



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

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

## TUESDAY, DECEMBER 14, 2021 MEETING AGENDA

10:00 a.m.	1. Call to Order — Chair Jim Porter	
	2. Roll Call	
	3. Mission Statement, Moment of Silence and Pledge of Allegiance	
	4. Approval of Agenda	
	5. Approval of November Minutes	<b>pg. 5</b>
10:05 a.m. (IO)	6. Commissioner’s Report— Dr. Randy Watson	
10:30 a.m.	7. Citizens’ Open Forum	<b>pg. 31</b>
10:40 a.m. (IO)	8. Receive Literacy Network of Kansas (LiNK) Final Project Report	<b>pg. 32</b>
11:10 a.m. (AI)	9. Act on recommendations for Kansas Education Systems Accreditation and overview of 2022 schedule	<b>pg. 33</b>
11:25 a.m.	Break	
11:35 a.m. (IO)	10. Information on state assessment performance levels	<b>pg. 58</b>
Noon	Lunch <i>(State Board Policy Committee meets)</i>	
1:30 p.m. (IO)	11. Recognition of PTA School of Excellence recipients	<b>pg. 59</b>
1:50 p.m. (IO)	12. Information on family engagement strategies and resources	<b>pg. 60</b>

---

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

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

Services: Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact Peggy Hill at 785-296-3203, at least seven business days prior to a State Board meeting.

Website: Electronic access to the agenda and meeting materials is available at [www.ksde.org/Board](http://www.ksde.org/Board)

Next Meeting: Jan. 11 and 12, Topeka.

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

2:10 p.m. (DI)	13. Discussion on School Mental Health initiatives and outreach	pg. 62
2:30 p.m. (IO)	14. Kansans Can Highlight—Social-Emotional growth	pg. 63
3:00 p.m.	Break	
3:10 p.m. (AI)	15. Act on ESSER II expenditure plans from public systems for use of federal COVID-19 relief funds	pg. 64
3:20 p.m. (IO)	16. Update on History/Government/Social Studies assessments and standards	pg. 65
3:50 p.m. (IO)	17. Update on Legislative Interim Committees	pg. 66
4:10 p.m. (RI)	18. Receive information on funding Communities in Schools	pg. 67
4:25 p.m. (AI)	19. Consent Agenda	
	a. Receive monthly personnel report	pg. 68
	b. Act on personnel appointments to unclassified positions	pg. 69
	c. Act on recommendations for licensure waivers	pg. 70
	d. Act on calendar year licenses for commercial driver training schools	pg. 74
	e. Act on request to initiate contract bid process for Perkins V grant tracking application	pg. 75
	f. Act on request from USD 233 Olathe to hold a bond election	pg. 76
	g. Act on request from USD 233 Olathe for capital improvement (bond and interest) state aid	pg. 79
	h. Authorize out-of-state tuition contract for student attending Kansas School for the Deaf	pg. 82
4:30 p.m.	<b>RECESS</b>	



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

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

## WEDNESDAY, DECEMBER 15, 2021 MEETING AGENDA

- |                |   |               |
|----------------|---|---------------|
| 9:00 a.m.      | 1. Call to Order - Chair Jim Porter   |               |
|                | 2. Roll Call  |               |
|                | 3. Approval of Agenda   |               |
| 9:05 a.m. (IO) | 4. Information on strengthening legislative collaboration   | <b>pg. 84</b> |
| 9:15 a.m. (IO) | 5. Information on Kansas Promise Scholarship program  | <b>pg. 85</b> |
| 9:25 a.m.      | 6. Chair Report and Requests for Future Agenda Items<br>(AI) a. Act on Board travel<br>b. Committee Reports<br>c. Board Attorney's Report<br>d. Requests for Future Agenda Items<br>e. Chair's Report, open discussion, possible action | <b>pg. 86</b> |
| 10:25 a.m.     | Break   |               |
| 10:40 a.m.     | 7. Report from Graduation Requirements Task Force sub-committees  | <b>pg. 87</b> |
| 11:30 a.m.     | 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, November 9, 2021

### **CALL TO ORDER**

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, Nov. 9, 2021, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. He noted that American Education Week is Nov. 15-19, which is another opportunity to recognize the dedication of all school employees. He also welcomed student teachers from Baker University who were in attendance and asked them to introduce themselves.

(No audio)

### **ROLL CALL**

All Board members were present:

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

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

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

### **APPROVAL OF AGENDA**

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

**MOTION**  
(00:13:26)

### **APPROVAL OF THE OCTOBER MEETING MINUTES**

Mr. Jones moved to approve the minutes of the Oct. 12 and 13 regular Board meeting. Mrs. Clifford seconded. Motion carried 10-0.

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

### **COMMISSIONER'S REPORT**

Dr. Randy Watson used this time to celebrate the districts working diligently to meet the State Board outcomes and high standards set to measure student success in specific categories. The Kansans Can Star Recognition program recognizes district success in both quantitative and qualitative measures. These serve as the roadmap for Kansans to reach the vision of leading the world in the success of each student. Dr. Watson announced the 2021 awardees, congratulating districts on their merits in one or more areas. The award levels are Gold, Silver, Bronze and Copper. The achievement areas are high school graduation rate, academically prepared for postsecondary, postsecondary success, individual plan of study, social-emotional growth, kindergarten readiness and civic engagement. The Commissioner's Award is given to districts that outperform their predicted postsecondary effectiveness rate in relation to identified risk factors. Southern Lyon County USD 252 was recognized for outstanding achievement in all eight areas.

(00:14:13)

**CITIZENS' OPEN FORUM**

Chairman Porter declared the Citizens' Forum open at 10:43 a.m. There was one speaker: Dave Trabert, Kansas Policy Institute — critical race theory, state assessment academic results. Chairman Porter declared the Citizens' Forum closed at 10:48 a.m.

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

Last month, Board members were provided information on two private systems seeking an accreditation decision in 2021 through the Kansas Education System Accreditation (KESA) process. An Executive Summary for each system outlined findings and accreditation level recommendations based on evaluations of the Outside Visitation Team and Accreditation Review Council. Dr. Mischel Miller brought forth these systems for action, restating the definitions of each accreditation category. Mr. Jones moved to accept the recommendations of the Accreditation Review Council and award the status of Accredited to St. John Elementary and the status of Conditionally Accredited to Annoor Islamic. Dr. Horst seconded. Motion carried 10-0.

**MOTION**  
(00:54:39)

**RECEIVE RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEMS ACCREDITATION**

The Accreditation Review Council (ARC) has recommended an accreditation status for the next three systems awaiting a recommendation. Dr. Mischel Miller referenced the informational findings of the ARC regarding these systems and any identified areas of improvement. Systems have the opportunity to appeal the ARC decision. Executive summaries, accountability reports and other narratives were provided to Board members for St. Agnes Elementary and Holy Spirit Catholic, both of the Kansas City Catholic Diocese, and USD 381 Spearville. The ARC considers compliance and foundational structures to support a five-year process of continuous improvement. Board members will act on the ARC recommendations in December.

(00:55:08)

**ACTION ON ESSER II AND EANS II EXPENDITURE PLANS FOR PUBLIC AND PRIVATE SYSTEMS**

Assistant Director Doug Boline provided an ESSER II update and profiled the day's new applications. He relayed the Task Force recommendations for the current expenditure plans and change requests. Many of the district plans this month were from small systems. The deadline is nearing for systems to submit their initial plans. So far, the Task Force and State Board have approved 243 of the 286 public school district plans. Mr. Jones moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the submission of public school district expenditure plans for ESSER II federal COVID-19 relief funds as presented. Mr. McNiece seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining.

(00:57:57)

**MOTION**  
(01:03:47)

Next, Assistant Director Tate Toedman gave an update on EANS II funding that provides emergency federal relief to private systems. Mr. Toedman stated that the US Department of Education approved the state's request to allow systems to qualify for EANS II at the 20 percent poverty threshold. The Task Force also relooked at expenditure items previously deemed ineligible, and after further review approved the majority as eligible. Dr. Horst moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the submission of private school expenditure plans for EANS II federal COVID-19 relief funds as presented. Mr. Jones seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining.

**MOTION**  
(01:06:54)

**OVERVIEW OF ESSER III**

Deputy Commissioner Brad Neuenswander and Assistant Director Doug Boline provided an overview of the next phase of federal emergency relief funds, referred to as ESSER III. The first levels of aid through the CARES Act were announced in March 2020. Speakers covered the timeline, which includes a Sept. 20 deadline for districts to apply or request an application extension. Allowable uses do not change within ESSER III, but there are additional requirements for addressing learning loss and engaging stakeholders. Dr. Neuenswander commented on initiatives supported by the

(01:07:59)

state's ESSER III set-aside funds. These include LETRS science of reading training, creation of a math training program, focus on assessment literacy, use of HirePaths to benefit students and parents with postsecondary considerations, and implementation of the Kansas Teaching and Leading Project.

Members took a break until 11:25 a.m.

**BREAK**

**HEARING UNDER THE KANSAS ADMINISTRATIVE PROCEDURE ACT FOR CASE 21-PPC-01**

Chairman Porter recessed the open meeting so members could convene a hearing under the Kansas Administrative Procedure Act for case 21-PPC-01. Last month, State Board members granted the request for parties to provide oral arguments regarding the case. Board members had access to all exhibits, documentation and a video of the Professional Practices Commission hearing on this case. KSDE General Counsel Scott Gordon and Licensee's Counsel Kimberly Streit Vogelsberg were allowed 15 minutes each to address the Board. PPC Chair Jennifer Holt participated remotely to answer questions from Board members. Mr. Gordon used a portion of his allotted time for rebuttal. At the conclusion, Chairman Porter recessed the hearing. Deliberations were scheduled for later in the afternoon.

(01:29:06)

There was a lunch break until 1:30 p.m.

**LUNCH**

**PRESENTATION FROM MISS KANSAS 2021 TAYLOR CLARK**

Chairman Porter reconvened the meeting at 1:30 p.m. and welcomed the reigning Miss Kansas Taylor Clark. Miss Clark of St. John, Kansas, is a senior at Kansas State University majoring in Music Education. Her social impact initiative is *Sound for Common Ground: Music Connects*, which she promotes during school visits and with other organizations. She spoke about the positive influences music has had in her life. Miss Clark also told members how she became involved in the Miss Kansas Organization, citing experiences with mentoring, community service and scholarship opportunities. During her year of service, she has been working with different groups to expand in-kind scholarship programs to state schools and to promote seatbelts/safe driving.

**P.M. SESSION**  
(03:34:41)

**RECOGNITION OF CONFIDENCE IN KANSAS PUBLIC EDUCATION'S ABC AWARD RECIPIENT**

Janet Waugh, who is the State Board representative on the Confidence in Kansas Public Education Task Force, summarized the Task Force's purpose and activities. The Task Force represents eight organizations, including the State Board of Education. Each year, the Task Force presents the ABC Award to an individual or organization that has provided a long-term contribution, had a significant impact, or demonstrated uncommon commitment to public education across the state. Task Force Chair G.A. Buie announced the unanimous choice for the 2021 recipient of the ABC Award as Secretary Dr. Lee Norman, Kansas Department of Health and Environment, for his work to support Kansas schools throughout the pandemic and to provide sound public policy advice for the well-being of students, staff and teachers. Dr. Norman accepted the award and shared brief remarks in appreciation of receiving this honor.

(04:02:01)

**ACTION ON HIGHER ED. PREPARATION PROGRAM STANDARDS FOR DEAF/HARD OF HEARING**

Dr. Catherine Chmidling, KSDE Education Program Consultant, introduced committee co-chairs Joan Macy and Dr. Sally Roberts who led work to create new and revised educator preparation program standards for Deaf/Hard of Hearing, Birth to Grade 3 and PreK-12. These standards will provide the initial steps for institutions of higher education to design a preparation program for educators and to offer an endorsement in deaf education. There were questions about the potential timeline for completion. Mrs. Dombrosky moved to approve the new educator preparation program standards for Deaf/Hard of Hearing, Birth through Third grade, PreK-12. Dr. Horst seconded. Motion carried 10-0.

**MOTION**  
(04:18:52)

**QUARTERLY UPDATE FROM SPECIAL EDUCATION ADVISORY COUNCIL**

KSDE Director of Special Education and Title Services Bert Moore and SEAC Chair Jennifer King provided the quarterly update to members about work of the Special Education Advisory Council. SEAC provides policy guidance to the State Board with respect to special education and related services for children with exceptionalities in the state. In the presentation, Mr. Moore reviewed each of the 17 indicators outlined within the state performance plan and annual performance report. He also went over the 2019 results of Kansas' performance, noting specific targets. Ms. King then highlighted activity from the September SEAC meeting, including a review and discussion of the state performance plan as well as graduation data. Members asked about pandemic disruptions, recovery services, special education teacher shortages and transition services.

(04:19:54)

Members took a break until 3 p.m.

**BREAK**

**LEGISLATIVE MATTERS—INTERIM COMMITTEE REPORTS**

Deputy Commissioner Dr. Craig Neuenswander reported on some of the legislative interim committees that have met before the 2022 Legislative session begins. He reported on the Legislative Budget Committee, which received a staff update on ESSER spending. There was also the Special Committee on Kansas Mental Health Modernization and Reform. KSDE shared information on the school mental health pilot program and its 55 district participants. Three school districts presented to the committee about their mental health services. There will be a Special Committee on Education, anticipated to meet Nov. 30 and Dec. 1.

(05:05:24)

**ACTION ON STATE BOARD OF EDUCATION LEGISLATIVE POSITIONS**

The Kansas State Board of Education develops education-related legislative priorities to help identify the Board's position, by general consensus, on topics impacting K-12 schools. The State Board's Legislative Liaisons Deena Horst and Ben Jones led the discussion. The final version was presented, with minor edits and the addition of a concluding paragraph. Members examined each bullet point, identifying which ones had unanimous Board support and which had majority approval. Mr. McNiece moved that the legislative positions for the Kansas State Board of Education as amended be adopted for the 2022 session, with the exception of a transportation funding formula. (This bullet point would be voted on the next day). Mrs. Haas seconded. Motion carried 10-0.

(05:14:32)

**MOTION**  
(05:58:05)

Chair Porter led discussion as a follow-up to the October meeting with legislative leadership. Members offered suggestions for expanding communication with legislators, addressing issues individually, building relationships and clarifying misinformation.

**ACTION ON CONSENT AGENDA**

Dr. Horst moved to approve the Consent Agenda. Mr. Jones seconded. Motion carried 10-0. In the Consent Agenda, the Board:

**MOTION**  
(06:32:16)

- received the monthly Personnel Report for October.
- confirmed the unclassified personnel appointments of Ron Gish as Special Investigator on the General Counsel team, effective Oct. 3, 2021, at an annual salary of \$53,040; Amy Rzaczyński as Education Program Consultant on the Special Education and Title Services team, effective Oct. 18, 2021, at an annual salary of \$56,118.40; Matthew Hrabec as auditor on the Fiscal Auditing team, effective Oct. 31, 2021, at an annual salary of \$43,992.
- approved issuing Visiting Scholar licenses, valid for the 2021-22 school year, to Marjorie Holloway, renewal for Blue Valley USD 229 Center for Advanced Professional Studies program, and to Carson Norton, renewal for Wichita County USD 467.



- accepted recommendations of the Licensure Review Committee as follows: *Approved cases:* 3404, 3405 (PreK-12 art), 3411, 3412, 3400, 3403, 3416, 3417, 3418, 3419, 3420, 3421, 3422, 3423. *Non-approved:* 3405 (elementary K-6 initial).
- accepted the following recommendations for licensure waivers valid for one school year:  
*Deaf or Hard of Hearing* -- Nicole Sullivan, USD 259; Olivia Fellhoelter, D0602. *Early Childhood Special Education* -- Paige Meek, USD 330; Jessica Weishaar, Stephanie Davies, USD 345; Ali Stohs, USD 364; Denise Koelzer, Joan Donovan-Thomas, USD 372; Christina Harrison, USD 389; Melissa Keuchel-Edmonds, Sharon Wilkes, USD 458; Helen Woolsey, D0720; Kadra Boulware, D0729. *English as a Second Language* -- Jessica Vogt, USD 259. *Gifted* -- Erika Roberts, USD 259; Christina Nay, USD 305; Miranda Luke, USD 321; Timothy Warsnak, USD 373; Keri Duree, USD 418; Amie Avery, USD 458; Drew Darmon, Jaclynn Williams, USD 497; Amy Freeman, Barbara Concannon, Susanna Yust, D0611; Hillary Ruple, D0638; Hannah Wince, D0708; Melissa George, D0720; Andrew Mosby, Julie Meinhardt, D0724; Malinda Bender, D0727; Chaniece Johnson, D0729. *High Incidence Special Education* -- Hannah Sanders, USD 115; Amber Nichols, USD 231; Heather Brown, Janet Ralston, Joanne Fluker, Amanda Cook, Britney Purdom, Estrela Watkins, Janet Tull, Jessica Holdt, Kaitlyn Bumgarner, Marsha Geer, Robert Tinker, Renee Conway, USD 259; Alicia Thompson, Lacey Browning, April Halcomb, Audrey Allen, USD 260; Bethany Craig, Kimberly Hicks, USD 261; Rebecca Kuntz, USD 290; Angela Mitchell, Mackenzie Forbes, Marissa Waddel, Richelle Ross, USD 305; Mandy Saxton, USD 336; Konner Patterson, USD 345; William Cauble, Megan Blacketer, USD 364; Amber Rizzo, Corbin Berner, Jacquelyn Seirer, Xavier Madrigal, USD 373; Jacob Mischlich, Richard Carlson, Tiffany Harms, Christine Warren, USD 383; Carlin Smith, USD 437; Alex Raines, Jessica Schasteen, USD 450; Katie Manthe, USD 458; Madelyn Lewis, USD 464; Lindsay Bange, Kassandra Dunlap, Stephanie Lukens, Abby Vest, Angela Martinez, Brenda Eckart, Emilia Mendiola-Walsh, USD 475; Amanda Johnson, USD 495; Michelle Brady, USD 497; Brandy Hempen, USD 500; Erica Mason, Alicia Schoenberger, Jaime Snyder, USD 501; Melissa McBrayer, Suzanne Snell, Mary Paris, Jodi Miller, Kasey Orlik, Kimberly Taylor, Melissa Calvin, Shelda Goodwin, Twyla Lomen, USD 512; Courtney Berning, Kimberly Davis, Colby Soldan, D0602; Debra Glass, Naomi Cartmell, Xavier Hoover, D0610; Abigail Clemmons, Courtney Harwager, Jana Werner, Makala Leichtenberg, Priscilla Hollingsworth, Shelley Gaddis, Tonya Alm, D0611; Kyndra Friend, Sam Austin, Autumn Biltz, Emily Dizmang, Kylie Cherry, Ryan Marcum, D0613; Tyler Buche, Tonya Eastman, Nancy Robinson, Cassandra Clark, Jess Lewis, Richard Smith, D0620; Carissa Browman, D0629; Kristi Visor, Samantha Mattingly, Hannah Mason, D0638; Peyton Harris, Reece Petty, Tina Vitztum, D0708; Blain Ohlmeier, Jordan Hall, Jessea Chapman, Noah Scott, D0720; Shannon Leitch, Justin Smith, Heather Niehues, Kaylee Suhr, D0724; Cameron Peak, Ronald Sarnacki, Sabrina Madison, Lorie Schaller, D0727; Haylee VanCuran, Lee Baldwin, Hannah Eyhorn, Melissa Smith, Tammy Cook, D0728; Melissa May, Christina Brenneman, Daniel Heath, Katherine Hobert, Sara Kinsey, Brittany Merrell, D0729. *Library Media Specialist* -- Amber Waterbury, Charity Carter, Erin Pelz, Jessica Schmidt, Kelly Cotton, Krista Schrag, Leah Wipf, Rachael Johnson, Rebecca Janssen, Trisha McKenney, USD 259; Tracy Meinzer, USD 457; Melissa Molteni, Abbi Peoples, Laura Moore, USD 512. *Low Incidence Special Education* -- Hannah Leonard, USD 103; Adam Jilka, Ali Wagner, Bregail Evans, Alexander Kimmel, Amy Woodard, Emilie Kennedy-Ternes, Gregory Lies, Jessica Aaby, Korina O'Connor, Shanda Jones, Shara Splichal, Stacy Satterfield, USD 259; Jenny Beenken, USD 260; Ashley Forbes, USD 373; Reagan Hill, USD 457; Seth Swartzendruber, USD 497; Natalie Heins, USD 512; Amity Ihrig, D0602; Tessa Hiatt, D0613; Sarah Warren, Cami Kingsley, D0727; Hannah Kenney, D0728; Cassie Woodard, Ginny Nickel, Sara Gilchrist, D0729. *Math* -- Jarred Gaskill, USD 259. *Visual Impaired* -- Heidi McCready, USD 305; Josephine Riley, USD 501.
- approved recommendations for funding the ESSER III Before and After School grants in an

amount not to exceed \$2,200,000 for the period July 1, 2021 through Sept. 30, 2024 as follows: USD 218 Elkhart \$300,000, USD 252 Southern Lyon \$300,000, USD 396 Douglass \$45,018, USD 462 Central \$249,201, USD 480 Liberal \$300,000, USD 491 Eudora \$305,036, USD 498 Valley Heights \$85,095, Boys and Girls Club of Hutchinson \$128,160, Boys and Girls Club of Topeka \$225,000, Cherry Street Youth Center \$54,834, Reading Roadmap Inc. \$65,264.

- approved the 2022 Kansas Volunteer Generation Fund subgrantees as recommended by the Kansas Volunteer Commission with the following award amounts: Barton County College \$20,000, CASA of Johnson and Wyandotte counties \$20,000, CASA of the 17th Judicial District \$15,000, Cross-Lines Community Outreach \$15,395, Douglas County CASA \$17,000, Elizabeth B. Ballard Center \$15,000, Flint Hills Volunteer Center \$20,000, Peace Connections \$15,020, Rosedale Development Assoc. \$20,000, United Way of Douglas County \$15,000, United Way of Greater Topeka \$19,861, Willow Domestic Violence Center \$15,000, Youth Horizons \$20,000.
- approved issuance of a license to the Kansas Driver Training School Police Athletic League of KCK, Kansas City, Kansas, for the period Nov. 9, 2021 to Dec. 31, 2021.
- authorized USD 250 Pittsburg, Crawford County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.
- authorized USD 250 Pittsburg, Crawford County, to receive capital improvement (bond and interest) state aid as authorized by law.

*authorized the Commissioner of Education to negotiate and*

- amend the contract with Southeast Kansas Education Service Center—Greenbush to increase the current contract by an amount not to exceed \$450,000 through Sept. 30, 2024 for the purpose of teacher recruitment and retention initiatives.

Members took a short break.

**BREAK**

**DELIBERATIONS UNDER THE KANSAS ADMINISTRATIVE PROCEDURE ACT**

At 4:45 p.m., Chairman Porter recessed the open meeting in order to reconvene the quasi-judicial functions of the State Board subject to the Kansas Administrative Procedure Act and enter into deliberations regarding 21-PPC-01. Board Attorney Mark Ferguson and Commissioner Dr. Randy Watson were invited to participate.

Board members returned to open session at 5:30 p.m.

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

Oral arguments were heard earlier in the day from the complainant and respondent regarding case 21-PPC-01. Deliberations followed in the afternoon. Mrs. Haas moved to revoke the license in case 21-PPC-01. Mr. Jones seconded. Motion carried 10-0.

**MOTION**  
(07:34:04)

**RECESS**

The meeting recessed at 5:31 p.m. until 9 a.m. Wednesday.

**RECESS**

\_\_\_\_\_  
Jim Porter, Chair

\_\_\_\_\_  
Peggy Hill, Secretary

## ESSER II Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS					
	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	% Students Approved for Free- or Reduced-Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>
1	110	Thunder Ridge Schools	179	57%	\$ 190,163	\$ 190,163	100%	\$ 190,163	100%	\$ 1,065
2	225	Fowler	124	42%	\$ 79,232	\$ 79,232	100%	\$ 79,232	100%	\$ 642
3	254	Barber County North	430	47%	\$ 346,676	\$ 235,709	68%	\$ 235,709	100%	\$ 548
4	283	Elk Valley	112	78%	\$ 173,303	\$ 173,303	100%	\$ 173,303	100%	\$ 1,543
5	289	Wellsville	724	29%	\$ 222,243	\$ 222,243	100%	\$ 222,243	100%	\$ 307
6	307	Ell-Saline	463	30%	\$ 187,379	\$ 187,379	100%	\$ 187,379	100%	\$ 405
7	335	North Jackson	305	41%	\$ 195,499	\$ 195,499	100%	\$ 195,499	100%	\$ 641
8	407	Russell County	807	55%	\$ 622,856	\$ 622,856	100%	\$ 622,856	100%	\$ 772
9	490	El Dorado	1,823	58%	\$ 1,500,447	\$ 1,500,447	100%	\$ 1,500,447	100%	\$ 823
<b>Total</b>			<b>4,965</b>	<b>49%</b>	<b>\$ 3,517,798</b>	<b>\$ 3,406,831</b>	<b>97%</b>	<b>\$ 3,406,831</b>	<b>100%</b>	<b>\$ 686</b>

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

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

## ESSER II Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS					
	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	% Students Approved for Free- or Reduced-Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>
1	210	Hugoton Public Schools	997	62%	\$ 717,181	\$ 717,181	100%	\$ 717,181	100%	\$ 720
2	227	Hodgeman County Schools	295	38%	\$ 137,553	\$ 82,356	60%	\$ 82,356	100%	\$ 279
3	237	Smith Center	398	45%	\$ 292,151	\$ 217,834	75%	\$ 205,834	94%	\$ 517
4	245	LeRoy-Gridley	170	63%	\$ 119,691	\$ 119,691	100%	\$ 119,691	100%	\$ 704
5	269	Palco	88	48%	\$ 70,445	\$ 69,576	99%	\$ 69,576	100%	\$ 795
6	270	Plainville	339	41%	\$ 187,902	\$ 187,902	100%	\$ 187,902	100%	\$ 555
7	275	Triplains	66	40%	\$ 51,925	\$ 51,925	100%	\$ 51,925	100%	\$ 787
8	339	Jefferson County North	433	32%	\$ 138,217	\$ 138,217	100%	\$ 138,217	100%	\$ 320
9	347	Kinsley-Offerle	276	50%	\$ 211,956	\$ 211,956	100%	\$ 211,956	100%	\$ 768
10	369	Burrton	195	55%	\$ 165,045	\$ 165,045	100%	\$ 165,045	100%	\$ 849
11	376	Sterling	482	40%	\$ 240,669	\$ 240,003	100%	\$ 240,003	100%	\$ 498
12	401	Chase-Raymond	149	78%	\$ 197,729	\$ 176,729	89%	\$ 176,729	100%	\$ 1,186
13	421	Lyndon	389	36%	\$ 200,989	\$ 200,989	100%	\$ 200,989	100%	\$ 517
14	432	Victoria	273	30%	\$ 81,744	\$ 81,744	100%	\$ 81,744	100%	\$ 300
15	440	Halstead	778	41%	\$ 424,721	\$ 420,481	99%	\$ 420,481	100%	\$ 541
16	449	Easton	625	26%	\$ 187,652	\$ 187,652	100%	\$ 187,652	100%	\$ 300
17	474	Haviland	100	43%	\$ 90,327	\$ 90,327	100%	\$ 90,327	100%	\$ 903
18	482	Dighton	224	45%	\$ 123,809	\$ 123,809	100%	\$ 123,809	100%	\$ 553
19	484	Fredonia	618	51%	\$ 598,221	\$ 446,043	75%	\$ 446,043	100%	\$ 722
20	511	Attica	163	54%	\$ 109,475	\$ 109,475	100%	\$ 109,475	100%	\$ 674
<b>Total</b>			<b>7,054</b>	<b>45%</b>	<b>\$ 4,347,402</b>	<b>\$ 4,038,935</b>	<b>93%</b>	<b>\$ 4,026,935</b>	<b>100%</b>	<b>\$ 571</b>

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

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

## ESSER II Change Request Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS							
	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	% Students Approved for Free- or Reduced-Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>
1	101	Erie-Galesburg	427	54%	\$ 601,062	\$ 601,062	100%	\$ 601,062	\$ 601,062	\$ -	100%	\$ 1,409
2	111	Doniphan West Schools	293	30%	\$ 186,406	\$ 179,300	96%	\$ 186,406	\$ 186,406	\$ 7,106	100%	\$ 637
3	214	Ulysses	1,522	64%	\$ 1,091,201	\$ 133,010	12%	\$ 1,091,201	\$ 1,091,201	\$ 958,191	100%	\$ 717
4	256	Marmaton Valley	236	45%	\$ 220,083	\$ 209,900	95%	\$ 220,083	\$ 220,083	\$ 10,183	100%	\$ 933
5	257	Iola	1,104	56%	\$ 1,350,095	\$ 1,322,080	98%	\$ 1,350,095	\$ 1,350,095	\$ 28,015	100%	\$ 1,223
6	258	Humboldt	550	36%	\$ 419,308	\$ 268,668	64%	\$ 203,350	\$ 203,350	\$ (65,318)	48%	\$ 370
7	325	Phillipsburg	580	38%	\$ 317,916	\$ 317,916	100%	\$ 317,916	\$ 317,916	\$ -	100%	\$ 549
8	338	Valley Falls	380	36%	\$ 134,927	\$ 43,259	32%	\$ 134,925	\$ 134,925	\$ 91,666	100%	\$ 355
9	343	Perry Public Schools	728	35%	\$ 324,882	\$ 303,577	93%	\$ 209,288	\$ 209,288	\$ (94,289)	64%	\$ 287
10	364	Marysville	747	48%	\$ 504,336	\$ 461,573	92%	\$ 427,213	\$ 427,213	\$ (34,360)	85%	\$ 572
11	365	Garnett	923	50%	\$ 717,952	\$ 717,952	100%	\$ 717,952	\$ 717,952	\$ -	100%	\$ 778
12	396	Douglass Public Schools	616	36%	\$ 255,440	\$ 251,916	99%	\$ 219,943	\$ 219,943	\$ (31,973)	86%	\$ 357
13	415	Hiawatha	938	48%	\$ 750,300	\$ 289,625	39%	\$ 750,300	\$ 750,300	\$ 460,675	100%	\$ 800
14	419	Canton-Galva	295	39%	\$ 142,792	\$ 142,792	100%	\$ 142,792	\$ 142,792	\$ -	100%	\$ 484
15	467	Leoti	395	49%	\$ 260,823	\$ 126,827	49%	\$ 260,823	\$ 260,823	\$ 133,996	100%	\$ 660
16	489	Hays	3,081	38%	\$ 1,635,951	\$ 1,635,951	100%	\$ 1,635,951	\$ 1,635,951	\$ -	100%	\$ 531
17	497	Lawrence	9,992	31%	\$ 6,039,481	\$ 6,039,481	100%	\$ 6,039,481	\$ 6,039,481	\$ -	100%	\$ 604
<b>Total</b>			<b>22,804</b>	<b>39%</b>	<b>\$ 14,952,955</b>	<b>\$ 13,044,889</b>	<b>87%</b>	<b>14,508,781</b>	<b>\$ 14,508,781</b>	<b>\$ 1,463,892</b>	<b>97%</b>	<b>\$ 636</b>

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

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

## ESSER II Change Request Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS							
Plan	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	% Students Approved for Free- or Reduced-Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>
1	204	Bonner Springs	2,528	45%	\$ 1,727,348	\$ 1,727,348	100%	\$ 1,727,348	\$ 1,727,348	\$ -	100%	\$ 683
2	249	Frontenac Public Schools	932	38%	\$ 414,589	\$ 382,012	92%	\$ 414,589	\$ 414,589	\$ 32,577	100%	\$ 445
3	393	Solomon	358	55%	\$ 183,009	\$ 102,970	56%	\$ 183,009	\$ 183,009	\$ 80,039	100%	\$ 512
4	411	Goessel	284	27%	\$ 88,080	\$ 14,625	17%	\$ 88,080	\$ 88,080	\$ 73,455	100%	\$ 311
5	503	Parsons	1,243	73%	\$ 2,075,087	\$ 718,000	35%	\$ 2,075,087	\$ 2,075,087	\$ 1,357,087	100%	\$ 1,670
6	506	Labette County	1,440	59%	\$ 1,298,287	\$ 1,298,287	100%	\$ 1,298,287	\$ 1,298,287	\$ -	100%	\$ 902
<b>Total</b>			<b>6,783</b>	<b>52%</b>	<b>\$ 5,786,400</b>	<b>\$ 4,243,242</b>	<b>73%</b>	<b>5,786,400</b>	<b>\$ 5,786,400</b>	<b>\$ 1,543,158</b>	<b>100%</b>	<b>\$ 853</b>

1. Includes the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals.
2. Reflects the percent of student headcount approved for free or reduced-price lunch in the 2020-2021 school year.

## MINUTES



Kansas State Board of Education  
Wednesday, November 10, 2021

### **CALL TO ORDER**

Chairman Jim Porter called the Wednesday meeting of the State Board of Education to order at 9 a.m. on Nov. 10, 2021.

(00:08:50)

### **ROLL CALL**

All Board members were present:

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

### **APPROVAL OF AMENDED AGENDA**

Chairman Porter added to the agenda one carryover action item from the previous day regarding the Board's legislative positions. This will occur during Committee Reports as 6 b. Dr. Horst moved to approve the day's agenda as amended. Mr. Jones seconded. Motion carried 10-0.

**MOTION**  
(00:09:26)

### **KANSANS CAN HIGHLIGHT — CIVIC ENGAGEMENT APPLICATION OF SKILLS AND KNOWLEDGE**

Civic engagement is one component of the State Board's definition of a successful Kansas high school graduate. Board members heard from school districts recognized for their initiatives to engage students in their communities and schools through special projects, both in and out of the classroom. Students and school personnel described civic engagement examples at Atchison County USD 377 (the meaning of civic advocacy, veterans day program, opportunity to boost community morale); South Barber USD 255 (hands-on approach to civic engagement, student ex-officio member on local school board, democratic simulations); South Lyon USD 252 (full year of government, mock elections, leadership and civic engagement course).

(00:09:55)

Another example of civic engagement is participation in the Kansas Honor Flight program. The Honor Flight program pairs high school student guardians with veterans to tour the memorials in Washington D.C. dedicated to those in the armed services. Veterans, students and staff involved in three districts with Honor Flight programs spoke about the experience to connect across generations, learn real-world experiences first-hand, and develop relationships with veterans in their communities. Those presenting were from South Lyon USD 252, North Jackson USD 335 and Wamego USD 320.

Members took a 10-minute break.

**BREAK**

### **CHILD NUTRITION PROGRAM UPDATE**

Cheryl Johnson, KSDE's Director of Child Nutrition and Wellness, led an overview of many current activities within the CNW program. Among these are administering and monitoring millions in

(01:20:07)

USDA grants, providing training and technical assistance, and streamlining practices to deal with supply chain disruptions. CNW staff members described professional development and trainings such as how to cross utilize ingredients, incorporate farm to table local foods, identify the correlation between mental health and nutrition, and manage challenges with staffing. They also pre-viewed a newly developed online Free and Reduced Price meal application as an alternative to the paper form.

#### **CHAIRMAN'S REPORT**

**Action on Board Travel** — Mr. McNiece moved to approve the travel requests and updates. Mr. Porter seconded. Motion carried 10-0.

**MOTION**  
(02:07:44)

**Committee Reports** — Updates were given on the following:

- Advantage Kansas (Mrs. Mah, Mrs. Clifford) — Possibility of growing student apprenticeships, efforts to inform parents of vocational and technical career fields.
- Student Voice (Mrs. Mah) — Members attended the regional Educators Rising Conference in Olathe and the TSA meeting in Wichita.
- Legislative Liaisons (Dr. Horst, Mr. Jones) — Potential dates of special session and special committee on education.

#### **ACTION ON LEGISLATIVE POSITIONS—CARRYOVER ITEM**

Mr. McNiece moved to edit the State Board's Legislative Positions by updating the bullet point on transportation to read, "is supportive of funding transportation of students in all unsafe situations, regardless of mileage." Dr. Horst seconded. Motion carried 10-0. (The remainder of the Legislative Positions were approved on Tuesday).

**MOTION**  
(02:15:25)

**Board Attorney's Report** — Mark Ferguson provided an update on pending or current litigation. He also offered to ask questions about his monthly report.

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

- Make assignments for visiting with legislators about specific items on the Legislative Positions list. (Mrs. Mah)
- Update on History/Government/Social Studies assessments' format change and information on the scoring rubric. (Mrs. Mah)
- Discussion about shortage of classified employees in school systems. Examine ways to honor classified employees. (Mr. Jones and Mrs. Waugh)
- Discussion on assisting with mental health needs of all school staff and improving morale. (Mrs. Waugh and Dr. Horst)
- Update from the Kansas School for the Deaf Task Force for Deaf/Hard of Hearing programs. (Mrs. Dombrosky)
- Discussion on reducing barriers to allow parents to help in the schools. (Mrs. Dombrosky)
- Public conversation regarding Critical Race Theory criticisms and to directly address concerns with evidence. (Mr. McNiece)
- Presentation on assessment levels for student academic achievement, particularly what constitutes proficient or not proficient. (Mrs. Arnold)
- Report on mental health initiatives/outreach and if efforts are effective. (Mrs. Arnold)
- Discussion on how to deal with school fights and concerns that violence stems from mental health issues. (Mrs. Arnold)
- Update on Commissioner's Parent Advisory Council. (Mrs. Dombrosky)



Chair Porter commented on the KASB panel in which State Board members participated in Overland Park as part of the KASB annual convention.

**EXECUTIVE SESSION**

Mrs. Waugh moved to recess into Executive Session to discuss the subject of an individual employee's performance, which is justified pursuant to the non-elected personnel exception under KOMA, in order to protect the privacy interest of the individual(s) to be discussed. The session would begin at 11:45 a.m. for 25 minutes and the open session would resume in the Board Room at 12:10 p.m. No action would be taken during the session. Dr. Horst seconded. Motion carried 10-0.

**MOTION**  
(02:36:33)

Members returned to open session at 12:10 p.m. Chairman Porter immediately adjourned the meeting.

**ADJOURN**

The next regular meeting for the State Board of Education is Dec. 14 and 15.

\_\_\_\_\_  
Jim Porter, Chair

\_\_\_\_\_  
Peggy Hill, Secretary



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

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

## 2022 Legislative Positions – Kansas State Board of Education

It is our desire to work in concert with legislators to improve PreK-12 educational opportunities for each Kansas student. The Kansas State Board of Education has exclusive constitutional authority for general supervision of public schools which includes setting, but not limited to, course standards, determining high school graduation requirements and licensure of PreK-12 educators. The vision of the State Board is to lead the world in the success of each student. As an elected body of 10 members, the State Board has, by general consensus, established the following positions supporting existing and potential legislative issues of educational interest.

**Academic Support Efforts:** The Kansas State Board of Education supports the following:

- The recommendation of the Legislative Task Force on Dyslexia including to provide funding for a Dyslexia coordinator position at KSDE.
- The goal of moving toward providing the first 15 post-secondary credit hours, tuition-free, during high school.
- Extending special education learning services to age 22, for one year, to accommodate learning loss because of COVID.

**Social and Emotional Issues:** The Kansas State Board of Education supports:

- The ongoing work and recommendations of the School Mental Health Advisory Council, including, but not limited to: bullying prevention; efforts for suicide prevention and awareness; and child abuse and neglect.
- The expansion of the mental health intervention pilot.

**Health and Safety Issues:** The Kansas State Board of Education supports the following:

- The passage of Tobacco 21 legislation, plus bans on flavoring for electronic nicotine.
- The legislative recommendations of the School Bus Stop Arm Violation Committee.
- The efforts of the Attorney General to reduce human trafficking in Kansas.
- All efforts to reduce the Opioid epidemic in Kansas.
- Updating the school vision screening statute.
- The ongoing work of the Juvenile Justice Oversight Committee.

[continued]

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

**Funding Issues:** The Kansas State Board of Education is supportive of the following:

- The recommended funding levels approved by the Kansas Supreme Court and is appreciative of the Legislature's efforts to date to meet that agreement.
- Education public funds being provided to only public schools.
- Following state statute and moving toward funding 92% of the excess cost of special education.
- Continued coordination and investment in career and technical education programs that are aligned to workforce needs.
- Of opportunities to expand early childhood and kindergarten readiness.
- Of funding transportation of students in all unsafe situations, regardless of mileage.
- Amending the Capital Improvement State Aid Formula by removing USD 207 (Ft. Leavenworth), thereby providing more equitable funding for capital improvement projects.

**Meeting Student Needs:** The Kansas State Board of Education supports the following:

- The concept of public-private partnerships with business, and industry, etc. to allow for internships, mentoring, etc.
- Finding a solution to liability issues for work-place learning opportunities for students.
- The legislation which requires that the State Board of Education and the Legislature work together to monitor the success of the Foster Child Report Card.

**Education Policy Governance:** The Kansas State Board of Education supports:

- The constitutional authority given to the State Board of Education.
- The governance responsibilities assigned to the Kansas State High School Activities Association.
- The authority of local boards of education.

**Disaster Issues:** The Kansas State Board of Education is supportive of:

- Adjusting statutes to include more flexibility when responding to natural disasters, including the current pandemic, as it relates to required hours and/or days of instruction.

The Kansas State Board of Education looks forward to working with the Legislature on initiatives proven to mold a successful Kansas high school graduate including academic preparation, kindergarten readiness, social-emotional learning, individualized plan of study and civic engagement. Working together, Kansans Can lead the world in the success of each student.

*Approved 11-10-21*

## MINUTES



Kansas State Board of Education

Tuesday, October 12, 2021

### CALL TO ORDER

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, Oct. 12, 2021, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:14:07)

### ROLL CALL

All Board members were present:

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

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

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

### APPROVAL OF AMENDED AGENDA

Mrs. Dombrosky requested to pull three consent items for a separate vote: 20 g. (contract to upgrade student data collection infrastructure), 20 h. (contract for alternate English learner assessments) and i. (contract for READING project management). Mrs. Haas moved to approve the Tuesday agenda as amended. Dr. Horst seconded. Motion carried 10-0.

**MOTION**  
(00:17:09)

### APPROVAL OF THE SEPTEMBER MEETING MINUTES

Mrs. Clifford moved to approve the minutes of the Sept. 14 and 15 regular Board meeting. Mr. Jones seconded. Motion carried 10-0.

**MOTION**  
(00:17:34)

### KANSAS STATE HIGH SCHOOL ACTIVITIES ASSOCIATION ANNUAL REPORT

Bill Faflick, Executive Director of the Kansas State High School Activities Association, presented a summary of the organization's past year. He introduced newest staff member Annie Diederich, Assistant Executive Director replacing Cheryl Gleason who retired. Mr. Faflick spoke about efforts to minimize risks during the pandemic and other challenges. "Points of Pride," he noted, included the first ever virtual dance competition showcase, expansion of events for special needs students such as unified bowling and wheelchair races, and a new sportsmanship policy. He also talked about six-player football that will have its initial state championship in Fall 2022. Other highlights included a tribute to pioneers in women's activities, 75th anniversary of KAY, and a new media campaign called "KSHSAA Covered." He concluded by answering questions from Board members.

(00:17:58)

### CITIZENS' OPEN FORUM

There were no written comments submitted for Open Forum this month.

**ACTION ON ESSER II AND EANS II EXPENDITURE PLANS FOR PUBLIC AND PRIVATE SYSTEMS**

Assistant Director Doug Boline provided an ESSER II status overview, noting that the State Board has approved 225 plans to date. He profiled the day's applicant slate as well as Task Force recommendations for the current expenditure plans and change requests. The majority of requests focus on teaching and learning. He also reported on requests the Task Force deemed ineligible.

(00:56:50)

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

**MOTION**  
(01:03:11)

Next, Assistant Director Tate Toedman reviewed the EANS II funding that provides emergency federal relief to private systems. The application period closed Sept. 27. Mr. Toedman explained the federal definition of significant poverty which impacts these 26 applications. KSDE staff requested the US Department of Education re-evaluate and lower the poverty percentage for Kansas. The Board would only vote on eligible items today. A vote on the remaining items will be in November once the ineligible items are further reviewed. Mr. Jones moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the submission of private school expenditure plans for EANS II federal COVID-19 relief funds pending federal approval of the poverty percentage request. Dr. Horst seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining.

**MOTION**  
(01:14:51)

Board members took a 10-minute break at 11:08 a.m.

**BREAK**

**COMMISSIONER'S ANNUAL REPORT TO THE STATE BOARD OF EDUCATION**

Each October, the Commissioner of Education summarizes gains and challenges of the past year. This snapshot of 2021 illustrated progress toward the Board's vision, but at the same time reflected the need for accelerated efforts. During his presentation, Dr. Randy Watson emphasized the remarkable work to narrow achievement gaps by certain student sub-sections such as English learners, to reduce the number of students who need remedial courses in college, and to increase the number of students graduating high school. The movement, he noted, is not fast enough. He recapped preliminary results from the Kansans Can Success Tour and reiterated specific elements of the Board's definition of a successful high school student, commenting that the biggest factor impacting student success is how long a family spends in generational poverty. Dr. Watson used the analogy of tornado and hurricane to depict the unpredictable times and the weariness schools feel through the reality of the COVID-19 pandemic. Board members received a draft copy of the agency's annual report titled "Journey."

(01:25:29)

The meeting recessed for lunch at 12:05 p.m. The Board's Policy Committee met over the lunch break.

**LUNCH**

**KANSANS CAN HIGHLIGHT — CREATING A FOUNDATION OF KINDERGARTEN READINESS**

Chairman Porter resumed the meeting at 1:30 p.m. and welcomed Early Childhood Director Amanda Petersen to introduce guests. USD 265 Goddard and USD 343 Perry-Lecompton have both earned STAR Recognition in the area of Kindergarten Readiness as they prepare children, families, educators and the community for a successful start to kindergarten. USD 343 Superintendent J.B. Elliott and Principal/Child Care Program Director Lisa Whitehair-Carver described their establishment of a KDHE day care program and district preschool to serve their community. They explained steps to update facilities and secure staffing. Trisha Moritz, Early Childhood Facilitator at USD 265, talked about Goddard's universal design for learning and co-teaching in the early

**P.M. SESSION**  
(03:44:30)

childhood classroom. Connor Christensen, a third grade teacher, talked about the evolution of KinderPrep, an eight-day summer program at the district for students transitioning to kindergarten. Mrs. Petersen concluded the presentation by mentioning the *Kindergarten in Kansas* booklet and continued partnership with Kansas Independent Parent Resource Center.

**TEACHER VACANCY AND SUPPLY COMMITTEE UPDATE; HIGHLIGHTS OF THE ANNUAL LICENSED PERSONNEL REPORT**

Dr. Mischel Miller, Director of Teacher Licensure and Accreditation, reported on data collected in the fall and spring regarding vacancies in teacher licensure. The top five assignment vacancies are: special education, elementary, science, math and English language arts. Her presentation included information from the Licensed Personnel Report regarding current educator demographics. Solutions to the struggles of filling vacancies were discussed. Other topics were expansion of mentoring programs and partnerships with community colleges. There were questions about recruiting, increased need for substitute teachers, retention and need for classified personnel support. Continuing objectives of the Teacher Vacancy and Supply Committee were covered. Assistant Director Shane Carter assisted with the presentation.

(04:23:47)

Members took a break from 2:50 to 3 p.m.

**BREAK**

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

Last month, Board members were provided information on five public and private systems seeking an accreditation decision in 2021 through the Kansas Education System Accreditation (KESA) process. An Executive Summary for each system outlined findings and accreditation level recommendations based on evaluations of the Outside Visitation Team and Accreditation Review Council. Dr. Mischel Miller brought forth these systems for action, restating the definitions of each accreditation category. Key points for systems are having a process in place and executing that process. Dr. Miller also mentioned the regional trainings under way. Dr. Horst moved to accept the recommendations of the Accreditation Review Council and award the status of Accredited to USD 409 Atchison, and to Bishop Miege High, St. Ann Elementary and Holy Cross Catholic all of the Kansas City Archdiocese; and to award the status of Conditionally Accredited to USD 456 Marais Des Cygnes. Mr. Jones seconded. Motion carried 10-0.

(05:15:43)

**MOTION**  
(05:21:02)

**RECEIVE RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEMS ACCREDITATION**

The Accreditation Review Council (ARC) has recommended an accreditation status on the next two systems awaiting a recommendation. Dr. Mischel Miller referenced the informational findings of the ARC regarding these private systems. Executive summaries, accountability reports and other narratives were provided to Board members for St. John Catholic Elementary and Annoor Islamic School. The ARC considers compliance and foundational structures to support a five-year process of continuous improvement. Dr. Miller stated the findings from that led to a recommendation of Conditionally Accredited for Annoor Islamic. Board members will act on the ARC recommendations in November.

(05:22:49)

**INFORMATION ON KESA REGIONAL SCHOOL IMPROVEMENT MODEL**

Deputy Commissioner Dr. Brad Neuenswander described how KSDE has been working with other educational partners to move toward regional support for accreditation. The State Board approved the Kansas Education Systems Accreditation (KESA) model in 2016 as a continuous improvement approach for school systems rather than individual buildings. He described the use of education service centers to help align processes and language/terms across a broader spectrum. Selected schools will participate in the pilot prior to a rollout next year. The intent is to personalize and streamline the school improvement process through regional supports as systems work to achieve the State Board outcomes. He then answered members' questions.

(05:28:40)

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

KSDE General Counsel Scott Gordon presented the Professional Practices Commission's recommendations this month for two revocations and one public censure. Dr. Horst moved to revoke the licenses of 21-PPC-05 and 21-PPC-14. Mrs. Haas seconded. Motion carried 10-0. Next, Mr. Gordon presented information on 21-PPC-09 and the PPC recommendation of censure. Mr. Jones moved to censure Licensee 21-PPC-09. Mrs. Mah seconded. Motion carried 10-0.

**MOTIONS**  
(05:59:06)  
(05:59:56)

**ACTION ON REQUESTS FOR ORAL ARGUMENT**

KSDE General Counsel Scott Gordon asked the State Board to act on requests to allow parties to provide oral arguments in connection with the PPC's Initial Order in 21-PPC-01. No supporting materials were provided at this time. Board Attorney Mark Ferguson informed members that this is a procedural request for oral argument. If granted, both parties would have the opportunity to speak before the Board in November. The actual PPC recommendation would be acted upon next month as well. Mr. Jones moved to grant the parties' motion for oral argument for Case No. 21-PPC-01 with 15 minutes allotted to each side. Mrs. Dombrosky seconded. Discussion followed, as well as questions about procedures and potentially setting a precedent. Motion carried 7-3 with Mrs. Clifford, Dr. Horst and Mr. McNiece in opposition.

**MOTION**  
(05:59:06)

**RECEIVE HIGHER EDUCATION PREPARATION PROGRAM STANDARDS FOR DEAF / HARD OF HEARING**

Dr. Catherine Chmidling of KSDE's Teacher Licensure and Accreditation department provided an overview of proposed educator preparation program standards for Deaf / Hard of Hearing, Birth to Grade 3 and PreK-12. These standards would be used by institutions of higher education to design a preparation program for educators and then monitor it. There is not currently such a program in operation in Kansas, although one existed years ago before it was dissolved. Committee Co-Chairs Dr. Sally Roberts and Joan Macy assisted in the presentation. Together they explained the process of standards development and review, and the potential for a Deaf / Hard of Hearing program to be established. The standards writing committee was comprised of school district and coop teachers, administrators and teachers from the Kansas School for the Deaf, and higher education faculty. Approval of the standards will be on the November agenda.

(06:17:37)

There was a break from 4:30 to 4:40 p.m.

**BREAK**

**QUARTERLY UPDATE FROM KANSAS SCHOOL FOR THE DEAF**

Kansas School for the Deaf Superintendent Luanne Barron presented information to members about the safe return to school. KSD students are receiving in-person instruction and participating in activities. She reported on pandemic-related activities such as collaboration with the Johnson County health department for COVID-19 testing and vaccinations, and challenges experienced with scheduling extra-curricular events. She expressed appreciation for Deaf / Hard of Hearing standards being considered, with the hopes of generating more deaf education teachers. Other points of interest were milk and food shortages, requested budget enhancement for Phase 3 of the Language Assessment Program, and work to upgrade the school's playground.

(06:55:36)

**QUARTERLY UPDATE FROM KANSAS STATE SCHOOL FOR THE BLIND**

Superintendent Jon Harding, KSSB, shared how the pandemic has impacted the school. Multiple safety measures are in place, such as quarantining, testing and rearranging staff as needed. Overall, there have been minimal disruptions. He mentioned these highlights: increase in direct services, white cane demonstration for Kansas City Kansas Chamber, track events, boys and girls weekend for parents and students and mobile STEM unit. One challenge he identified is the lack of a direct way to accurately track students with visual impairments who could benefit from services. Support for new teachers and professional development remain high priorities.

(07:25:27)

## **ACTION ON CONSENT AGENDA**

Dr. Horst moved to approve the Consent Agenda, excluding 20 g. (contract to upgrade student data collection infrastructure), 20 h. (contract for alternate English learner assessments) and 20 i. (contract for READING project management). Mrs. Clifford seconded. Motion carried 10-0. In the Consent Agenda, the Board:

- received the monthly Personnel Report for September.
- confirmed the unclassified personnel appointment Leslie Bruton as Coordinator on the Teacher Licensure and Accreditation team, effective Sept. 7, 2021, at an annual salary of \$62,289.24.
- accepted recommendations of the Evaluation Review Committee for Program Approval as follows: **Barclay College** — Elementary (K-6), continuing program through Dec. 31, 2027; **Kansas Wesleyan University** — Chemistry (6-12), Physical Education (PreK-12), both continuing programs through Dec. 31, 2027; **Southwestern College** — Biology (6-12), Building Leadership (PreK-12), Chemistry (6-12), District Leadership (PreK-12), Early Childhood Unified (B-3), Elementary (K-6), High Incidence (K-6, 6-12), Low Incidence (K-6, 6-12), Mathematics (5-8, 6-12), Physical Education (PreK-12), all continuing programs through Dec. 31, 2027; **Washburn University** — Speech/Theatre (6-12), a new program through Dec. 31, 2023.
- accepted the following recommendations for licensure waivers valid for one school year: *Early Childhood Special Education* — Ashlie Wilk, USD 437; Madison Thompson, USD 457; Michelle Meyer, D0617; Mary Skillman, D0701. *Early Childhood/Preschool* — Lydia Brown, USD 259. *English Language Arts* — Zoey Biechler, USD 396. *Gifted* — Sara Reimer, USD 231; Tracy Russman, USD 233; Diann Faflick, USD 437. *High Incidence Special Education* — Jamie Spruk, USD 203; Maximo Penichet, USD 204; Tricia Paulson, USD 231; Ashley Sikorski, Catherine Hanson, Dana Spoor, USD 233; Kelsey Demott, USD 234; Brian Latta, Fanny Zuazo Pinge, Jacqueline Bishop, Rebecca Hamilton, Saffron Hibbard, Bethany Ensign, Jenny Follin, Jessica Gehrler, Joanne Povall, Jocynda Bolster, Lori Davis, Taylor Buford, USD 259; Jonna LaKous, USD 263; Marsha Prendergast, USD 290; Alexis Koops, Lisa McFadden, USD 333; Jaime Hazlett, USD 336; Ryan Swiggart, Kelsey Whaley, USD 353; Tyler Seele, USD 372; Kiara Rolfs, Melissa Reimer, Jeffery Brown, USD 418; David Letson, Sarah Pruden, USD 437; Dawn Graham, Katie Gude, Kelly Langdon, Theresia Woods, Kristie Strecker, Natalie Crook, USD 457; Kristina Eggleston, USD 497; Kelly Scarrow, USD 500; Clinton Keckeisen, Megan Maness, Stefan Burrell, Brandy Gager, Kathy Anstaett, Kaylie Collins, Marcia Cowdin, Elizabeth Mollet, Lori Gowan, Slayton Fargo, USD 501; Lee Odell, D0607; Kendelle Runer, D0615; Carly Stuck, D0617; Amy Gumm, Tiffany Johnson, D0619; Hannah Birk, D0701; Cassy Perkins, Ronald Thompson, D0702. *Library Media Specialist* — Megan Riggs, USD 203; Amy Beckmann, Lara Dodson, Maria Lutes, USD 259; Ashley Nottingham, USD 373; Kristin Oswald, USD 497. *Low Incidence Special Education* — Andrew Malcolm, USD 207; Riley Long, USD 229; Monica Brown, USD 231; Gretchen Norris, Macy Carbajo, Lesley Ketcham, Mary Vanhooser, USD 233; Andrea Adams, Brandi Hendrix, Camalia Finton, Melissa Baysinger, Annette Tillotson, Arikka Gresham, Hazel May, Justin Bostock, Sasha Fletcher, USD 259; Jessica Childress, Lisa Jackson, D0607; Robert Obanion, D0609; Amanda Eaton, D0619. *Visual Impaired* — Allison Heeren, USD 259; Neriza Del Castillo, USD 501.
- authorized USD 203 Piper, Wyandotte County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.
- authorized USD 203 Piper, Wyandotte County, to receive capital improvement (bond and interest) state aid as authorized by law.



*authorized the Commissioner of Education to negotiate and*

- enter into a contract with the National Student Clearinghouse for the purpose of providing postsecondary enrollment, degrees, diplomas, certificates and other educational achievements on Kansas high school graduates. The annual cost shall not exceed \$52,000 per year, with the total contract from Jan. 1, 2022 through Dec. 31, 2026 not to exceed \$260,000.
- amend contract with Keystone Learning Services to provide supplemental training in mathematics proficiency to Kansas educators, in an amount not to exceed \$1,260,000 through Sept. 30, 2024 based on ESSER funding requirements.

**SEPARATE ACTION ON CONSENT AGENDA ITEMS**

At the opening, Mrs. Dombrosky requested a separate vote on consent items 20 g., h. and i. Mrs. Haas moved to approve these consent items as one unit. Dr. Horst seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining. The action *authorized the Commissioner of Education to negotiate and*

**MOTION**  
(07:49:51)

- enter into a contract with chosen vendor(s) selected through a RFP process for the purpose of upgrading KSDE student data collection, database and reporting infrastructure, and processes. The contract would be from date of award through June 30, 2025 in an amount not to exceed \$5,575,000.
- enter into an assessment contract with the Wisconsin Center for Education Research at the University of Wisconsin-Madison on behalf of the WIDA assessment group for the purpose of providing alternate English Learner assessments to students in accredited schools. The annual cost shall not exceed \$120,000 per year, with the total contract from Dec. 1, 2021 through June 30, 2026 not to exceed \$600,000.
- initiate a contract with Pittsburg State University's Center for READING for project management in an amount of \$80,000 per year for five years, for a total contract amount not to exceed \$400,000.

**RECESS**

Before recessing, Chairman Porter mentioned three goals for the following day's discussion with leadership of the legislative education committees: identify areas that can be worked on together, set up a communication process, listen to legislators' input on the State Board's proposed legislative positions. The meeting recessed at 5:41 p.m. until 9 a.m. Wednesday.

**RECESS**

\_\_\_\_\_  
Jim Porter, Chair

\_\_\_\_\_  
Peggy Hill, Secretary

## ESSER II Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS						
	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	% Students Approved for Free- or Reduced-Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>	
1	114	Riverside	581	50%	\$ 497,990	\$ 497,990	100%	\$ 497,990	100%	\$ 858	
2	219	Minneola	247	57%	\$ 160,709	\$ 160,709	100%	\$ 160,709	100%	\$ 650	
3	243	Lebo-Waverly	454	37%	\$ 196,696	\$ 196,696	100%	\$ 196,696	100%	\$ 433	
4	311	Pretty Prairie	291	40%	\$ 146,619	\$ 146,619	100%	\$ 146,619	100%	\$ 505	
5	330	Mission Valley	430	29%	\$ 148,561	\$ 148,561	100%	\$ 148,561	100%	\$ 345	
6	350	St John-Hudson	310	52%	\$ 200,781	\$ 200,781	100%	\$ 200,781	100%	\$ 649	
7	371	Montezuma	186	39%	\$ 125,832	\$ 125,832	100%	\$ 125,832	100%	\$ 677	
8	381	Spearville	315	24%	\$ 94,388	\$ 94,388	100%	\$ 94,388	100%	\$ 300	
9	390	Hamilton	56	77%	\$ 55,081	\$ 55,081	100%	\$ 55,081	100%	\$ 992	
10	439	Sedgwick Public Schools	464	38%	\$ 171,220	\$ 171,220	100%	\$ 171,220	100%	\$ 369	
11	448	Inman	392	24%	\$ 142,524	\$ 142,524	100%	\$ 142,524	100%	\$ 364	
12	459	Bucklin	235	52%	\$ 163,882	\$ 163,882	100%	\$ 163,882	100%	\$ 699	
13	475	Geary County Schools	7,206	50%	\$ 6,117,590	\$ 6,117,590	100%	\$ 6,117,590	100%	\$ 849	
14	476	Copeland	97	60%	\$ 60,625	\$ 60,625	100%	\$ 60,625	100%	\$ 628	
15	495	Ft Larned	820	50%	\$ 552,639	\$ 364,191	66%	\$ 364,191	100%	\$ 444	
16	505	Chetopa-St. Paul	362	60%	\$ 391,108	\$ 391,108	100%	\$ 391,108	100%	\$ 1,080	
<b>Total</b>			<b>12,442</b>	<b>47%</b>	<b>\$ 9,226,245</b>	<b>\$ 9,037,797</b>	<b>98%</b>	<b>\$ 9,037,797</b>	<b>100%</b>	<b>\$ 726</b>	

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

## ESSER II Change Request Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS							
Plan	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	% Students Approved for Free- or Reduced-Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>
1	232	De Soto	7,016	11%	\$ 2,103,557	\$ 1,525,071	72%	\$ 2,103,557	\$ 2,103,557	\$ 578,487	100%	\$ 217
2	242	Weskan	100	32%	\$ 36,765	\$ 36,765	100%	\$ 36,765	\$ 36,765	\$ -	100%	\$ 367
3	253	Emporia	4,187	58%	\$ 2,757,581	\$ 177,650	6%	\$ 1,362,025	\$ 1,362,025	\$ 1,184,375	49%	\$ 42
4	259	Wichita	45,158	77%	\$ 75,503,105	\$ 43,589,144	58%	\$ 50,617,794	\$ 50,617,794	\$ 7,028,650	67%	\$ 965
5	303	Ness City	280	46%	\$ 161,161	\$ 161,161	100%	\$ 161,161	\$ 161,161	\$ -	100%	\$ 577
6	305	Salina	6,740	58%	\$ 6,079,698	\$ 6,079,698	100%	\$ 6,079,698	\$ 6,079,698	\$ -	100%	\$ 902
7	386	Madison-Virgil	220	46%	\$ 204,001	\$ 30,000	15%	\$ 204,001	\$ 204,001	\$ 174,001	100%	\$ 137
8	405	Lyons	738	71%	\$ 757,981	\$ 757,981	100%	\$ 757,981	\$ 757,981	\$ -	100%	\$ 1,253
9	454	Burlingame Public School	268.00	48%	\$ 218,946	\$ 161,000	74%	\$ 218,946	\$ 218,946	\$ 57,946	100%	\$ 601
10	460	Hesston	813.50	26%	\$ 247,762	\$ 51,848	21%	\$ 232,960	\$ 232,960	\$ 181,112	94%	\$ 64
11	462	Central	281	62%	\$ 292,862	\$ 222,015	76%	\$ 292,862	\$ 292,862	\$ 70,847	100%	\$ 791
12	499	Galena	768.60	60%	\$ 846,712	\$ 1,634,774	193%	\$ 846,712	\$ 846,712	\$ (788,062)	100%	\$ 2,127
<b>Total</b>			<b>66,569</b>	<b>66%</b>	<b>\$ 89,210,131</b>	<b>\$ 54,427,106</b>	<b>61%</b>	<b>62,914,462</b>	<b>\$ 62,914,462</b>	<b>\$ 8,487,356</b>	<b>71%</b>	<b>\$ 945</b>

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

## EANS II Overview and Table of Contents

SCHOOL PROFILES									TOTAL REQUESTS			
Application	School name	Bldg #	County	USD	K-12 grades served	Total students	Low-Income students	% Low-Income students	Total value requested	Total value eligible	% Eligible of requested value	Value eligible per student
1	St. Mary's Elementary	1338	CW	250	K-6	461	103	22%	\$ 617,107	\$ 421,584	68%	\$ 914
2	Sacred Heart	1444	LY	253	K-5	59	20	34%	\$ 113,650	\$ 65,468	58%	\$ 1,110
3	All Saints Catholic Catholic School	1856	SG	259	K-8	168	104	62%	\$ 1,001,842	\$ 965,558	96%	\$ 5,747
4	Christ the King	1864	SG	259	K-8	119	45	38%	\$ 330,018	\$ 319,945	97%	\$ 2,689
5	Holy Savior Catholic Academy	1868	SG	259	K-8	165	145	88%	\$ 926,726	\$ 926,442	100%	\$ 5,615
6	St. Anne Catholic Elementary	1882	SG	259	K-8	188	146	78%	\$ 553,309	\$ 543,117	98%	\$ 2,889
7	St. Joseph Catholic	1888	SG	259	K-8	121	79	65%	\$ 144,208	\$ 144,208	100%	\$ 1,192
8	St. Jude	1890	SG	259	K-8	149	99	66%	\$ 660,680	\$ 658,975	100%	\$ 4,423
9	St. Margaret Mary	1892	SG	259	K-8	191	167	87%	\$ 622,261	\$ 620,181	100%	\$ 3,247
10	St. Patrick Catholic School	1894	SG	259	K-8	184	168	91%	\$ 1,075,705	\$ 941,545	88%	\$ 5,117
11	Bishop Carroll Catholic High	1910	SG	259	9-12	1,153	275	24%	\$ 2,197,905	\$ 1,633,528	74%	\$ 1,417
12	St. Cecilia's Catholic School	1969	SG	261	K-8	93	39	42%	\$ 472,111	\$ 472,111	100%	\$ 5,076
13	Sacred Heart Elementay	2152	RO	270	K-6	34	5	15%	\$ 65,806	\$ -	0%	\$ -
14	St. John Elementary School	2244	ML	273	K-5	78	30	38%	\$ 999,305	\$ 678,933	68%	\$ 8,704
15	St. John High School	2246	ML	273	6-12	87	31	36%	\$ 1,022,168	\$ 567,774	56%	\$ 6,526
16	St. Marys	3044	SA	305	K-6	252	61	24%	\$ 760,896	\$ 602,837	79%	\$ 2,392
17	Holy Cross Catholic Elementary	3144	RN	308	K-6	260	98	38%	\$ 596,320	\$ 532,302	89%	\$ 2,047
18	St. Patrick Catholic	3774	KM	331	K-8	138	34	25%	\$ 532,193	\$ 499,700	94%	\$ 3,621
19	St. Patrick Catholic Elementary	5904	NO	413	K-5	51	18	35%	\$ 364,952	\$ 364,952	100%	\$ 7,156
20	Sacred Heart Catholic	6712	FD	443	K-8	140	67	48%	\$ 235,464	\$ 235,464	100%	\$ 1,682
21	Zion Lutheran	6862	MY	446	K-8	47	20	43%	\$ 136,158	\$ 136,158	100%	\$ 2,897
22	St. Dominic	7145	FY	801	K-6	122	31	25%	\$ 205,418	\$ 195,497	95%	\$ 1,602
23	St. Marys	7154	FY	801	K-6	95	43	45%	\$ 129,882	\$ 119,221	92%	\$ 1,255
24	Holy Name Catholic	7340	CO	465	K-6	38	8	21%	\$ 119,014	\$ 119,014	100%	\$ 3,132
25	St. Matthew	8566	SH	501	K-8	200	86	43%	\$ 745,568	\$ 420,371	56%	\$ 2,102
26	St. Patrick Catholic	8600	LT	503	K-8	91	29	32%	\$ 1,094,365	\$ 547,294	50%	\$ 6,014
<b>Total</b>						<b>4,684</b>	<b>1,951</b>	<b>42%</b>	<b>\$ 15,723,031</b>	<b>\$ 12,732,179</b>	<b>81%</b>	<b>\$ 2,718</b>

# MINUTES



Kansas State Board of Education

Wednesday, October 13, 2021

## CALL TO ORDER

Chairman Jim Porter called the Wednesday meeting of the State Board of Education to order at 9 a.m. on Oct. 13, 2021. He reminded members of an invitation from the Kansas Association of School Boards to participate in a panel discussion on Nov. 6 as part of the KASB annual convention.

(00:14:43)

## ROLL CALL

All Board members were present:

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

## APPROVAL OF AGENDA

Dr. Horst moved to approve the day's agenda as presented. Mrs. Haas seconded. Motion carried 10-0.

**MOTION**  
(00:15:31)

## REPORT ON HIREPATHS AND EXPLORATION OF POSTSECONDARY OPTIONS

Dr. Randy Watson introduced Kristin Brighton, owner of New Boston Consulting Group in Manhattan, Kansas. HirePaths is an educational campaign of her group to help educate parents / caregivers and students about various high-demand career opportunities in Kansas and to learn what skills/training are necessary for employment. Her involvement with Chamber of Commerce and local school board helped trigger the need for this service to keep talent in Kansas. HirePaths launched in February 2021 using a variety of outlets such as digital storytelling and social media to highlight the many paths to a successful career in this state. This is one of the initiatives supported by the ESSER II federal relief funds intended to further support schools in addressing student needs.

(00:17:22)

## CHAIRMAN'S REPORT

**Action on Board Travel** — Mr. McNiece moved to approve the travel requests and updates. Mrs. Haas seconded. Motion carried 10-0.

**MOTION**  
(00:50:01)

**Report from joint meeting with Kansas Board of Regents leadership** — Chair Porter reported on an Oct. 5 meeting with KBOR leadership to further discuss education topics and ways to support students in the transition to postsecondary.

**Committee Reports** — Updates were given on the following:

- Graduation Requirements Task Force (Mr. McNiece) — He praised the leadership of the three sub-committees. One of the next steps is to reach out to stakeholders for feedback.
- NASBE Annual Conference (Mr. Jones and Dr. Horst) — The conference was held virtually last

week. The new chair-elect is Christine Benson of the Illinois State Board of Education.

- Student Voice (Mrs. Mah) — Several student groups have been contacted. The Educators Rising Conference is one of the next events to gather student input. There are several other opportunities in the coming weeks if members can participate.

**Board Attorney’s Report** — No oral report this month.

**Requests for Future Agenda Items —**

- Discussion on at-risk funding outlook and concerns about lack of form completion (free and reduced applications and/or household economic surveys). (Mr. Porter)
- Look at ways to provide support for classified vacancies. (Mrs. Waugh)
- Discussion about shortage of classified employees in school systems. Examine ways to honor classified employees. (Mr. Jones )

Chairman Porter reminded members to complete their evaluation forms and return the information to him by Nov. 1.

Board members took a break until 10 a.m.

**BREAK**

**OPEN DISCUSSION ON STATE BOARD LEGISLATIVE POSITIONS WITH INVITED GUESTS**

Joining the State Board members for a roundtable discussion were: Rep. Steve Huebert, House Education Chair; Rep. Jerry Stogsdill, Ranking Minority Member; Rep. Kristey Williams, K-12 Education Budget Chair; Rep. Valdenia Winn, Ranking Minority Member; Sen. Molly Baumgardner, Senate Education Chair; and Sen. Dinah Sykes, Ranking Minority Member.

(01:14:49)

Chairman Porter’s opening remarks acknowledged accomplishments of the legislature that have significantly benefitted the schools of Kansas. The State Board’s draft legislative positions were distributed for discussion. The purpose of the roundtable was to identify what the groups can do together to benefit the students of Kansas by focusing on areas of agreement, to develop an on-going communication process, and to build positive and productive relationships. Topics brought forth were community college service areas, improving student achievement, special education funding, elevating students’ basic skills, graduation requirements, cooperation between governance entities, critical race theory, K-12 funding, school transportation and next steps moving forward.

**ADJOURNMENT**

The meeting adjourned at noon.

**ADJOURN**

The next regular meeting for the State Board of Education is Nov. 9 and 10.

\_\_\_\_\_  
Jim Porter, Chair

\_\_\_\_\_  
Peggy Hill, Secretary



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

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

**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 are required within the Landon State Office Building.
- There is a self-screening station at the public entrance for temperature checks.

**Agenda Number:** 8

**Meeting Date:** 12/14/2021



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

**Item Title:** Receive Literacy Network of Kansas (LiNK) Final Project Report

**From:** Kimberly Muff

The Literacy Network of Kansas (LiNK) is a federally funded project of the Striving Readers Comprehensive Literacy initiative. This three-year KSDE award provided more than \$27 million to build capacity for literacy at the state, regional and community levels.

The final project report will identify the strategies that proved impactful for LiNK districts to meet the literacy needs of their schools and communities. Their successful strategies now can provide useful models for other districts. Information will also be provided about KSDE resources created with grant funding that are now available statewide.

Kimberly Muff serves as LiNK Project Director.

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



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 9

Staff Initiating:

Jeannette Nobo

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 12/14/2021

---

### **Item Title:**

Act on recommendations for Kansas Education System Accreditation and overview of 2022 schedule

### **Recommended Motion:**

It is moved that the Kansas State Board of Education accept the recommendation of the Accreditation Review Council and award the status of accredited to St. Agnes Elementary and the status of conditionally accredited to Holy Spirit Catholic and USD 381 Spearville.

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

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

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

- Z0029-9014 St. Agnes Elementary – Accredited
- Z0029-9019 Holy Spirit Catholic - Conditionally Accredited
- USD 381 Spearville - Conditionally Accredited

These systems complete the 2020-2021 accreditation. This school year (2021-2022) there are 95 public and private systems scheduled for review by the ARC to provide an accreditation status recommendation.

Staff will be available for any questions.

# Accreditation Summary

**Date:** 06/18/2021

**System:** Z0029 Kansas City Catholic Diocese (9014) – St. Agnes Elementary

**City:** Kansas City

**Principal:** Jane Sullivan

**Superintendent:** Vincent Cascone

**OVT Chair:** Nancy Bolz

## Executive Summary/AFI

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

### ARC Comment

St. Agnes remained in compliance in the Kansas Board of Education. There were no violations cited.

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

### ARC Comment

Based on the information provided in the System's Accreditation Engagement Review; the system does have in place defined Foundational Structures.

Cognia review ratings are:

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

The ratings in this area were as follows:

Tiered Framework of Support - The system received both Improving and Impacting levels in this foundational area. Improving means that within the system there are quality practices that are improving and meet the expected standards. Impacting means that the system demonstrates noteworthy practices producing clear results that positively impact the institution. Some examples: Teachers at St. Agnes collaborate with peers, collect and use student data to drive decisions, and use flexible grouping to meet the individual needs of each learner. Data is used to develop strategies with SIP teams. However, while there are opportunities evident that there are challenging activities for learners such as after school clubs, Math clubs, etc; there was little evidence of consistent differentiation within all classrooms.

Family, communities and Business Partnerships - According to the Cognia Accreditation Engagement Review, the system is at an Impacting level in this area. Parent interviews and survey data indicate that teachers care for students and work to meet students' individual needs. Parents reported they could approach and would be heard by administration regarding any issue. Teachers respect each other, collaborate willingly, and enjoy spending time together. They work as a team to support and invest in all students they encounter, not just those in their classes. The team also reviewed the survey data and analysis provided by the school regarding the mission and vision. It determined that during the entire process, fidelity was both a useful reinforcement of the school's efforts and a clear indication that the leadership was listening to the community. Parents provided examples of how the school leadership was committed to using their feedback to increase the parish and school connection, as evidenced in the school strategic plan, committee meeting minutes, parish bulletins, and school newsletters.

Diversity, Equity and Inclusion - The system is at the Improving level for monitoring and adjusting instruction to meet individual learners' needs. The institution does provide a process to identify and address the specialized needs of learners, however, the institution can improve on developing opportunities to monitor and adjust to meet individual's needs in the classroom.

Communication and Basic Skills - Educators in the system implement a curriculum that is based on high expectations and prepare learners for their next levels. There is Impacting evidence that the institution provides a culture that promotes creativity, innovation, and collaborative problem solving. The institution also aligns the curriculum to standards and best practices.

Civic and Social Engagement - The system was marked at the Impact level in this area. Students are involved in Faith Families, Mercy Mondays, a STREAM mentoring program, and Catholic Charities' school service day. The school uses the Second Step Program to assist in bullying prevention. Feedback from the student interviews indicates that class discussions and lessons with the program have helped and have been supportive of their needs in the area. St. Agnes Catholic School implements the Leader in Me Program by Stephen Covey with fidelity to meet the students' social-emotional needs and prepare students for college and career readiness. In stakeholder interviews, all expressed the program's effectiveness.

Physical and Mental Health - The system was marked at the Impact level in this area. The institution has a formal structure to ensure learners develop positive relationships through service projects with peers and adults to support their educational experiences. There is also an enriched Religion program that focuses on the spiritual development of all students.

Arts and Cultural Appreciation - The system was marked at the Impact level in this area. There is a strong Catholic culture that includes celebration of Arts and Music through liturgical celebrations This is also integrated in the art and music classes. The institution implements a process to ensure that curriculum is aligned to best practices. According to stakeholders, the school has a strong Catholic culture.

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

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

**ARC Comment**

There was no formal goal statement submitted. The systems Every Institution Every Year Report did not provide documentation related to goals for this accreditation cycle. However, the Cognia report does describe school goals in general so there appears to have been some plan in place but nowhere stated nor progress given.

**Areas for Improvement**

<b>Comment</b>	Improvement Goals - None listed
<b>Rationale</b>	State Accreditation requires systems to utilize its system data to determine and address goals (at least two) for the purpose of improvement and student learning.
<b>Tasks</b>	As you enter your first year in your accreditation cycle, utilizing your data and needs assessment process determine two goals that you will address and monitor for improvement.

<b>Timeline</b>	06-01-2022
<b>System Response</b>	We are gathering data and reviewing it at this time. We will be setting our goals using that data.

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

**ARC Comment**

There was no formal goal statement submitted. The systems Every Institution Every Year Report did not provide documentation related to goals for this accreditation cycle. However, the Cognia report does describe school goals in general so there appears to have been some plan in place but nowhere stated nor progress given.

**Areas for Improvement**

<b>Comment</b>	Improvement Goals - None listed
<b>Rationale</b>	The Every Institution Every Year report has a place for goal, but none were listed.
<b>Tasks</b>	Same as for section three. State Accreditation requires systems to utilize its system data to determine and address goals (at least two) for the purpose of improvement and student learning.
<b>Timeline</b>	06-01-2022
<b>System Response</b>	We are currently gathering the data and reviewing it to create our goals.

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 institution, the school council, and staff appear to engage in continuous improvement process. Some measurable results support student learning but data was limited. The school council and leadership provided a strategic plan that includes the use of resources that supports the institutions direction.

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

**ARC Comment**

As a Catholic school, there was a strong emphasis on the Catholic culture of the school. Generally, the state board outcomes were evident in specific areas, however, some of the programs seemed to be recently implemented.

**Board Outcomes**

<b>Social-Emotional Growth</b>	Social-Emotional development is an area of focus within the school’s spiritual formation program. St. Agnes indicates they measure the social and emotional health of its community using programs such as 2nd Step and Leader in Me. These monitor the overall mental and emotional well-being.
--------------------------------	--

<b>Kindergarten Readiness</b>	Before entering Kindergarten, students undergo a formal screening process. Parents complete the state ASQ to help the school assess readiness. There is a parent informational night to inform parents about the expectations and curriculum
<b>Individual Plans of Study</b>	The compliance of Cognia standards indicate that the curriculum includes career exploration. Each student is issued a passport to monitor progress from year to year. Beginning in 6th gr, student portfolios monitor and showcase student learning. STREAM fosters career exploration.
<b>High School Graduation Rate</b>	The current graduation rate for the Archdiocese of Kansas City in Kansas is 99.5%. The school publicizes awards and achievements of their graduates in their school newsletters. St. Agnes continues to promote the Archdiocesan Catholic Schools to the 8th grade classes in hopes that students continue their Catholic education for many years.
<b>Postsecondary Success</b>	Surveys indicate the school tracks its students into high school and beyond. No formal postsecondary success rate for St. Agnes since this is a K-8 school.

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

**ARC Comment**

Parents and focus groups expressed great satisfaction with how student progress was communicated and also with staff availability. Surveys indicated that parents were satisfied with the progress of the school. Students interviewed noted how much they appreciated the opportunity to talk to teachers about their progress and to set learning goals.

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

**ARC Comment**

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

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

**ARC Comment**

As a school using the Cognia improvement process, the system has shown that they have followed the process with the expected level of fidelity. The school council had been informed of the accreditation process through Cognia. Surveys, reports, and data were reported to the council.

## ARC Recommendation

---

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

### Justification

Goals were not listed nor was there any indication of possible goals having been completed, progress or measured. Many of the foundational structures were recently implemented and need time to fully develop outcomes.

### Strengths

St. Agnes has a significant impact on the Catholic culture of the school. The school council and leadership developed a strategic plan to provide resources to ensure successful student learning.

### Challenges

While evidence indicates there is a strategic plan it is unclear what the goals are and how they are stating measurable outcomes. There is no evidence that differentiation was practiced in all classrooms, even though teachers worked with challenges within the classroom.

## System Appeal

---

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

### Appeal Summary

We want to appeal the ARC recommendation. We feel that we have the data to validate our Improvement goals and evidence of Instruction. Please let us know if you need more evidence.

## Final Recommendation

---

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

### Justification

The system provided artifacts that clearly showed the goals and measures that they had worked on during their completed cycle of accreditation and improvement. They also provided information about their current process for determining their next cycle goals.



**St Agnes Elem -**  
**Kansas City Catholic Diocese - Z0029**

5130 Mission Rd, Roeland Park, KS 66205-1659  
 (913) 262-1686  
 www.school.stagneskc.org  
 Principal: **Jane Sullivan**

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

**Demographics**



**265 Students**

- African American 3.02%
- Hispanic 30.94%
- Other 1.51%
- White 64.53%

**Academically Prepared for Postsecondary Success**

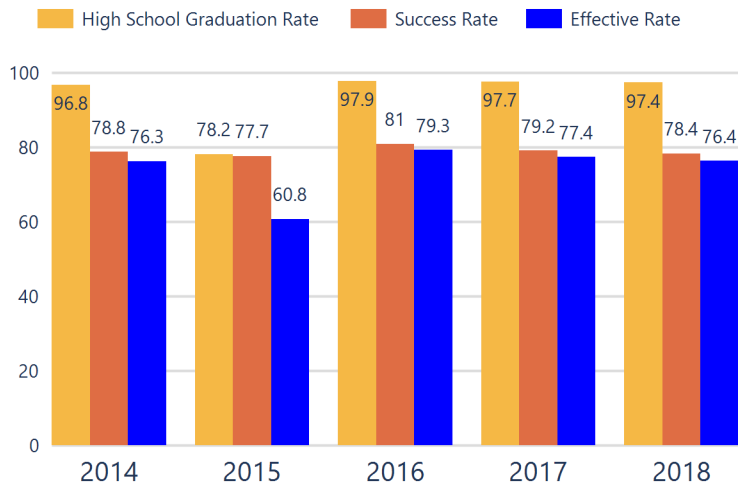
The percentage of students who scored at Levels 3 and 4 on the state assessment.

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

**District Kansans Can Star Recognition**

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

**District Postsecondary Effectiveness**



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

**Five-Year Graduation Avg 94%**

**Five-Year Success Avg 79%**

**Five-Year Effective Avg 74%**

**95% Confidence Interval for the Predicted Effectiveness Rate 61.1 - 66.7%**

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

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

**GRADUATION RATE**

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

**ATTENDANCE RATE**

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

**CHRONIC ABSENTEEISM**

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

**DROPOUT RATE**

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

State: **School ESSA Expenditures Per Pupil**

**N/A** 88.3

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

**N/A**

State: **\$12,193**

**96.4%** 94.5

State:

**Click here for State Financial Accountability.**

**4.1%** 13.9

State:

**6.4%** 1.3

State:



School Academic Success

Academically Prepared for Postsecondary Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	14.43	11.22	16.39	10.28	11.42	9.80	N/A	N/A	N/A
Level 2	39.03	28.87	24.59	33.71	21.71	29.41	N/A	N/A	N/A
Level 3	30.48	41.71	31.14	37.71	47.42	37.25	N/A	N/A	N/A
Level 4	16.04	18.18	27.86	18.28	19.42	23.52	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	26.66	6.66	N/A	36.36	9.09	N/A	N/A	N/A	N/A
Level 2	73.33	60.00	N/A	45.45	45.45	N/A	N/A	N/A	N/A
Level 3	0.00	33.33	N/A	18.18	45.45	N/A	N/A	N/A	N/A
Level 4	0.00	0.00	N/A	0.00	0.00	N/A	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

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

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	20.33	15.25	18.18	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	55.93	37.28	40.90	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	22.03	42.37	31.81	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	1.69	5.08	9.09	N/A	N/A	N/A	N/A	N/A	N/A

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

ACT Performance (2020 School Year)

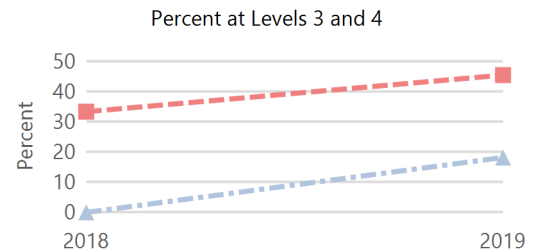
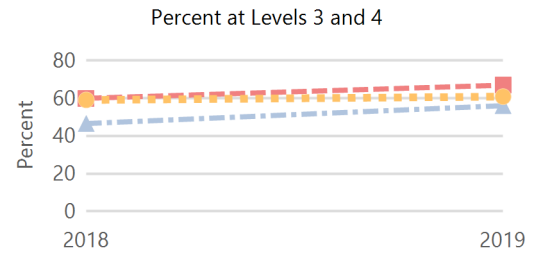
ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



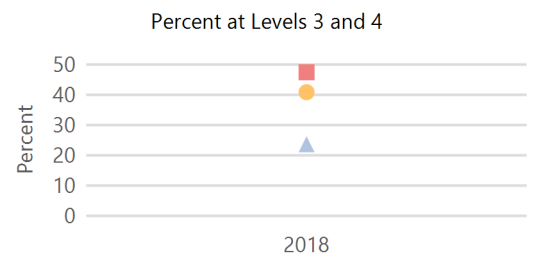
Legend

Math ELA Science



Percent at Levels 3 and 4  
 \*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

Percent at Levels 3 and 4  
 \*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



Building

State 20.4



# Accreditation Summary

**Date:** 06/18/2021

**System:** Z0029 Kansas City Catholic Diocese (9019) – Holy Spirit Catholic

**City:** Kansas City

**Principal:** Michele Watson

**Superintendent:** Vincent Cascone

**OVT Chair:** Nancy Bolz

## Executive Summary/AFI

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

### ARC Comment

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

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

### ARC Comment

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

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

### ARC Comment

A formal plan to identify school goals for academic achievement is not in place at Holy Spirit. In interviews with stakeholders, it was evident Holy Spirit provides individualized lessons based on analyzed data and stakeholder input. A formal plan for tracking the academic success of the school is needed. Creating a formalized academic achievement plan to track school-wide data would provide the framework to initiate and manage change at all levels.

## Areas for Improvement

<b>Comment</b>	Goal setting of measurable Improvement goals
<b>Rationale</b>	Goal setting allows a system to think and identify what they want to achieve in their future. Measurable goals provide a destination of what is to be achieved and allows the system to determine and track progress.
<b>Tasks</b>	Develop an improvement plan based on a needs assessment of the system that will identify areas of focus to help improve the system and meet school and state outcomes.
<b>Timeline</b>	06-01-2022
<b>System Response</b>	Goal 1. (Responsive Culture) 3. Tracking of students is done both individually and school-wide. We utilize annual ITBS and KS Assessments, tri-annual STAR Reading and Math scores, and Acadience screenings and Curriculum Based Measures. We meet 3 times/year – grade level teams, Administration, and Learning Center staff to evaluate all student data. From there, WIN (What I Need/MTSS) groups are established and goals are set.

There is a formal system in place to share the student data from one grade to the next. This occurs each August before the arrival of students. Past grade level teachers have data input on "Student Passports." These passports are then shared with the teachers who will have the individual students in the coming year. Teachers are able to discuss student challenges and successes. Due to the longevity of our staff, current year teachers are able to investigate student needs throughout the school year with former teachers. This is beneficial to our students' success and enhances our information communication within the teaching staff.

Overall school success is also evaluated by analyzing the KS Assessment scores each year. (Please see the analysis uploaded into Artifacts).

Upon review of our KS Assessment scores by grade level, (attached in the Artifacts) from 2017-2021, we have found the following:

- 2016-2017 42 of enrolled students in Grades 3 -8 (16.9%) scored at Level 1 for all areas assessed
- 2017-2018 32 of enrolled students in Grades 3 - 8 (13.8%) scored at Level 1 for all areas assessed
- 2018-2019 23 of enrolled students in Grades 3 - 8 (10.4%) scored at Level 1 for all areas assessed
- 2019-2020 No KS assessments were taken as schools were shuttered in March, 2020 and continuous learning took place until 5/2020
- 2020-2021 21 of enrolled students in Grades 3 - 8 (10.3%) scored at Level 1 for all areas assessed

We also found that when evaluating the percentage of Students in Performance Level by Grade for the years 2017-2021 (in the Artifacts), we were also impressive.

2016-2017 The highest percentage of students achieving above the state assessed benchmark for ELA was 83% (Grade 4); Math was 91% (3rd grade) and Science 61% (8th grade). Conversely in that same period, the lowest percentage of students achieving above the state assessed benchmark for ELA was 53% (8th grade); 43% (5th grade); and Science 60% (5th grade.)

2017-2018 The highest percentage of students achieving above the state assessed benchmark for ELA was 90% (Grade 4); Math was 83% (3rd grade) and Science 73% (8th grade). Conversely in that same period, the lowest percentage of students achieving above the state assessed benchmark for ELA was 54% (8th grade); 46% (8th grade); and Science 52% (8th grade.)

2018-2019 The highest percentage of students achieving above the state assessed benchmark for ELA was 85% (Grade 5); Math was 83% (3rd grade) and Science 82% (5th grade). Conversely in that same period, the lowest percentage of students achieving above the state assessed benchmark for ELA was 60% (8th grade); 44% (7th grade); and Science 56% (8th grade.)

2020-2021 The highest percentage of students achieving above the state assessed benchmark for ELA was 87% (Grade 4); Math was 91% (3rd grade) and Science 91% (5th grade). Conversely in that same period, the lowest percentage of students achieving above the state assessed benchmark for ELA was 41% (6th grade), 441 (6th grade), and Science 54% (8th grade.)

In each year, even without a specific SMART goal, and the presence of COVID, the number of students scoring at a Level 1 decreased each year.

As you can see from the uploaded document, the success of Holy Spirit students (and teachers) is evident in our strong scores each year. Even when confronted with continuous learning and then a COVID year of in-person schooling, we achieved impressive results. We acknowledge the lack of SMART goals for the past accreditation cycle. Ingrained in our school culture is the expectation of academic success. We are confident of the rigor of our academic program, nonetheless, we will provide a SMART goal going forward to ensure we are meeting the established criteria required.

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

**ARC Comment**

Currently, the Strategic Plan includes goals for Spirituality and Faith Development, Public Relations and Communications, Education, Finance and Administration. These categories are excellent for Holy Spirit, yet they lack measurable components. It would benefit Holy Spirit to review their current plan and add specific, measurable, attainable, relevant, and time-based components. The Cognia team has rated the organization structure in these areas as Initiating.

**Areas for Improvement**

<b>Comment</b>	Goal setting of measurable Improvement goals
<b>Rationale</b>	Goal setting allows a system to think and identify what they want to achieve in their future. Measurable goals provide a destination of what is to be achieved and allows the system to determine and track progress.
<b>Tasks</b>	Same as in section three (3) - Develop an improvement plan based on a needs assessment of the system that will identify areas of focus to help improve the system and meet school and state outcomes.
<b>Timeline</b>	06-02-2022
<b>System Response</b>	Goal 2 (Rigor)

4. Please review the artifact entitled "Strategic Plan". It was noted in the Accreditation Summary that SMART goals were not included in the strategic plan in place for the reaccreditation cycle. That is correct; however, we have rewritten the strategic plan to include the specific, measurable, attainable, relevant and time-based components.

In defense of our actions, please note that even though the correct SMART goals were not included in the Strategic Plan, many of our goals were achieved or continue to be ongoing based on results achieved.

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**

As a Catholic School, there was a strong emphasis on the Catholic culture of the school. However, recently implemented restructuring of the governance could have an effect on the outcomes.

### **System Response**

5. In the ARC Comment, it was noted that "As a Catholic School, there was a strong emphasis on the Catholic culture of the school. However, recently implemented restructuring of the governance could have an effect on the outcomes." And again, in the Justification Section of the Accreditation Summary, it was noted, "It was difficult to determine the impact of programs created and goals attained because of leadership transitions."

These statements are confusing to us as, at the time of the reaccreditation visit, the school principal had been at Holy Spirit for 14 years and the pastor for 5 years. We are not sure of the leadership transitions to which you were referring. It causes us to pause and wonder if that was an error on the part of the Visiting team or those at KSDE evaluating our COGNIA report.

In the Challenges Section of the Accreditation Summary, the last line reads, "Used correctly with stated educational goals and measurable data, " The sentence was not finished so we are unsure of the input KESA was attempting to provide us in this section.

Finally, our Accreditation Status and Index of Education Quality® from Cognia indicates the following:

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. This formative tool for improvement identifies areas of success and areas in need of focus. The IEQ comprises the Standards Diagnostic ratings from the three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity.

The IEQ results are reported on a scale of 100 to 400 and provide information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the findings from the review in the areas of Initiate, Improve, and Impact.

An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within that level.

An IEQ in the range of 225–300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability.

An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all Cognia Improvement Network (CIN) institutions evaluated for accreditation in the last five years. The range of the annual CIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ 346.00 CIN 5 Year IEQ Range 278.34 – 283.33

With our Institution IEQ of 346.00 out of 400.00, and an “Accredited” designation from COGNIA, we do not understand how we received and Accreditation status of “Conditional Accreditation” from KESA. We hope that the information provided to KESA in this appeal will help to substantiate a reversal or the accreditation status to Accredited.

Please note: As of July 1, 2021, a new pastor was assigned to Holy Spirit Parish and School. The principal, who has been with the school for 14 years, remains in place. It is expected that an updated Strategic Plan will be forthcoming to address continued areas of improvement for long-term sustainability. The plan will include SMART goals that we now know we need and allow us to document for KESA the continued success we at Holy Spirit School see each year.

We appreciate KESA’s willingness to provide us with the appeals process and look forward to your response.

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

### **ARC Comment**

As a Catholic school, there was a strong emphasis of the Catholic culture of the school. Generally, there was some evidence in the gains of the outcomes. Leaders collect and analyze feedback data for multiple stakeholder groups.

## **Board Outcomes**

### **Social-Emotional Growth**

Social-Emotional Development is an area of focus within the school's faith formation program. The Second Step Program utilized in the K-8 classrooms has been very helpful in guiding students' social-emotional growth. The addition of the preschool Second Step Program has given further insight to situations for the youngest four-year old students. The school counselor meets monthly with each grade level, PreK-8, to teach these social-emotional lessons. Based off these lessons, she follows up with students and/or teachers to discuss and address any concerns that come up during these lessons. One example is with a middle school lesson on harassment: as a follow up, students were asked to complete an anonymous survey asking them for clarification on harassment situations they have personally encountered. This information helped the counselor to address concerns specific to the middle school students.

### **Kindergarten Readiness**

The school participates with ASQ in soliciting parent input and engaging parents. The preschool program includes the MTSS process where teachers utilize the Early Literacy Assessment, through Renaissance Learning, to determine where gaps are present for students. This helps guide them in individualizing lessons so current students are well prepared when they enter Kindergarten. The preschool team has also been a part of the Dyslexia Initiative and training through the State of Kansas. In addition to this state training, the team has participated in training through TASN (Technical Assistance Service Network): 'Developing Phonological Awareness Skills in Preschool Students'. Holy Spirit continues to implement the Ages and Stages Questionnaire and shares the results with parents during conferences.

### **Individual Plans of Study**

The compliance of Cognia standards indicates that the curriculum includes career exploration. Holy Spirit Middle School students are a part of an extensive individual plan of study, initiated in 2020-2021. The program begins by having the students fill out an interest survey in seventh grade. The students are then exposed to various professions/vocations through virtual presentations made by local professionals, both in the secular and religious realms. After each presentation, the students are asked to reflect in both thought and in writing on their future education and exploring goals for college; what academic courses will they need for the professions in which they are interested? Parents become part of their child's journey by discussing the IPS with them and signing off on the plan of study. This is a two-year process, and each student will leave Holy Spirit with an Individual Plan of Study portfolio.

**High School Graduation Rate**

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

**Postsecondary Success**

State and local assessments are consistent and students generally, demonstrate progress. Students are given some opportunities to explore future careers.

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

**ARC Comment**

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

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

**ARC Comment**

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

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

**ARC Comment**

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

## ARC Recommendation

---

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

### Justification

In the Cognia report, multiple sources of evidence supported a significant Impact on the accreditation process. In other areas such as governance and leadership, scores were marked as Initializing which will carry in the next cycle. Formal goals were not evident and discussed as just being implemented or seem to be put in place this past year. It was difficult to determine the impact of programs created and goals attained because of leadership transitions.

### Strengths

There are multiple outstanding opportunities for students, families, staff and community. There is a strong commitment within the community to support the school. According to surveys conducted by Cognia, there is a strong religious culture in the community.

### Challenges

While evidence indicates that policy and compliance is followed, there seems to be a disconnect in following procedure stemming from the governance structure through the administration. Much of the framework reported was developed within the last year which should have more impact in the next cycle. It is recommended to define goals with measurable outcomes.

## System Appeal

---

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

### Appeal Summary

We have uploaded many documents in Artifacts that we believe will support our designation as an Accredited School in the State of Kansas. We have also completed the Accreditation Summary Questions 3 - 5 requiring Responses. If reviewed all together, we believe that full accreditation is supported.

## Final Recommendation

---

Following the appeal process, Holy Spirit has agreed to accept and continue with the recommended status of **Conditionally Accredited**.

### Justification

The evidence provided by the system shows that they are looking at their data but does not give evidence of an improvement process. There was a lack of specificity.

AFI – Goals

Information provided as part of its appeal process did not provide goals that were aligned with the KESA process and intent of improving student achievement. Of the two goals submitted one referred to family engagement and the other referred to marketing and fundraising. Neither goal was student focused or measurable.





**Holy Spirit Catholic -**  
**Kansas City Catholic Diocese - Z0029**

11300 West 103rd St., Overland Park, KS 66214-2720  
 (913) 492-2582  
<http://school.hscatholic.org>  
 Principal: **Michele Watson**

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

**Demographics**



**337 Students**

- African American 2.37%
- Hispanic 8.90%
- Other 8.90%
- White 79.82%

**Academically Prepared for Postsecondary Success**

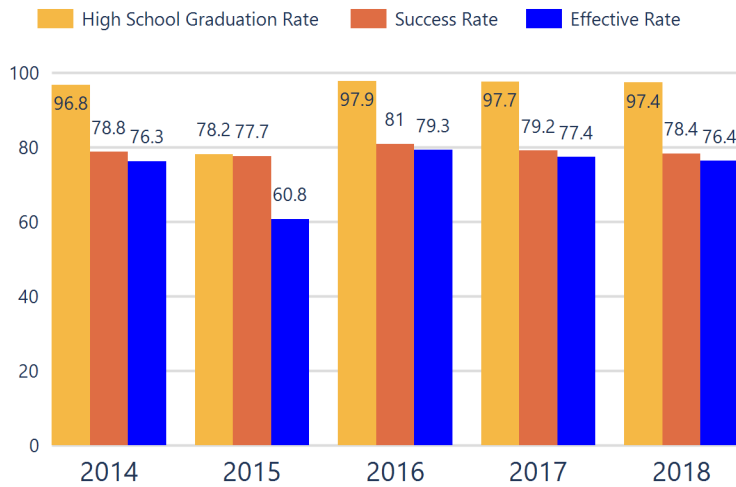
The percentage of students who scored at Levels 3 and 4 on the state assessment.

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

**District Kansans Can Star Recognition**

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

**District Postsecondary Effectiveness**



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

**Five-Year Graduation Avg 94%**

**Five-Year Success Avg 79%**

**Five-Year Effective Avg 74%**

**95% Confidence Interval for the Predicted Effectiveness Rate 61.1 - 66.7%**

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

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

**GRADUATION RATE**

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

**ATTENDANCE RATE**

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

**CHRONIC ABSENTEEISM**

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

**DROPOUT RATE**

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

State:	<b>School ESSA Expenditures Per Pupil</b>
<b>N/A</b>	88.3
State:	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.
<b>96.9%</b>	94.5
State:	<b>Click here for State Financial Accountability.</b>
<b>4.7%</b>	13.9
State:	1.3
<b>N/A</b>	

**N/A**  
 State:  
 \$12,193



### School Academic Success

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

### Academically Prepared for Postsecondary Success

#### ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	6.03	5.60	8.43	4.54	5.45	2.85	N/A	N/A	N/A
Level 2	28.44	23.27	30.12	27.72	20.90	24.28	N/A	N/A	N/A
Level 3	42.24	50.86	43.37	42.72	48.63	51.42	N/A	N/A	N/A
Level 4	23.27	20.25	18.07	25.00	25.00	21.42	N/A	N/A	N/A

#### FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	11.76	17.64	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	52.94	29.41	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	29.41	41.17	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	5.88	11.76	N/A	N/A	N/A	N/A	N/A	N/A	N/A

#### STUDENTS WITH DISABILITIES

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

#### AFRICAN-AMERICAN STUDENTS

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

#### HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	5.55	5.55	N/A	12.50	6.25	N/A	N/A	N/A	N/A
Level 2	27.77	11.11	N/A	18.75	25.00	N/A	N/A	N/A	N/A
Level 3	38.88	55.55	N/A	50.00	43.75	N/A	N/A	N/A	N/A
Level 4	27.77	27.77	N/A	18.75	25.00	N/A	N/A	N/A	N/A

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

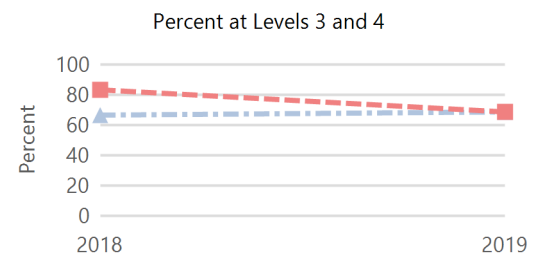
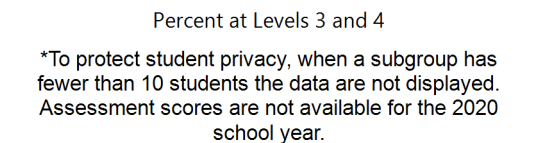
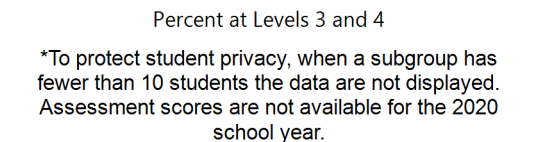
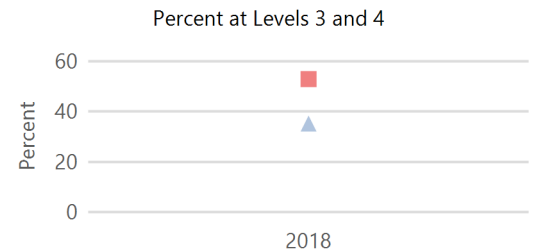
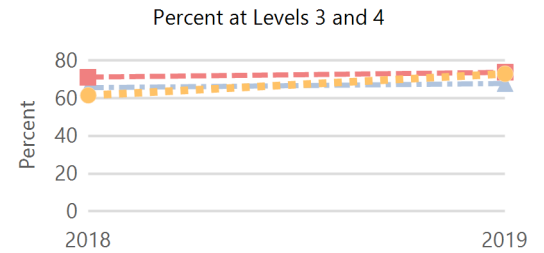
### ACT Performance (2020 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

#### Legend

Math ELA Science



#### Building

State 20.4

# Accreditation Summary

**Date:** 06/17/2021

**System:** D0381 Spearville (0000)

**City:** Spearville

**Superintendent:** Daryl Stegman

**OVT Chair:** Justin Coffey

## Executive Summary/AFI

---

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

### ARC Comment

There are no compliance areas noted by KSDE.

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

### ARC Comment

- Tiered Framework of Supports: Spearville assesses their students reading levels by using the MAPS Growth Reading test at least three times a year and STAR test quarterly. The intervention routine is two weeks of reading/two weeks of mathematics. Spearville staff created an Intervention Guidelines and Procedures process to ensure fidelity of their system, this includes data analysis. The system has been using data to inform student groupings as well as intervention programming.
- Stakeholder Engagement: The system engages with families and the community in a variety of ways. The staff reads to the community on Sunday, for a bedtime story. The system is also planning a community field trip day to tour the businesses and local attractions.
- Diversity, Equity, and Access: The system complies with all IDEA requirements. Their curriculum is focused on teaching diversity and inclusion for various cultures and backgrounds, this includes the music teacher and the curriculum implemented in their classroom.
- Communication and Basic Skills: Spearville has implemented a variety of online platforms to communicate/engage the community with upcoming events and special programming. The middle/school high school has a weekly survey where staff provide feedback regarding communication and areas for improvement.
- Civic and Social Engagement: The system has focused on civic and social engagement by partnering with local agencies and providing opportunities for volunteerism by community members within the school.
- Physical and Mental Health: Spearville has implemented the SAEBERS data collection tool to assess student risk behaviors and to implement specific SEL lessons based on the data collected from the tool. The system has focused on social-emotional learning and has had a variety of staff members engage in professional learning to increase capacity regarding social-emotional learning. The system has also increased P.E. class time, created more opportunities for play, and physical activity through special programming.
- Arts and Cultural Appreciation: All students K-12 have some type of music class; art is offered in all schools as well. Thematic units are taught to create opportunities for individual expression. Special projects allow students to engage in learning opportunities for arts and cultural appreciation.

- Postsecondary and Career Preparation: The system has made a concerted effort to create meaningful lessons and activities where students learn more about career interests and opportunities.

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

**ARC Comment**

There is no specific goal statement; therefore, a large amount of activities were implemented. There is no data to connect the focus to student improvement, cyclical school improvement, or State Board Outcomes.

**Areas for Improvement**

<b>Comment</b>	There is no specific goal present nor evidence of a process to focus on improvement efforts.
<b>Rationale</b>	Without a smart goal the system is unable to create a focus on an area of need and monitor growth towards that need.
<b>Tasks</b>	Identify data and develop a needs assessment to help the system identify an area of need. Develop a smart goal based on critical gaps from your needs assessment. Develop an action plan that will help the system focus their improvement process.
<b>Timeline</b>	05-20-2022
<b>System Response</b>	Please see article USD 381 Spearville 2017-21 KESA Appeal Item 3. We believe the material that you are requested are provided in the Item 3 article.

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

**ARC Comment**

There is no specific goal statement; therefore, a large amount of activities were implemented. There is no data to connect the focus to student improvement, cyclical school improvement, or State Board Outcomes.

**Areas for Improvement**

<b>Comment</b>	There is no specific goal present nor evidence of a process to focus on improvement efforts.
<b>Rationale</b>	Without a smart goal the system is unable to create a focus on an area of need and monitor growth towards that need.
<b>Tasks</b>	Identify data and develop a needs assessment to help the system identify an area of need. Develop a smart goal based on critical gaps from your needs assessment. Develop an action plan that will help the system focus their improvement process.

<b>Timeline</b>	05-20-2022
<b>System Response</b>	Please see article USD 381 Spearville 2017-21 KESA Appeal Item 4. We believe the material that you are requested are provided in the Item 4 article.

- 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**

There is information presented in the reports that the local board of education is engaged in the system activities. Stakeholder engagement is also noted in the documents regarding engagement and communication.

- 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**

For the most part, the system is addressing all of the board outcomes, but the system needs to be more specific about their IPS outcome as noted in the AFI.

**Board Outcomes**

<b>Social-Emotional Growth</b>	The system implements SAEBRS as the social-emotional screening tool. The system analyzes the data and makes decisions based on the results as evidenced by intentional social emotional lessons, intervention programming, and individual student support.
<b>Kindergarten Readiness</b>	The system gives the ASQ 3 and ASQ SE:2 and has a high level of participation. The data is analyzed by the classroom teacher to help inform educational decision-making.
<b>Individual Plans of Study</b>	The system provided information; however, it did not connect nor was there evidence of a formalized IPS process.
<b>High School Graduation Rate</b>	Based on the Star Recognition the system received a Gold Star as students are meeting graduation requirements.
<b>Postsecondary Success</b>	Based on the Star Recognition the system received a Bronze Star for postsecondary success.

**Areas for Improvement**

<b>Comment</b>	The system does not have a formalized IPS process.
<b>Rationale</b>	There is no data showing any plan exists; therefore, this needs to be addressed.
<b>Tasks</b>	Create and begin implementation of a formalized IPS process.
<b>Timeline</b>	05-20-2022
<b>System Response</b>	Please see article USD 381 Spearville 2017-21 KESA Appeal Item 6. We believe the material that you are requested are provided in the Item 6 article.

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

**ARC Comment**

The system involves the stakeholders in the accreditation process. The system stated that the stakeholders have benefitted from the information and knowledge gained. They invite members of the district SITE council and Board of Education to every KESA OVT visit they have.

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

**ARC Comment**

There is no evidence to state the system was not responsive to the Outside Visitation Team.

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

**ARC Comment**

The system has followed some of the KESA processes as evidenced by actions communicated in the documentation. It should be noted there were no specific goals or systems for IPS.

## ARC Recommendation

---

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

### Justification

Spearville educational system has made a concerted effort to implement a variety of activities to support their goal areas. With that being said there was no clear indication of what goals they were trying to meet and the activities did not provide evidence of impact. Data has been collected and analyzed but they do not have a process or purpose for the system improvement.

### Strengths

Spearville has received Star Recognition in three areas: Graduation, Post-Secondary, and Academically Prepared for Post-Secondary. The system has data to suggest high attendance rates and low chronic absenteeism. The system has had a celebration of a bond issue to provide updated facilities for the community in which it serves.

### Challenges

The system did not create goals that were measurable and their actions, while many, did not connect with the process/areas. Without a system improvement plan in place that indicates specific goals they are trying to achieve, with strategies and/or interventions and data to support their goals it will be difficult to determine true growth and improvement.

# System Appeal

---

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

## Appeal Summary

We believe the material was listed in such a way that the ARC was not able to find the necessary information. The information is provided in the artifacts listed as USD 381 Spearville 2017-2021 KESA Appeal items 3, 4, and 6 or in one document that is attached.

## Final Recommendation

---

Following the appeal process, USD381 Spearville has agreed to accept and continue with the recommended status of **Conditionally Accredited**.

## Justification

The system's documentation in support of its appeal did not provide enough data to support its growth and the goals specified were not measurable. Assessment data was mentioned but without clear connection to its relationship to the goals.

AFI – Goal 1 and 2

The goals listed were not specific and not measurable. Date was unclear as to when implemented and how it was being used.

AFI – Individual Plans of Study

Information provided indicated that the system was still in discussion of how the plans were being phased into the system. It was unclear where the system was in the process.



# Spearville USD 381

304 E Avenue B, Spearville, KS 67876-0338  
(620) 385-2676  
usd381.org

District Accreditation Status: **Accredited**  
ESSA Annual Meaningful Differentiation: **2020 data not available**  
Grades: **PK-12,NG**  
Superintendent: **Daryl Stegman**

## Demographics



**339 Students**

- African American 0.29%
- Hispanic 12.09%
- Other 2.06%
- White 85.55%

## Academically Prepared for Postsecondary Success

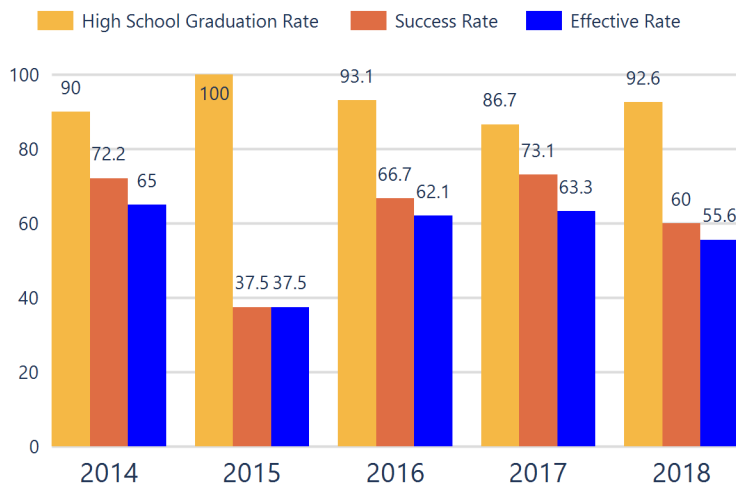
The percentage of students who scored at Levels 3 and 4 on the state assessment.

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

## District Kansans Can Star Recognition

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

## District Postsecondary Effectiveness



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

Five-Year Graduation Avg  
**92%**

Five-Year Success Avg  
**63%**

Five-Year Effective Avg  
**58%**

95% Confidence Interval for the Predicted Effectiveness Rate  
**57.3 - 61.7%**

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

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

### GRADUATION RATE

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

### ATTENDANCE RATE

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

### CHRONIC ABSENTEEISM

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

### DROPOUT RATE

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

<p><b>94.7%</b></p> <p><b>95.0%</b></p> <p><b>10.7%</b></p> <p><b>N/A</b></p>	<p>State: 88.3</p> <p>State: 94.5</p> <p>State: 13.9</p> <p>State: 1.3</p>	<p><b>District ESSA Expenditures Per Pupil</b></p> <p>Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.</p> <p><b>\$12,617</b></p> <p>State: \$12,193</p> <p><a href="#">Click here for State Financial Accountability.</a></p>
---	--	---





### District Academic Success

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

#### ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	17.34	20.83	26.38	16.20	19.88	22.36	N/A	N/A	N/A
Level 2	37.57	35.11	26.38	43.01	34.80	28.94	N/A	N/A	N/A
Level 3	33.52	35.11	26.38	30.72	37.56	35.52	N/A	N/A	N/A
Level 4	11.56	8.92	20.83	10.05	7.73	13.15	N/A	N/A	N/A

#### FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	22.00	30.43	21.05	24.07	32.72	40.90	N/A	N/A	N/A
Level 2	52.00	41.30	42.10	46.29	36.36	13.63	N/A	N/A	N/A
Level 3	20.00	23.91	31.57	25.92	29.09	45.45	N/A	N/A	N/A
Level 4	6.00	4.34	5.26	3.70	1.81	0.00	N/A	N/A	N/A

#### STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	47.61	42.85	N/A	23.07	61.53	N/A	N/A	N/A	N/A
Level 2	33.33	33.33	N/A	61.53	15.38	N/A	N/A	N/A	N/A
Level 3	19.04	23.80	N/A	7.69	23.07	N/A	N/A	N/A	N/A
Level 4	0.00	0.00	N/A	7.69	0.00	N/A	N/A	N/A	N/A

#### AFRICAN-AMERICAN STUDENTS

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

#### HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	16.66	35.71	N/A	45.45	36.36	36.36	N/A	N/A	N/A
Level 2	61.11	57.14	N/A	36.36	45.45	27.27	N/A	N/A	N/A
Level 3	22.22	7.14	N/A	13.63	18.18	36.36	N/A	N/A	N/A
Level 4	0.00	0.00	N/A	4.54	0.00	0.00	N/A	N/A	N/A

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

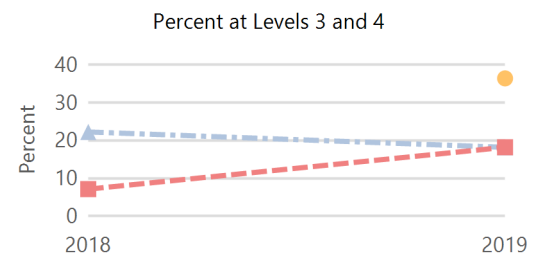
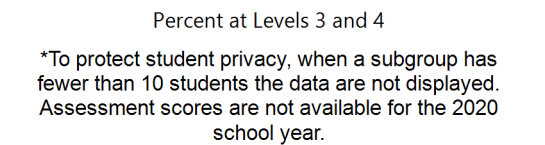
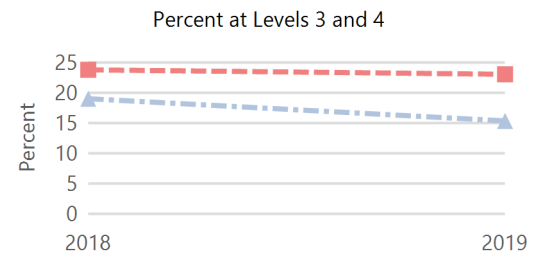
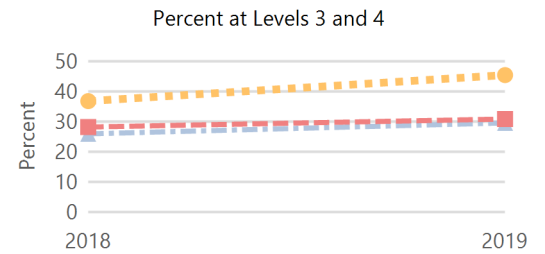
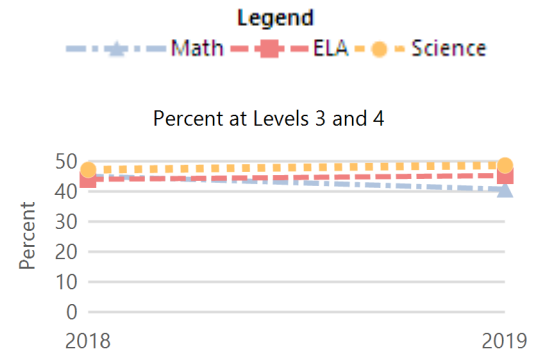
### ACT Performance (2020 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



District	19.8
State	20.4

**Agenda Number:** 10

**Meeting Date:** 12/14/2021



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

**Item Title:** Information on state assessment performance levels

**From:** Beth Fultz, Scott Smith

KSDE staff will explain the how and why behind state assessment performance level decisions and their relationship to state academic content standards.

Level 1: A student at Level 1 shows a *limited* ability to understand and use the skills and knowledge needed for postsecondary readiness.

Level 2: A student at Level 2 shows a *basic* ability to understand and use the skills and knowledge needed for postsecondary readiness.

Level 3: A student at Level 3 shows an *effective* ability to understand and use the skills and knowledge needed for postsecondary readiness.

Level 4: A student at Level 4 shows an *excellent* ability to understand and use the skills and knowledge needed for postsecondary readiness.

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



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

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

**Subject:** Recognition of PTA School of Excellence recipients

The National PTA School of Excellence is a recognition program that supports and celebrates partnerships between PTAs and schools to enrich the educational experience and overall well-being for all students. The program also reiterates the importance of a joint commitment between PTA and school leaders to work together to achieve PTA's National Standards for Family-School Partnerships.

Schools that exhibit improvement are honored as National PTA Schools of Excellence, a distinction that spans two years. The honorees from Kansas are:

From Shawnee Mission USD 512:

- Broken Arrow Elementary and Broken Arrow Elementary PTA
- Shawnee Mission North High School and Shawnee Mission North HS PTSA

Members of Kansas State PTA, honored schools and their local PTAs will be in attendance.



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

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

**Subject:** Information on family engagement strategies and resources

The Kansas Parent Information Resource Center (KPIRC) promotes meaningful family engagement at all levels of education and provides information and resources to help parents, educators and other organizations promote the educational success of every Kansas child.

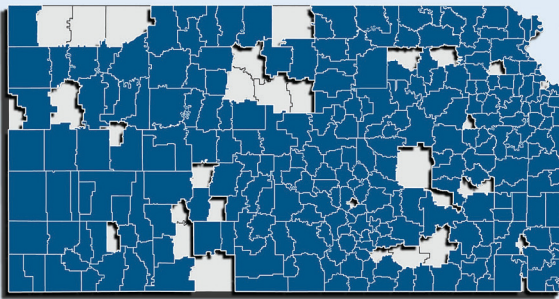
KPIRC Executive Director Jane Groff and Project Coordinator Tamara Huff will share updates with the State Board on current strategies used to support districts and schools in their efforts to engage families in their children’s learning. These updates include the support of family engagement within the five Kansas State Board of Education outcomes, as well as the connection to accreditation, Multi-Tiered Systems of Support, school mental health, and diversity/equity/inclusion.

The **Kansas State Department of Education** and the **Kansas Parent Information Resource Center (KPIRC)** support meaningful family engagement at all levels of education to promote the success of each Kansas child/youth. KPIRC partners with several TASN projects (e.g., Kansas Learning Network, Kansas MTSS and Alignment, and the School Mental Health Initiative) to infuse family engagement strategies into statewide professional development. Staff collaborate at state and local levels to incorporate family engagement into policies for accreditation (KESA); School Redesign; and the five State Board outcomes of Kindergarten Readiness, Graduation Rates, Postsecondary Success, Individual Plans of Study, and Social-Emotional Growth.

**EDUCATORS EXPANDED SKILLS**

In the 2020–2021 school year, KPIRC provided training, coaching, and/or resources to educators across 177 buildings in 88 Kansas school districts, including supporting educators participating in the Kansas Can School Redesign Project and those implementing a multi-tier system of supports. As a result of training and coaching, educators developed skills to engage families, self-assessed their family engagement practices, and reflected on their knowledge and confidence. Of the 81 training participants who provided feedback,

**256 DISTRICTS RECEIVED KPIRC SUPPORT OR RESOURCES IN THE PAST FIVE YEARS**



100% agreed that family engagement is critical to students' academic growth, and 99% reported that they could identify methods for sharing data with families on their children's progress.

In response to the needs of educators, administrators, and families, KPIRC collaborated with Families Together, Inc. and the Kansas State Department of Education to provide additional resources, including guides on Kindergarten in Kansas; Writing a Parent and Family Engagement Policy; Kansas Can: Engage All Families; Positive Childhood Experiences; and Remote Learning: Together We Can Do This. During the 2020–2021 school year, resources were accessed a total of 11,883 times with the **Engaging All Families Modules** series comprising 41% of the total usage. There are 10 modules in the series that provide guidance to educators in welcoming families, recognizing diversity, ongoing communication, preparing for open houses and conferences, sharing resources, encouraging involvement, acknowledging concerns, addressing frequently asked questions, and obtaining feedback.

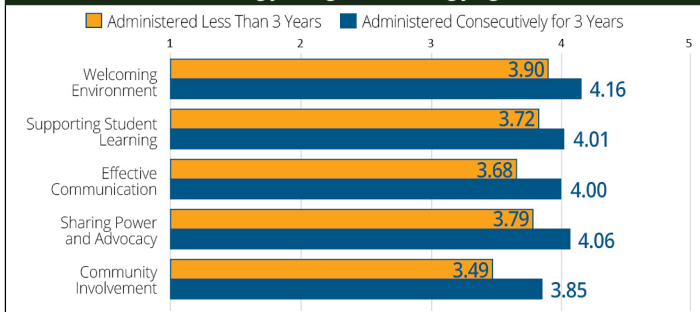
*"I learned the importance of being proactive in including parents in their child's learning experiences by encouraging them to be partners in the decision-making process."*  
— Training Participant

**Resource usage increased by 108%** from 2018–19 to 2020–21

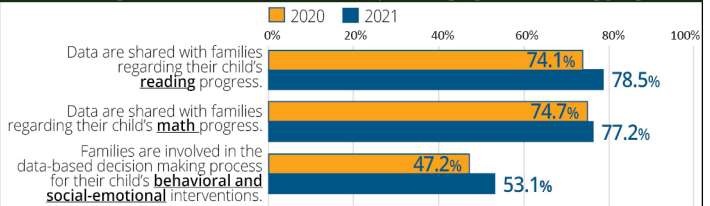
**SCHOOLS ENGAGED FAMILIES**

The 15-item **Family Engagement Survey** (Noonan, Gaumer Erickson, & Groff, 2015) was created in alignment with the PTA **National Standards for Family–School Partnerships** to help schools assess the degree to which they engage families in the education of their children. During the 2020–21 school year, parents or guardians contributed 8,183 survey responses, offering feedback on the family engagement practices of 126 buildings in 24 districts. Results are designed to pinpoint strengths and areas where schools can improve their family engagement practices. Districts that administered the survey for the past three consecutive school years reported higher degrees of family engagement across all five domains in 2021 than districts that disseminated the survey one or two of the past three school years.

**FAMILY ENGAGEMENT SURVEY 2021 DISTRICT AVERAGES**  
(1=Strongly Disagree, 5=Strongly Agree)



**IMPLEMENTATION RESULTS REGARDING FAMILY-SCHOOL PARTNERSHIPS**  
Percentage of Instructional Staff Responding Agree or Strongly Agree



Family engagement is an integral element of Kansas MTSS and Alignment. Instructional staff from 45 schools have completed the Inclusive MTSS Implementation Scale (Gaumer Erickson, Monroe, & Noonan, 2017) for each of the past two years, including 1,160 educators in 2019–20 and 1,600 educators in 2020–21. Data show that these educators are increasingly sharing progress data with families and engaging them in decision making, leading to strong partnerships that help ensure the success of each student.

**Any school or district can launch the Family Engagement Survey for FREE by visiting [www.DistrictTools.org](http://www.DistrictTools.org) and requesting access.**





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

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

**Subject:** Discussion on School Mental Health initiatives and outreach

The COVID-19 pandemic has exacerbated stressful classroom working conditions and made the need for social-emotional professional supports more pressing for educators. KNEA, in partnership with NEA, provides an Employee Assistance Program (EAP) to all KNEA members who are without an employer-funded EAP. Educators' social and emotional well-being directly impacts their day-to-day interaction with students on both social and instructional levels. Sherri Schwanz, KNEA President, will speak about KNEA's commitment to provide ongoing professional learning to address this need through varied formats.



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

**Item Title:** Kansans Can Highlight – Social-Emotional Growth

The Kansans Can Vision to lead the world in the success of each student centers on outcomes ranging from kindergarten readiness to high school graduation rates. The support of students' social-emotional growth is another key element in helping Kansas students be successful, both now and in their postsecondary plans.

Through the Kansans Can Star Recognition program, school districts locally measure progress toward the goal of each student developing the social, emotional and character competencies that promote learning and a positive school climate.

Two districts earning Silver Awards in this year's Star Recognition program are Baldwin City USD 348 and DeSoto USD 232. Representatives from both districts will describe for State Board members their initiatives and approaches to social-emotional growth as well as share examples of strong practices within their school communities.

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number: 15**

**Staff Initiating:**  
Doug Boline

**Deputy Commissioner:**  
Brad Neuenswander

**Commissioner:**  
Randy Watson

**Meeting Date: 12/14/2021**

---

**Item Title:**

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

**Recommended Motion:**

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

**Explanation of Situation Requiring Action:**

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

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

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

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



**Agenda Number:** 16

**Meeting Date:** 12/14/2021



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

**Item Title:** Update on History/Government/Social Studies assessments and standards

**From:** Nathan McAlister, Scott Smith

Staff from KSDE's Career Standards and Assessment Services team will provide an update on the History/Government/Social Studies assessments and standards. Specifically, the presentation will provide a very brief history of the classroom assessment as well as a close look at scoring rubrics, benchmarks and authentic exemplar projects from across the state.

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

**Agenda Number:** 17

**Meeting Date:** 12/14/2021



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

**Item Title:** Update on Legislative Interim Committees

**From:** Craig Neuenswander

Several legislative committees are scheduled to meet during the interim before the 2022 Legislative Session begins. KSDE staff will provide an update on committee discussions that impact K-12 education. Among these are the Special Committee on Kansas Mental Health Modernization and Reform, and the Special Committee on Education. A time for questions will follow.

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

**Agenda Number:** 18

**Meeting Date:** 12/14/2021



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

**Item Title:** Receive information on funding Communities in Schools

**From:** Craig Neuenswander

The Board previously elected to provide ESSER set-aside funds for programming that did not include Communities in Schools (CIS), based in part on CIS testimony to the Legislature that the funds would be used to build sustainability for the current programs. Recently, CIS provided information to KSDE staff about their focus this year on reengagement of students in an effort to address learning loss caused by the pandemic. KSDE staff will review this updated information for the Board's consideration.



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

**Item Title:** Personnel Report

**From:** Marisa Seele, Wendy Fritz

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<b>Total New Hires</b>	4	3	1	3	3							
Unclassified	3	3	1	3	3							
Unclassified Regular (leadership)	1	0	0	0	0							
<b>Total Separations</b>	2	3	6	4	3							
Classified	0	0	0	0	0							
Unclassified	2	3	5	4	3							
Unclassified Regular (leadership)	0	0	1	0	0							
<b>Recruiting (data on 1st day of month)</b>	2	9	7	6	3							
Unclassified	2	9	7	5	3							
Unclassified Regular (leadership)	0	0	0	1	0							

Total employees 242 as of pay period ending 11/13/2021. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number: 19 b.**

**Staff Initiating:**

**Director:**

**Commissioner:**

**Meeting Date: 12/14/2021**

Marisa Seele

Wendy Fritz

Randy Watson

**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:

Jessica Gomez to the position of Auditor on the Fiscal Auditing team, effective Nov. 1, 2021, at an annual salary of \$43,992. This position is funded by the School Food Service and State General fund.

Jessica Hess to the position of Education Program Consultant on the Special Education and Title Services team, effective Nov. 14, 2021, at an annual salary of \$56,118.40. This position is funded by the State General Fund and the IDEA Admin fund.

Trey Austin to the position of Application Developer on the Information Technology team, effective Nov. 16, 2021, at an annual salary of \$54,121.60. This position is funded by the Consolidated pool, Migrant Student Network, and IDEA fund.

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number: 19 c.**

**Staff Initiating:**

**Director:**

**Commissioner:**

**Meeting Date: 12/14/2021**

Shane Carter

Mischel Miller

Randy Watson

**Item Title:**

Act on recommendations for licensure waivers

**Recommended Motion:**

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

**Explanation of Situation Requiring Action:**

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

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

**Licensure Waivers**

**Item 19 c. Attachment**

<b>District</b>	<b>Dist Name</b>	<b>First</b>	<b>Last</b>	<b>Subject</b>	<b>Recomm.</b>
D0202	Turner-Kansas City	Kelsey	Mackeprang	Early Childhood/Pre-School	Approved
D0230	Spring Hill	Jennifer	House	High Incidence Special Education	Approved*
D0232	De Soto	Aimee	Oesterreich	Early Childhood Special Education	Approved
D0253	Emporia	Andrea	Jackson	High Incidence Special Education	Approved
D0383	Manhattan-Ogden	Kirkland	Babin	High Incidence Special Education	Approved
D0383	Manhattan-Ogden	Krysten	Beeton	High Incidence Special Education	Approved
D0383	Manhattan-Ogden	Tamara	Wildes	High Incidence Special Education	Approved**
D0409	Atchison Public Sch.	Melynda	Hanson	High Incidence Special Education	Approved**
D0501	Topeka Public Sch.	Jacob	Hardesty-Vickery	High Incidence Special Education	Approved
D0603	ANW Special Educ. Cooperative	Amanda	Crabtree	High Incidence Special Education	Approved**
D0603	ANW Special Educ. Cooperative	Janae	Palet	Early Childhood Special Education	Approved*
D0603	ANW Special Educ. Cooperative	Mecate	Thomas	Early Childhood Special Education	Approved
D0603	ANW Special Educ. Cooperative	Chelsea	Harper	High Incidence Special Education	Approved*
D0603	ANW Special Educ. Cooperative	Regena	Lance	High Incidence Special Education	Approved*
D0603	ANW Special Educ. Cooperative	Kiley	Allen	High Incidence Special Education	Approved
D0603	ANW Special Educ. Cooperative	Cody	Easley	High Incidence Special Education	Approved**
D0603	ANW Special Educ. Cooperative	Jacque	Ensminger	High Incidence Special Education	Approved
D0605	South Central KS Spec Ed Coop	Erin	Walter	High Incidence Special Education	Approved
D0605	South Central KS Spec Ed Coop	Elizabeth	Krehbiel	High Incidence Special Education	Approved
D0605	South Central KS Spec Ed Coop	Kelli	Ast	High Incidence Special Education	Approved*
D0605	South Central KS Spec Ed Coop	Michille	Gwennap	High Incidence Special Education	Approved
D0605	South Central KS Spec Ed Coop	Phillip	Sill	High Incidence Special Education	Approved*
D0605	South Central KS Spec Ed Coop	Diana	Albright	Gifted	Approved**
	*First Renewal			**Final Renewal	

Page 2					
D0605	South Central KS Spec Ed Coop	Tara	Durr	Gifted	Approved
D0605	South Central KS Spec Ed Coop	Jill	Nech	High Incidence Special Education	Approved
D0605	South Central KS Spec Ed Coop	Susan	Neifert	High Incidence Special Education	Approved*
D0607	Tri County Special Educ. Coop	Monica	Wallace	Low Incidence Special Education	Approved
D0608	Northeast KS Educ. Service Center	Alexis	Douglas	High Incidence Special Education	Approved
D0608	Northeast KS Educ. Service Center	Karen	Stevens	Early Childhood Special Education	Approved
D0608	Northeast KS Educ. Service Center	Rebecca	Fiedler	High Incidence Special Education	Approved**
D0608	Northeast KS Educ. Service Center	Alyssa	Rogers	High Incidence Special Education	Approved*
D0608	Northeast KS Educ. Service Center	Jessica	Wobus	High Incidence Special Education	Approved*
D0613	Southwest Kansas Area Coop	Lana	Hittle	Visual Impaired	Approved
D0728	Goddard Special Education Coop	Ashley	Garten	High Incidence Special Education	Approved**
D0729	Maize Special Education Coop	Brooklyn	Sipp	Low Incidence Special Education	Approved*
D0729	Maize Special Education Coop	Kimberly	Giesen	High Incidence Special Education	Approved*
S0604	School for Blind	Nicole	Drake	Visual Impaired	Approved
D0636	North Central KS Sp. Ed. Coop. Interlocal	Laura	Umberger	High Incidence Special Education	Approved
D0725	Cowley Co. Special Services Coop	Danelle	Curtis	High Incidence Special Education	Approved
D0725	Cowley Co. Special Services Coop	Maronda	Blankenship	High Incidence Special Education	Approved*
D0725	Cowley Co. Special Services Coop	Nira	Condon	High Incidence Special Education	Approved
D0725	Cowley Co. Special Services Coop	Rachel	Ghram	Visual Impaired	Approved*
D0725	Cowley Co. Special Services Coop	Brandi	Gibbs	Gifted	Approved*
D0725	Cowley Co. Special Services Coop	Cristine	Noland	Gifted	Approved
	*First Renewal			**Final Renewal	



Page 3					
D0725	Cowley Co. Special Services Coop	Gavin	Beach	Early Childhood Special Education	Approved
D0725	Cowley Co. Special Services Coop	Julie	Crowe	High Incidence Special Education	Approved**
	*First Renewal			**Final Renewal	

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:** 19 d.

**Staff Initiating:**  
Robyn Meinholdt

**Director:**  
Mischel Miller

**Commissioner:**  
Randy Watson

**Meeting Date:** 12/14/2021

**Item Title:**

Act on calendar year licenses for commercial driver training schools

**Recommended Motion:**

It is moved that the Kansas State Board of Education issue licenses to these recommended commercial Kansas driver training schools for the period Jan. 1 to Dec. 31, 2022:

Behind The Wheel Defensive Driving School, Wichita; Behind The Wheel, Inc., Overland Park; Bi-State Driving School, Inc., Overland Park; BuckleUp School LLC, Lawrence; Double Team Driving School, Overland Park; Drive Right School of Johnson County, Overland Park; Drive Right School of Wichita, Wichita; EcoDriver School, Lenexa; Freedom Driving School, Lenexa; Go Driving School Manhattan, Manhattan; Go Driving School, LLC., Lawrence; Historic Harley Davidson Riding Academy , Topeka; Horizon's Driving Academy, Salina; HyPlains Driving School of Garden City, Garden City; HyPlains Driving School, Inc., Dodge City; Inspire KC Foundation Driving School, Kansas City; Johnny Rowlands Driving School Metcalf, Overland Park; Johnny Rowlands Driving School West, Shawnee; Johnson County Community College, Overland Park; Kansas City Kansas Community College, Kansas City; KS International Drivers Ed (KIDE), Wichita; KS International Drivers Education of Dodge City, Dodge City; Legacy Driving School of Andover, Andover; Little Apple Driving School, Manhattan; McPherson Driving School, LLC, McPherson; Midwest Driving School, Lawrence; Motorcycle Rider Education, Wichita; Motorcycle Rider University, LLC, Bonner Springs; PAL Police Athletic League of KCK, Kansas City; Premier Driving School LLC, Newton; Premier Driving School of Derby, Derby; Premier Driving School of Dodge City, Dodge City; Premier Driving School of Hutchinson, Hutchinson; Premier Driving School of Wichita, Wichita; Rawhide Harley Davidson, Olathe; Royal Driving School, Salina; Schuetz Driving School, Olathe; Suburban Driving Academy, Kansas City; Topeka Driving School, Inc., Topeka; Twin City Driver Education, Overland Park; Twister City Motorcycles, Park City; Varsolona Driving School, Frontenac; Wichita Collegiate Comm Driving School, Wichita; Wichita Driving School East, LLC, Wichita; Wichita Driving School, Inc., Wichita; Yost Driving School, Wichita.

**Explanation of Situation Requiring Action:**

The Driver's Training School License Act (K.S.A. 8-273 et seq.) requires that any person, partnership, or corporation providing driving instruction to ten (10) or more persons per calendar year for the purpose of meeting requirements of licensed driving of motor vehicles in Kansas, must secure a license from the State Board of Education. If approved, the proposed commercial driver training schools will be able to provide driving instruction to each qualified enrollee. The Driver's Training School License Act (K.S.A. 8- 273 et seq.) was established in 1965. Each year the commercial schools must be audited by the Department of Education.

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:** 19 e.

**Staff Initiating:**  
Stacy Smith

**Director:**  
Scott Smith

**Commissioner:**  
Randy Watson

**Meeting Date:** 12/14/2021

---

**Item Title:**

Act on request to initiate contract bid process for Perkins V grant tracking application

**Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate a contract with Survey Monkey Apply for Perkins V grant tracking application in an amount not to exceed \$23,700 for the period of January 2022 - December 2024 with the option to purchase additional program applications at \$900 per year.

**Explanation of Situation Requiring Action:**

The web-based grant tracking solution will improve the Perkins V grant service for school districts. Enhanced grant management will result by increasing the agency's ability to directly and expediently disseminate and collect information, and monitor progress completion within the application for the 57 grant sub-recipients. This application will bring together several essential functions necessary for grant service to streamline efficiency for the agency and for USDs/Consortia.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 f.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 12/14/2021

Craig Neuenswander

Craig Neuenswander

Randy Watson

---

### Item Title:

Act on request from USD 233 Olathe, Johnson County, to hold a bond election

### Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 233 Olathe, Johnson County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

### Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 233 Olathe, Johnson 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 233 plans to use the bond proceeds (not to exceed **\$298,300,000**) as follows: **\$211.6 million** for growth and re-investment: aging facilities projects (over 1,500 identified) include repairing interior/exterior finishes, renovating existing schools, MS auditorium renovations, deferred maintenance (roof, HVAC, asphalt, lighting replacement), furniture replacement, convert existing service center to second transportation center, construction of new service center, land purchases, construct of career technical education spaces, replace Santa Fe Trail MS; **\$60.7 million** for technology: replace student and staff devices (5-7 years), fiber network maintenance, upgrade cybersecurity and digital classroom, replace wireless infrastructure; **\$17.8 million** for student experience: elementary playground upgrades (ADA), parking lot lighting (LED), athletic facility expansion (ex. baseball/softball), turf replacement; and **\$8.2 million** for safety: traffic/parking; keyless access controls, outdoor/indoor cameras, district/building radios.

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

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.

(continued)

6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.

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

<b>Unified School District 233 Olathe</b>	<b>County: Johnson</b>
---	------------------------

1. Current equalized assessed tangible valuation *	<u>\$3,096,116,457</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$433,456,304</u>	
4. State Aid Percentage	<u>0%</u>	21-22 St Aid %

\* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$467,740,413</u>	<u>15.1%</u>
6. Amount of bond indebtedness requested	<u>\$298,300,000</u>	<u>9.6%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$766,040,413</u>	<u>24.7%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$433,456,304</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$332,584,109</u>	<u>10.7%</u>

Forms Requested	
<input checked="" type="checkbox"/> 5-210-118 General Information <input checked="" type="checkbox"/> 5-210-106 Resolution <input checked="" type="checkbox"/> 5-210-108 Publication Notice <input checked="" type="checkbox"/> 5-210-110 Application <input checked="" type="checkbox"/> 5-210-114 Equalized Assessed Valuation	<input type="checkbox"/> Schematic floor plan of the proposed facilities <input checked="" type="checkbox"/> Map of the school district showing present facilities <input checked="" type="checkbox"/> Small map of the school district showing the adjoining school districts <input type="checkbox"/> Map of the school district showing proposed facilities

November 16, 2021  
Date

Dale Brungardt  
Director, School Finance

November 16, 2021  
Date

Craig Neuenswander  
Deputy Commissioner

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 g.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 12/14/2021

Craig Neuenswander

Craig Neuenswander

Randy Watson

---

### Item Title:

Act on request from USD 233 Olathe, Johnson 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 233 Olathe, Johnson County, to receive capital improvement (bond and interest) state aid as authorized by law.

### Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 233 Olathe, Johnson County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 99 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held on Nov. 19, 2021.

USD 233 plans to use the bond proceeds (not to exceed **\$298,300,000**) as follows: **\$211.6 million** for growth and re-investment: aging facilities projects (over 1,500 identified) include repairing interior/exterior finishes, renovating existing schools, MS auditorium renovations, deferred maintenance (roof, HVAC, asphalt, lighting replacement), furniture replacement, convert existing service center to second transportation center, construction of new service center, land purchases, construct of career technical education spaces, replace Santa Fe Trail MS; **\$60.7 million** for technology: replace student and staff devices (5-7 years), fiber network maintenance, upgrade cybersecurity and digital classroom, replace wireless infrastructure; **\$17.8 million** for student experience: elementary playground upgrades (ADA), parking lot lighting (LED), athletic facility expansion (ex. baseball/softball), turf replacement; and **\$8.2 million** for safety: traffic/parking; keyless access controls, outdoor/indoor cameras, district/building radios.

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

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.

(continued)

5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.



## Summary of Appeal to State Board of Education for Capital Improvement State Aid

<b>Unified School District 233 Olathe</b>	<b>County: Johnson</b>
---	------------------------

1. Current equalized assessed tangible valuation *	<u>\$3,096,116,457</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$433,456,304</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>\$467,740,413</u>	<u>15.1%</u>
6. Amount of bond indebtedness requested	<u>\$298,300,000</u>	<u>9.6%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$766,040,413</u>	<u>24.7%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$433,456,304</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$332,584,109</u>	<u>10.7%</u>

<b>Forms Requested</b>	
(X) 5-210-118 General Information	( ) 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	( ) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

November 16, 2021  
Date

Dale Brungardt  
Director, School Finance

November 16, 2021  
Date

Craig Neuenswander  
Deputy Commissioner

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:** 19 h.

**Staff Initiating:**  
Luanne Barron

**Director:**  
Luanne Barron

**Commissioner:**  
Randy Watson

**Meeting Date:** 12/14/2021

---

**Item Title:**

Authorize out-of-state tuition contract for student attending the Kansas School for the Deaf

**Recommended Motion:**

It is moved that the Kansas State Board of Education authorize an out-of-state tuition contract for the 2021-2022 school year for a student attending Kansas School for the Deaf.

**Explanation of Situation Requiring Action:**

In July, the Kansas State Board of Education authorized out-of-state tuition contracts for students who attend the Kansas School for the Deaf. An additional request has been submitted within this 2021-2022 school year. It is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas School for the Deaf (KSD) to enter into a contract for out-of-state tuition with the school district listed below.

KSD will receive tuition payments from:

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



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

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

## WEDNESDAY, DECEMBER 15, 2021 MEETING AGENDA

- |                |   |
|----------------|---|
| 9:00 a.m.      | 1. Call to Order - Chair Jim Porter   |
|                | 2. Roll Call  |
|                | 3. Approval of Agenda   |
| 9:05 a.m. (IO) | 4. Information on strengthening legislative collaboration   |
| 9:15 a.m. (IO) | 5. Information on Kansas Promise Scholarship program  |
| 9:25 a.m.      | 6. Chair Report and Requests for Future Agenda Items<br>(AI) a. Act on Board travel<br>b. Committee Reports<br>c. Board Attorney's Report<br>d. Requests for Future Agenda Items<br>e. Chair's Report, open discussion, possible action |
| 10:25 a.m.     | Break   |
| 10:40 a.m.     | 7. Report from Graduation Requirements Task Force sub-committees  |
| 11:30 a.m.     | Adjourn   |



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

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

**Subject:** Information on strengthening legislative collaboration

State Board of Education members will hear from Sen. Molly Baumgardner, Chair of the Senate Committee on Education.



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

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

**Subject:** Information on Kansas Promise Scholarship program

The Kansas Promise Scholarship was created during the 2021 Kansas Legislative Session to assist students attending Kansas community colleges, technical colleges, Washburn Institute of Technology and certain private postsecondary educational institutions, and enrolled in specified programs of study, generally in the fields of (1) information technology and security, (2) mental and physical health care, (3) advanced manufacturing and building trades, or (4) early childhood education and development.

Sen. Molly Baumgardner, Chair of the Senate Committee on Education, will explain more about the service scholarship program.



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

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

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

These updates will include:

- a. Act on Board Travel Requests
- b. Committee Reports
- c. Board Attorney's Report
- d. Requests for Future Agenda Items
- e. Chair's Report, open discussion, possible action

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



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

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

**Subject:** Report from Graduation Requirements Task Force sub-committees

At the June 2021 State Board of Education meeting, Commissioner of Education Dr. Randy Watson announced the establishment of a Graduation Requirements Task Force. The purpose of the Task Force is to examine current graduation requirements in Kansas and determine what changes, if any, need to occur in order to better meet the needs of students in the 21<sup>st</sup> century and reach the Board's vision to lead the world in the success of each student.

Dr. Watson charged the Task Force with considering high school graduation requirements through at least three different lenses:

- Additional courses or deletion of courses required for graduation (if any)
- Examination of competencies and multiple ways to show mastery of skill, which allow students to move at their own pace and time.
- Examination of any additional requirements to the high school diploma (e.g. value-added assets such as industry recognized certificate, college credits, etc.)

The Task Force consists of a broad membership to include these groups: State Board of Education, business/industry, curriculum directors, high school principals, counselors, teachers, KSHSAA, local boards of education, superintendents, special education and legislators.

Co-chairs are Jim McNiece, State Board of Education, and Jarred Fuhrman, Principal at Basehor-Linwood High School. Sub-committee chairs are Christie Meyer, Principal Eisenhower High School, Goddard; Ed Raines, Principal Washburn-Rural High School, and Kelly Nusser, Principal Lyons High School.

A report of activity and progress to date will be presented. Final recommendations will be brought to the State Board in May 2022.

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