational knowledge to design, select critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners. (ILA 2.1)

Content Knowledge:

2.1.1 CK Demonstrate foundational knowledge to create literacy curricula.

Professional Skills:

2.1.2 PS Create evidence-based literacy curricula in a field placement experience and mentoring other educators.

Function 2.2: Candidates design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen speak, view, or visually represent. (ILA 2.2)

Content Knowledge:

2.2.1 CK Demonstrate knowledge of evidence-based literacy instruction. .

Professional Skills:

2.2.2 PS Apply appropriate evidence-based literacy instruction in a field placement experience and mentoring other educators.

Function 2.3: Candidates select adapt, teach, and evaluate evidence-based, supplemental, and intervention approaches and programs: such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of student, especially those who experience difficulty with read and writing. (ILA 2.3)

Content Knowledge:

2.3.1 CK Demonstrate knowledge of multiple types of evidence-based literacy instruction.

Professional Skills:

2.3.2 PS Apply and scaffold appropriate types of evidence-based literacy for all students in a field experience and mentoring other educators.

Function 2.4: Candidates collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum. (ILA 2.4)

Content Knowledge:

2.4.1 CK Demonstrate knowledge of collaboration and coaching of appropriate literacy instruction and curriculum.

Professional Skills:

2.4.2 PS Apply collaboration and coaching skills of appropriate literacy instructional practices and curriculum in a field experience and mentoring other educators.

Function 2.5: Substandard A Essential Principles and Practices of Structured Literacy

Instruction: Candidates understand/apply in practice the general principles and practices of structured language and literacy teaching; candidates understand/apply in practice the rationale for multisensory and multimodal language-learning techniques; and candidates understand rationale for/adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning. (IDA 4 A.1-3)

Content Knowledge:

2.5.1 CK Understand components of structured literacy principles and practices.

Professional Skills:

2.5.2 PS Apply appropriate components of structured literacy principles and practices in a field placement.

Function 2.6: Substandard B Phonological and Phonemic Awareness: Candidates understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English; candidates understand/apply in practice considerations for levels of phonological sensitivity; candidates understand/apply in practice consideration for phonemic-awareness difficulties; candidates know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade; candidates know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction; candidates know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory=verbal; candidates know/apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English. (IDA 4 B.1-7)

Content Knowledge:

2.6.1 CK Understand components of phonological and phonemic awareness.

Professional Skills:

2.6.2 PS Apply appropriate components of phonological and phonemic awareness in a field placement.

Function 2.7: Substandard C Phonics and Word Recognition: Candidates know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading; know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills; know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan; know/apply in practice considerations for using multisensory routines to enhance student engagement and memory; know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed; know/apply in practice considerations for teaching irregular words in small increments using special techniques; know/apply in practice considerations for systematically teaching the decoding of multisyllabic words; know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers. (IDA 4 C.1-8)

Content Knowledge:

2.7.1 CK Understand components of phonics and word recognition.

Professional Skills:

2.7.2 PS Apply appropriate components of phonics and word recognition in a field placement.

Function 2.8: Substandard D Automatic, Fluent Reading of Text: Candidates know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read; know/apply in practice considerations for varied techniques and methods of building reading fluency; know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices; know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency. (IDA 4 D.1-4)

Content Knowledge:

2.8.1 CK Understand components of automatic, fluent reading of text.

Professional Skills:

2.8.2 PS Apply appropriate components of automatic, fluent reading of text in a field placement.

Function 2.9: Substandard E Vocabulary: Candidates know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension; know/apply in practice considerations for the sources of wide differences in students' vocabularies; know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction; know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction. (IDA 4 E.1-4)

Content Knowledge:

2.9.1 CK Understand components of vocabulary instruction.

Professional Skills:

2.9.2 PS Apply appropriate components of vocabulary instruction in a field placement.

Function 2.10: Substandard F Listening and Reading Comprehension: Candidates know/apply in practice considerations for factors that contribute to deep comprehension; know/apply in practice considerations for instructional routines appropriate for each major genre – informational text, narrative text, and argumentation; know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension; know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research; know/apply in practice considerations for the teacher's role as an active mediator of text-comprehension processes. (IDA 4 F.1-5)

Content Knowledge:

2.10.1 CK Understand components of reading comprehension.

Professional Skills:

2.10.2 PS Apply appropriate components of reading comprehension in a field placement.

Function 2.11: Substandard G Written Expression: Candidates understand the major skill domains that contribute to written expression; know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive; know/apply in practice considerations for research-based principles for teaching written spelling and punctuation; know/apply in practice considerations for the developmental

phases of the writing process; know/apply in practice considerations for the appropriate uses of assistive technology in written expression. (IDA 4 G.1-5)

Content Knowledge:

2.11.1 CK Understand components of written expression.

Professional Skills:

2.11.2 PS Apply appropriate components of written expression in a field placement.

Standard 3: Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders. (ILA S3) (IDA S3)

Function 3.1: Candidates understand the purposes, attributes, formats, strengths/limitations (including validity, reliability, inherent language, dialect, cultural bias), and influences of various types of tools in a comprehensive literacy and language assessment system and apply that knowledge to using assessment tools. (ILA 3.1)

Content Knowledge:

3.1.1 CK Demonstrate knowledge of the purposes, attributes, formats, strengths/limitations and influences of assessment tools.

Professional Skills:

3.1.2 PS Apply knowledge of the purposes, attributes, formats, strengths/limitations and influences of appropriate assessment tools in a field experience and mentoring other educators.

Function 3.2: Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students. (ILA 3.2)

Content Knowledge:

3.2.1 CK Demonstrate knowledge to administer, interpret, and use data for assessment decisions for all students.

Professional Skills:

3.2.2 PS Apply ability to collaborate with colleagues to administer, interpret, and use data for assessment decisions for all students in a field experience and mentoring other educators.

Function 3.3: Candidates participate in and lead professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools. (ILA 3.3)

Content Knowledge:

3.3.1 CK Demonstrate knowledge of participating in professional learning experiences.

Professional Skills:

3.3.2 PS Apply knowledge of participating in and leading professional learning experiences in a field experience and by mentoring other educators.

Function 3.4: Candidates, using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of

stakeholders, including students administrators, teachers, other educators, and parents/guardians. (ILA 3.4)

Content Knowledge:

3.4.1 CK Demonstrate knowledge of using appropriate written and oral communication to explain assessment results to all stakeholders.

Professional Skills:

3.4.2 PS Apply knowledge of using appropriate written and oral communication to explain assessment results to all stakeholders in a field experience and by mentoring other educators.

Function 3.5: Candidates understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments. (IDA 3.1)

Content Knowledge:

3.5.1 CK Demonstrate knowledge of the differences among and purposes for assessments.

Professional Skills:

3.5.2 PS Apply knowledge of the differences among and purposes for assessments in a field placement.

Function 3.6: Candidates understand basic principles of test construction and formats (e.g., reliability validity, criterion, normed). (IDA 3.2)

Content Knowledge:

3.6.1 CK Demonstrate knowledge of basic principles of test construction and formats.

Professional Skills:

3.6.2 PS Apply knowledge of basic principles of test construction and formats in a field placement.

Function 3.7: Candidates interpret basic statistics commonly utilized in formal and informal assessment. (IDA 3.3)

Content Knowledge:

3.7.1 CK Demonstrate knowledge of basic statistics used in formal and informal assessments.

Professional Skills:

3.7.2 PS Apply knowledge of basic statistics used in formal and informal assessments in a field placement.

Function 3.8: Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties. (IDA 3.4)

Content Knowledge:

3.8.1 CK Demonstrate knowledge of screening tests.

Professional Skills:

3.8.2 PS Apply knowledge of screening tests in a field placement.

Function 3.9: Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs). (IDA 3.5)

Content Knowledge:

3.9.1 CK Demonstrate knowledge of progress-monitoring and reporting with CBMs.

Professional Skills:

3.9.2 PS Apply knowledge of progress-monitoring and reporting with CBMs in a field placement.

Function 3.10: Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing. (IDA 3.6)

Content Knowledge:

3.10.1 CK Demonstrate knowledge of informal literacy diagnostic surveys.

Professional Skills:

3.10.2 PS Apply knowledge of informal literacy surveys in a field placement.

Function 3.11: Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators. (IDA 3.7)

Content Knowledge:

3.11.1 CK Demonstrate knowledge of how to read and interpret common literacy diagnostic tests.

Professional Skills:

3.11.2 PS Apply knowledge of how to read and interpret common literacy diagnostic tests in a field placement.

Function 3.12: Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers. (IDA 3.8)

Content Knowledge:

3.12.1 CK Candidates demonstrate knowledge of the meaning of educational assessment data.

Professional Skills:

3.12.2 PS Apply knowledge of the meaning of educational assessment data and appropriate sharing with various stakeholders in a field placement.

Standard 4: Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels. (ILA S4) (IDA S2)

Function 4.1: Candidates demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction. (ILA 4.1)

Content Knowledge:

4.1.1 CK Demonstrate knowledge of foundational theories about culturally responsive instruction.

Professional Skills:

4.1.2 PS Apply knowledge of culturally responsive instruction in a field experience and by mentoring other educators.

Function 4.2: Candidates demonstrate understanding of themselves and others as cultural beings through their pedagogy and interactions with individuals both within and outside of the school community. (ILA 4.2)

Content Knowledge:

4.2.1 CK Demonstrate knowledge of people as cultural beings both within and outside the school community.

Professional Skills:

4.2.2 PS Apply knowledge of people as cultural beings both within and outside the school community in a field experience and by mentoring other educators.

Function 4.3: Candidates create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society. (ILA 4.3)

Content Knowledge:

4.3.1 CK Demonstrate knowledge of an inclusive and affirming classroom.

Professional Skills:

4.3.2 PS Create an inclusive and affirming classroom in a field experience and by mentoring other educators.

Function 4.4: Candidates advocate for equity at school, district, and community levels. (ILA 4.4)

Content Knowledge:

4.4.1 CK Demonstrate knowledge of equity at school, district, and community levels.

Professional Skills:

4.4.2 PS Advocate for equity at school, district, and community levels in a field experience and by mentoring other educators.

Function 4.5: Candidates recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof. (IDA 2.1)

Content Knowledge:

4.5.1 CK Demonstrate knowledge of the tenets of the current definition of dyslexia.

Professional Skills:

4.5.2 PS Apply knowledge of the tenets of the current definition of dyslexia in a field placement.

Function 4.6: Candidates know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes. (IDA 2.2)

Content Knowledge:

4.6.1 CK Demonstrate knowledge of federal and state laws pertaining to learning disabilities.

Professional Skills:

4.6.2 PS Apply knowledge of federal and state laws pertaining to learning disabilities in a field placement.

Function 4.7: Candidates identify the distinguishing characteristics of dyslexia. (IDA 2.3)

Content Knowledge:

4.7.1 CK Demonstrate knowledge of the distinguishing characteristics of dyslexia.

Professional Skills:

4.7.2 PS Apply knowledge of the distinguishing characteristics of dyslexia in a field placement.

Function 4.8: Candidates understand how reading disabilities vary in presentation and degree. (IDA 2.4)

Content Knowledge:

4.8.1 CK Demonstrate knowledge of the varying presentation and degree of reading disabilities.

Professional Skills:

4.8.2 PS Apply knowledge of the varying presentation and degree of reading disabilities in a field placement.

Function 4.9: Candidates understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction. (IDA 2.5)

Content Knowledge:

4.9.1 CK Demonstrate knowledge of how and why symptoms of reading difficulties change over time.

Professional Skills:

4.9.2 PS Apply knowledge of how and why symptoms of reading difficulties change over time in a field placement.

Standard 5: Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment. (ILA S5)

Function 5.1: Candidates, in consultation with families and colleagues, meet the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors. (ILA 5.1)

Content Knowledge:

5.1.1 CK Demonstrate knowledge of how to meet the developmental needs of all learners.

Professional Skills:

5.1.2 PS Apply knowledge of how to meet the developmental needs of all learners in a field experience and by mentoring other educators.

Function 5.2: Candidates collaborate with school personnel and provide opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners. (ILA 5.2)

Content Knowledge:

5.2.1 CK Demonstrate knowledge of collaborating with educators to provide opportunities, to engage and to motivate all learners.

Professional Skills:

5.2.2 PS Collaborate with other educators to provide opportunities, to engage and to motivate all learners in a field experience and by mentoring other educators.

Function 5.3: Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts. (ILA 5.3)

Content Knowledge:

5.3.1 CK Demonstrate knowledge of integrating appropriate digital technologies into literacy instruction.

Professional Skills:

5.3.2 PS Integrate appropriate digital technologies into literacy instruction in a field experience and by mentoring other educators.

Function 5.4: Candidates facilitate efforts to foster a positive climate that supports the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions. (ILA 5.4)

Content Knowledge:

5.4.1 CK Demonstrate knowledge of efforts to foster a positive literacy-rich environment.

Professional Skills:

5.4.2 PS Foster appositve literacy-rich environment in a field experience and by mentoring other educators.

Standard 6: Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities. (ILA S6) (IDA S5)

Function 6.1: Candidates demonstrate the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice. (ILA 6.1)

Content Knowledge:

[none]

Professional Skills:

6.1.1 PS Demonstrate ability to be critical consumers of research, policy, practice and belong to a professional literacy organization in a field experience and by modeling for other educators.

Function 6.2: Candidates use their knowledge of adult learning to engage in collaborative decision making with colleagues to design, align, and assess instructional practices and interventions within and across classrooms. (ILA 6.2)

Content Knowledge:

[none]

Professional Skills:

6.2.1 PS Apply knowledge of adult learning by collaborating with colleagues in all aspects of literacy decisions in a field experience and by modeling for other educators.

Function 6.3: Candidates develop, refine, and demonstrate leadership and facilitation skills when working with individuals and groups. (ILA 6.3)

Content Knowledge:

[none]

Professional Skills:

6.3.1 PS Develop, refine and demonstrate leadership in a field experience and by modeling for other educators.

Function 6.4: Candidates consult with and advocate on behalf of teachers, students, families and communities for effective literacy practices and policies. (ILA 6.4)

Content Knowledge:

[none]

Professional Skills:

6.4.1 PS Advocate for effective literacy practices and policies in a field experience and by modeling for other educators.

Function 6.5: Candidates strive to do no harm and to act in the best interests of struggling readers and readers with dyslexia and other reading disorders. (IDA 5.1)

Content Knowledge:

[none]

Professional Skills:

6.5.1 PS Act in the best interests of struggling readers in a field placement.

Function 6.6: Candidates maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field. (IDA 5.2)

Content Knowledge:

[none]

Professional Skills:

6.6.1 PS Provide accurate information about best literacy practices in a field placement.

Function 6.7: Candidates avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments. (IDA 5.3)

Content Knowledge:

[none]

Professional Skills:

6.7.1 PS Avoid misrepresenting the efficacy of literacy treatments in a field placement.

Function 6.8: Candidates respect objectivity by reporting assessment and treatment results accurately, and truthfully. (IDA 5.4)

Content Knowledge:

[none]

Professional Skills:

6.8.1 PS Objectively and accurately report assessment and treatment results in a field placement.

Function 6.9: Candidates avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services. (IDA 5.5)

Content Knowledge:

[none]

Professional Skills:

6.9.1 PS Avoid making unfounded claims about those providing literacy services in a field placement.

Function 6.10: Candidates respect the training requirements of established credentialing and accreditation organizations supported by CERI and IDA. (IDA 5.6)

Content Knowledge:

[none]

Professional Skills:

6.10.1 PS Respect established organizations supported by CERI and IDA in a field placement.

Function 6.11: Candidates avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur. (IDA 5.7)

Content Knowledge:

[none]

Professional Skills:

6.11.1 PS Avoid and/or acknowledge conflicts of interest in a field placement.

Function 6.12: Candidates support treatment of individuals with dyslexia and related learning difficulties. (IDA 5.8)

Content Knowledge:

[none]

Professional Skills:

6.12.1 PS Support treatments of individuals with learning difficulties in a field placement.

Function 6.13: Candidates respect confidentiality of students or clients. (IDA 5.9)

Content Knowledge:

[none]

Professional Skills:

6.13.1 PS Respect all confidentiality in a field placement.

Function 6.14: Candidates respect the intellectual property of others. (IDA 5.10)

Content Knowledge:

[none]

Professional Skills:

6.14.1 PS Respect intellectual property in a field placement.

Standard 7: Candidates complete supervised, integrated, extended practica/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors. (ILA S7)

Function 7.1: Candidates work with individual and small groups of students at various grade levels to assess students' literacy strengths and needs, develop literacy intervention plans, implement instructional plans, create supportive literacy learning environments, and assess impact on student learning. Settings may include a candidates' own classroom, literacy clinic, other school, or community settings. (ILA 7.1)

Content Knowledge:

[none]

Professional Skills:

7.1.1 PS Work with individuals and groups to assess, develop interventions, implement instruction, create supportive literacy environments, and assess the impact on student learning in a variety of field experiences.

Function 7.2: Candidates collaborate with and coach peers and experienced colleagues to develop, reflect on, and study their own and others' teaching practices. (ILA 7.2)

Content Knowledge:

[none]

Professional Skills:

7.2.1 PS Collaborate with and learn from other educators in field experiences.

Function 7.3: Candidates have ongoing opportunities for authentic, school-based practicum experiences. (ILA 7.3)

Content Knowledge:

[none]

Professional Skills:

7.3.1 PS Take advantage of opportunities for authentic field experiences.

Function 7.4: Candidates receive supervision, including observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand literacy processes, have literacy content knowledge, understand literacy assessment and evidence-based instructional strategies and preferable, have experience as reading/literacy specialists. (ILA 7.4)

Content Knowledge:

[none]

Professional Skills:

7.4.1 PS Accept supervision and feedback in all field experiences as a reading/literacy specialist.

Agenda Number: 12

Meeting Date: 9/08/2020



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

Item Title: Recognition of medical professionals serving as resources for Navigating Change

The State Board of Education extends its appreciation to the medical professionals who volunteered their time and expertise with the preparation of Navigating Change guidance documents for PreK-12 schools, while addressing the safety of staff and students. Among the groups assisting were the Kansas Department of Health and Environment, University of Kansas medical system (Wichita Pediatrics), Kansas Academy of Family Physicians and Kansas Chapter American Academy of Pediatrics. In addition, these professionals were instrumental in creating the Kansas Schools Gating Criteria to utilize current data in school reopening/continuation decisions.

Individuals available to Zoom at this time will introduce themselves and share briefly about their medical/educational background.

Kansas leads the world in the success of each student.



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

Item Title: Recognition of Kansans Can Best Practice Awards to Child Nutrition Program recipients

From: Cheryl Johnson

The KSDE Child Nutrition & Wellness Kansans CAN 2019-2020 Best Practice Awards reward outstanding practices in Child Nutrition & Wellness Programs in Kansas that support the Kansans CAN vision. The following Child Nutrition & Wellness Program Sponsors will be honored for outstanding and/or innovative practices:

Kansans CAN Implement Innovative Meal Pattern Strategies

USD 320 Wamego Public Schools

Kansans CAN Serve Local Foods

USD 312 Haven

USD 283 Elk Valley

Kansans CAN Provide Outstanding Customer Service

USD 501 Topeka Public Schools

USD 418 McPherson

USD 266 Maize

Kansans CAN Step Up to Lead

First Choice Support Services, Inc

Navigating Change 2020 Food Service Operations Committee:

USD 489 Hays- Jessica Younker- Chair

USD 512 Shawnee Mission- Nancy Coughenour

USD 247 Cherokee- Connie Kimzey

USD 372 Silver Lake - Lori Campbell

USD 244 Burlington - Tracy Moerer

USD 266 Maize- Megan Barnard

(continued)

Kansans CAN Increase Participation

USD 312 Wamego

USD 312 Haven

USD 252 Southern Lyon County

USD 480 Liberal

Quality Care Services, Inc.

St. John's Missionary Baptist Church

Kansans CAN Adapt!

USD 266 Maize

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14

Staff Initiating:

Brad Neuenswander

Deputy Commissioner:

Brad Neuenswander

Commissioner:

Randy Watson

Meeting Date: 9/08/2020

Item Title:

Act on recommendations for updating Dyslexia timeline and training

Recommended Motion:

It is moved that the Kansas State Board of Education approve recommendations for updating Dyslexia timeline and training.

Explanation of Situation Requiring Action:

The recommendations of the Kansas Legislative Taskforce on Dyslexia were approved by the Kansas State Board of Education in November 2019. The work of these recommendations has begun without funding for a paid position in the agency. Training has been developed by KSDE and made available to all education service centers. There are three or four service centers currently offering this training for schools. The training, developed and delivered by KSDE since March, has been free for schools and offered virtually via ZOOM. There are many resources developed and available for schools on the KSDE website. Due to a lack of funding to continue this work and until such time that a secured position can be funded, the following recommendations for a revised timeline are being presented. While the schedule will be adjusted, the state's continued commitment to struggling readers has not changed. KSDE staff will provide the update to Board members and be available to answer questions.

Recommended new timelines for dyslexia work:

- Professional learning - move to the end of the 2021 school year rather than the beginning.
- Universal screening - move to the beginning of the 2022 school year rather than the 2021 school year.
- Tiered systems of support - move to the beginning of the 2022 school year rather than the 2021 school year.
- Evidence-based literacy (structured literacy) - move to the beginning of the 2022 school year rather than the 2021 school year.
- Dyslexia handbook – move to July 2021 rather than July 2020.
- Dyslexia paid position at KSDE - move to July 2021 rather than July 2020.

The State Board is asked to approve these recommendations moving forward.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15 a.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 9/08/2020

Item Title:

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

Recommended Motion:

It is moved that the Kansas State Board of Education denies or revokes the licenses in the cases of 19-PPC-47, 20-PPC-12, 20-PPC-15 and 20-PPC-17.

Explanation of Situation Requiring Action:

Complaints were filed against the following Licensees. None of the Respondents participated in the proceeding of the Professional Practices Commission.

19-PPC-47

The Licensee entered into a diversion agreement after being charged with theft from taking \$850 from Doniphan West School USD 111 while licensed by the Kansas State Board of Education. A Complaint was filed and mailed to the Licensee but he filed neither a request for hearing or an answer. The PPC recommends revocation of 19-PPC-47's license.

20-PPC-12

The Licensee was convicted of four counts of misdemeanor theft wherein he was ordered to pay \$13,814.77 in restitution to his seven victims. A Complaint was filed and mailed to the Licensee but he filed neither a request for hearing or an answer. The PPC recommends revocation of 20-PPC-12's license.

20-PPC-15

The Applicant applied for an emergency substitute license. In 2016, the Applicant engaged in sexual misconduct in a public park near Trenton, Missouri. A Complaint was filed and mailed to the Applicant but he filed neither a request for a hearing or an answer. The PPC recommends denial of 20-PPC-15's application.

20-PPC-17

The Licensee was convicted of felony sexual exploitation of a child as defined in K.S.A. 21-5510. As a result of his conviction, the Licensee has been ordered as a sex offender for no less than twenty-five (25) years. A Complaint was filed and mailed to the Licensee but he filed neither a request for a hearing or an answer. The PPC recommends revocation of 20-PPC-17's license.

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

In the Matter of
the License of
[REDACTED]

19-PPC-47

INITIAL ORDER

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

The hearing on this matter was held on August 3, 2020. Appearing for the Commission were chairperson, Sylvia Ramirez, and members, William Anderson, Aaron Edwards, Jennifer Holt, Nathan Reed, Eric Filippi, Caroline Spaulding, Kimberly Gilman, and Stan Ruff. The KSDE appeared by and through General Counsel, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. On November 20th, 2019, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee’s professional license. The Complaint was mailed by certified mail to Licensee’s last known address on November 22nd, 2019.
2. After mailing to Complaint, a return of sender sticker was placed on the envelope and returned to KSDE with a new address written on the envelope. KSDE again sent the Complaint by mail on January 23, 2020. Again, the letter was returned to sender, refused and was unable to forward.
3. Licensee did not respond to the Complaint. He filed no answer and did not request a hearing.
4. The Complaint alleges that on May 1, 2018, Licensee entered into a diversion agreement after he was charged with Theft from taking \$850 from Doniphan West School USD #111.

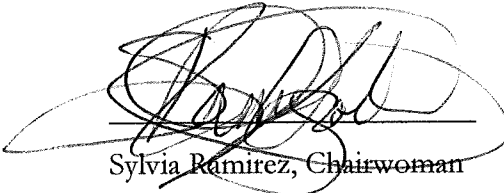
CONCLUSIONS OF LAW

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. Licensee did not deny any allegations of the Complaint, nor did he provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of his actions.
5. 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 theft. K.A.R. 91-22-1a.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 9-0, that [REDACTED] license be revoked immediately.

This Initial Order is made and entered this 3rd day of August, 2020.

PROFESSIONAL PRACTICES COMMISSION


Sylvia Ramirez, Chairwoman

Order signed on August 13, 2020

NOTICE TO APPLICANT

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

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

Peggy Hill
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, KS 66612

Response briefs are due within ten calendar days after service of the legal brief upon the opposing party. Any reply brief is due five calendar days after service of any response brief upon the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

CERTIFICATE OF SERVICE

I hereby certify that on this 19th day of August, 2020, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:



And via interoffice mail to:

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

A handwritten signature in cursive script that reads "Candi Brown".

Candi Brown
Secretary, Professional Practices Commission

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

In the Matter of
the License of
[REDACTED]

20-PPC-12

INITIAL ORDER

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

The hearing on this matter was held on August 3, 2020. Appearing for the Commission were chairperson, Sylvia Ramirez, and members, William Anderson, Aaron Edwards, Jennifer Holt, Nathan Reed, Eric Filippi, Caroline Spaulding, Kimberly Gilman, and Stan Ruff. The KSDE appeared by and through its attorney, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. Licensee holds a emergency substitute teaching license issued by the Kansas State Board of Education.
2. The Kansas State Department of Education alleges that was convicted of 4 counts of misdemeanor theft wherein he was ordered to pay \$13,814.77 in restitution to his 7 victims.
3. The Kansas State Department of Education mailed a copy of the Complaint via certified mail to Licensee at his last known address. Licensee did not request a hearing nor did he submit an Answer to the Complaint.

(continued on next page)

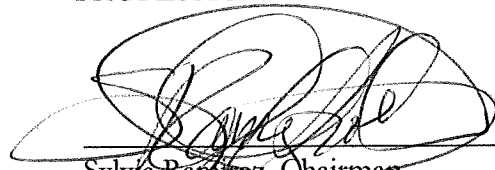
CONCLUSIONS OF LAW

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. In Kansas, teaching and school administration are professions with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. K.S.A. 72-2308. An educator is a role model. Hainline v. Bond, 250 Kan. 217, 224 (1992).
3. The Commission investigates and conduct hearings pertaining to allegations of educator misconduct. K.S.A. 72-2314; K.A.R. 91-22-1a *et seq.*
4. One of the obvious goals of education is to “instill respect for the law.” Hainline at 224.
5. Licensee’s conduct is inconsistent with the commonly-held perceptions and expectations of a member of the teaching profession. Such conduct violates the public trust and confidence placed in members of the profession. Licensee’s conduct demonstrates a lack of fitness to perform the duties and responsibilities of a member of the teaching and school administration professions and is sufficient and just cause to revoke his license.

THEREFORE the Professional Practices Commission, by vote of 9-0, recommends the Kansas State Board of Education revoke the professional teaching license of the Licensee based on the uncontested allegations of misconduct, for his criminal convictions and for not requesting a hearing or submitting an answer in response to the Complaint.

This Initial Order is made and entered this _____, 2020.

PROFESSIONAL PRACTICES COMMISSION



Sylvia Ramirez, Chairman
Order signed on August 13, 2020.

NOTICE TO LICENSEE

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

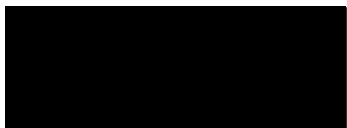
You may submit to the State Board for its consideration as part of its review of the Initial Order a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within ten calendar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

Peggy Hill
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, KS 66612

Response briefs are due within ten calendar days after service of the legal brief upon the opposing party. Any reply brief is due five calendar days after service of any response brief upon the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

CERTIFICATE OF SERVICE

I hereby certify that on this 19th day of August, 2020, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:



And via interoffice mail to:

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

Candi Brown

Candi Brown
Secretary, Professional Practices Commission

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

In the Matter of
the Application of
[REDACTED]

20-PPC-15

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking denial of [REDACTED] [Applicant] application for an Emergency Substitute Teaching license.

The hearing on this matter was held on August 3, 2020. Appearing for the Commission were chairperson, Sylvia Ramirez, and members, William Anderson, Aaron Edwards, Jennifer Holt, Nathan Reed, Eric Filippi, Caroline Spaulding, Kimberly Gilman, and Stan Ruff. The KSDE appeared by and through its attorney, R. Scott Gordon. Applicant did not appear.

FINDINGS OF FACT

1. Applicant applied for an emergency substitute teaching license issued by the Kansas State Board of Education.
2. The Kansas State Department of Education alleges that in the summer of 2016, the Applicant engaged in sexual misconduct in a public park near Trenton, MO.
3. The Kansas State Department of Education mailed a copy of the Complaint via certified mail to Applicant at his last known address. Applicant did not request a hearing nor did he submit an Answer to the Complaint.

(continued on next page)


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. In Kansas, teaching and school administration are professions with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. K.S.A. 72-2308. An educator is a role model. Hainline v. Bond, 250 Kan. 217, 224 (1992).
3. The Commission investigates and conduct hearings pertaining to allegations of educator misconduct. K.S.A. 72-2314; K.A.R. 91-22-1a *et seq.*
4. One of the obvious goals of education is to “instill respect for the law.” Hainline at 224.
5. Applicant’s conduct is inconsistent with the commonly-held perceptions and expectations of a member of the teaching profession. Such conduct violates the public trust and confidence placed in members of the profession. Applicant’s conduct demonstrates a lack of fitness to perform the duties and responsibilities of a member of the teaching and school administration professions and is sufficient and just cause to deny his license.

THEREFORE the Professional Practices Commission, by vote of 9-0, recommends the Kansas State Board of Education deny the application for an emergency substitute license based on the uncontested allegations of misconduct and for not requesting a hearing or submitting an answer in response to the Complaint.

This Initial Order is made and entered this _____, 2020.

PROFESSIONAL PRACTICES COMMISSION



Sylvia Ramirez, Chairman
Order signed on August 13, 2020.

NOTICE TO LICENSEE

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

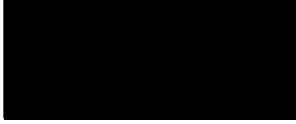
You may submit to the State Board for its consideration as part of its review of the Initial Order a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within ten calendar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

Peggy Hill
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, KS 66612

Response briefs are due within ten calendar days after service of the legal brief upon the opposing party. Any reply brief is due five calendar days after service of any response brief upon the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

CERTIFICATE OF SERVICE

I hereby certify that on this 19th day of August, 2020, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:



And via interoffice mail to:

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

Candi Brown

Candi Brown
Secretary, Professional Practices Commission

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

In the Matter of
the License of

20-PPC-17

[REDACTED]

INITIAL ORDER

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

The hearing on this matter was held on August 3, 2020. Appearing for the Commission were chairperson, Sylvia Ramirez, and members, William Anderson, Aaron Edwards, Jennifer Holt, Nathan Reed, Eric Filippi, Caroline Spaulding, Kimberly Gilman, and Stan Ruff. The KSDE appeared by and through its attorney, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. Licensee has been licensed by the State Board since 2001.
2. The Kansas State Department of Education alleges on April 2, 2012, the Licensee was convicted of felony sexual exploitation of a child as defined in K.S.A. 21-5510. As a result of his conviction, the Licensee has been ordered to register as a sex offender for no less than twenty-five (25) years.
3. The Kansas State Department of Education mailed a copy of the Complaint via certified mail to Licensee at his last known address. Licensee did not request a hearing nor did he submit an Answer to the Complaint.

(continued on next page)

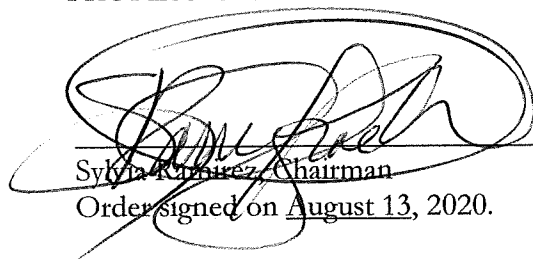
CONCLUSIONS OF LAW

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. In Kansas, teaching and school administration are professions with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. K.S.A. 72-2308. An educator is a role model. Hainline v. Bond, 250 Kan. 217, 224 (1992).
3. The Commission investigates and conduct hearings pertaining to allegations of educator misconduct. K.S.A. 72-2314; K.A.R. 91-22-1a *et seq.*
4. One of the obvious goals of education is to “instill respect for the law.” Hainline at 224.
5. Licensee’s conduct is inconsistent with the commonly-held perceptions and expectations of a member of the teaching profession. Such conduct violates the public trust and confidence placed in members of the profession. Licensee’s conduct demonstrates a lack of fitness to perform the duties and responsibilities of a member of the teaching and school administration professions and is sufficient and just cause to revoke his license.

THEREFORE the Professional Practices Commission, by vote of 9-0, recommends the Kansas State Board of Education revoke the professional teaching license of the Licensee based on the uncontested allegations of misconduct and for not requesting a hearing or submitting an answer in response to the Complaint.

This Initial Order is made and entered this _____, 2020.

PROFESSIONAL PRACTICES COMMISSION


Sylvia Ramirez, Chairman
Order signed on August 13, 2020.

NOTICE TO LICENSEE

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

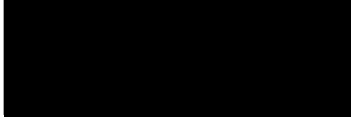
You may submit to the State Board for its consideration as part of its review of the Initial Order a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within ten calendar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

Peggy Hill
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, KS 66612

Response briefs are due within ten calendar days after service of the legal brief upon the opposing party. Any reply brief is due five calendar days after service of any response brief upon the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

CERTIFICATE OF SERVICE

I hereby certify that on this 19th day of August, 2020, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:



And via interoffice mail to:

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

A handwritten signature in cursive script that reads "Candi Brown".

Candi Brown
Secretary, Professional Practices Commission

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15 b.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 9/08/2020

Item Title:

Act on recommendations of the Professional Practices Commission (censure)

Recommended Motion:

It is moved that the Kansas State Board of Education issue a Professional Teaching License, with public censure, to Applicant 19-PPC-45.

Explanation of Situation Requiring Action:

19-PPC-45

The Licensee entered into a diversion agreement with the City of Lenexa, Kansas, whereby she agreed to comply with certain terms of her diversion to avoid criminal prosecution. Within that Diversion Agreement, the Licensee stipulated to facts as to Possession of Illegal Drugs and Possession of Drug Paraphernalia. The Licensee was granted early release of her diversion on July 30, 2020. Having successfully completed her diversion, she is no longer under supervision. The PPC voted 8-0 to recommend granting the license and publicly censuring the Licensee.

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

In the Matter of
the License of
[REDACTED]

19-PPC-45

**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 August 3, 2020. Appearing for the Commission were chairperson, Sylvia Ramirez, and members, William Anderson, Aaron Edwards, Nathan Reed, Eric Filippi, Caroline Spaulding, Kimberly Gilman, and Stan Ruff. The KSDE appeared by and through its attorney, R. Scott Gordon. Licensee appeared by and through counsel Vincent Cox.

FINDINGS OF FACT

1. Licensee has been a licensed teacher since 1997.
2. On February 10, 2019, Licensee was charged by the City of Lenexa, Kansas with misdemeanors of Possession of Illegal Drugs (marijuana) and Possession of Drug Paraphernalia.
3. On September 19, 2019, Licensee entered into a Diversion Agreement with the City of Lenexa, Kansas whereby she agreed to comply with certain terms of her diversion to avoid criminal prosecution. Within that Diversion Agreement, the Licensee stipulated to facts as to Possession of Illegal Drugs and Possession of Drug Paraphernalia..
4. Upon her request, Licensee was granted early release from her diversion on July 30, 2020. Having successfully completed her diversion, she is no longer under supervision.
5. 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 or suspend the license of any teacher, or the teacher may be publicly censured, 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, by a vote of 8-0, with Jennifer Holt abstaining, that [REDACTED] license be publicly censured.

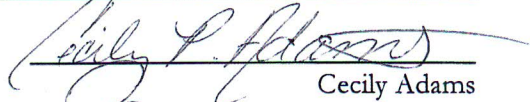
This Initial Order is made and entered this August 3 2020.

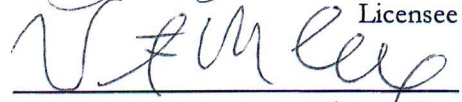
PROFESSIONAL PRACTICES COMMISSION

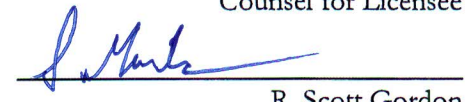
Sylvia Ramirez, Chairwoman

Order signed on _____, 2020.

AGREED TO AND APPROVED BY:


Cecily Adams
Licensee


Vincent Cox
Counsel for Licensee


R. Scott Gordon
Kansas State Department of Education

NOTICE TO APPLICANT

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

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

Peggy Hill
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, KS 66612

Response briefs are due within ten calendar days after service of the legal brief upon the opposing party. Any reply brief is due five calendar days after service of any response brief upon the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

CERTIFICATE OF SERVICE

I hereby certify that on this _____ day of _____, 2020, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

Vincent M. Cox
Cavanaugh, Biggs & Lemon, P.A.
2942A S.W. Wanamaker Drive, Suite 100
Topeka, KS 66614-4479

And via interoffice mail to:

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

Candi Brown
Secretary, Professional Practices Commission

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 9/08/2020

Item Title:

Act on proposed amendments to the Professional Practices Commission regulations

Recommended Motion:

It is moved that the Kansas State Board of Education authorize submission of the proposed regulatory amendments to the Budget Division, the Department of Administration, and the Office of the Attorney General for the formal adoption process.

Explanation of Situation Requiring Action:

During its August meeting, the Kansas State Board of Education received proposed amendments to K.A.R. 91-22-1a, 91-22-1b, 91-22-2, 91-22-5a, 91-22-22 and 91-22-25. This month, the Kansas State Board of Education will receive additional information regarding those regulations and 91-22-9, and act to send the proposed amendments through the formal adoption process.

K.A.R. 91-22-1a

A typographical error has been corrected, and “proof of such conduct provided during a hearing of the Professional Practices Commission” has been added as a basis for which the State Board may deny a license. Timelines for eligibility to apply for a license have been clarified as follows.

A person engaged in misconduct shall not be eligible to apply for a license for a term of:

- 5 years following conviction of a felony,
- 1 year or the term of probation following conviction of a misdemeanor-whichever is longer,
- 1 year from the date of the conduct if no conviction or diversion,
- Completion of the diversion agreement if entered into a diversion agreement.

91-22-2 -- No changes since August

91-22-5a – No changes since August

91-22-9 – Changed the deadline to file an Answer from 20 days to 15 days to match Kansas Administrative Procedures Act. Eliminates having separate deadlines for Answers vs Hearings. Added the ability for a default finding to be made directly by the State Board without first having been reviewed by the Professional Practices Commission.

91-22-22 – No changes since August

91-22-1a. Denial, ~~suspension, or revocation~~ of license; ~~public censure~~; grounds; report.

(a) Any license issued by the state board may be ~~suspended, or revoked, or the license holder may be publicly censured by the state board~~ denied, for misconduct or other just cause, including any of the following reasons:

(1) ~~Conviction of any crime punishable as a felony; Pleading guilty, nolo contendere, or no contest to, having been otherwise found guilty of any of the following, regardless of whether sentence is imposed, or upon proof of such conduct provided during a hearing of the professional practices commission:~~

(A) Any crime punishable as a felony;

(B) any crime involving a child under the age of 18, other than the accused;

(C) any crime involving a theft;

(D) any crime involving drug-related conduct;

(E) any crime defined in K.S.A. 21-3601 et seq. and amendments thereto, before repeal of those statutes, or K.S.A. 21-5601 et seq. and amendments thereto; or

(F) any attempt, as defined by K.S.A. 21-3301 and amendments thereto, before its repeal, or K.S.A. 21-5301, and amendments thereto, to commit any crime specified in this subsection;

(2) ~~conviction of any crime involving a minor;~~ commission or omission of any act that injures the health or welfare of a minor through physical or sexual abuse or exploitation;

(3) ~~conviction of any misdemeanor involving theft;~~ engaging in any sexual activity with a student;

(4) ~~conviction of any misdemeanor involving drug-related conduct;~~ engaging in

any behavior that can reasonably be construed as involving an inappropriate and overly personal and intimate relationship with, conducts toward, or focus on a student;

(5) ~~conviction of any act defined in any section of article 36 of chapter 21 of the Kansas statutes annotated;~~ engaging in bullying as defined in K.S.A. 72-6147, and amendments thereto;

(6) ~~conviction of an attempt under K.S.A. 21-3301, and amendments thereto, to commit any act specified in this subsection;~~ engaging in conduct that results in substantiated findings of abuse by the Kansas department for children and families;

(7) ~~commission or omission of any act that injures the health or welfare of a minor through physical or sexual abuse or exploitation;~~ failing to report abuse or neglect of any child pursuant to K.S.A. 38-2223, and amendments thereto for a period not to exceed five years from the failure to report;

(8) ~~engaging in any sexual activity with a student;~~ engaging in academic dishonesty;

(9) breach of an employment contract with an education agency by abandonment of the position;

(10) ~~conduct resulting in a finding of contempt of court in a child support proceeding;~~ failing to notify the commissioner of education as required in subsection (i);

(11) entry into a criminal diversion agreement after being charged with any offense or act described in this subsection;

(12) obtaining, or attempting to obtain, a license by fraudulent means or through misrepresentation of material facts; or

(13) denial, revocation, cancellation, or suspension of a any professional license

in ~~another~~ any state on grounds similar to any of the grounds described in this subsection.

(14) ~~A license may be denied by the state board to any person who fails~~ failure to meet the licensure requirements of the state board ~~or for any act for which a license may be suspended or revoked pursuant to subsection (a)~~ K.A.R. 91-1-200 through K.A.R. 91-1-220.

(c) Any individual with a criminal or civil record described in this regulation may submit a petition to the board for an informal, advisory opinion concerning whether the individual's civil or criminal record may disqualify the individual from licensure. Each petition shall include the following:

(1) The details of the individual's civil or criminal record, including a copy of court records or the settlement agreement;

(2) an explanation of the circumstances that resulted in the civil or criminal record; and

(3) a check or money order in the amount of \$50.00.

~~(e)~~ (d) A certified copy of a journal entry of conviction or other court document indicating that an applicant or license holder individual has been adjudged guilty of, or has entered a plea of guilty or nolo contendere to, pled guilty, nolo contendere, or no contest or has been otherwise found guilty, regardless of whether sentence is imposed, of a crime shall be conclusive evidence of the commission of that crime in any proceeding instituted against the ~~applicant or license holder~~ individual to deny, ~~suspend,~~ or revoke a license.

~~(d)~~ (e) In any proceeding instituted against an ~~applicant or license holder~~ individual to deny, ~~suspend, or revoke~~ a license for conduct described in subsection (a) of ~~this regulation~~, the fact that the ~~applicant or license holder~~ individual has appealed a conviction shall not ~~operate to bar or otherwise stay the~~ prevent any proceeding concerning denial, ~~suspension, or revocation~~ of the license.

~~(e)~~ (1) ~~Suspension or revocation of a license shall suspend or revoke all~~
~~endorsements on the license.~~

~~(2)~~ Suspension of a license shall be for a definite period of time. A suspended
license shall be automatically reinstated at the end of the suspension period if the
license did not expire during the period of suspension. If the license expired during the
period of suspension, the individual may make an application for a new license at the
end of the suspension period

~~(3)~~ Revocation of a license shall be permanent, except as provided in subsection
(g) of this regulation.

~~(f)~~ (g) Any applicant for licensure An individual whose professional license has
been denied, suspended, canceled, revoked, or surrendered in ~~another~~ any state on
grounds similar to any of the grounds described in subsection (a) shall not be eligible for
licensure in ~~Kansas~~ by the state board until the applicant individual is eligible for
licensure in ~~the state in which~~ where the denial, suspension, cancellation, revocation, or
surrender occurred.

~~(g)~~ (h) (1) Except as provided in K.S.A. ~~72-1397~~ 72-2165 and amendments
thereto, any person who has engaged in conduct ~~been denied a license or who has had~~
~~a license revoked for conduct described in subsection (a) of this regulation~~ may apply

for a license by completing an application for a license and submitting evidence of rehabilitation to the Kansas professional practices commission. The evidence shall demonstrate that the ~~grounds for denial or revocation have~~ conduct has ceased to be a factor in the fitness of the person seeking licensure. Factors relevant to a determination as to rehabilitation shall include the following:

(A) The nature and seriousness of the conduct ~~that resulted in the denial or revocation of a license;~~

(B) the extent to which a license may offer an opportunity to engage in conduct of a similar type ~~that resulted in the denial or revocation;~~

(C) the present fitness of the person to be a member of the profession;

(D) the actions of the person after the denial or revocation;

(E) the time elapsed since the denial or revocation;

(F) the age and maturity of the person at the time of the conduct ~~resulting in the denial or revocation;~~

(G) the number of incidents of improper conduct; and

(H) discharge from probation, pardon, or expungement.

(2) a person who has ~~been denied a license or who has had a license revoked for engaged in~~ conduct described in subsection (a) of this regulation shall not be eligible to apply for a license until at least five years have elapsed from the date of conviction, if a felony, the later of one year from the date of conviction or upon completion of probation if a misdemeanor, or in the case of a person who has entered into a criminal diversion agreement, until the person has satisfied the terms and conditions of the agreement, or at least one year from the date of the offense or commission of the act or

acts for which there was no conviction or diversion.

~~(h)~~ (i) Before any license is denied, ~~suspended, or revoked~~ by the state board for any act described in subsection (a) ~~of this regulation~~, the person shall be given notice and an opportunity for a hearing to be conducted before the professional practices commission in accordance with ~~the provisions of the Kansas administrative procedure act.~~

~~(i) The chief administrative officer of a public or private school accredited by the state board shall promptly notify the commissioner of education of the name, address, and license number of any license holder who is dismissed, resigns or is otherwise separated from employment with a school for any act described in subsection (a) of this regulation. (Authorized by article 6, section 2 of the Kansas Constitution and K.S.A. 74-120; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8506 72-2155, 72-2165, 72-2313 and 74-120 ; effective May 19, 2000; amended P-~~
~~_____.)~~

91-22-1ab. ~~Denial, s~~ Suspension, or revocation of license; public censure; grounds; report.

(a) Any license issued by the state board may be suspended or revoked, or the ~~license holder~~ licensee may be publicly censured by the state board, for misconduct or other just cause, including any of the following reasons:

(1) ~~Conviction of any crime punishable as a felony; Pleading guilty, nolo contendere, or no contest to or having been otherwise found guilty of any of the following, regardless of whether sentence is imposed:~~

(A) Any crime punishable as a felony;

(B) any crime involving a child under the age of 18, other than the accused;

(C) any crime involving a theft;

(D) any crime involving drug-related conduct;

(E) any crime defined in K.S.A. 21-3601 et seq. and amendments thereto, before repeal of those statutes, or K.S.A. 21-5601 et seq. and amendments thereto; or

(F) any attempt, as defined by K.S.A. 21-3301 and amendments thereto, before its repeal, or K.S.A. 21-5301, and amendments thereto, to commit any crime specified in this subsection;

(2) ~~conviction of any crime involving a minor;~~ commission or omission of any act that injures the health or welfare of a minor through physical or sexual abuse or exploitation;

(3) ~~conviction of any misdemeanor involving theft;~~ engaging in any sexual activity with a student;

(4) ~~conviction of any misdemeanor involving drug-related conduct;~~ engaging in

any behavior that can reasonably be construed as involving an inappropriate and overly personal and intimate relationship with, conducts toward, or focus on a student;

(5) ~~conviction of any act defined in any section of article 36 of chapter 21 of the Kansas statutes annotated;~~ engaging in bullying as defined in K.S.A. 72-6147, and amendments thereto;

(6) ~~conviction of an attempt under K.S.A. 21-3301, and amendments thereto, to commit any act specified in this subsection;~~ engaging in conduct that results in substantiated findings of abuse by the Kansas department for children and families;

(7) ~~commission or omission of any act that injures the health or welfare of a minor through physical or sexual abuse or exploitation;~~ failing to report abuse or neglect of any child pursuant to K.S.A. 38-2223, and amendments thereto for a period not to exceed five years from the failure to report;

(8) ~~engaging in any sexual activity with a student;~~ engaging in academic dishonesty;

(9) breach of an employment contract with an education agency by abandonment of the position;

(10) ~~conduct resulting in a finding of contempt of court in a child support proceeding;~~ failing to notify the commissioner of education as required in subsection (i);

(11) entry into a criminal diversion agreement after being charged with any offense or act described in this subsection;

(12) obtaining, or attempting to obtain, a license by fraudulent means or through misrepresentation of material facts; or

(13) denial, revocation, cancellation, or suspension of a any professional license

in ~~another~~ any state on grounds similar to any of the grounds described in this subsection.

~~(b)~~ A license may be denied by the state board to any person who fails to meet the licensure requirements of the state board or for any act for which a license may be suspended or revoked pursuant to subsection (a).

~~(c)~~ (b) A certified copy of a journal entry of conviction or other court document indicating that an applicant or license holder individual has been adjudged guilty of, or has entered a plea of guilty or nolo contendere to, pled guilty, nolo contendere, or no contest or has been otherwise found guilty, regardless of whether sentence is imposed, of a crime shall be conclusive evidence of the commission of that crime in any proceeding instituted against the applicant or license holder individual to ~~deny,~~ publicly censure, suspend, or revoke a license.

~~(d)~~ (e) In any proceeding instituted against an applicant or license holder individual to ~~deny,~~ publicly censure, suspend, or revoke a license for conduct described in subsection (a) of this regulation, the fact that the applicant or license holder individual has appealed a conviction shall not ~~operate to bar or otherwise stay the~~ prevent any proceeding concerning ~~denial,~~ public censure, suspension, or revocation of the license.

~~(e)~~ (f) (1) Suspension or revocation of a license shall suspend or revoke all endorsements on the license.

(2) Suspension of a license shall be for a definite period of time. A suspended license shall be automatically reinstated at the end of the suspension period if the license did not expire during the period of suspension. If the license expired during the period of suspension, the individual may ~~make~~ submit an application for a new license

~~at the end of the suspension period~~ which may only be issued after the suspension period.

~~(3)~~ (4) Revocation of a license shall be permanent, except as provided in subsection (g) of this regulation.

~~(f) Any applicant for licensure whose license has been suspended, canceled, revoked, or surrendered in another state shall not be eligible for licensure in Kansas until the applicant is eligible for licensure in the state in which the suspension, cancellation, revocation, or surrender occurred.~~

~~(g) (1) Except as provided in K.S.A. 72-1397 and amendments thereto, any person who has been denied a license or who has had a license revoked for conduct described in subsection (a) of this regulation may apply for a license by completing an application for a license and submitting evidence of rehabilitation to the Kansas professional practices commission. The evidence shall demonstrate that the grounds for denial or revocation have ceased to be a factor in the fitness of the person seeking licensure. Factors relevant to a determination as to rehabilitation shall include the following:~~

~~(A) The nature and seriousness of the conduct that resulted in the denial or revocation of a license;~~

~~(B) the extent to which a license may offer an opportunity to engage in conduct of a similar type that resulted in the denial or revocation;~~

~~(C) the present fitness of the person to be a member of the profession;~~

~~(D) the actions of the person after the denial or revocation;~~

~~(E) the time elapsed since the denial or revocation;~~

~~(F) the age and maturity of the person at the time of the conduct resulting in the denial or revocation;~~

~~(G) the number of incidents of improper conduct; and~~

~~(H) discharge from probation, pardon, or expungement.~~

~~(2) a person who has been denied a license or who has had a license revoked for conduct described in subsection (a) of this regulation shall not be eligible to apply for a license until at least five years have elapsed from the date of conviction of the offense or commission of the act or acts resulting in the denial or revocation or, in the case of a person who has entered into a criminal diversion agreement, until the person has satisfied the terms and conditions of the agreement.~~

~~(h)~~ (i) Before any license is ~~denied~~, suspended, or revoked by the state board for any act described in subsection (a) ~~of this regulation~~, the person shall be given notice and an opportunity for a hearing to be conducted before the professional practices commission in accordance with these regulations and ~~the provisions of~~ the Kansas administrative procedure act.

~~(i)~~ (j) The chief administrative officer of a public or private school accredited by the state board shall ~~promptly~~ notify the commissioner of education within 30 days of the name, address, and license number of any ~~license holder~~ licensee who resigns or is dismissed, resigns suspended, placed on administrative leave, or is otherwise separated from employment with a school for any act described in subsection (a) ~~of this regulation~~. (Authorized by article 6, section 2 of the Kansas Constitution and K.S.A. 74-120; implementing article 6, section 2 of the Kansas Constitution and K.S.A. ~~72-8506~~ 72-2155, 72-2165, 72-2313 and 74-120; effective May 19, 2000; amended P-

_____.)

91-22-2 Commission procedure.

(a) A majority of the full membership of the commission shall constitute a quorum for the purpose of conducting business. A majority vote of the full membership of the commission shall be required for the passage of any motion or resolution.

(b) Secretary. ~~Upon receiving a complaint, the chairperson shall be notified by the commission's secretary. The chairperson shall determine and give authorization for the secretary to initiate processing procedures.~~ An accurate file of all votes, official acts, and proceedings of the commission shall be kept by the secretary. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; amended May 19, 2000.)

91-22-5a Complaints.

(a) The commission, on its own motion, or a member of the teaching or school administration profession may initiate proceedings before the commission by filing a complaint in writing alleging that a license holder or applicant has engaged in any conduct for which a license issued by the state board may be denied, suspended, or revoked under K.A.R. 91-22-1a or 91-22-1b and amendments thereto. The complaint shall be filed with the commission's secretary.

(b) Each person filing a complaint shall set forth in the complaint the following information:

- (1) The name and address of the complainant;
- (2) the name ~~and last known address~~ of the license holder or applicant charged;
- (3) the act or acts for which the license is sought to be denied, suspended, or revoked; and
- (4) the relief sought.

The complaint shall be typed, signed, and verified by the complainant or accompanied by an affidavit attesting to the veracity of the contents of the complaint. Written instruments or documents under the control of or known to a complainant that are relevant to the charges shall be ~~attached as exhibits or, if unavailable,~~ referenced in the complaint and made available to the license holder or applicant upon request.

(c) A complaint that does not state a good faith or prima facie case shall be tabled by the commission. The complainant shall be notified in writing of the action. The complainant shall be permitted to withdraw or amend the complaint. If the complainant

decides to file an amended complaint, that complaint shall be filed within 10 days after service of the notice of action by the commission.

(d) A complaint or amended complaint that states a good faith cause of action shall be served on the person charged in the complaint by certified mail, return receipt requested.

(e) Surrender of license. A member of the teaching or school administration profession may voluntarily surrender the member's license to the commission. The action of surrender ~~shall~~ may be investigated by the commission or, at the discretion of the complainant, may be taken directly to the state board for disposition.

(f) Complainant motivated by malice. A complainant who is found by the commission to have been maliciously motivated in filing a complaint or to have acted fraudulently may be disciplined by the state board by public censure or by the suspension, cancellation, or revocation of the complainant's license. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8507; effective May 1, 1979; amended May 19, 2000.)

91-22-9 Answer; time to file; form; content; right to amend.

(a) Any person charged in a complaint shall have ~~20~~ 15 days after receipt of the complaint in which to file an answer. If no answer is filed within the prescribed period, the person shall be deemed to have admitted the allegations contained in the complaint and to have acquiesced in the proposed action. If no answer is filed within the prescribed period, the Complaint will proceed directly to the State Board for default findings. Any answer to a complaint shall be filed with the commission's secretary by certified mail, return receipt requested, or by personal delivery.

(b) Each person filing an answer shall type, sign, and verify the contents of the answer. The caption of any answer shall repeat the caption of the complaint in response to which it is filed, except that the title shall state ``answer" instead of ``complaint."

(c) Each person filing an answer shall set forth each responsive allegation or defense in clear and concise language and in separately numbered paragraphs. The person filing the answer shall admit or deny each allegation contained in the complaint. If the person is without knowledge or information sufficient to form a belief as to the truth of an allegation, the person shall state this in the answer, and this shall have the effect of a denial. Each person filing an answer shall attach to the answer as exhibits or, if unavailable, shall reference in the answer any written instruments or documents under the control of, or known to, the person filing the answer that are relevant to the charges in the complaint or that the person intends to use in defending the charges.

(d) Any person filing an answer may amend the answer once as a matter of course at any time within 30 days after service of the complaint. Each amended answer

shall be filed with the commission's secretary by restricted mail, return receipt requested, or by personal delivery.

(e) Upon application to, and order of, the commission's secretary, the time in which to file an answer may be extended once as a matter of course for a period not to exceed 10 additional days. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; amended May 19, 2000.)

91-22-22 Hearing procedure.

(a) Except as otherwise provided for in these regulations. All hearings before the commission shall be conducted in accordance with the provisions of the Kansas administrative procedure act. The chair-person to the commission, or another member designated by the chairperson, shall serve as the presiding officer.

(b) Continuance; extensions of time and adjournments.

(1) Upon showing good cause in a timely manner, any ~~person having a substantial interest in the outcome of the proceedings~~ party to a complaint shall be entitled to one continuance or extension of time. Additional continuances may be granted by the chairperson. When the commission is not in session or conducting a prehearing or hearing, the ~~interested person~~ requesting party shall send a written motion for a continuance or extension of time to the commission's ~~chairperson or secretary~~. When sending the motion, the ~~interested~~ requesting party shall allow sufficient time to postpone any hearing that has been set.

(2) While the commission is in session and conducting a prehearing or hearing, the presiding officer may entertain oral motions for continuances, extensions of time, and adjournments. Oral motions may be granted or denied by the presiding officer or the commission. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8506 and 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; amended May 1, 1982; amended May 1, 1985; amended May 19, 2000.)

91-22-25 Decision of the commission; review by state board.

(a) Following a hearing, an initial order shall be entered by the commission, in accordance with the provisions of the Kansas administrative procedure act, setting forth its decision and recommended action. The evidence may be deliberated upon by the commission and its decision may be voted upon by the commission in the presence of all parties, or it may recess into executive session to deliberate and then vote upon the matter in open session. The decision in each case shall include a recommended disposition of the case, which may be any of the following:

- (1) imposition of no discipline;
- (2) dismissal of the complaint if based upon an allegation of breach of contract;
- (3) denial, suspension, or revocation of the respondent's license; or
- (4) public censure of the respondent.

(b) The initial order of the commission shall be delivered by the commission's secretary to the commissioner of education, to be placed on the state board's agenda. A final order, in accordance with K.S.A. 77-527 and amendments thereto, shall be made by the state board. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; amended May 19, 2000.)



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

Item Title: Review results of survey on broadband internet access for Kansas students

From: Dale M. Dennis, Deputy Commissioner

KSDE conducted a survey of all public unified school districts to determine how many of their students did not have broadband internet access. School administrators were asked to respond to the question below.

"How many of your students would you ESTIMATE do NOT have broadband internet access in their HOME? (i.e., 3 students in 1 home = 3)"

This survey was based upon accessibility, not the family's ability to pay.

Some districts had difficulty deciding whether the information was due to financial inability or lack of accessibility.

Attached is a spreadsheet that provides the responses received from each school district. School districts estimate 48,587 students do not have access to broadband internet from a total of 499,331 students or 9.73 percent.

Broadband internet access survey results

Item 17 Attachment

USD No,	USD Name	County	How many students without internet access
	TOTAL:		48,587
256	Marmaton Valley	Allen	20
257	Iola	Allen	40
258	Humboldt	Allen	25
365	Garnett	Anderson	75
479	Crest	Anderson	46
377	Atchison Co Community	Atchison	50
409	Atchison Public Schools	Atchison	600
254	Barber County North Schools	Barber	17
255	South Barber	Barber	30
355	Ellinwood Public Schools	Barton	60
428	Great Bend	Barton	280
431	Hoisington	Barton	60
234	Fort Scott	Bourbon	380
235	Uniontown	Bourbon	100
415	Hiawatha Schools	Brown	40
430	South Brown County	Brown	103
205	Bluestem	Butler	75
206	Whitewater-Remington	Butler	15
375	Circle	Butler	75
385	Andover Public Schools	Butler	400
394	Rose Hill Schools	Butler	90
396	Douglass	Butler	40
402	Augusta Public Schools	Butler	80
490	El Dorado	Butler	250
492	Flinthills	Butler	60
284	Chase County	Chase	175
285	Cedar Vale Schools	Chautauqua	35
286	Chautauqua County Community School	Chautauqua	60
404	Riverton	Cherokee	140
493	Columbus	Cherokee	135
499	Galena	Cherokee	410
508	Baxter Springs	Cherokee	60
103	Cheylin	Cheyenne	21
297	St. Francis Community School	Cheyenne	20
219	Minneola Schools	Clark	234
220	Ashland-Englewood	Clark	30
379	Clay County	Clay	15
333	Concordia	Cloud	20
334	Southern Cloud	Cloud	40
243	Lebo Waverly	Coffey	15
244	Burlington School District	Coffey	80
245	LeRoy-Gridley	Coffey	50
300	Comanche County	Comanche	30
462	Central Burden	Cowley	35
463	Udall	Cowley	20
465	Winifeld	Cowley	300
470	Arkansas City Public Schools	Cowley	600
471	Dexter	Cowley	44
246	Northeast-Arma	Crawford	67

USD No,	USD Name	County	How many students without internet access
247	Cherokee	Crawford	23
248	Girard Schools	Crawford	100
249	Frontenac	Crawford	29
250	Pittsburg	Crawford	700
294	Oberlin	Decatur	8
393	Solomon	Dickinson	66
435	Abilene Public Schools	Dickinson	65
473	Chapman	Dickinson	90
481	Rural Vista	Dickinson	25
487	Herington	Dickinson	23
111	Doniphan West	Doniphan	0
114	Riverside	Doniphan	128
429	Troy Schools	Doniphan	30
348	Baldwin	Douglas	50
491	Eudora Schools	Douglas	23
497	Lawrence	Douglas	400
347	Kinsley-Offlerle	Edwards	30
502	Lewis	Edwards	7
282	West Elk Schools	Elk	59
283	Elk Valley	Elk	85
388	Ellis	Ellis	7
432	Victoria Schools	Ellis	6
489	Hays	Ellis	71
112	Central Plains	Ellsworth	20
327	Ellsworth	Ellsworth	90
363	Holcomb Public Schools	Finney	50
457	Garden City Public Schools	Finney	700
381	Spearville	Ford	20
443	Dodge City	Ford	2,300
459	Bucklin	Ford	55
287	West Franklin	Franklin	200
288	Central Heights	Franklin	20
289	Wellsville	Franklin	100
290	Ottawa	Franklin	350
475	Geary County Schools	Geary	800
291	Grinnell Public School	Gove	7
292	Wheatland	Gove	5
293	Quinter Public Schools	Gove	18
281	Graham County USD 281	Graham	15
214	Ulysses	Grant	300
102	Cimarron-Ensign	Gray	65
371	Montezuma	Gray	45
476	Copeland	Gray	40
477	Ingalls	Gray	23
200	Greeley County Schools	Greeley	8
386	Madison- Virgil	Greenwood	25
389	Eureka	Greenwood	60
390	Hamilton	Greenwood	40
494	Syracuse	Hamilton	90
361	Chaparral Schools	Harper	50

USD No,	USD Name	County	How many students without internet access
511	Attica	Harper	15
369	Burrton	Harvey	7
373	Newton	Harvey	193
439	Sedgwick Public Schools	Harvey	10
440	Halstead Bentley	Harvey	163
460	Hesston	Harvey	60
374	Sublette	Haskell	20
507	Satanta	Haskell	130
227	Hodgeman County Schools	Hodgeman	39
335	North Jackson	Jackson	58
336	Holton	Jackson	50
337	Royal Valley	Jackson	90
338	Valley Falls	Jefferson	65
339	Jefferson County North	Jefferson	60
340	Jefferson West	Jefferson	120
341	Oskaloosa	Jefferson	93
342	McLouth	Jefferson	50
343	Perry Public Schools	Jefferson	75
107	Rock Hills	Jewell	42
229	Blue Valley Schools	Johnson	200
230	Spring Hill	Johnson	350
231	Gardner Edgerton	Johnson	300
232	De Soto	Johnson	150
233	Olathe Public Schools	Johnson	1,350
512	Shawnee Mission School District	Johnson	1,710
215	Lakin	Kearny	100
216	Deerfield	Kearny	65
331	Kingman-Norwich	Kingman	60
332	Cunningham	Kingman	2
422	Kiowa County	Kiowa	50
474	Haviland Schools	Kiowa	5
503	Parsons District Schools	Labette	500
504	Oswego	Labette	70
505	Chetopa-St. Paul	Labette	85
506	Labette County Schools	Labette	100
468	Healy	Lane	11
482	Dighton	Lane	20
207	Fort Leavenworth	Leavenworth	0
449	Easton-Pleasant Ridge	Leavenworth	525
453	Leavenworth	Leavenworth	1,250
458	Basehor-Linwood	Leavenworth	135
464	Tonganoxie	Leavenworth	200
469	Lansing	Leavenworth	104
298	Lincoln	Lincoln	20
299	Sylvan- Lucas	Lincoln	12
344	Pleasanton	Linn	90
346	Jayhawk	Linn	48
362	Prairie View	Linn	85
274	Oakley Public Schools	Logan	25
275	Triplains	Logan	8

USD No,	USD Name	County	How many students without internet access
251	North Lyon County	Lyon	33
252	Southern Lyon County	Lyon	15
253	Emporia Schools	Lyon	1,000
397	Centre	Marion	20
398	Peabody-Burns	Marion	79
408	Marion-Florence	Marion	120
410	Durham-Hillsboro-Lehigh	Marion	30
411	Goessel	Marion	75
364	Marysville	Marshall	20
380	Vermillion	Marshall	20
498	Valley Heights	Marshall	15
400	Smoky Valley Public Schools	McPherson	23
418	McPherson	McPherson	150
419	Canton-Galva	McPherson	25
423	Moundridge	McPherson	80
448	Inman	McPherson	28
225	Fowler Public Schools	Meade	75
226	Meade	Meade	50
367	Osawatomie	Miami	275
368	Paola	Miami	490
416	Louisburg	Miami	100
272	Waconda School District	Mitchell	30
273	Beloit	Mitchell	192
436	Caney Valley	Montgomery	200
445	Coffeyville Schools	Montgomery	350
446	Independence	Montgomery	400
447	Cherryvale	Montgomery	225
417	Morris County	Morris	150
217	Rolla	Morton	28
218	Elkhart	Morton	75
113	Prairie Hills	Nemaha	50
115	Nemaha Central	Nemaha	150
101	Erie/Galesburg	Neosho	35
413	Chanute Public Schools	Neosho	337
106	Western Plains	Ness	9
303	Ness City	Ness	15
211	Norton	Norton	15
212	Ken Tharman	Norton	6
420	Osage City	Osage	50
421	Lyndon	Osage	20
434	Santa Fe Trail	Osage	12
454	Burlingame	Osage	15
456	Marais des Cygnes Valley	Osage	10
392	Osborne	Osborne	6
239	North Ottawa County School	Ottawa	50
240	Twin Valley Schools	Ottawa	60
495	Fort Larned	Pawnee	125
496	Pawnee Heights	Pawnee	20
110	Thunder Ridge	Phillips	30
325	Phillipsburg	Phillips	20

USD No,	USD Name	County	How many students without internet access
326	Logan	Phillips	15
320	Wamego	Pottawatomie	100
321	Kaw Valley	Pottawatomie	200
322	Onaga -Havensville-Wheaton	Pottawatomie	50
323	Rock Creek	Pottawatomie	350
382	Pratt Schools	Pratt	70
438	Skyline Schoola	Pratt	5
105	Rawlins County	Rawlins	30
308	Hutchinson Public Schools	Reno	1,500
309	Nickerson, South Hutchinson	Reno	165
310	Fairfield Schools	Reno	49
311	Pretty Prairie	Reno	50
312	Haven Schools	Reno	75
313	Buhler Public Schools	Reno	175
109	Republic County	Republic	85
426	Pike Valley	Republic	5
376	Sterling	Rice	8
401	Chase/Raymond	Rice	15
405	Lyons	Rice	80
444	Little River-Windom	Rice	6
378	Riley County	Riley	56
383	Manhattan-Ogden	Riley	471
384	Blue Valley	Riley	18
269	Palco	Rooks	0
270	Plainville	Rooks	50
271	Stockton	Rooks	25
395	La Crosse	Rush	26
403	Otis Bison	Rush	15
399	Paradise	Russell	3
407	Russell County	Russell	60
305	Salina Public Schools	Saline	584
306	Southeast of Saline	Saline	150
307	Ell-Saline	Saline	35
466	Scott County Schools	Scott	50
259	Wichita Public Schools	Sedgwick	5,000
260	Derby	Sedgwick	978
261	Haysville Public School	Sedgwick	400
262	Valley Center Public Schools	Sedgwick	450
263	Mulvane	Sedgwick	200
264	Clearwater	Sedgwick	54
265	Goddard Public Schools	Sedgwick	354
266	Maize Unified School District	Sedgwick	500
267	Renwick	Sedgwick	50
268	Cheney	Sedgwick	20
480	Liberal	Seward	550
483	Kismet-Southwestern Heights	Seward	250
345	Seaman	Shawnee	100
372	Silver Lake Schools	Shawnee	70
437	Auburn-Washburn	Shawnee	210
450	Shawnee Heights	Shawnee	250

USD No,	USD Name	County	How many students without internet access
501	Topeka Public Schools	Shawnee	530
412	Hoxie Community School	Sheridan	10
352	Goodland	Sherman	50
237	Smith Center	Smith	57
349	Stafford Schools	Stafford	33
350	St. John	Stafford	23
351	Macksville	Stafford	50
452	Stanton County	Stanton	5
209	Moscow	Stevens	20
210	Hugoton	Stevens	20
353	Wellington School District	Sumner	30
356	Conway Springs	Sumner	50
357	Belle Plaine	Sumner	29
358	Oxford	Sumner	35
359	Argonia	Sumner	12
360	Caldwell	Sumner	24
509	South Haven	Sumner	20
314	Brewster	Thomas	24
315	Colby Public Schools	Thomas	100
316	Golden Plains	Thomas	30
208	Trego Community Schools	Trego	25
329	Wabaunsee	Wabaunsee	50
330	Mission Valley	Wabaunsee	45
241	Wallace County Schools	Wallace	30
242	Weskan	Wallace	13
108	Washington County Schools	Washington	40
223	Barnes	Washington	12
224	Clifton-Clyde	Washington	20
467	Wichita County - Leoti	Wichita	15
387	Altoona-Midway	Wilson	100
461	Neodesha	Wilson	70
484	Fredonia	Wilson	215
366	Woodson	Woodson	150
202	Turner - Kansas City	Wyandotte	580
203	Piper School District	Wyandotte	12
204	Bonner Springs/Edwardsville)	Wyandotte	300
500	Kansas City Kansas Public Schools	Wyandotte	4,200
			48,587



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

Item Title: Personnel Report

From: Candi Brown, Wendy Fritz

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

Total employees 239 as of pay period ending 08/08/2020. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 b.

Staff Initiating:

Candi Brown

Director:

Wendy Fritz

Commissioner:

Randy Watson

Meeting Date: 9/08/2020

Item Title:

Act on personnel appointments to unclassified positions

Recommended Motion:

It is moved that the Kansas State Board of Education confirm the personnel appointments of individual(s) to unclassified positions at the Kansas State Department of Education as presented.

Explanation of Situation Requiring Action:

The following personnel appointments are presented this month:

Michael Welchans to the position of Communications Specialist on the Communications and Recognition Programs/Graphic Arts team, effective Aug. 10, 2020, at an annual salary of \$52,000. This position is funded by the State General Fund and by State Administrative Expenses for Nutrition Services.

Marissa Seele to the position of Administrative Specialist on the Communications and Recognition Programs/Graphic Arts team, effective Aug. 19, 2020, at an annual salary of \$36,504. This position is funded by the State General Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 c.

Staff Initiating:

Lynn Bechtel

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 9/08/2020

Item Title:

Act on local in-service education plans

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

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

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

USD 300 Comanche County
USD 311 Pretty Prairie
USD 329 Mill Creek Valley
USD 333 Concordia
USD 336 Holton
USD 348 Baldwin City
USD 418 McPherson
USD 419 Canton-Galva
USD 457 Garden City
USD 460 Hesston
USD 468 Healy
USD 470 Arkansas City
USD 489 Hays
USD 497 Lawrence

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 d.

Staff Initiating:

Susan Helbert

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 9/08/2020

Item Title:

Act on recommendation for a Visiting Scholar license

Recommended Motion:

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

Explanation of Situation Requiring Action:

Manhattan Catholic Schools

Tracy Bedgood

The Manhattan Catholic Schools request that Tracy Bedgood be granted a Visiting Scholar license valid for the 2020-21 school year. Mr. Bedgood will be assigned to teach a full schedule of elementary level music at the school.

Tracy Bedgood earned a bachelor of music in 2002 from Louisiana Tech University, Ruston, and additional limited coursework in music pedagogy was completed after earning the degree. Post graduate study in music was completed at the University of Kansas (KU) 2002-2004, and a master of music was earned in 2009 from Northwest State University (NSU), Natchitoches, LA. A doctor of musical arts was awarded by the University of Southern Mississippi (USM) in May, 2020.

During his studies in music, Mr. Bedgood served in graduate teaching assistantships and as adjunct professor in multiple postsecondary institutions, including:

- Centenary College, LA
- NSU
- KU
- USM
- Bossier Parish Community College 2008-09 and middle/high band director for Evangel Christian Academy
- Belhaven University Jones County Junior College
- University of Louisiana, Monroe 2017 – 2020

His above experiences include teaching music/music theory coursework, providing private music lessons, conducting rehearsals and performances of ensembles, combos, and marching bands. In addition, he provides a list of his performance experiences with a wide variety of bands, large

(continued)

ensembles/symphonies and chamber ensembles, including as a featured soloist. The state of Mississippi granted him an educator license in Music performance in June 2020, based on his advanced degrees in music.

Tracy Bedgood's extensive educational background in music, his experiences, including postsecondary settings as a teaching assistant and adjunct professor, private music lesson provider, and his music performance history all contribute to a strong background relative to a music teaching assignment. He meets the criteria of advanced degrees in the subject and related experiences in the field of music. I recommend that the request of a Visiting Scholar license valid for the 2020-21 school year for Tracy Bedgood be approved, based on meeting two of the established criteria for Visiting Scholar.

Criteria for a Visiting Scholar license:

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 e.

Staff Initiating:

Susan Helbert

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 9/08/2020

Item Title:

Act on recommendations of the Licensure Review Committee

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Licensure Review Committee as presented.

Explanation of Situation Requiring Action:

Recommendations of the Licensure Review Committee (LRC) need approval of the State Board of Education. Licenses will be issued to those applicants whose requests are granted. Requests and the LRC's recommendations for this month are listed below.

Case 3287

Applicant requested the addition of an elementary education endorsement to an initial teaching license. Review was required due to an alternative preparation pathway in Florida. Applicant met in person with the Committee. The Licensure Review Committee recommends approval of the addition of an elementary education K-6 endorsement based on: coursework completed through the University of Florida; completion of Florida content testing; teaching experience; and presentation of evidence of meeting elementary education program standards 3-7. Moved by Ashlie Jack, seconded by Bruce Major, and approved unanimously.

Case 3318

Applicant requested an initial school specialist license for library media. Review was required due to not holding a professional level teaching license as required for issuance of a school specialist license for library media. Applicant met in person with the Committee. The Licensure Review Committee recommends approval of an initial school specialist license for library media, based on: completion of an approved graduate degree school library media program and certification in Pennsylvania; content test, and presentation of evidence of knowledge of professional education standards. Moved by Bruce Major, seconded by Ashlie Jack, and approved unanimously.

Case 3319

Applicant requested an initial teaching license for PK-12 art. Review was required due to an alternative preparation pathway in Texas. Applicant met in person with the Committee. The Licensure Review Committee recommends approval of an initial teaching license for PK-12 art, based on: completion of the Inspire Texas Education Certification program and achievement of the

(continued)

Texas license; verified experience teaching art; and presentation of evidence of meeting the art program standards 1-7. Moved by Ashlie Jack, seconded by Bruce Major, and approved unanimously.

Case 3320

Applicant requested the addition of an elementary endorsement to a valid Kansas license. Review was required due to the addition of an elementary endorsement to her Texas license based on testing only. Kansas requires completion of an elementary program through a college plus content testing to earn an elementary endorsement. Applicant met in person with the Committee. The Licensure Review Committee recommends approval of a provisional license for elementary education K-6, with full licensure contingent upon the applicant completing one of the following during the provisional license: a two-credit hour minimum course in emergent literacy; or 40 professional development points earned in either emergent literacy or for approved dyslexia training. Moved by Ashlie Jack, seconded by Bruce Major, and approved unanimously.

Case 3334

Applicant requested the addition of a gifted endorsement PK-12 to a valid Kansas license. Review was required due to the achievement of an Arizona license through the alternative route of meeting one of three options set by the state of Arizona. The Licensure Review Committee recommends approval of the addition of a gifted endorsement PK-12 to a valid Kansas license based on: earning a 32-credit hour master's degree in gifted education from Grand Canyon University; exceeding the requirements established to earn the Arizona gifted endorsement; and teaching experience. Moved by Ashlie Jack, seconded by Bruce Major, and approved unanimously.

Case 3335

Applicant requested an initial Kansas teaching license with endorsement for business education, 6-12. Review was required due to the achievement of an Oklahoma license through completion of an alternative pathway of testing and prescribed professional education coursework. The Licensure Review Committee recommends approval of an initial Kansas teaching license for business education, 6-12, based on: a degree in business administration; education courses completed during her degree program; passing scores on content and pedagogy tests; and the subsequent achievement of the Oklahoma license. Moved by Ashlie Jack, seconded by Bruce Major, and approved unanimously.

Case 3336

Applicant requested an initial school specialist license for reading specialist, PK-12. Review was required due to achievement of licensure for reading specialist in Oklahoma through an alternative route. The Licensure Review Committee recommends approval of an initial school specialist license for reading specialist PK-12, based on: appropriate coursework related to reading specialist

(continued)

standards completed as part of a master of education degree that also met Oklahoma licensure requirements. Moved by Bruce Major, seconded by Brittany Ford, and approved unanimously.

Case 3337

Applicant requested a professional Kansas teaching license for early childhood PK-3 and high incidence special education PK-12. Review was required due to an alternative preparation pathway through Education Careers Alternative Program (ECAP) in Texas and not meeting five years of accredited experience with three years in the same district to be exempted from the review for alternative route and qualify for a professional level license without the review. The Licensure Review Committee recommends approval of a professional teaching license with endorsement for high incidence special education PK-12, based on: educational background including special education coursework; achievement of licensure in Texas; verified teaching experiences; and related experiences and preparation as an educational diagnostician. Moved by Ashlie Jack, seconded by Brittany Ford, and approved unanimously.

Case 3338

Applicant requested an extension of a Limited Teacher Apprentice Program license (LTAP) based on extenuating circumstances that prevented her from completing the Teacher Apprentice Program during the prescribed timeframe. Review was required because the LTAP license requires completion of the approved program requirements during two years of the license, while teaching fulltime. The Licensure Review Committee recommends approval of a one-year extension of the LTAP license valid for the 2021 school year, based on the extenuating circumstances, to allow completion of the remaining program coursework. Moved by Brittany Ford, seconded by Anita White, and approved unanimously with one abstention.

Case 3339

Applicant requested a professional Kansas teaching license for elementary education, K-6 and gifted K-6. Review was required due to alternative preparation pathways through A+ Texas Teachers of Tomorrow for elementary education, testing only for gifted education, and not meeting five years of accredited experience with three years in the same district to exempt the review for alternative routes and qualify for a professional level license without the review. The Licensure Review Committee recommends approval of a professional license with endorsement for elementary education, K-6 and gifted, K-6, based on: educational background and appropriate related degrees and coursework; achievement of licensure in Texas, Missouri and Georgia; and years of verified experience in teaching elementary and gifted in all three states. Moved by Anita White, seconded by Brittany Ford, and approved unanimously.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 f.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 9/08/2020

Susan Helbert

Mischel Miller

Randy Watson

Item Title:

Act on recommendations for licensure waivers

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

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

Licensure Waivers

District	Dist Name	First	Last	Subject	Recomm.
D0225	Fowler	Ashley	Boe	Music - extension on number of days under an emergency substitute license	Approved
D0229	Blue Valley	Riley	Long	Low Incidence Special Ed.	Approved
D0229	Blue Valley	Garrett	Tatro	High Incidence Special Ed.	Approved
D0229	Blue Valley	Kendra	Madden	Low Incidence Special Ed.	Approved
D0229	Blue Valley	Rachel	Hillestad	High Incidence Special Ed.	Approved
D0232	De Soto	Shawn	Moore	Low Incidence Special Ed.	Approved*
D0361	Chaparral Schools	Holly	McDermott	Music - extension on number of days under an emergency substitute license	Approved
D0373	Newton	Ashley	Nottingham	Library Media Specialist	Approved
D0385	Andover	Kristina	McClellan	Gifted	Approved
D0416	Louisburg	Jordan	Roquemore	Journalism	Approved
D0429	Troy Public Schools	Jamie	Weishaar	Elementary Extension of Days Only under an emergency substitute license	Approved
D0450	Shawnee Heights	Andrew	Bradshaw	Physical Science - extension on number of days under an emergency substitute license	Approved
D0453	Leavenworth	Kimberly	Blackwolf	High Incidence Special Ed. - extension on number of days under an emergency substitute license	Approved
D0457	Garden City	Dawn	Graham	High Incidence Special Ed.	Approved*
D0457	Garden City	Katie	Gude	High Incidence Special Ed.	Approved
D0457	Garden City	Kristine	Carr	High Incidence Special Ed.	Approved**
D0457	Garden City	Kristie	Strecker	High Incidence Special Ed.	Approved*
D0457	Garden City	Rosa	Rosales Castorena	Early Childhood Special Ed. - extension on number of days under an emergency substitute license	Approved
D0464	Tonganoxie	Tabitha	Pestock	Elementary Extension of Days Only under an emergency substitute license	Approved
D0609	Southeast KS Educ. Service Center	Jerri	Haymaker	Deaf or Hard of Hearing	Approved
D0609	Southeast KS Educ. Service Center	Allison	Johnston	Gifted	Approved
D0615	Brown Co KS Special Ed Coop	Jill	Selland	Gifted	Approved
	*First Renewal			**Final Renewal	

					Page 2
D0619	Sumner Co Educational Services	Richard	Wright	Low Incidence Special Ed.	Approved*
D0619	Sumner Co Educational Services	Codie	Berntsen	Visual Impaired	Approved**
D0619	Sumner Co Educational Services	Angela	Ewing	High Incidence Special Ed.	Approved
D0620	Three Lakes Educational Coop	Tyler	Buche	High Incidence Special Ed.	Approved
D0620	Three Lakes Educational Coop	Christopher	Duke	High Incidence Special Ed.	Approved*
D0620	Three Lakes Educational Coop	Jess	Lewis	High Incidence Special Ed.	Approved
D0620	Three Lakes Educational Coop	Richard	Smith	High Incidence Special Ed.	Approved
D0637	Southeast Kansas Special Ed Interlocal	Kevin	Nelson	High Incidence Special Ed.	Approved*
D0637	Southeast Kansas Special Ed Interlocal	Jacob	Teats	Low Incidence Special Ed.	Approved
D0637	Southeast Kansas Special Ed Interlocal	Stephanie	Withrow	Early Childhood Special Ed. - extension on number of days under an	Approved
D0702	Twin Lakes Education Cooperative	Kaitlyn	Isch	High Incidence Special Ed.	Approved*
D0702	Twin Lakes Education Cooperative	Alyssa	Smith	High Incidence Special Ed.	Approved
D0702	Twin Lakes Education Cooperative	Sharon	Huband	High Incidence Special Ed.	Approved**
D0720	East Central KS Sp. Ed. Coop.	Erin	Davis	High Incidence Special Ed.	Approved*
D0720	East Central KS Sp. Ed. Coop.	Amanda	Crouch	Early Childhood Special Ed. - extension on number of days under an emergency substitute license	Approved*
D0720	East Central KS Sp. Ed. Coop.	Megan	Russell	High Incidence Special Ed.	Approved**
D0720	East Central KS Sp. Ed. Coop.	Amber	Coulter	Gifted	Approved
	*First Renewal			**Final Renewal	

					Page 3
D0720	East Central KS Sp. Ed. Coop.	Melissa	George	Gifted	Approved
D0720	East Central KS Sp. Ed. Coop.	Robert	Bovaird	Gifted	Approved**
D0720	East Central KS Sp. Ed. Coop.	Jessea	Chapman	High Incidence Special Ed.	Approved*
	*First Renewal			**Final Renewal	

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 g.

Staff Initiating:

Jessica Noble

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 9/08/2020

Item Title:

Act on recommendations for funding for the 2020 supplemental Volunteer Generation Fund Awards

Recommended Motion:

It is moved that the Kansas State Board of Education approve supplemental funds for the Kansas Volunteer Generation Fund subgrantees for 2020 as recommended by the Kansas Volunteer Commission.

Explanation of Situation Requiring Action:

The Kansas Volunteer Commission recommends the following subgrantees be awarded supplemental funding through the 2020 Volunteer Generation Fund (VGF) grant.

List of recommended subgrantees and award amounts in VGF funds:

- | | |
|---|---------|
| - United Way of Franklin County Association | \$6,000 |
| - Flint Hills Volunteer Center | \$6,000 |
| - Barton County College/RSVP | \$6,000 |
| - Kansas Humane Society | \$6,000 |
| - Sunflower CASA Project, Inc. | \$6,000 |
| - Wichita Habitat for Humanity | \$6,000 |

Funding is provided by the Corporation for National and Community Service.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 h.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 9/08/2020

Dale Dennis

Dale Dennis

Randy Watson

Item Title:

Act on request from USD 416, Louisburg, Miami County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 416, Louisburg, Miami County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 75-2315 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 416, Louisburg, Miami 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 416 plans to use the bond proceeds to pay the costs to: (1) construct, furnish and equip improvements to existing infrastructure and renovations to district facilities including Circle Grove Pre-K School/Central Office, Rockville Elementary School, Broadmoor Elementary School, Louisburg Middle School, and Louisburg High School; and (2) construct, furnish and provide safety, security and technology improvements, together with necessary furniture and equipment acquisitions, throughout the district.

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

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

1. The vote to submit the bond application by the local board of education was unanimous.
2. The community was involved in the process of the building proposal.
3. All required forms were properly filed, along with an appropriate notice for the election.
4. The district outlined the needs for the building project by responding to all questions required by the State Board of Education.
5. An outside consultant was utilized in determining the school district needs.
6. The age of the existing building(s) appear to justify a bond election.
7. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

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

Unified School District 416-Louisburg	County: Miami
--	----------------------

1. Current equalized assessed tangible valuation *	<u>\$165,451,712</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$23,163,239</u>
4. State Aid Percentage	<u>0%</u>

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$8,470,000</u>	<u>5.1</u>
6. Amount of bond indebtedness requested	<u>\$24,000,000</u>	<u>14.5</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$32,470,000</u>	<u>19.6</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$23,163,239</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$9,306,761</u>	<u>5.6</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	

August 14, 2020
Date

August 14, 2020
Date

Craig Neuenswander
Director, School Finance

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 i.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 9/08/2020

Dale Dennis

Dale Dennis

Randy Watson

Item Title:

Act on request from USD 416, Louisburg, Miami 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 416, Louisburg, Miami County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 75-72-5461 et seq., as amended by 2018 Substitute for Senate Bill 423, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 416, Louisburg, Miami County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid.

USD 416 plans to use the bond proceeds to pay the costs to: (1) construct, furnish and equip improvements to existing infrastructure and renovations to district facilities including Circle Grove Pre-K School/Central Office, Rockville Elementary School, Broadmoor Elementary School, Louisburg Middle School, and Louisburg High School; and (2) construct, furnish and provide safety, security and technology improvements, together with necessary furniture and equipment acquisitions, throughout the district.

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

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

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

Summary of Appeal to State Board of Education for State Aid

Unified School District 416-Louisburg	County: Miami
--	----------------------

1. Current equalized assessed tangible valuation *	<u>\$165,451,712</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$23,163,239</u>
4. State Aid Percentage	<u>0%</u>

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$8,470,000</u>	<u>5.1</u>
6. Amount of bond indebtedness requested	<u>\$24,000,000</u>	<u>14.5</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$32,470,000</u>	<u>19.6</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$23,163,239</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$9,306,761</u>	<u>5.6</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	

August 14, 2020
Date

August 14, 2020
Date

Craig Neuenswander
Director, School Finance

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 j.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 9/08/2020

Dale Dennis

Dale Dennis

Randy Watson

Item Title:

Act on request from USD 511, Attica, Harper County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 511, Attica, Harper County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation

Explanation of Situation Requiring Action:

Under KSA 75-2315 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 511, Attica, Harper 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 511 plans to use the bond proceeds to pay the costs for: (1) HVAC, roofing, lighting, and energy efficiency improvements, (2) building improvements and additions, site improvements, parking lot improvements, football facility improvements, technology improvements; (3) safety, security, and storm shelter improvements; and (4) fleet acquisition.

This application does include funding for extracurricular activities which means state aid on the entire project, if they qualify in the future, would be prorated at 95.2 percent.

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

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

Unified School District 511-Attica	County: Harper
---	-----------------------

1. Current equalized assessed tangible valuation *	<u>\$11,388,659</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$1,594,412</u>
4. State Aid Percentage	<u>0%</u>

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$0</u>	<u>0.0</u>
6. Amount of bond indebtedness requested	<u>\$3,400,000</u>	<u>29.9</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$3,400,000</u>	<u>29.9</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$1,594,412</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$1,805,588</u>	<u>15.9</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	

August 14, 2020
Date

August 14, 2020
Date

Craig Neuenswander
Director, School Finance

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 k.

Staff Initiating:

Dale Dennis

Deputy Commissioner:

Dale Dennis

Commissioner:

Randy Watson

Meeting Date: 9/08/2020

Item Title:

Act on request from USD 511, Attica, Harper 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 511, Attica, Harper County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 75-72-5461 et seq., as amended by 2018 Substitute for Senate Bill 423, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 511, Attica, Harper County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid.

USD 511 plans to use the bond proceeds to pay the costs for: (1) HVAC, roofing, lighting, and energy efficiency improvements, (2) building improvements and additions, site improvements, parking lot improvements, football facility improvements, technology improvements; and (3) safety, security, and storm shelter improvements.

This application does include funding for extracurricular activities which means state aid on the entire project, if they qualify in the future, would be prorated at 95.2 percent.

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

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

Summary of Appeal to State Board of Education for State Aid

Unified School District 511-Attica	County: Harper
---	-----------------------

1. Current equalized assessed tangible valuation *	<u>\$11,388,659</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$1,594,412</u>
4. State Aid Percentage	<u>0%</u>

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$0</u>	<u>0.0</u>
6. Amount of bond indebtedness requested	<u>\$3,400,000</u>	<u>29.9</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$3,400,000</u>	<u>29.9</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$1,594,412</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$1,805,588</u>	<u>15.9</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	

August 14, 2020
Date

August 14, 2020
Date

Craig Neuenswander
Director, School Finance

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 I.

Staff Initiating:

Stacy Smith

Director:

Scott Smith

Commissioner:

Randy Watson

Meeting Date: 9/08/2020

Item Title:

Act on request to contract for state advisor services for Kansas Business Professionals of America

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate the contract process for State Advisor to the Business Professionals of America in an amount not to exceed \$ 57,500 for the period Oct. 1, 2020 to June 30, 2024.

Explanation of Situation Requiring Action:

Business Professionals of America is the Career and Technical Student Organization supporting the pathway experiences of students engaged in these career pathway programs. The BPA Request for Proposal was posted through the Department of Administration with no successful bid proposals. The interim BPA state advisor Marcy Cross has agreed to take on the extra duties throughout the contract period.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 m.

Staff Initiating:

Kimberly Muff

Director:

Scott Smith

Commissioner:

Randy Watson

Meeting Date: 9/08/2020

Item Title:

Act on request to amend and extend Striving Readers Comprehensive Literacy contract with the University of Kansas Center for Research Inc.

Recommended Motion:

It is moved that the Kansas State Board of Education approve amendments to the Striving Readers subcontract with the University of Kansas in an amount not to exceed \$74,059, and to extend the effective date until Aug. 31, 2021.

Explanation of Situation Requiring Action:

The University of Kansas Center for Research on Learning (KUCRL) has been instrumental in the planning, coordination, composition, and submission of the \$27 million Striving Readers federal grant award supporting the Literacy Network of Kansas (LiNK). In January 2018, the State Board of Education approved the original contract amount of \$217,588 over a three-year period, paid through the Striving Readers Comprehensive Literacy Initiative Fund.

The scope of work covers:

- Provide professional learning support to subgrantees in the area of virtual coaching, including processing all required paperwork, invoices, tax documents, etc. for districts, virtual coaches, and KUCRL.
- Coordinate, support, and coach all LiNK virtual coaches and host a virtual professional learning community.
- Coordinate professional learning support to subgrantees through four, topic-based, virtual communities of practice.
- Collaborate with the Project Director and other program staff to host four meetings with instructional coaches across the state.
- Assist with the coordination of the Kansas State Literacy Team with general meetings as necessary, pairing specific members to the needs of LiNK projects and facilitating individualized technical assistance.
- Serve in an advisory capacity to LiNK Project Director and other program staff.
- Coordinate LiNK website and monthly blog posts.

By extending the contract into a fourth year, support for these services will continue to the 32 school districts participating in LiNK.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 n.

Staff Initiating:

Brad Neuenswander

Deputy Commissioner:

Brad Neuenswander

Commissioner:

Randy Watson

Meeting Date: 9/08/2020

Item Title:

Act on request to contact with the Kansas Association of Education Service Agencies to provide professional development support to build capacity for effectively implementing key components of the Navigating Change guidance

Recommended Motion:

It is moved that the Kansas State Board of Education act on request to contract with the Kansas Association of Education Service Agencies to provide relevant and timely professional development support to build capacity for effectively implementing key components of the Navigating Change guidance, in an amount not to exceed \$110,000 for the period Sept. 14, 2020 to June 30, 2021.

Explanation of Situation Requiring Action:

Recent efforts to modify operational procedures and enhance teaching and learning practices among schools has created the need for ongoing support, new resources, frequent consultation with experts, and professional development for teachers, administrators, and even school communities.

Through a collaborative effort involving the Kansas Association of Education Service Agencies (KAESA), there will be a consistent delivery of professional development from a central website. The contract amount is divided into the categories of project management including content, website development and marketing, and content delivery of learning modules and resources.



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

Janet Waugh District 1	Steve Roberts District 2	Michelle Dombrosky District 3	Ann E. Mah District 4	Jean Clifford District 5
Dr. Deena Horst District 6	Ben Jones District 7	Kathy Busch District 8	Jim Porter District 9	Jim McNiece District 10

Item Title: Act on Board Member Travel

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

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

Pay Period Begins	Pay Period Ends	Deadline to Report	Pay Date
08/23/2020	09/05/2020	09/03/2020	09/18/2020
09/06/2020	09/19/2020	09/17/2020	10/02/2020
09/20/2020	10/03/2020	10/01/2020	10/16/2020



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

Janet Waugh District 1	Steve Roberts District 2	Michelle Dombrosky District 3	Ann E. Mah District 4	Jean Clifford District 5
Dr. Deena Horst District 6	Ben Jones District 7	Kathy Busch District 8	Jim Porter District 9	Jim McNiece District 10

Subject: Chair's Report and Requests for Future Agenda Items

These updates will include:

- a. Act to accept updates to Navigating Change document since Aug. 11

Recommended Motion

I move to accept updates to the Navigating Change document reflecting changes and new information since State Board approval on Aug. 11.

- 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.

Item Title:

Executive session for the purpose of discussing personnel matters of non-elected personnel

Recommended Motion:

It is moved that the Kansas State Board of Education recess into Executive Session to discuss the subject of an individual employee's performance, which is justified pursuant to the non-elected personnel exception under the Kansas Open Meetings Act, in order to protect the privacy interest of the individual(s) to be discussed.

The open meeting will resume in the Board Room, Suite 102, at the designated time.

REQUEST FOR POSSIBLE BOARD ACTION

Agenda Number: 22

Meeting Date: 9/08/2020

Item Title:

Possible action on personnel matters of non-elected personnel



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

Janet Waugh
District 1
Dr. Deena Horst
District 6

Steve Roberts
District 2
Ben Jones
District 7

Michelle Dombrosky
District 3
Kathy Busch
District 8

Ann E. Mah
District 4
Jim Porter
District 9

Jean Clifford
District 5
Jim McNiece
District 10

WEDNESDAY, SEPTEMBER 9, 2020 JOINT VIRTUAL MEETING WITH KANSAS BOARD OF REGENTS

9:00 a.m.

The meeting will be conducted by video conference and livestreamed for the public at [STREAMING](#)

1. Call to Order
2. Pledge of Allegiance
3. Welcome and introductions
4. Reports on reopening plans
 - a. K-12 Schools
 - b. State Universities
 - c. Community Colleges
 - d. Technical Colleges
5. Discussion Agenda
 - a. Discuss aligning spring breaks for the entire Kansas public education system
 - b. Receive demonstration on the Kansas DegreeStats website and discuss integrating it in the Individual Plans of Study
 - c. Discuss goals for concurrent enrollment in high schools

ADJOURN