



900 S.W. Jackson Street, Suite 600
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Janet Waugh District 1	Steve Roberts District 2	Michelle Dombrosky District 3	Ann E. Mah District 4	Jean Clifford District 5
Dr. Deena Horst District 6	Ben Jones District 7	Kathy Busch District 8	Jim Porter District 9	Jim McNiece District 10

TUESDAY, NOVEMBER 12, 2019 MEETING AGENDA

10:00 a.m.	1. Call to Order — Chairman Kathy Busch	
	2. Roll Call	
	3. Mission Statement, Moment of Silence and Pledge of Allegiance	
	4. Approval of Agenda	
	5. Approval of October Minutes	pg 5
10:05 a.m.	6. Commissioner's Report — Dr. Randy Watson	
10:30 a.m.	7. Citizens' Open Forum	pg 19
10:45 a.m. (IO)	8. Information on Educators Rising Kansas	pg 21
11:15 a.m.	Break	
11:25 a.m. (IO)	9. Recognition of National Finalists from Kansas for the Presidential Awards for Excellence in Mathematics and Science Teaching	pg 23
Noon	Lunch <i>(Board Policy Committee will meet in Conference Room 600 North)</i>	
1:30 p.m. (IO)	10. Kansans Can Highlight: USD 500 Students and their International Space Station Experiment	pg 25
2:00 p.m. (RI)	11. Receive E-Cigarette/Vaping Task Force policy recommendation	pg 27
2:45 p.m. (IO)	12. Review definition of Extraordinary Enrollment Growth	pg 29
3:00 p.m.	Break	
3:15 p.m. (AI)	13. Act on recommendations of the Professional Practices Commission	pg 31
3:25 p.m. (AI)	14. Act on recommendations of the Dyslexia Committee	pg 51

Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, KS 66612
References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only
Services: Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact Peggy Hill at 785-296-3203, at least seven business days prior to a State Board meeting.
Website: Electronic versions of the agenda and meeting materials are available at www.ksde.org/Board. Information on live media streaming the day of the meeting is also posted there.
Next Meeting: Dec. 10 and 11, 2019 in Topeka

Kansas leads the world in the success of each student.

4:05 p.m. (AI)	15. Consent Agenda	
	a. Receive monthly personnel report	pg 59
	b. Act on personnel appointments to unclassified positions	pg 61
	c. Act on recommendations for licensure waivers	pg 63
	d. Act on recommendations of the Evaluation Review Committee for higher education program approvals	pg 73
	e. Act on Education Flexibility Partnership (Ed-Flex) Waiver request from USD 407 Russell County	pg 85
	f. Act on request from USD 416 Louisburg to hold a bond election	pg 87
	g. Act on request from USD 416 Louisburg for capital improvement (bond and interest) state aid	pg 89
	h. Act to authorize initiation of Request for Proposal process to negotiate a contract for State Board Attorney legal services	pg 91
	i. Act on request to contract with Education Elements	pg 93
	j. Act on request to contract with recommended vendor resulting from the Request for Proposal process to provide Kansas state assessment services	pg 95
	k. Act on request to initiate contract bid process for providing state Advisor services for Kansas Business Professionals of America	pg 97
	l. Act on recommendations of the Licensure Review Committee	pg 99
4:15 p.m. (AI)	16. Act on Board Travel	pg 103
4:25 p.m.	17. Executive Session for the purpose of Attorney-Client privilege	pg 105
5:00 p.m.	18. Executive Session for the purpose of discussing personnel matters of non-elected personnel	pg 107
5:30 p.m.	RECESS	



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Jean Clifford
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Jim McNiece
District 10

WEDNESDAY, NOVEMBER 13, 2019 MEETING AND WORK SESSION AGENDA

Location:	Kansas Health Institute, 212 SW Eighth Ave., Topeka, KS		
9:00 a.m.	1. Call to Order		
	2. Roll Call		
	3. Approval of Agenda		
9:05 a.m. (IO)	4. Chairman's Report and Future Agenda Items		pg 111
	a. School Mental Health Advisory Council		
	b. Transition Work Group		pg 113
	c. Requests for Future Agenda Items		
9:30 a.m. (DI)	5. Discussion of State Board Legislative Agenda		pg 157
11:30 a.m. (IO)	6. Information from Kansas Health Institute leadership		pg 159
12:30 p.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

KANSAS STATE BOARD OF EDUCATION

Meeting Minutes

October 15, 2019

CALL TO ORDER

Chairman Kathy Busch called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, Oct. 15, 2019, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. She welcomed everyone in attendance and extended an invitation to stay for the afternoon reception marking the 50th anniversary of elected State Board leadership.

ROLL CALL

The following Board members were present:

Kathy Busch	Jim McNiece
Jean Clifford	Jim Porter
Michelle Dombrosky	Steve Roberts (afternoon arrival)
Deena Horst	Janet Waugh
Ben Jones	

Board member Ann Mah was absent; Steve Roberts arrived after lunch.

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

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

APPROVAL OF AMENDED AGENDA

Chairman Busch announced two changes to the Oct. 15 Consent Agenda: the postponement of Item 12 d. (initiate contract bid process for Kansas Business Professionals of America state advisor services) and the addition of 12 g. (act on updated list of evidence— and research-based reading programs for state aid reimbursement). Dr. Horst moved to approve the day's agenda as amended. Mrs. Waugh seconded. Motion carried 8-0, with Mrs. Mah and Mr. Roberts absent.

APPROVAL OF THE SEPTEMBER MEETING MINUTES

Mrs. Clifford moved to approve the minutes of the Sept. 10 and 11, 2019 regular Board meeting. Mr. Porter seconded. Motion carried 8-0. Next, Mr. Jones moved to approve the minutes of the Sept. 19, 2019 Special Meeting with the Kansas Board of Regents. Mr. McNiece seconded. Motion carried 8-0.

RECEIVE KANSAS STATE HIGH SCHOOL ACTIVITIES ASSOCIATION ANNUAL REPORT

Bill Faflick, Executive Director of the Kansas State High School Activities Association, presented the organization's annual report to the State Board, aided by KSHSAA staff members Cheryl Gleason and Rod Garman who shared highlights in both school activities and athletics. They addressed work to continually improve student safety and student leadership opportunities. Topics included in the report were the addition of girls' wrestling as a championship sport, a focus on emergency action plans, risk minimization and a summary of the year ahead. A time for questions and answers followed.

CITIZENS' OPEN FORUM

Chairman Busch declared the Citizens' Forum open at 10:43 a.m. Speakers and their topics were: Janet Stramel, Kansas Association of Teachers of Mathematics — support for Kansas mathematics standards over assessments; Shannon Krysl, Wichita USD 259 — importance of alternative licensure programs; Ashlie Jack, Wichita State University—Teacher Apprentice Program and other licensure pathways; Jenna Ginest, Wichita USD 259 — addressing teacher shortage and hard to fill positions,

10/15/2019
A.M. Session
(00:00:06)

MOTION
(00:03:32)

MOTIONS
(00:04:08)
(00:04:41)

(00:05:16)

(00:43:28)

particularly science; Idalia Shuman, KNEA — Educators Rising Kansas program and upcoming conferences; Stacey Bell, USD 450 Shawnee Heights — potential conflict between state vision and use of ACT as assessment; Bev Schottler, Kansas Independent College Association and KAPCOTE — impact of Dyslexia Committee recommendations on private college teacher education programs. In addition to open forum speakers, written public comment was received from Rep. Blake Carpenter — seeking a change of the term Emotional Disturbance within special education; and Leah Grim, USD 260 Derby — advocating to change the Special Education Eligibility Label Emotional Disturbance. Chairman Busch noted the written comments would be referred to the Special Education Advisory Council for a recommendation. She declared the Citizens’ Forum closed at 11:09 a.m.

BREAK

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

KANSAS SEAL OF BILITERACY UPDATE

(01:10:06)

The Kansas Seal of Biliteracy is a credential recorded on the transcript of any graduating student who has passed an approved assessment certifying the student’s proficiency in English and another world language. The State Board adopted the credential in 2016. Dr. Regina Peszat, world language consultant for the Kansas State Department of Education, shared statistics of growth over the past year and reported on updates to the biliteracy guidelines. In academic year 2018-19, there were 24 participating districts and 406 certificates awarded representing several additional languages, including American Sign Language.

COMMISSIONER’S ANNUAL REPORT AND KANSANS CAN VISION PROGRESS SUMMARY

(01:19:59)

Dr. Randy Watson provided his annual progress summary of the past year to the State Board. He shared a draft of the 2018-19 KSDE Annual Report titled “Discover.” Academic achievement stats will be delayed since statewide results were embargoed by ACT and SAT until the end of October. Dr. Watson stressed the need to think differently about the organization of schools which has traditionally been based on age, time and content. He reported on the current number of redesign schools as well as progress made on several of the state-level outcomes, particularly kindergarten readiness, individual plans of study, high school graduation and postsecondary completion.

LUNCH

Chairman Busch recessed the meeting at 12:04 p.m. Mr. Roberts arrived after the lunch break.

RECEIVE RECOMMENDATIONS FROM DYSLEXIA COMMITTEE

P.M. SESSION
(01:54:49)

Chairman Busch reconvened the meeting at 1:30 p.m. and welcomed KSDE elementary education program consultant Cynthia Hadicke, chair of the Dyslexia Committee. Several committee members were in the audience. She outlined the committee’s conclusions and recommendations which fell into the categories of pre-service education, professional learning, screening and evaluation process, and evidence-based reading practices. She also talked about early intervention, structured literacy, the definition of dyslexia, and recommendation for a state dyslexia coordinator. Board members asked questions about impact to licensure, resources for the field, trainings, screening practices, standards and capacity issues. Board action on the recommendations is anticipated at the November meeting.

UPDATE ON TEACHER VACANCY AND SUPPLY; HIGHLIGHTS OF LICENSED PERSONNEL REPORT

(02:45:00)

Presenters from the department of Teacher Licensure and Accreditation were Susan Helbert, Assistant Director, and Shane Carter, Data Systems Coordinator. They informed members about year two of two pilots for a Limited Apprentice License (High Incidence Special Education and Elementary Education) as new sources to fill vacancies. They reported on improvements to data collection system and communication with school districts, assignment vacancies and hard to fill subject areas, entrance and exit data from the Licensed Personnel Report, and the positive impact of mentoring on teacher retention. They also mentioned continued work of the Teacher Vacancy and Supply Committee.

ACTION ON CONSENT AGENDA

Mr. Porter moved to approve the Consent Agenda as amended, including the postponement of 12 d. (initiate contract bid process for Kansas Business Professionals of America state advisor services) and the addition of 12 g. (act on updated list of evidence– and research-based reading programs for state aid reimbursement). Mr. McNiece seconded. Motion carried 8-0-1 with Mr. Roberts abstaining. In the Consent Agenda, the Board:

- received the monthly Personnel Report for September.
- accepted the following recommendations for licensure waivers valid for one school year:
 - Agriculture - extension on number of days under an emergency substitute license* -- Kathleen Oswald, USD 377. *Early Childhood Special Education* -- Danielle Johnson, USD 114; Shelby Peder- sen, Elizabeth Moore, USD 253; Denise Koelzer, Joan Donovan-Thomas, USD 372; Kyla Riddle, USD 453; Valerie Lamont, USD 491; Jessica Rinkes, USD 512; Bobbi Riggs, D0603; Shawnda Shafer, D0607; Kelsey Clemons, D0619; Sandra Howe, D0620; Felisha Bland, D0636; Tina Vitztum, D0708; Amanda Crouch, Michelle Burris, D0720. *Elementary Extension of Days Only* -- Hannah Hattabaugh, Rochelle Eslinger, USD 363; Shelby Miller, USD 497. *English as a Second Language* -- Elisabeth Vogel, USD 259. *English as a Second Language – Extension on number of days under an emergency substitute license* - Andrea Kemp, USD 385. *English Language Arts* -- Justin Freeman, USD 259. *General Social Studies – Extension on number of days under an emergency substitute license* - Stephen Abrams, USD 275. *Gifted* – Lindsey Burgess, USD 229; Cody Swartz, Rachel Hill, USD 259; Sarah Reynolds, USD 330; Jodi Schumacher, USD 382; Joshua Yoakam, USD 469; Kristina Bubna, USD 497; Rosanne Lawler, USD 512; Kimberly Kasson, D0636; Robert Bovaird, Linda Meinig, D0720. *High Incidence Special Education* – Mersadee Lofts, USD 114; Julie Lueger, Kate- lyn Lohmann, USD 115; Allison Wilkins, Chelsea Parsons, Deborah Kreie, Kara Delauretis, Lisa Schultz, Sheila Fowler, USD 200; Ashley Pieper, Courtnie Adam, USD 202; Shamaila Mantara, Christina Sollars, USD 229; Brent Fales, Bridget Costello, Morgan Kerfes, Shelly Stringer, USD 230; James Gadwood, Kayla Ayer, USD 232; Arijana Cook, Kenneth Gully, Shaun Bouley, Brett Reichert, Courtney Metzen, Scott Starr, USD 253; Robert Tinker, Bradley Olson, Joanne Fluker, Kirk Merwin, Nathaniel Ames, Sonnya Adams, Amber Johnson, Chelle Fraley, Claire Valadez, Jessica Holdt, Kaitlyn Bumgarner, Kelsey Jones, Marsha Geer, Shelley Louthan, Whitney Steele, Danielle Higgins, USD 259; Deborah Stoughton, Derek Racette, Heather Hirt, USD 308; Diane Breiner, Margaret Strait, Michelle Stuhlsatz, Victoria Mulderrig, USD 320; Kasi Kraus, USD 330; Jessica Bienhoff, USD 336; Sara Corbin, USD 372; Kristin Buessing, Shanda Montgomery, USD 383; Gustaf Lindstrom, Melynda Hanson, Taylor Walker, USD 409; Suzanne Martell, USD 437; Nicole Lance, Robert Arnold, Amber Lovejoy, Lauren Ingram, USD 453; Angela Seyferth, Teri Beaver, Dawn Graham, Kristine Carr, USD 457; George Shannon, Tiffany Simmons, USD 469; Jennifer Mick, Kasey Lane, USD 495; Hayleigh Howe, Sommer Brecheisen, Angela Mathews, Erin Weinmaster, USD 497; Katherine Marx, Amy Wright, Leah Chaska, Brianna Boyce, Lukas Rampy, Holli Oberheu, Lauren Gensler, Quintin Dougherty, Shannon Johnson, Suzanne Snell, Jonathan Riley, USD 512; Amy Welch, Keitha Dodson, Marci Henderson, Michelle Clouch, D0603; Sherry Woods, Lisa Meise, Rachel Gutschenritter, Shandi Kepley, Kyle Groff, Sarah Thompson, D0607; Tabatha Johnson, D0616; Ann Schrick, Kaitlyn Frese, D0617; Hannah Hemberger, Tyler Lampert, Jennie Willard, D0619; Amy Crawford, Ryann Vobach, Amber Booton, D0620; Gina Peak, John Lambert, Randa Linner, D0636; Elaina Lawson, Jesse Blake, Kevin Nelson, Russell Swisher, Debra Lopez, Garrett Wilson, Kip Whiteley, Lindsay Lloyd, Sarah Braun, Shaunya Timmons, Samantha Hestand, D0637; Traci McDonald, Sharon Huband, D0702; Alice James, Amber Prochaska, Angela Kreutzer, Jack Garcia, Rebecca Kuehl, D0708; Kandie Lowe, Melissa Wheeler, Jessea Chapman, Beth Palmer, Megan Russell, Rebecca Fink, D0720; Hazel Davidson, Kara Standridge, Laurie Jacklovich, Erin Walton, Sonya Owings, Z0032. *High Incidence Special Education – Extension on number of days under an emergency substitute license* -- Adam Moore, USD 453; Kelly Staples, USD 464; Brandi

MOTION
(03:23:02)

Green, USD 497. *Library Media Specialist* – Aimee Burman, USD 230; Christina Kindle, Julia Duggin, USD 259. *Low Incidence Special Education* – Catherine Hutchens, USD 207; Cecelia Carr, Hallie Patton, Abbie Doerhoff, Katrina Hachinsky, Hannah Wurth, USD 229; Kendra Walsh, USD 230; Zachery McFall, USD 232; Erin Simon, Erin Murray, Christopher Brown, USD 259; Sarah Rhodes, Victoria Gellott, USD 383; Hannah Harrity, USD 453; Madison Workman, USD 469; Elisabeth Barber, Rachel Kirby, Ashlee Spaits, USD 512; Lisa Jackson, D0607; Karrieanne Murdock, D0619; Kayla Driskill, D0708. *Music – Extension on number of days under an emergency substitute license* - Stephanie Nesseth, USD 450. *Social Studies Middle Level - Extension on number of days under an emergency substitute license* - Roberta Freeman, USD 450. *Visual Impaired* - Lisa Bohlen, USD 308; Codie Berntsen, D0619; Daniel Kelly, D0708.

- approved renewal of a Visiting Scholar license for the 2019-20 school year to Eric Kolkmeier, Kansas City USD 500.
- authorized increased state aid for the Mental Health Intervention grant for the 2019-20 school year for USD 329 Wabaunsee from \$32,100 to \$37,350 and for their Community Mental Health Center from \$10,700 to \$12,450.
- approved the updated list of evidence- or research-based reading programs eligible for state aid reimbursement as required by law, and approved the updated list of evidence-based best practices for at-risk program and instruction of students receiving at-risk program services as required by K.S.A. 72-5153.

authorized the Commissioner of Education to negotiate and

- enter into a contract with the recommended vendor resulting from the bidding process required by the Department of Administration and Division of Purchasing for the purpose of management and facilitation of the Kansas Technical Advisory Committee for state assessments, with a contract amount not to exceed \$666,975 through June 30, 2022.

HISTORY OF EDUCATION IN KANSAS

(03:23:53)

Education Program Consultant Don Gifford highlighted changes in Kansas education over the past century in recognition of the 50th anniversary of the first elected Kansas State Board of Education. He spoke about the origins of the Kansas State Board of Education, described what early schools were like and shared a partial timeline of changes.

RECESS AND POST-MEETING 50TH RECEPTION

RECESS

Chairman Busch recessed the meeting at 3:15 p.m. in order for the Board to host a 50th anniversary reception marking the constitutional decision to provide for an elected Kansas State Board of Education. The first 10-member Board took office in 1969. Commissioner Watson welcomed guests and then Lt. Governor Lynn Rogers gave congratulatory remarks. Chairman Busch and Vice Chair Waugh introduced current members as well as former State Board members in attendance. Guests included Joseph Steineger Jr. of Kansas City. He served as the Board's first vice chair in 1969.

Kathy Busch, Chairman

Peggy Hill, Secretary

KANSAS STATE BOARD OF EDUCATION

Meeting Minutes

October 16, 2019

CALL TO ORDER

Chairman Kathy Busch called the Wednesday meeting of the State Board of Education to order at 9 a.m. on Oct. 16, 2019, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas.

10/16/2019
(00:00:14)

ROLL CALL

The following Board members were present:

Kathy Busch	Jim McNiece
Michelle Dombrosky	Jim Porter
Deena Horst	Steve Roberts
Ben Jones	Janet Waugh

Ann Mah and Jean Clifford were absent. Mrs. Clifford participated by phone for a brief time.

APPROVAL OF AMENDED AGENDA

Chairman Busch announced that the order of presentations would be rearranged to accommodate schedules. Item 6 (feedback report from Dr. Watson would be first, followed by the Vaping Update and then Anti-Bullying Awareness Week). Mrs. Dombrosky moved to approve the Wednesday agenda as amended. Mr. McNiece seconded. Motion carried 8-0.

MOTION
(00:01:30)

RECEIVE FEEDBACK REPORT ON PROPOSED USE OF ACT AND ACT WORKKEYS AS HIGH SCHOOL STATE ASSESSMENT

At the August State Board meeting, Commissioner Watson announced the opportunity to use the ACT exam, and its counterpart ACT WorkKeys, as the Kansas state assessment for high school. The Board directed him to gather feedback from superintendents, curriculum leaders, special education directors and others about this possibility. Dr. Watson reported on the input received and recommended keeping the current high school state assessments with no changes for school year 2020-21. The Board will continue to study the impact of having free access to both Pre-ACT and ACT, then review the information again in 2021. There was a consensus to have more discussions and affirm the Commissioner's recommendation. Dr. Watson also commented on changes occurring to ACT and a comparison of the Kansas Assessment Program to ACT college readiness benchmarks. Board member questions included purpose of WorkKeys, ESSA accountability requirements, and concerns about "test prep" and "over testing."

(00:02:40)

E-CIGARETTE/VAPING TASK FORCE UPDATE AND POLICY DISCUSSION

Several members of the E-Cigarette/Vaping Task Force led discussions on a Tobacco 21 draft model policy, which prompted questions about restricted use and enforcement authority for visitors to school grounds. The draft proposal is to serve as a best practice policy and a cornerstone for preventing early addiction and premature death by prohibiting all tobacco sales to individuals under age 21. This would include electronic nicotine delivery devices associated with vaping. There were comments about targeted marketing restrictions and options to ban fruit flavors of products. Representatives from the American Lung Association and American Academy of Pediatrics presented information on programming to aid with cessation, cases of heightened addiction levels in youth and pending research on long-term damage.

(00:56:59)

Board members took a break at 11:17 a.m.

BREAK

(02:16:25)

RECOGNITION OF ANTI-BULLYING AWARENESS WEEK IN KANSAS

Education Program Consultant Kent Reed presented information regarding National Bullying Prevention Month and Anti-Bullying Awareness Week in Kansas. He shared an update from the Blue Ribbon Task Force on Bullying (goals, objectives, workgroups), evidence through the Kansas Communities That Care Survey of a correlation between bullying and youth suicide thoughts, plans and attempts.

(03:11:08)

CHAIRMAN'S REPORT AND FUTURE AGENDA ITEMS

NASBE Delegate Assembly—Dr. Horst commented on the upcoming conference of the National Association of State Boards of Education and selection of area directors. Mr. Porter reported on plans for a Nov. 13 retreat to discuss legislative topics and a Nov. 14 meeting with other education advocates to review the Board's legislative agenda. He also gave an update on the Governor's Education Council subcommittee. Mr. McNiece summarized the Board's recent western Kansas tour and forums.

Board Attorney Report — None this month.

Chairman Busch mentioned two recent sessions centered on early childhood held in Wichita, KSDE's annual conference Oct. 28-30, the Nov. 23 Kansas Teacher of the Year state banquet, an overview of the Nov. 12 and 13 Board meeting and retreat, and distribution of annual evaluation forms.

Appointments — Chairman Busch named herself and Jean Clifford to represent the Board on the re-established State Board/Kansas Board of Regents Coordinating Council. Mrs. Busch also appointed Jim McNiece to serve as the State Board representative, an ex-officio member, of the Statewide Broadband Expansion Planning Task Force.

Requests for Future Agenda Items —

- Overview of Kansas Communities That Care Survey (Mrs. Waugh)
- KESA update and report from Accreditation Review Council (Mr. McNiece)
- Discussion on high school graduation requirements based on the Kansans Can Vision and absence of qualified admissions (Mr. McNiece)
- Discussion on alternatives to the current school schedule/day (Mr. Porter)

MOTION
(03:02:39)

BOARD MEMBER TRAVEL

Board members had the opportunity to make changes to the travel requests for approval. Mr. Porter moved to approve the travel requests and updates. Mr. Jones seconded. Motion carried 8-0.

MOTION
(03:02:54)

EXECUTIVE SESSION

Mrs. Waugh moved to recess into Executive Session to discuss the subject of legal matters with legal counsel, which is justified pursuant to the exception for matters, which would be deemed privileged in the Attorney-Client relationship under KOMA, in order to protect the privilege and the Board's communications with an attorney on legal matters. The session would begin at 12:20 p.m. for 30 minutes and the open meeting would resume in the Board Room at 12:50 p.m. Board Attorney Mark Ferguson, Commissioner Watson and Dr. Brad Neuenswander were invited to join the session. Mr. Porter seconded. Motion carried 8-0.

ADJOURN

The open meeting resumed at 12:50 p.m. and was immediately adjourned. The next meeting will be Nov. 12 and 13, 2019 in Topeka.

Kathy Busch, Chairman

Peggy Hill, Secretary

KANSAS STATE BOARD OF EDUCATION

Special Meeting Minutes September 19, 2019

CALL TO ORDER

At its regular monthly meeting, the Kansas Board of Regents hosted the Kansas State Board of Education to discuss education topics of mutual interest and to strengthen the K-12—Higher Education continuum. The meeting occurred Thursday, Sept. 19, 2019 in the Regents Board Room, 1000 Jackson, Topeka, Kansas. Regents Chair Shane Bangerter called the meeting to order at 10 a.m.

ROLL CALL

The following State Board of Education members were present:

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

Member Michelle Dombrosky was absent.

RECEIVE UPDATE ON KANSAS STATE BOARD OF EDUCATION'S KANSANS CAN VISION

After introductions, Commissioner of Education Dr. Randy Watson described how the State Board developed its Kansans Can vision to lead the world in the success of each student. He reviewed elements of a successful high school graduate as defined by the Board as well as the outcomes that support student achievement. He talked about tracking postsecondary progress and students' transition after high school.

RECEIVE UPDATE ON NEW HIGHER EDUCATION SYSTEM STRATEGIC PLAN

Dr. Blake Flanders, President and CEO for the Kansas Board of Regents, provided information about the higher education system strategic plan. He focused on two pillars: family and business. These incorporate the areas of affordability and access, as well as developing current talent to increase economic prosperity in the state.

OPEN DISCUSSION

Members of both boards discussed strategies to improve postsecondary effectiveness. Conversation centered on benefits of the student-driven Individual Plan of Study (IPS) process and early career exploration before students incur college debt. Affordability and access could be viewed as barriers, especially for first generation students or those with limited financial support regardless of demographics. Concurrent enrollment and considerations for funding initial college courses were identified as pivotal for encouraging students to attain higher education. Suggestions from one course (i.e. English 101) to 15 credit hours were discussed. State Board Chair Kathy Busch proposed reinstating the former Education Coordinating Council with representatives from both boards and business/industry to meet on a regular basis to dig deeper into common solutions.

The meeting adjourned at 12:05 p.m.

Kathy Busch, Chairman

Peggy Hill, Secretary

KANSAS STATE BOARD OF EDUCATION**Meeting Minutes
September 10, 2019****CALL TO ORDER**

Chairman Kathy Busch called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, Sept. 10, 2019, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. She welcomed everyone in attendance, including student teachers from Baker University accompanied by Dr. Merrie Skaggs.

9/10/2019
A.M. Session
(00:00:06)

ROLL CALL

All Board members were present:

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

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

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

APPROVAL OF AGENDA

Mr. McNiece moved to approve the day's agenda. Dr. Horst seconded. Motion carried 9-0-1 with Mr. Roberts abstaining.

MOTION
(00:04:58)

APPROVAL OF THE AUGUST MEETING MINUTES

Mr. Porter moved to approve the minutes of the August Board meeting. Mrs. Clifford seconded. Motion carried 10-0.

MOTION
(00:05:34)

COMMISSIONER'S REPORT

Dr. Randy Watson began his monthly report to the Board with a reminder that student success is not narrowly defined because it is not based on a single measure. He mentioned discussions among the Kansas Board of Regents concerning possible changes to qualified admissions for Kansas residents. Potential changes could impact accreditation for school districts and graduation requirements. Dr. Watson spent the remainder of the time outlining elements of the STAR Recognition program that brings together State Board goals in one recognition system for school districts. He reviewed each category of merit, reflecting on criteria for qualitative and quantitative measures to be considered for recognition selection. He then answered questions.

(00:05:48)

CITIZENS' OPEN FORUM

Chairman Busch declared the Citizens' Forum open at 10:42 a.m. There were no speakers for open forum this month.

PREVIEW OF KSDE ANNUAL CONFERENCE "KANSANS CAN IGNITE"

The Kansas State Department of Education's 30th annual conference is scheduled for Oct. 28-30 in Wichita. This year's theme is "Kansans Can Ignite." KSDE's Mark Thompson previewed highlights of the conference, which will bring together approximately 1,100 practitioners from around the state to learn from the redesign schools through panel discussions and breakout sessions. Mr. Thompson

(00:43:41)

mentioned organizational changes to the format, such as more roundtable discussions and length of sessions. He also named the conference's keynote speakers.

BREAK

Board members took a break until 11 a.m.

OVERVIEW OF THE 2019 KANSAS EARLY CHILDHOOD NEEDS ASSESSMENT

(00:52:36)

A federal planning grant has allowed Kansas to engage in a collaborative effort to shape the state's future direction for early childhood. Multiple agencies are involved in the one-year planning grant. Amanda Petersen, KSDE Director of Early Childhood, and Melissa Rooker, Executive Director of the Kansas Children's Cabinet and Trust Fund, reported on the information-gathering phase of this work. Among the activities were to review existing needs assessment reports, conduct more than 50 community engagement sessions, collect stories and facilitate workshops. As a result, several key universal themes or trends were identified. Together, the presenters described key findings and next steps. They also shared information on upcoming events — Oct. 7 Governor's Symposium on Early Childhood and Oct. 8 Legislative Early Learning Caucus. Board members followed with comments or questions, ranging from cost of quality preschool to alignment of services.

LUNCH

Chairman Busch recessed the meeting for lunch at 12:10 p.m. The Board's Policy Committee met during the break.

UPDATE FROM E-CIGARETTE/VAPING TASK FORCE AND ACTION

P.M. SESSION
(02:02:49)

The afternoon session reconvened at 1:30 p.m. Education Program Consultant Mark Thompson, who helps coordinate the E-Cigarette/Vaping Task Force, and Task Force member Jordan Roberts from the Kansas Department of Health and Environment, displayed updated Tobacco-Free School signage declaring that smoking, vaping and dipping are not allowed on school grounds. News of recent events was also shared: a) action by Goddard USD 265 authorizing litigation against manufacturers, distributors and sellers of electronic cigarettes and vaping products, b) KDHE's public announcement of the first death in Kansas associated with a vaping-related lung disease. Presenters also covered proposed Tobacco 21 legislation and professional development trainings offered to schools. Board member discussion included cessation assistance for students, partnering to distribute information, and opportunities to take proactive measures.

MOTIONS

(02:35:17)
(02:35:50)

Mr. Porter moved to suspend Board practice to allow for a vote this month on a receive item. Mr. Jones seconded. Motion carried 10-0. Dr. Horst moved to approve Tobacco-Free School signage as presented. Mr. McNiece seconded. Motion carried 10-0.

SCHOOL MENTAL HEALTH UPDATE

(02:37:58)

Leadership from the Mental Health Intervention Team Pilot reported on year two of this grant program, which has experienced an increase in the number of school districts and community mental health centers participating. KSDE Education Program Consultant Myron Melton briefed members on the TASN School Mental Health Initiative and year two of School Mental Health Professional Development and Coaching system activities. Topics included recognizing child sexual abuse and updating the mandated reporting module. Mr. Melton also provided information on School Mental Health Advisory Council recommendations, particularly the Jason Flatt Act and development of a Suicide Prevention and Response toolkit. He concluded by describing collaborative work of multiple state agencies to meet the mental health needs of students.

BREAK

There was a break from 2:45 to 3 p.m.

ACTION ON NEW APPOINTMENT TO THE PROFESSIONAL PRACTICES COMMISSION

Mrs. Mah moved to appoint Caroline Spaulding to complete a full term on the Professional Practices Commission representing a public school teacher, effective Sept. 10, 2019 through June 30, 2022. Mr. Porter seconded. Motion carried 10-0. Ms. Spaulding is a special education teacher in Auburn Washburn USD 437.

MOTION
(03:18:11)

ACTION ON CONSENT AGENDA

Mrs. Waugh moved to approve the Consent Agenda as presented. Mr. Jones seconded. Motion carried 9-1 with Mr. Roberts in opposition. In the Consent Agenda, the Board:

MOTION
(03:22:32)

- received the monthly Personnel Report for August.
- confirmed the unclassified personnel appointments of Alisa Cecchini as Auditor on the Fiscal Auditing team, effective Aug. 11, 2019, at an annual salary of \$43,992; Paula Smith as Public Service Executive on the Teacher Licensure and Accreditation team, effective Aug. 19, 2019, at an annual salary of \$47,985.60; Nancy Allen as Auditor on the Fiscal Auditing team, effective Aug. 26, 2019, at an annual salary of \$60,008; Trevor Huffman as Administrative Assistant on the Special Education and Title Services team, effective Aug. 26, 2019, at an annual salary of \$29,161.60; Hayley Steinlage as Education Research Analyst Senior on the Career, Standards and Assessment Services team, effective Aug. 26, 2019, at an annual salary of \$73,184.80.
- approved issuance of Visiting Scholar licenses for the 2019-20 school year to Neal Bailey, Dodge City USD 443; Ronald Hale, Stanton County USD 452; Jerry Simmons, Haviland USD 474.
- accepted recommendations of the Licensure Review Committee: *Approved cases* — 3279, 3280, 3281, 3283, 3285.
- approved, with modifications, the in-service education plans for USD 268 Cheney, USD 313 Buhler, USD 340 Jefferson West, USD 341 Oskaloosa, USD 359 Argonia, USD 401 Chase-Raymond, USD 448 Inman, USD 490 El Dorado, USD 500 Kansas City, USD 509 South Haven.
- authorized the following districts to hold elections on the question of issuing bonds in excess of the district's general bond debt limitation: USD 444 Little River, USD 381 Spearville.
- authorized the following districts to receive capital improvement (bond and interest) state aid as authorized by law: USD 444 Little River, USD 381 Spearville.
- approved the 2019-2020 Kansas Volunteer Generation Fund sub-grantees as recommended by the Kansas Volunteer Commission for the following award amounts: Barton County College \$14,637.65; CASA of Johnson and Wyandotte counties \$15,000; Flint Hills Volunteer Center \$15,000; Kansas Humane Society \$14,959.07; Sunflower CASA Project Inc. \$14,965.18; United Way of Franklin County Association \$15,000; Wichita Habitat for Humanity \$14,000.

authorized the Commissioner of Education to negotiate and

- enter into a contract with the recommended vendor resulting from the bidding process required by the Department of Administration and Division of Purchasing for the purpose of management and facilitation of the Kansas Technical Advisory Committee, with a contract amount not to exceed \$300,000 through June 30, 2020.

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

Licensure cases brought forth by the Professional Practices Commission were divided into four categories. Each category was voted on separately. KSDE General Counsel Scott Gordon spoke on behalf of the PPC to describe the cases and recommendations for State Board action. Dr. Horst moved to grant the licenses requested by individuals in cases 19-PPC-24, 19-PPC-25 and 19-PPC-26. Mrs. Mah seconded. Motion carried 10-0.

MOTION
(03:25:44)

MOTIONS

(03:27:16)
(03:28:42)
(03:30:30)

Mr. Jones moved to issue a Professional Teaching License, with public censure, to the individual in case 19-PPC-22. Mrs. Dombrosky seconded. Motion carried 9-1 with Mr. Roberts in opposition. Next, Mrs. Mah moved to deny the application for an Emergency Substitute Teaching license to the individual in case 19-PPC-28. Mr. Roberts seconded. Motion carried 10-0. Lastly, Mr. Jones moved to revoke the licenses of individuals in cases 19-PPC-20 and 19-PPC-21. Dr. Horst seconded. Motion carried 10-0.

KANSANS CAN HIGHLIGHT: WICHITA'S SUPPORT FOR YOUTH EMPLOYMENT PROGRAM AND STUDENT INTERNSHIPS

(03:31:32)

The Wichita community, in conjunction with business/industry/educational institutions and the Workforce Alliance of South Central Kansas, provides employment preparation opportunities for students. Keith Lawing, CEO of the WorkForce Alliance, described various youth employment strategic partnerships and emphasized the community collaboration involved to help students gain work experience and practical employment skills. The internship program at Textron Aviation was highlighted. Emelie Knobloch, K-12 program coordinator at Textron, explained that high school students work 20 hours a week for six weeks while learning about various phases of the industry in addition to participating in a community service day. Former Intern Lauren Howell talked about her experiences and is now working on her pilot's license. There was opportunity for questions and answers after the presentation.

RECESS

RECESS

Chairman Busch recessed the meeting at 4:20 p.m. until 9 a.m. on Wednesday in the Board Room.

Kathy Busch, Chairman

Peggy Hill, Secretary

KANSAS STATE BOARD OF EDUCATION**Meeting Minutes
September 11, 2019****CALL TO ORDER**

Chairman Kathy Busch called the Wednesday meeting of the State Board of Education to order at 9 a.m. on Sept. 11, 2019, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. She commented on the 9/11 remembrance and asked for a moment of silence in memory of those who were impacted by the terrorist attacks in the U.S. that day.

9/11/2019
(00:00:03)

ROLL CALL

All Board members were present:

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

APPROVAL OF AGENDA

Mrs. Waugh moved to approve the Wednesday agenda as presented. Mrs. Clifford seconded. Motion carried 9-0-1 with Mr. Roberts abstaining.

MOTION
(00:02:05)

STANDARDS/COMPETENCY-BASED INSTRUCTIONAL AND GRADING PRACTICES IN K-12 AND HIGHER EDUCATION

Education Program Consultant Melissa Fast talked about the school-university-state model of professional development that occurred this summer around grading practices. Kansas State University and the Kansas State Department of Education partnered to offer an online graduate course that examined the historical and philosophical perspectives of grading practices as well as the impact that policies and practices have on reporting of learning. Labeled "learning-oriented instructional and grading practices," the concept rethinks traditional grading practices for the purpose of more accurately reflecting students' progression of learning based on academic standards. Guest presenters were Dr. Julie Thiele, Kansas State University; Jolene Goodheart Peterson, Salina USD 305; Luke Henke, Columbus USD 493 and Christina O'Toole, Wichita USD 259. Each described their association with the concept. Questions and comments included the major shift in culture, possible challenges such as college admissions process, communication to the public, and compatibility to non-academic standards.

(00:02:26)

Board members took a break until 10:45 a.m.

BREAK

UPDATES FROM KANSAS SCHOOL FOR THE DEAF, KANSAS STATE SCHOOL FOR THE BLIND

Kansas School for the Deaf Superintendent Luanne Barron included these topics in her regular update to the Board: new vision and diversity statements, upcoming accreditation team visit, increase in program participation and KSD strategic plan. Next, Kansas State School for the Blind Superintendent Jon Harding reported on upcoming events including a vision symposium in Salina Nov. 8. He also covered the topics of student transition to work, a new campus wayfinding system to be installed this spring, parent engagement and creation of a new Viewbook. There was discussion about challenges to meet student needs on and off campus, and potential partnering with area workforce networks for student internships.

(01:36:30)

CHAIRMAN'S REPORT AND FUTURE AGENDA ITEMS

(02:34:24)

During committee reports, Mr. McNiece commented on the upcoming Board tour in western Kansas and the State Board's 50th anniversary reception. Mr. Porter gave the Legislative Liaison report by previewing topics for the Nov. 13 Board retreat, identifying those areas where the Board has direct responsibility and those where the Board has influence. He asked for suggestions of other topics in addition to the ones he presented.

BREAK

Board members took a break from 12:10 to 12:20 p.m.

Board Attorney Report — Mark Ferguson commented on changes to the Olathe USD 233 salary schedule that impact the School for the Deaf negotiated agreement, which follows the school district's agreement. He also mentioned a lawsuit in the Kansas Court of Appeals regarding claims of educational negligence.

Chairman Busch shared copies of The Journal, a magazine of the Kansas Learning Center. This particular issue featured articles about school redesign in Kansas. She announced reminders of upcoming events.

Requests for Future Agenda Items —

- Update on status of learning-oriented grading (Mrs. Busch)
- Legislative retreat topic additions: drug testing in schools (Mr. McNiece) and teacher licensure (Mrs. Mah)
- Math standards, separation by primary and secondary, and standards-referenced grading (Mr. Roberts)
- Merging of accreditation and school redesign (Mrs. Mah)

BOARD MEMBER TRAVEL

MOTION
(03:11:08)

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

ADJOURNMENT

ADJOURN

Chairman Busch adjourned the meeting at 12:35 p.m. The next meeting will be Oct. 15 and 16, 2019 in Topeka. Before the next regular meeting, Board members have been invited to participate in the Kansas Board of Regents' meeting Sept. 19. They will also tour schools in Liberal, Garden City and Dighton as a group Sept. 30-Oct. 2.

Kathy Busch, Chairman

Peggy Hill, Secretary



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

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

Subject: 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.



900 S.W. Jackson Street, Suite 102
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To: Kansas State Board of Education

Subject: Information on Educators Rising Kansas

The mission of Educators Rising is to cultivate highly skilled educators by guiding young people on a path to becoming accomplished teachers, beginning in high school and extending through college and into the profession. Educators Rising Kansas is a network of students, teachers and education leaders who are working together to recruit and prepare the next generation for careers in the teaching profession.

Cathy Mong from the Wichita public schools (USD 259) will share information on how Kansas schools are utilizing the Educators Rising Kansas student organization to identify and develop aspiring teachers while they are in high school and to support them on their journey exploring the path to great teaching. A summary of successes and challenges will be presented.



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To: Randy Watson
From: Denise Kahler
Subject: Recognition of the National Finalists from Kansas for the Presidential Awards for Excellence in Mathematics and Science Teaching

At its November meeting, the Kansas State Board of Education will have the opportunity to hear from the 2017 and 2018 National Finalists for the Presidential Awards for Excellence in Mathematics and Science Teaching. Each Kansas finalist received a \$10,000 unrestricted award from the National Science Foundation, as well as a week-long conference in Washington, D.C., where they had the opportunity to network with finalists from other states.

The 2017 recipients are Heidi Albin, a science teacher at Complete High School Maize, Maize USD 266, and Stephen Smith, who teaches technology at Allison Traditional Magnet Middle School, Wichita USD 259. The 2018 recipients are Monica Dreiling, a science teacher at Lincoln Elementary School, Hays USD 489, and Sarah Rand, who teaches mathematics at Central Heights Elementary School, Central Heights USD 288.

They will be sharing some of the innovative programs they use in mathematics, technology and science instruction to foster student achievement. They will be available to respond to questions from the Board following the presentation.

(Note: The Presidential Awards for Excellence in Mathematics and Science Teaching national finalists are announced by the White House. This process is now currently one year behind schedule.)



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District 3

Ann E. Mah
District 4

Jean Clifford
District 5

Dr. Deena Horst
District 6

Ben Jones
District 7

Kathy Busch
District 8

Jim Porter
District 9

Jim McNiece
District 10

To: Kansas State Board of Education

Subject: Kansans Can Highlight: USD 500 Students and their International Space Station Experiment

The Kansans Can vision is to lead the world in the success of each student. Four students from the former Coronado Middle School in Kansas City, Kansas (USD 500) had the unique opportunity to send their science experiment to the International Space Station (ISS) for six weeks. Only 32 science experiments from the United States, Canada, South America, the United Kingdom and India were chosen by the National Center for Earth and Space Science Education to be on the Mission 13 Flight to the ISS.

Under the guidance of science teacher Erin Morley Henry, the students' experiment focused on the growth of mint in microgravity. They wanted to determine the best method for growing mint leaves in space with different gravity and much less sunlight. State Board members will hear about their learning experience during the November meeting.



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www.ksde.org

To: Randy Watson
From: Mark Thompson
Subject: Receive E-Cigarette/Vaping Task Force policy recommendation

The E-Cigarette/Vaping Task Force will provide a final draft of a Comprehensive Tobacco and Vape-Free Schools Grounds Policy for the Kansas State Board of Education to consider. The Task Force will update the Board on Tobacco 21 and discuss guidance on student discipline relative to vaping for Kansas schools.



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To: Commissioner Randy Watson
From: Dale Dennis
Subject: Review Definition of Extraordinary Enrollment Growth

Kansas Statutes Annotated 72-5158 provides that the State Board of Education shall define enrollment growth for the purpose of allowing school districts that meet the State Board's definition to appeal to the State Board of Tax Appeals for additional authority to open a new facility.

The process consists of a school district authorizing and approving a bond issue to construct a new facility. If the school district has rapid enrollment growth that meets the State Board's requirements, they are given the opportunity to submit an appeal to the State Board of Tax Appeals for the purpose of making an additional levy to open a new facility.

There are approximately six (6) school districts that use this provision in the law.

If the State Board of Tax Appeals approves a dollar amount, the school district may levy up to the amount authorized for two years. After two years, there is a six-year phase down of the amount approved.

The current definition of extraordinary enrollment growth is listed below.

- a three-year average of at least six percent increase in enrollment,
- an increase of 1,500 or more students over the past three years, or
- an increase of 750 or more students over three of the last six years if the new facilities being constructed are not replacement.

The issue before the State Board will be enrollment growth in a selected part of a school district. For example, a school district could have minor enrollment growth overall but one part of the district is experiencing rapid enrollment growth which requires additional facilities.

(continued)

One option to consider would be to add the following provision to the definition of extraordinary enrollment growth.

- a substantial increase in student enrollment which causes a school to be at 100 percent of its enrollment capacity with projected enrollment growth to at least 130 percent of capacity, which necessitates the building of new school facilities to relieve future crowding. If using this rationale, the school district must submit a research-based study showing the history and projected enrollment growth.

If the State Board of Education approves this addition to the definition, it is not likely it would be used prior to the Spring of 2022.

Following discussion of the proposed amendment, this issue could be placed on the December agenda of the State Board for action.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13 a.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 11/12/2019

Item Title:

Act on recommendations of the Professional Practices Commission (license issuance)

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission in issuing the licenses of 19-PPC-35, 19-PPC-38 and 19-PPC-40

Explanation of Situation Requiring Action:

19-PPC-35

The Applicant is seeking an initial teaching license. A hearing was conducted by the Professional Practices Commission on Oct. 7, 2019. The Applicant appeared on her own behalf to face allegations of having previously entered into and completing a term of diversion for possession of marijuana, possession of paraphernalia and criminal trespassing. The Applicant explained the circumstances in which she entered into an abandoned fraternity house with people she had just met during her first two weeks of college. Unbeknownst to her at the time, some of the people brought marijuana with them. She did not partake in smoking marijuana, and everyone was arrested shortly after entering the abandoned building. The PPC voted 6-0 in favor of recommending the State Board issue the requested license.

19-PPC-38

The Applicant is seeking an initial teaching license. A hearing was conducted by the Professional Practices Commission on Oct. 7, 2019. The Applicant appeared on her own behalf to face allegations of having previously entered into and completing a term of diversion for misdemeanor theft in 2017. The Applicant explained that she stole \$20 worth of makeup from Wal-Mart. The PPC voted 6-0 in favor of recommending the State Board issue the requested license.

19-PPC-40

The Applicant is seeking to renew an emergency substitute teaching license. A hearing was conducted by the Professional Practices Commission on Oct. 7, 2019. The Applicant appeared on his own behalf to face allegations that he was convicted of possessing drug paraphernalia in 2016. The Applicant testified that he had forgotten he had packed a small metal pipe in a backpack which was discovered during a search of his vehicle. Police only located the pipe and no drugs. The PPC voted 6-0 in favor of recommending the State Board issue the requested license.

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

In the Matter of
the Application of

19-PPC-35

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon application for an Initial Teaching License.

The hearing on this matter was held on October 7, 2019. Appearing for the Commission were chairperson, Linda Sieck, and members, Sylvia Ramirez, Eric Filippi, Jennifer Holt, Stan Ruff, and Nathan Reed. The KSDE appeared by and through General Counsel, R. Scott Gordon. [redacted] appeared on her own behalf.

FINDINGS OF FACT

1. [redacted] applied for an Initial Teaching License.
2. On December 30, 2015, [redacted] entered into a Diversion Agreement for Possession of Marijuana, Possession of Drug Paraphernalia, and Trespassing.
3. [redacted] disclosed her offense and provided appropriate documentation at the time of her application.
4. According to [redacted] testimony, she joined some friends during her first few weeks of college and entered an abandoned building with other fraternity friends where people started smoking marijuana. The police soon arrived and charged everyone of the same offense since no one admitted or accused any of their classmates of participating in the drug use. [redacted] testified she was not one of the students smoking marijuana.
5. [redacted] was not a licensed educator or employed in a position of public trust at the time of her offense.

6. had four (4) letters of recommendation. Two of the letters of recommendation were from educators at the University of Kansas, while the other two letters were from previous employers that employed as a nanny.
7. The Kansas State Department of Education mailed a Notice to Appear on September 17, 2019.

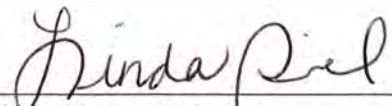
CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. The evidence shows has no other criminal activity, recognized her own wrong doing, and can be placed in a position of trust.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 6-0, that receive an Initial Teaching License and any other license for which she may apply assuming she meets all other requirements

This Initial Order is made and entered this October 24, 2019.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairperson
Order signed on October 24, 2019.

NOTICE TO APPLICANT

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

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

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

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

CERTIFICATE OF SERVICE

I hereby certify that on this _____ day of _____, 2019, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

And via interoffice mail to:

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

Candi Brown
Secretary, Professional Practices Commission

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

In the Matter of
the Application of

19-PPC-38

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon application for an Initial Teaching License.

The hearing on this matter was held on October 7, 2019. Appearing for the Commission were chairperson, Linda Sieck, and members, Sylvia Ramirez, Eric Filippi, Jennifer Holt, Stan Ruff, and Nathan Reed. The KSDE appeared by and through General Counsel, R. Scott Gordon.

appeared on her own behalf.

FINDINGS OF FACT

1. applied for an Initial Teaching License.
2. On April 13, 2017, entered into a misdemeanor diversion agreement for theft.
3. disclosed her offense and provided appropriate documentation at the time of her application.
4. According to testimony, she stole \$20 worth of makeup from Walmart.
testified that she wanted the item and thought she could get away with it.
5. was not a licensed educator or employed in a position of public trust at the time of her offense.
6. had one (1) letter of recommendation, which the PPC took into consideration.
7. The Kansas State Department of Education mailed a Notice to Appear on September 20, 2019.

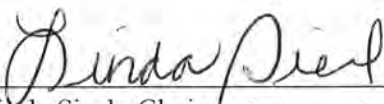
CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. The evidence shows _____ has no other criminal activity, recognized her own wrong doing, and can be placed in a position of trust.
5. The Professional Practices Committee considered whether to require _____ to obtain a letter from her building administrator and determined no such letter was necessary because _____ was not licensed at the time of her conduct and had not even started her teacher prep program when the incident occurred.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 6-0, that _____ receive an Initial Teaching License and any other license for which she may apply assuming she meets all other requirements

This Initial Order is made and entered this October 24, 2019.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairperson
Order signed on October 24, 2019.

NOTICE TO APPLICANT

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

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

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

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

CERTIFICATE OF SERVICE

I hereby certify that on this _____ day of _____, 2019, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

And via interoffice mail to:

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

Candi Brown
Secretary, Professional Practices Commission

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

In the Matter of
the Application of

19-PPC-40

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon application for an Emergency Substitute License Renewal.

The hearing on this matter was held on October 7, 2019. Appearing for the Commission were chairperson, Linda Sieck, and members, Sylvia Ramirez, Eric Filippi, Jennifer Holt, Stan Ruff, and Nathan Reed. The KSDE appeared by and through General Counsel, R. Scott Gordon. appeared on his own behalf.

FINDINGS OF FACT

1. applied for an Emergency Substitute License.
2. On September 26, 2016, plead Nolo Contendere for Possession of Drug Paraphernalia in Carson County, Texas.
3. disclosed his offense and provided appropriate documentation at the time of his application.
4. According to testimony, he was pulled over in Carson County, Texas. The law enforcement officer indicated a canine unit smelled marijuana coming from the vehicle driven by testified as to having smoked marijuana, but not having smoked marijuana in the vehicle or any time immediately prior to the traffic stop. Upon searching the vehicle, law enforcement found a small metal pipe typically used to smoke marijuana. testified to knowing it was a marijuana pipe, owning the pipe, and forgetting he'd packed the pipe inside his personal backpack.

5. has previously been employed as a paraprofessional working in special education classrooms.
6. was not a licensed educator or employed in a position of public trust at the time of his offense.
7. had two (2) letters of recommendation, which the PPC took into consideration. One was from current Principal and the other from a co-worker.
8. The Kansas State Department of Education mailed a Notice to Appear on September 23, 2019.

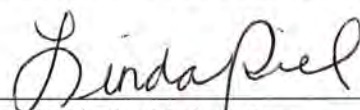
CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. The evidence shows has no other criminal activity, recognized his own wrong doing, and can be placed in a position of trust.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 6-0, that receive an Emergency Substitute License and any other license for which he may apply assuming he meets all other requirements

This Initial Order is made and entered this October 24, 2019.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairperson
Order signed on October 24, 2019.

NOTICE TO APPLICANT

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

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

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

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

CERTIFICATE OF SERVICE

I hereby certify that on this _____ day of _____, 2019, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

And via interoffice mail to:

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

Candi Brown
Secretary, Professional Practices Commission

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13 b.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 11/12/2019

Item Title:

Act on recommendations of the Professional Practices Commission (suspension)

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law in suspending the license of 19-PPC-05.

Explanation of Situation Requiring Action:

19-PPC-05

The Applicant is seeking to renew her professional teaching license. She has been licensed since 1994. In 2018 the Applicant was charged with Failure to Report Suspected Abuse of Neglect of Children and subsequently entered into a diversion agreement. She completed her diversion in January, 2019. KSDE and the Applicant entered into settlement negotiations and both parties agreed to request a six-month suspension of her license. The PPC voted unanimously to adopt the proposed settlement agreement, and recommends the State Board suspend the Licensee until May 12, 2020.

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
The License of

Case No. 19-PPC-05
OAH No. 19ED0015 ED

INITIAL ORDER

The above-captioned case is before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the Complaint filed by KSDE regarding the professional teaching license of (" ").

This matter convened on October 7, 2019, on stipulated Findings of Fact and Conclusions of Law. Appearing for the Commission were chairperson, Linda Seick and members, [to be listed]. The KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon. Ms. appears by and through counsel Lauren Laushman.

Findings of Fact

1. has applied for renewal of a professional teaching license. She has been licensed by the Kansas State Board of Education since 1994.

2. On April 24, 2018, was charged with one count of misdemeanor Failure to Report Suspected Abuse or Neglect of Children as described in K.S.A. 38-2223(a)(1)(C) & (e)(1) for failing to report suspected abuse of a student at the Emporia State University Center for Early Childhood Education.

3. On July 15, 2018, entered into a Diversion Agreement with the Lyon County Attorney's Office whereby she agreed to comply with certain terms of her diversion. Within that diversion agreement, agreed to the admission of accompanying reports

and tests without objection in any circumstance which called for the revocation of her diversion.

successfully completed diversion on July 15, 2019.

4. For purposes of these proceedings only, both parties agree and stipulate that substantial, competent evidence exists to warrant a 6-month suspension of license.

Conclusions of Law

1. Pursuant to K.S.A. 72-8501, the Legislature has declared teaching and school administration to be professions in Kansas with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. An educator is in a position of public trust.

2. Any license issued by the Kansas State Board of Education ("State Board") may be suspended or revoked, or the license holder may be publicly censured by the State Board for misconduct or other just cause. K.A.R. 91-22-1a.

3. By order of the State Board, the Commission shall investigate and conduct hearings pertaining to allegations of misconduct.

4. The Commission finds that substantial, competent evidence supports a 6-month suspension of license.

5. The Commission recommends the Kansas State Board of Education suspend license until May 12, 2020.

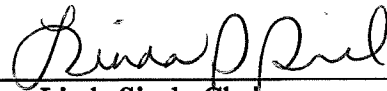
6. acknowledges and understands that the Commission can only make recommendations to the State Board.

7. Both KSDE and agree to not ask the Commission or the State Board for discipline other than that recommended in this Initial Order.

IT IS THEREFORE RECOMMENDED by the Professional Practices Commission to the
Kansas State Board of Education that license be suspended as described
above.

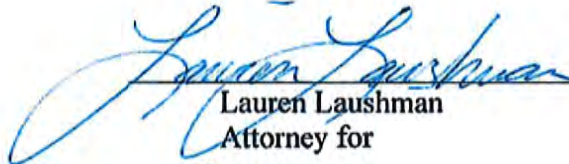
This Initial Order of the Professional Practices Commission is not a final order and is
required to be reviewed by the Kansas State Board of Education in accordance with the
provisions of the Kansas Administrative Procedure Act.

This Initial Order is made and entered this 7 day of October, 2019.

A handwritten signature in cursive script, appearing to read "Linda Sieck", is written over a horizontal line.

Linda Sieck, Chairperson
Professional Practices Commission

AGREED TO AND APPROVED BY:



Lauren Laushman
Attorney for



R. Scott Gordon
General Counsel,
Kansas State Department of Education

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14

Staff Initiating:

Cynthia Hadicke

Director:

Scott Smith

Commissioner:

Randy Watson

Meeting Date: 11/12/2019

Item Title:

Act on the recommendations of the Dyslexia Committee

Recommended Motion:

It is moved that the Kansas State Board of Education approve the recommendations of the Dyslexia Committee for pre-service teacher programs, professional learning, screening and evaluation, and evidence-based reading practices, and to adopt the definition of dyslexia as presented.

Explanation of Situation Requiring Action:

The purpose of the KSDE Dyslexia Committee was to evaluate recommendations of the Legislative Task Force on Dyslexia, which was created in 2018. The Dyslexia Committee includes representatives from higher education, some members from the Legislative Task Force on Dyslexia, parents, advocate groups, teachers, administrators, school psychologists from Kansas public schools, and members of various KSDE teams. Cindy Hadicke, Education Program Consultant at KSDE, serves as Committee Chair.

At the October State Board meeting, the Committee's report and recommendations were presented to the Board for consideration. These recommendations are adapted from the Kansas Legislative Task Force on Dyslexia and presented this month for State Board approval in order to improve reading instruction, professional development, and pre-service teacher preparation in regards to identifying, intervening, and re-mediating dyslexia in Kansas schools. The KSDE Dyslexia Committee also adopted the definition of dyslexia that the Legislative Task Force recommended.

The attached document explains each of the recommendations in more detail.

Conclusions and Recommendations

The Legislative Task Force on Dyslexia made recommendations for the Kansas State Board of Education. The recommendations below are for your consideration.

Pre-service

Original recommendation:

1. The Kansas State Board of Education (KSBE) should modify the Educator Preparation Program Standards to include the International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading.

Recommendation for consideration:

- The KSBE should modify the Educator Preparation Program Standards to integrate the IDA Knowledge and Practice Standards for Teachers of Reading, so to provide specificity (clarity) of the essential elements of literacy instruction.
- Timeline for consideration: Standards Updated by August 2021 Full Implementation by Higher Education in August 2023.

Original recommendation

2. KSBE should require candidates for K-6 teaching licenses, English Language Arts endorsements, reading specialist teaching licenses, and special education teaching licenses to pass an examination of their knowledge of the science of reading. KSBE should study and approve a test or multiple tests to satisfy this requirement.

Recommendation for consideration:

- KSBE should require candidates for K-6 teaching licenses, English Language Arts endorsements, reading specialist teaching licenses, and special education teaching licenses to pass an examination of their knowledge of the science of reading. KSBE should approve a test or multiple tests to satisfy this requirement.
- Timeline for consideration: Testing will begin in August 2021 with full university testing for above licensure in August 2024.

(continued)

Original recommendation

3. The Legislature should provide funding to train college of education professors who teach reading to become cognizant in the science of reading. Training could include conference participation, educational experiences, webinars, and relevant education materials.
- **Recommendation for consideration – consider the need to urge for funding of training higher education professionals on the science of reading.**

Professional Learning

Original recommendation:

1. KSBE should require school systems to provide evidence-based and consistent professional development opportunities consisting of training regarding the nature of dyslexia, an introduction in procedures to identify students who are struggling in reading, and an introduction to intervention strategies and procedures. The content of the professional development should include those areas listed below.

Professional Learning content:

- Overview of science and how science works to solve problems and create solutions including the scientific method.
- Information concerning the meaning of terms research based and science based and how to identify programs that are science based.
- Definition of dyslexia.
- Characteristics of dyslexia
- Potential outcomes if students are not taught explicitly to become competent readers, including results of additional socio-emotional difficulties.
- Information regarding writing systems, including differences in transparent and opaque writing systems.
- Information concerning how the English writing systems contributes to reading failure.
- Dyslexia identification procedures
- Dyslexia intervention strategies and how to implement them.
- Dyslexia progress monitoring and progress monitoring systems

Recommendations for consideration:

- KSBE should require school systems to provide evidence based and consistent professional learning opportunities consisting of training regarding the nature of

(continued)

dyslexia, an introduction to procedures to identify students who are struggling in reading, and an introduction to intervention strategies and procedures.

Professional learning should consist of the following:

- Overview of science and how science works to solve problems and create solutions including the scientific method.
- Information concerning the meaning of terms research based and science based and how to identify programs that are science based. (Refer to ESSA guidelines – see Appendix)
- Definition of dyslexia.
- Characteristics of dyslexia
- Potential outcomes if students are not taught explicitly to become competent readers, including results of additional socio-emotional difficulties.
- Information regarding writing systems, including differences in transparent and opaque writing systems.
- Information concerning how the English writing systems contributes to reading failure.
- Dyslexia identification procedures
- Dyslexia intervention strategies and how to implement them.
- Dyslexia progress monitoring and progress monitoring systems
- Timeline for consideration: July 2020 have professional learning opportunities available.

Original Recommendation:

2. KSBE should encourage colleges of education in Kansas to develop a course of study with a specialization in dyslexia and dyslexia-like characteristics. This course should be geared toward a Science of Reading endorsement (English for Speakers of Other Languages endorsement could be used as a model for the structure of this endorsement). This course of study should align with the IDA Knowledge and Practice Standards. This course of study should include practical experiences working with students with dyslexia or characteristics of dyslexia with appropriate supervision and leadership development skills such that the person who graduates with this endorsement can train other classroom teachers and reading specialists within their school district. The training for classroom teachers should be consistent with the IDA document, *Dyslexia in the Classroom: What Every Teacher Needs to Know* (Appendix B).

Recommendation for consideration:

- KSBE should encourage colleges of education in Kansas to develop a course of study with a specialization in dyslexia and struggling readers. This course should

(continued)

be geared toward a Science of Reading endorsement, and align with the IDA Knowledge and Practice Standards. It should include practica experiences with appropriate supervision and leadership development skills such that the person who graduates with this endorsement can train other classroom teachers and reading specialists within their school district.

- Timeline for consideration: Begin to develop coursework in July 2020.

Original Recommendation:

3. The Legislature should provide funding for school districts to train appropriate staff on dyslexia and recognizing dyslexia and the use of screening, diagnostic, and progress.
- **Recommendation for consideration – consider the need for funding for training to schools and teachers.**

Screening and Evaluation Process

Original recommendation:

1. KSBE should require every accredited school district to screen and identify students at risk of dyslexia or demonstrating the characteristics of dyslexia.

Recommendation for consideration:

- KSBE should require every accredited school district to screen and identify students at risk of dyslexia or demonstrating characteristics of dyslexia in accordance with universal screening evidenced-based practices.
- Timeline for consideration: August 2020.

Original Recommendation:

2. KSBE should amend the Kansas Education Systems Accreditation model to require districts to implement a rigorous tiered system of supports subject to external review.

Recommendation for consideration:

- KSBE should amend the Kansas Education Accreditation (KESA) model to require districts to implement a rigorous tiered system of supports (as defined in the Foundational Structures of KESA) subject to external review.
- Timeline for consideration: August 2021.

(continued)

Original Recommendation:

3. KSBE should develop and provide to school districts criteria for vetting and approving tools and materials for screening and assessing students for characteristics of dyslexia.
 - **Recommendation for consideration:** KSBE should develop and provide to school districts criteria for vetting and approving tools for screening and assessing students for characteristics of dyslexia.
 - Timeline for consideration: January 2020.

Original Recommendation:

4. The Legislature should provide additional funding to districts for the purpose of acquiring screening, diagnostic, and progress monitoring tools that are sensitive to the characteristics of dyslexia. KSBE should provide recommendations to districts on appropriate screening, diagnostic, and progress monitoring tools.
 - **Recommendation for consideration – consider the need for funding these screening tools**

Evidence-based Reading Practices

Original Recommendation:

1. KSBE should require each accredited school district to utilize structured literacy as the evidence-based approach to teaching literacy skills to all students and promote early intervention for students with characteristics of dyslexia. KSBE should utilize the “Components of Structured Literacy Checklist” from The New Jersey Dyslexia Handbook (Appendix C) to evaluate structured literacy programs for accreditation purposes. KSBE should ensure school districts are made aware of information concerning structured literacy training and information currently available from the Kansas Technical Assistance System Network.

Recommendation for consideration:

- The KSBE should require each accredited school district to utilize structured literacy as the explicit and evidence-based approach to teaching literacy skills to all students and promote early intervention for students with characteristics of dyslexia. KSDE should create a checklist to guide selection and implementation of structured literacy practices for accreditation purposes. KSDE should ensure school districts are made aware of information concerning structured literacy training and information currently available from TASN.
- Timeline for consideration: Structured Literacy Check-list created August 2020, District Training Available August 2021.

(continued)

Original recommendation:

2. KSBE should direct the creation of a dyslexia handbook for use by schools in Kansas. The creation of the handbook should involve input from a broad array of stakeholders.
 - **Recommendation for consideration:** KSBE should direct the creation of a dyslexia handbook for use by schools in Kansas. The creation of the handbook should involve input from a broad array of stakeholders.
 - Timeline for consideration: August 2020.

Original recommendation:

3. KSBE should identify a dyslexia coordinator within the Kansas State Department of Education.
 - **Recommendation for consideration:** KSBE should identify a dyslexia coordinator within the Kansas State Department of Education.
 - Timeline for consideration: July 2020.

Dyslexia Definition

Original recommendation:

Dyslexia definition. The Task Force concluded the definition of “dyslexia” used by schools and policymakers should be the definition provided by the IDA, which states dyslexia is “a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

- **Recommendation for consideration – approve as written**



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

To: Commissioner Randy Watson
From: Candi Brown, Wendy Fritz
Subject: Personnel Report

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

Total employees 240 as of pay period ending 10/19/2019. 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: 15 b.

Staff Initiating:

Candi Brown

Director:

Wendy Fritz

Commissioner:

Randy Watson

Meeting Date: 11/12/2019

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 individuals to unclassified positions at the Kansas State Department of Education as presented.

Explanation of Situation Requiring Action:

Personnel appointments presented this month are:

Jennifer Shaffer to the position of Applications Developer on the Information Technology team, effective Oct. 20, 2019, at an annual salary of \$69,992. This position is funded by the State General Fund.

Megan Pearson to the position of Coordinator on the Teacher Licensure and Accreditation team, effective Oct. 21, 2019, at an annual salary of \$54,995.20. This position is funded by KVC-Training and Technical Assistance and State General Funds.

Dayna Kriley to the position of Consultant on the Child Nutrition and Wellness team, effective Oct. 28, 2019, at an annual salary of \$50,960. This position is funded by Federal School Food Service, Federal Child and Adult Care Food Program and School Food Summer Program Funds.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15 c.

Staff Initiating:

Susan Helbert

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 11/12/2019

Item Title:

Act on recommendations for licensure waivers

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

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

Licensure Waivers

District	Dist Name	First	Last	Subject	Recomm.
D0202	Turner-Kansas City	Margaret	Seggar	High Incidence Special Ed.	Approved
D0203	Piper-Kansas City	Stephen	Anderson	High Incidence Special Ed.	Approved*
D0204	Bonner Springs	Cherice	Benton	Early Childhood Special Ed.	Approved
D0204	Bonner Springs	Deborah	Cavener	Early Childhood Special Ed.	Approved*
D0204	Bonner Springs	Khanthavivanh	Khamdalanikone	Gifted	Approved*
D0204	Bonner Springs	Megan	Mellring	Low Incidence Special Ed.	Approved*
D0204	Bonner Springs	Anna	Thompson	High Incidence Special Ed.	Approved*
D0229	Blue Valley	Abbie	Doerhoff	High Incidence Special Ed.	Approved
D0229	Blue Valley	Paige	Skouse	Low Incidence Special Ed.	Approved
D0231	Gardner Edgerton	Amy	Bloodgood	High Incidence Special Ed.	Approved
D0231	Gardner Edgerton	Breanna	Bowzer	High Incidence Special Ed.	Approved
D0231	Gardner Edgerton	Melinda	Brown	High Incidence Special Ed.	Approved
D0231	Gardner Edgerton	Fritz	Desir	High Incidence Special Ed. - extension on number of days under an emergency substitute license	Approved
D0231	Gardner Edgerton	Marguerite	Hunting	Gifted	Approved
D0231	Gardner Edgerton	Amber	Nichols	High Incidence Special Ed.	Approved
D0231	Gardner Edgerton	Sara	Reimer	Gifted	Approved
D0231	Gardner Edgerton	Tracy	Steele	Low Incidence Special Ed.	Approved
D0233	Olathe	Ashley	Arconati	Low Incidence Special Ed.	Approved
D0233	Olathe	Blaine	Buckles	High Incidence Special Ed.	Approved
D0233	Olathe	Bailey	Christensen	Low Incidence Special Ed.	Approved*
D0233	Olathe	Gregory	Danker	Spanish - extension on number of days under an emergency substitute license	Approved
D0233	Olathe	Courtney	Dubois	Low Incidence Special Ed.	Approved
D0233	Olathe	Ashlea	Fales	Early Childhood Special Ed.	Approved
D0233	Olathe	Christina	Hurd	High Incidence Special Ed.	Approved
D0233	Olathe	Calvin	Johnson	Low Incidence Special Ed.	Approved
D0233	Olathe	Megan	Jones	Low Incidence Special Ed.	Approved**
D0233	Olathe	Jilliann	Jones	Math - extension on number of days under an emergency substitute license	Approved
D0233	Olathe	Ellen	Kopetzky	Low Incidence Special Ed.	Approved
D0233	Olathe	Stacey	Martin	High Incidence Special Ed.	Approved
D0233	Olathe	Kelsey	Meadows	High Incidence Special Ed.	Approved
D0233	Olathe	Nicole	Nafziger	High Incidence Special Ed.	Approved*
D0233	Olathe	Mamta	Renkuntla	High Incidence Special Ed. - extension on number of days under an emergency substitute license	Approved
D0233	Olathe	Lisa	Urban	Low Incidence Special Ed.	Approved
	*First Renewal			**Final Renewal	

					Page 2
D0253	Emporia	Cara	Garretson	Early Childhood Special Ed.	Approved**
D0253	Emporia	Jessica	Knuth	High Incidence Special Ed.	Approved*
D0253	Emporia	Alex	Lundry	High Incidence Special Ed.	Approved*
D0259	Wichita	Shannon	Balthrop	High Incidence Special Ed.	Approved*
D0259	Wichita	Alyssa	Beck	High Incidence Special Ed.	Approved**
D0259	Wichita	Heather	Brown	High Incidence Special Ed.	Approved
D0259	Wichita	Charity	Carter	Library Media Specialist	Approved
D0259	Wichita	Camala	Cathey	High Incidence Special Ed.	Approved
D0259	Wichita	Jennifer	Coslett	High Incidence Special Ed.	Approved**
D0259	Wichita	Kelly	Cotton	Library Media Specialist	Approved
D0259	Wichita	Heather	Crump	High Incidence Special Ed.	Approved*
D0259	Wichita	Nichola	Demarest	Gifted	Approved*
D0259	Wichita	Ashley	Dowell	High Incidence Special Ed.	Approved*
D0259	Wichita	Aubrie	Ellis	Low Incidence Special Ed.	Approved
D0259	Wichita	Ricky	Ewert	Low Incidence Special Ed.	Approved**
D0259	Wichita	Jennifer	Farha	Gifted	Approved*
D0259	Wichita	Veronica	Forbes	High Incidence Special Ed.	Approved
D0259	Wichita	Maurice	Gatewood	Low Incidence Special Ed.	Approved**
D0259	Wichita	Shane	Goldwater	High Incidence Special Ed.	Approved*
D0259	Wichita	Jamie	Graham	Early Childhood Special Ed.	Approved*
D0259	Wichita	Teayanise	Guiden	Low Incidence Special Ed.	Approved*
D0259	Wichita	Esmeralda	Gutierrez	High Incidence Special Ed.	Approved*
D0259	Wichita	Kristin	Heasley	Gifted	Approved*
D0259	Wichita	Aubrey	Heier	High Incidence Special Ed.	Approved
D0259	Wichita	Emily	Hellewell	High Incidence Special Ed.	Approved*
D0259	Wichita	Nicolle	Herman	Low Incidence Special Ed.	Approved*
D0259	Wichita	Adrienne	Johnson	High Incidence Special Ed.	Approved*
D0259	Wichita	Sara	Johnson	High Incidence Special Ed.	Approved*
D0259	Wichita	Priscilla	Kralicek	High Incidence Special Ed.	Approved
D0259	Wichita	Elise	Kratz	High Incidence Special Ed.	Approved*
D0259	Wichita	Jennifer	Laflamme	High Incidence Special Ed.	Approved
D0259	Wichita	Brook	Lohmeier	High Incidence Special Ed.	Approved**
D0259	Wichita	Whitney	Long	Low Incidence Special Ed.	Approved*
D0259	Wichita	Angela	Masterson	High Incidence Special Ed.	Approved**
D0259	Wichita	Michelle	Murphy	Low Incidence Special Ed.	Approved*
D0259	Wichita	Kayla	Nott	High Incidence Special Ed.	Approved*
D0259	Wichita	Shannon	Olson	High Incidence Special Ed.	Approved*
D0259	Wichita	Chelsea	Pham	English as a Second Language	Approved*
D0259	Wichita	Megan	Plant	High Incidence Special Ed.	Approved
D0259	Wichita	Gary	Rochester	Low Incidence Special Ed.	Approved*
D0259	Wichita	Amani	Ross	High Incidence Special Ed.	Approved*
D0259	Wichita	Harley	Schiermeister	Low Incidence Special Ed.	Approved*
	*First Renewal			**Final Renewal	

					Page 3
D0259	Wichita	Marie	Seymore	Science - Middle Level	Approved*
D0259	Wichita	Kelly	Shultz	English as a Second Language	Approved**
D0259	Wichita	Angela	Smith	High Incidence Special Ed.	Approved*
D0259	Wichita	Arleen	Sponsel	Early Childhood/Pre-School	Approved*
D0259	Wichita	Judith	Spor	High Incidence Special Ed.	Approved**
D0259	Wichita	Jennifer	Stebral	Library Media Specialist	Approved*
D0259	Wichita	Elizabeth	Tackett	Library Media Specialist	Approved*
D0259	Wichita	Keely	Tolbert	High Incidence Special Ed.	Approved*
D0259	Wichita	Jessica	Vogt	English as a Second Language	Approved
D0259	Wichita	Ali	Wagner	Low Incidence Special Ed.	Approved
D0259	Wichita	Pamela	Waldrop	High Incidence Special Ed.	Approved**
D0259	Wichita	Leslie	Winzenried	Low Incidence Special Ed.	Approved**
D0259	Wichita	Richard	Wright	Low Incidence Special Ed.	Approved
D0260	Derby	Audrey	Allen	High Incidence Special Ed.	Approved
D0260	Derby	Justin	Carruthers	High Incidence Special Ed.	Approved*
D0260	Derby	Rebecca	Casey	High Incidence Special Ed.	Approved**
D0260	Derby	Stephanie	Dunback	High Incidence Special Ed.	Approved*
D0260	Derby	Sarah	Feather	High Incidence Special Ed.	Approved*
D0260	Derby	Matthew	Gerber	High Incidence Special Ed.	Approved
D0260	Derby	Amy	Hajdukovich	Low Incidence Special Ed.	Approved*
D0260	Derby	Amanda	Hawkinson	High Incidence Special Ed.	Approved
D0260	Derby	Jordan	Hermes	Low Incidence Special Ed.	Approved
D0260	Derby	Bailee	Jablonowski	Visual Impaired	Approved*
D0260	Derby	Kristine	Kirk	High Incidence Special Ed.	Approved*
D0260	Derby	Rodney	Marner	High Incidence Special Ed.	Approved
D0260	Derby	Sharon	Norden	High Incidence Special Ed.	Approved
D0260	Derby	Vicki	Rierson	High Incidence Special Ed.	Approved
D0260	Derby	Jennifer	Scritchfield	Low Incidence Special Ed.	Approved
D0261	Haysville	Mary	Batt	High Incidence Special Ed.	Approved
D0261	Haysville	Erica	Bunton	Early Childhood Special Ed.	Approved*
D0261	Haysville	Beth	Carl	Low Incidence Special Ed.	Approved
D0261	Haysville	Ashley	Garten	High Incidence Special Ed.	Approved
D0261	Haysville	Kent	Hicks	Gifted	Approved
D0261	Haysville	Tiffany	Meairs	High Incidence Special Ed.	Approved
D0261	Haysville	Diana	Moyer	High Incidence Special Ed.	Approved
D0263	Mulvane	Brittany	Ferraro	High Incidence Special Ed.	Approved*
D0263	Mulvane	Brandi	Flisram	High Incidence Special Ed.	Approved**
D0305	Salina	Sydney	Bacon	High Incidence Special Ed.	Approved*
D0305	Salina	Kerry	Ingram	Visual Impaired	Approved*
D0305	Salina	Jessica	Knox	Early Childhood Special Ed.	Approved*
D0305	Salina	Stacy	Lambert	High Incidence Special Ed.	Approved**
D0305	Salina	Hanna	McCarty	High Incidence Special Ed.	Approved
	*First Renewal			**Final Renewal	

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D0305	Salina	Liliana	Peters	High Incidence Special Ed.	Approved
D0305	Salina	Steven	Taylor	High Incidence Special Ed.	Approved**
D0305	Salina	Monica	Zier	High Incidence Special Ed.	Approved*
D0320	Wamego	Skyler	Suther	High Incidence Special Ed.	Approved*
D0330	Mission Valley	Sara	Carrier	Early Childhood Special Ed.	Approved
D0333	Concordia	Amber	Hanson	Visual Impaired	Approved
D0336	Holton	Keri	Gehrt Miller	Gifted	Approved
D0336	Holton	Carlene	McManigal	Gifted	Approved
D0345	Seaman	Stephanie	Bender	High Incidence Special Ed.	Approved
D0345	Seaman	Tiffany	Benedick	High Incidence Special Ed.	Approved*
D0345	Seaman	Stephanie	Davies	Early Childhood Special Ed.	Approved
D0345	Seaman	Jacob	Kirmer	High Incidence Special Ed.	Approved*
D0345	Seaman	Mallorie	Lafarge	High Incidence Special Ed.	Approved
D0345	Seaman	Jessica	Weishaar	Early Childhood Special Ed.	Approved
D0364	Marysville	Anna	Berger	Low Incidence Special Ed.	Approved**
D0364	Marysville	Jessica	Palmer	Low Incidence Special Ed.	Approved
D0364	Marysville	Megan	Perkuhn	High Incidence Special Ed.	Approved
D0364	Marysville	Robert	Shelburne Iii	High Incidence Special Ed.	Approved
D0375	Circle	Cindy	Hollinger	Low Incidence Special Ed. - extension on number of days under an emergency substitute license	Approved
D0383	Manhattan-Ogden	Seth	Dills	High Incidence Special Ed.	Approved*
D0383	Manhattan-Ogden	Karen	Phillips	Low Incidence Special Ed.	Approved*
D0383	Manhattan-Ogden	Katie	Rhodes	Gifted	Approved*
D0383	Manhattan-Ogden	Christine	Warren	High Incidence Special Ed.	Approved
D0383	Manhattan-Ogden	Jana	Winter	High Incidence Special Ed.	Approved
D0389	Eureka	Melinda	Hall	Early Childhood Special Ed.	Approved**
D0418	McPherson	Jill	Hultberg	Gifted	Approved**
D0418	McPherson	Kristin	Jerrick	High Incidence Special Ed.	Approved
D0418	McPherson	Jenessa	Maldonado	High Incidence Special Ed.	Approved
D0418	McPherson	Angela	Voth	Early Childhood Special Ed.	Approved*
D0418	McPherson	Christina	Whitmer	High Incidence Special Ed.	Approved*
D0450	Shawnee Heights	Roberta	Freeman	Science - Middle Level - extension on number of days under an emergency substitute license	Approved
D0453	Leavenworth	Peggy	Forsberg	Math - extension on number of days under an emergency substitute license	Approved
D0475	Geary Co Schools	Sonia	Camerlinck	High Incidence Special Ed.	Approved
D0475	Geary Co Schools	Kari	Duntz	Library Media Specialist	Approved*
D0475	Geary Co Schools	Haley	Fairbank	Library Media Specialist	Approved
D0475	Geary Co Schools	Bailee	Flaming	High Incidence Special Ed.	Approved*
	*First Renewal			**Final Renewal	

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D0475	Geary Co Schools	Samantha	Garner	High Incidence Special Ed.	Approved**
D0475	Geary Co Schools	Evan	Goehl	High Incidence Special Ed.	Approved*
D0475	Geary Co Schools	Becky	Hinck	Library Media Specialist	Approved*
D0475	Geary Co Schools	Jillian	Kay	Gifted	Approved*
D0475	Geary Co Schools	Terry	Morris	Library Media Specialist	Approved**
D0475	Geary Co Schools	Christina	Rankin	High Incidence Special Ed.	Approved*
D0475	Geary Co Schools	Cassie	Sandlin	High Incidence Special Ed.	Approved**
D0497	Lawrence	Jennifer	Allen	High Incidence Special Ed.	Approved*
D0497	Lawrence	Lauren	Colman	High Incidence Special Ed.	Approved*
D0497	Lawrence	Macey	Conrad	Low Incidence Special Ed.	Approved
D0497	Lawrence	Lacy	Davison	High Incidence Special Ed.	Approved*
D0497	Lawrence	Samantha	Hershberger	High Incidence Special Ed.	Approved*
D0497	Lawrence	Jessica	Miescher-Lerner	Gifted	Approved
D0497	Lawrence	Emily	Ray	High Incidence Special Ed.	Approved*
D0500	Kansas City	Whitney	Austin	Low Incidence Special Ed.	Approved**
D0500	Kansas City	Theresa	Barry	High Incidence Special Ed.	Approved**
D0500	Kansas City	Christopher	Funk	High Incidence Special Ed.	Approved**
D0500	Kansas City	Colin	McCarty	High Incidence Special Ed.	Approved**
D0500	Kansas City	Benjamin	Phillips	High Incidence Special Ed.	Approved**
D0500	Kansas City	Scott	Snavely	High Incidence Special Ed.	Approved**
D0500	Kansas City	Betty	Thomas	High Incidence Special Ed.	Approved**
D0500	Kansas City	Christopher	Wheat	High Incidence Special Ed.	Approved**
D0512	Shawnee Mission Public Schools	Blanca	Bueno	Low Incidence Special Ed.	Approved
D0602	Northwest KS Ed Service Center	Erica	Carter	High Incidence Special Ed.	Approved*
D0602	Northwest KS Ed Service Center	April	Farr	High Incidence Special Ed.	Approved*
D0602	Northwest KS Ed Service Center	Cindie	Franz	High Incidence Special Ed.	Approved*
D0602	Northwest KS Ed Service Center	Patricia	Hendrickson	High Incidence Special Ed.	Approved*
D0602	Northwest KS Ed Service Center	Lori	Unruh	High Incidence Special Ed.	Approved**
D0603	ANW Special Ed. Cooperative	Amanda	Wolfe	High Incidence Special Ed.	Approved*
D0605	South Central KS Spec Ed Coop	Susan	Clayton	High Incidence Special Ed.	Approved
D0607	Tri County Special Ed. Coop	Natalie	Roberson	High Incidence Special Ed.	Approved
D0613	Southwest Kansas Area Cooperative	Alicia	Birney	High Incidence Special Ed.	Approved*
D0613	Southwest Kansas Area Cooperative	Rebecca	Fiedler	High Incidence Special Ed.	Approved
D0613	Southwest Kansas Area Cooperative	Lucas	Fitzmorris	High Incidence Special Ed.	Approved
	*First Renewal			**Final Renewal	

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D0613	Southwest Kansas Area Cooperative	Karin	Good	High Incidence Special Ed.	Approved*
D0613	Southwest Kansas Area Cooperative	Daniel	Kliger	High Incidence Special Ed.	Approved*
D0613	Southwest Kansas Area Cooperative	Chelsey	Livingston	High Incidence Special Ed.	Approved
D0613	Southwest Kansas Area Cooperative	Jason	Millemon	High Incidence Special Ed.	Approved**
D0613	Southwest Kansas Area Cooperative	Tamara	Mink	High Incidence Special Ed.	Approved**
D0613	Southwest Kansas Area Cooperative	Sharon	Stockton	Gifted	Approved
D0613	Southwest Kansas Area Cooperative	Celia	Stucky	Gifted	Approved
D0618	Sedgwick Co Area Ed. Services	Amie	Archer	High Incidence Special Ed.	Approved*
D0618	Sedgwick Co Area Ed. Services	Tyler	Botts	High Incidence Special Ed.	Approved**
D0618	Sedgwick Co Area Ed. Services	Shawn	Brown	High Incidence Special Ed.	Approved
D0618	Sedgwick Co Area Ed. Services	Alex	Butterfield	Gifted	Approved
D0618	Sedgwick Co Area Ed. Services	Megan	Davis	High Incidence Special Ed.	Approved**
D0618	Sedgwick Co Area Ed. Services	Lori	Fisher	High Incidence Special Ed.	Approved*
D0618	Sedgwick Co Area Ed. Services	Logan	Harpool	High Incidence Special Ed.	Approved
D0618	Sedgwick Co Area Ed. Services	Michelle	Lewis	Gifted	Approved
D0618	Sedgwick Co Area Ed. Services	Lorane	May	High Incidence Special Ed.	Approved*
D0618	Sedgwick Co Area Ed. Services	Linda	Morrison	Early Childhood Special Ed.	Approved
D0618	Sedgwick Co Area Ed. Services	Amy	Phelps	Low Incidence Special Ed.	Approved*
D0618	Sedgwick Co Area Ed. Services	Julie	Rader	High Incidence Special Ed.	Approved
D0618	Sedgwick Co Area Ed. Services	Kylie	Rush	Gifted	Approved**
D0618	Sedgwick Co Area Ed. Services	Lorie	Schaller	High Incidence Special Ed.	Approved
D0618	Sedgwick Co Area Ed. Services	Tiffany	Steinbacher	High Incidence Special Ed.	Approved*
D0618	Sedgwick Co Area Ed. Services	Randall	VandenHoek	High Incidence Special Ed.	Approved*
D0620	Three Lakes Ed. Cooperative	Elizabeth	Dieker	Early Childhood/Pre-School	Approved
D0620	Three Lakes Ed. Cooperative	Christopher	Duke	High Incidence Special Ed.	Approved
D0620	Three Lakes Ed. Cooperative	Alexia	Wells	High Incidence Special Ed.	Approved**
	*First Renewal			**Final Renewal	

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D0637	Southeast Kansas Special Ed. Interlocal	Shelley	Merrick	High Incidence Special Ed.	Approved
D0638	Butler Co Special Ed. Interlocal	Kelly	Ankrom	High Incidence Special Ed.	Approved
D0638	Butler Co Special Ed. Interlocal	Amy	Dieter	High Incidence Special Ed.	Approved
D0638	Butler Co Special Ed. Interlocal	Amy	Gumm	High Incidence Special Ed.	Approved
D0638	Butler Co Special Ed. Interlocal	Jera	Kressly	High Incidence Special Ed.	Approved*
D0638	Butler Co Special Ed. Interlocal	Hannah	Mason	High Incidence Special Ed.	Approved
D0638	Butler Co Special Ed. Interlocal	Claire	Mossman	High Incidence Special Ed.	Approved*
D0638	Butler Co Special Ed. Interlocal	Alyssa	Rawlings	High Incidence Special Ed.	Approved**
D0638	Butler Co Special Ed. Interlocal	Gerald	Schwinn	Gifted	Approved
D0638	Butler Co Special Ed. Interlocal	Susan	Sterling	Low Incidence Special Ed.	Approved
D0638	Butler Co Special Ed. Interlocal	Ashley	Unruh	High Incidence Special Ed.	Approved
D0638	Butler Co Special Ed. Interlocal	Michele	White	High Incidence Special Ed.	Approved**
D0638	Butler Co Special Ed. Interlocal	Karli	Winter	High Incidence Special Ed.	Approved**
D0700	Beloit Special Ed. Cooperative	Kelly	Kimerer	High Incidence Special Ed.	Approved
D0700	Beloit Special Ed. Cooperative	Samantha	Toombs	High Incidence Special Ed.	Approved**
D0701	Coffey County Special Ed. Cooperative	Renae	Gifford	Low Incidence Special Ed.	Approved*
D0701	Coffey County Special Ed. Cooperative	Gena	Jones	Early Childhood Special Ed.	Approved
D0701	Coffey County Special Ed. Cooperative	Amanda	Vander Linden	High Incidence Special Ed.	Approved*
D0701	Coffey County Special Ed. Cooperative	Mindy	Woods	High Incidence Special Ed.	Approved
D0702	Twin Lakes Ed. Cooperative	Kaitlyn	Isch	High Incidence Special Ed.	Approved
D0720	East Central KS Sp. Ed. Coop.	Tammy	Cole	Early Childhood Special Ed.	Approved*
D0720	East Central KS Sp. Ed. Coop.	Corinne	Flynn	Gifted	Approved
D0720	East Central KS Sp. Ed. Coop.	Amber	Sampson	Early Childhood Special Ed.	Approved
D0725	Cowley Co. Special Services Coop	Kylee	Brenn	High Incidence Special Ed.	Approved*
D0725	Cowley Co. Special Services Coop	Mellany	Flagler	Gifted	Approved
D0725	Cowley Co. Special Services Coop	Bambi	Hanson	Gifted	Approved
	*First Renewal			**Final Renewal	

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D0725	Cowley Co. Special Services Coop	Caitlyn	Hecker	High Incidence Special Ed.	Approved*
D0725	Cowley Co. Special Services Coop	Tayvia	Kemp	High Incidence Special Ed.	Approved*
D0725	Cowley Co. Special Services Coop	Alyxandra	Rush	Low Incidence Special Ed.	Approved
D0725	Cowley Co. Special Services Coop	Cynthia	Terry	High Incidence Special Ed.	Approved
D0725	Cowley Co. Special Services Coop	Nicole	Veatch	Early Childhood Special Ed.	Approved**
D0725	Cowley Co. Special Services Coop	Gina	Westerman	Deaf or Hard of Hearing	Approved**
	*First Renewal			**Final Renewal	

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15 d.

Staff Initiating:

Catherine Chmidling

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 11/12/2019

Item Title:

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

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

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

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

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

October 3, 2019

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Bethany College

Introductory Statement:

On September 05, 2019, the Evaluation Review Committee reviewed applications for program approvals for Bethany College.

Documents that were received and considered include the Institutional Program Reports, KSDE Team Reports, and any Institutional Rejoinder to the KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATION

Recommend “Approved” for the following programs through June 30, 2026.

Biology I, 6-12, continued

Areas for Improvement:

Standards 1-9, 11-18

None

Standard 10 (Met)

AFI 10.1: Course ED 406 does not fully align to the standard (this course is now being used to cover the standard).

Rationale 10.1: ED 406 covers using educational technology, not covering the standard in relationship with science and technology.

English Language Arts, I, 6-12, continued

Areas for Improvement:

Standards 1-7

None

Mathematics, I, 6-12, continued

Areas for Improvement:

Standards 1-7

None

Instrumental Music, I, PreK-12, continued

Areas for Improvement:

Standards 1-7

None

Vocal Music, I, PreK-12, continued

Areas for Improvement:

Standards 1-10

None

October 3, 2019

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Kansas State University

Introductory Statement:

On September 05, 2019, the Evaluation Review Committee reviewed the application for new program approvals for Kansas State University.

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

PROGRAM APPROVAL RECOMMENDATION

Recommend “New Program Approved with Stipulation” for the following programs through December 31, 2021.

Agriculture (MAT), I, 6-12, new

Areas for Improvement:

Standards 1-6

None

English Language Arts (MAT), I, 6-12, new

Areas for Improvement:

Standards 1-7

None

New programs may be given the status of ‘New program approved with stipulation,’ or ‘Not approved.’ New programs may be approved-with-stipulation for 2 years during which they are operationalized. A progress report is due after the second semester of operation to address the new program stipulation.

October 3, 2019

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Newman University

Introductory Statement:

On September 05, 2019, the Evaluation Review Committee reviewed applications for program approvals for Newman University.

Documents that were received and considered include the Institutional Program Reports, KSDE Team Reports, and any Institutional Rejoinder to the KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATION

Recommend “Approved” for the following programs through June 30, 2026.

Biology, I, 6-12, continued

Areas for Improvement:

Standards 1-7, 9-18

None

Standard 8 (Not Met)

AFI 8.1: Assessment 5 does not align with the standard.

Rationale 8.1: There is not a description of how the coursework in Microbiology or the BIOL 1003 addresses population growth.

Elementary Education, I, K-6, continued

Areas for Improvement:

Standards 1-7

None

Mathematics, I, 6-12, continuing

Areas for Improvement:

Standards 1-7

None

Reading Specialist, A, PreK-12, continuing

Areas for Improvement:

Standards 1-6

None

October 3, 2019

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Ottawa University

Introductory Statement:

On September 05, 2019, the Evaluation Review Committee reviewed applications for program approvals for Ottawa University.

Documents that were received and considered include the Institutional Program Reports, KSDE Team Reports, and any Institutional Rejoinder to the KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATION

Recommend “Approved” for the following programs through June 30, 2026.

Art, I, PreK-12, continued

Areas for Improvement:

Standards 1-7

None

Business, I, 6-12, continued

Areas for Improvement:

Standards 1-8

None

Instrumental Music, I, PreK-12, continued

Areas for Improvement:

Standards 1-7

None

Vocal Music, I, PreK-12, continued

Areas for Improvement:

Standards 1-7

None

October 3, 2019

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Washburn University

Introductory Statement:

On September 05, 2019, the Evaluation Review Committee reviewed the application for new program approvals for Washburn University.

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

PROGRAM APPROVAL RECOMMENDATION

Recommend “New Program Approved with Stipulation” for the following programs through December 31, 2021.

Building Leadership, A, PreK-12, new

Areas for Improvement:

Standards 1-6

None

District Leadership, A, PreK-12, new

Areas for Improvement:

Standards 1-6

None

New programs may be given the status of ‘New program approved with stipulation,’ or ‘Not approved.’ New programs may be approved-with-stipulation for 2 years during which they are operationalized. A progress report is due after the second semester of operation to address the new program stipulation.

PROGRAM REVIEW PROCESS

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

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

PROGRAM DECISIONS

New program approval decisions are:

- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:

- Approved
- Approved with Stipulation
- Not Approved.

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

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

(a) Application.

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

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

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

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

(c) Program review process.

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

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

any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.

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

(e) Request for hearing.

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

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

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

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

(g) Annual report.

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

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

(h) Change of approval status.

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

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

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

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

(a) Application for program renewal.

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

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

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and

(B) at least 12 weeks of student teaching.

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

(c) Program review process.

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

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

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

(e) Request for hearing.

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

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).

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

(f) Approval status.

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

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

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

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

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

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

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15 e.

Staff Initiating:

Doug Boline

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date: 11/12/2019

Item Title:

Act on Education Flexibility Partnership (Ed-Flex) Waiver request from USD 407 Russell County

Recommended Motion:

It is moved that the Kansas State Board of Education approve the one-year Education Flexibility Partnership (Ed-Flex) Waiver request for USD 407 Russell County to allow them to exceed the 15 percent Title I carryover limitation of once every three years.

Explanation of Situation Requiring Action:

Kansas has the authority under the Education Flexibility Partnership Act of 1999, as amended by the Elementary and Secondary Education Act (ESEA), to waive certain federal requirements. **USD 407 Russell County** is seeking an Ed-Flex waiver of Title I Part A Section 1127(b) of ESEA which prevents them from exceeding the 15 percent Title I carryover of funds limitation more than once every three years. This district is seeking a waiver in order to carry over more than 15 percent of the 2018-2019 Title I allocation into 2019-2020.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15 f.

Staff Initiating:

Dale Dennis

Deputy Commissioner:

Dale Dennis

Commissioner:

Randy Watson

Meeting Date: 11/12/2019

Item Title:

Act on request from USD 416, Louisburg, Miami County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 416, Louisburg, Miami County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 75-2315 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 416, Louisburg, Miami County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 416 plans to use the bond proceeds to pay the costs to: **Proposition 1**—(1) construct, furnish and equip improvements and renovations to district facilities including Circle Grove Pre-K School/Central Office, Rockville Elementary School, Broadmoor Elementary School, Louisburg Middle School, and Louisburg High School; and (2) construct, furnish and equip lighting, safety and security and technology improvements together with necessary furniture and equipment acquisitions throughout the district. **Proposition 2**—(1) construct, furnish and equip a baseball/softball complex.

This application contains non-instructional-related items—baseball/softball complex.

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

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

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

Unified School District 416-Louisburg	County: Miami
--	----------------------

1. Current equalized assessed tangible valuation *	<u>\$155,888,766</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$21,824,427</u>
4. State Aid Percentage	<u>0%</u>

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$8,470,000</u>	<u>5.5</u>
6. Amount of bond indebtedness requested	<u>\$34,500,000</u>	<u>22.1</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$42,970,000</u>	<u>27.6</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$21,824,427</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$21,145,573</u>	<u>13.6</u>

Forms Requested

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

October 15, 2019
Date

October 15, 2019
Date

Craig Neuenswander
Director, School Finance

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15 g.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 11/12/2019

Dale Dennis

Dale Dennis

Randy Watson

Item Title:

Act on request from USD 416, Louisburg, Miami County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 416, Louisburg, Miami County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 75-72-5461 et seq., as amended by 2018 Substitute for Senate Bill 423, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 416, Louisburg, Miami County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid.

USD 416 plans to use the bond proceeds to pay the costs to: **Proposition 1**—(1) construct, furnish and equip improvements and renovations to district facilities including Circle Grove Pre-K School/Central Office, Rockville Elementary School, Broadmoor Elementary School, Louisburg Middle School, and Louisburg High School; and (2) construct, furnish and equip lighting, safety and security and technology improvements together with necessary furniture and equipment acquisitions throughout the district. **Proposition 2**—(1) construct, furnish and equip a baseball/softball complex.

This application contains non-instructional-related items—baseball/softball complex.

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

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

Summary of Appeal to State Board of Education for State Aid

Unified School District 416-Louisburg	County: Miami
--	----------------------

1. Current equalized assessed tangible valuation *	<u>\$155,888,766</u>
2. Percentage of bond debt limit	<u>14.00%</u>
	<u>\$21,824,427</u>
	<u>0%</u>

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$8,470,000</u>	<u>5.5</u>
6. Amount of bond indebtedness requested	<u>\$34,500,000</u>	<u>22.1</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$42,970,000</u>	<u>27.6</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$21,824,427</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$21,145,573</u>	<u>13.6</u>

Forms Requested

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

October 15, 2019
Date

October 15, 2019
Date

Craig Neuenswander
Director, School Finance

Dale M. Dennis
Deputy Commissioner

Item Title:

Act to authorize initiation of Request for Proposal process to negotiate a contract for State Board Attorney legal services

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate the Request for Proposal process to negotiate a contract for State Board Attorney legal services from July 1, 2020 to June 30, 2021, with the option of four one-year extensions in a five-year contract amount not to exceed \$250,000.

Explanation of Situation Requiring Action:

The current State Board of Education attorney contract will expire on June 30, 2020. Under state law, this contract has to be rebid through the Kansas Department of Administration, Office of Procurement and Contracts.

KSA 72-254 provides that the attorney for the State Board shall attend all meetings of the State Board of Education and render legal services as directed by the State Board. The State Board Chair and Vice Chair have reviewed and approved of the contract specifications.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15 i.

Staff Initiating:

Brad Neuenswander

Deputy Commissioner:

Brad Neuenswander

Commissioner:

Randy Watson

Meeting Date: 11/12/2019

Item Title:

Act on request to contract with Education Elements

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with Education Elements for calendar year 2020 in an amount not to exceed \$295,700.

Explanation of Situation Requiring Action:

Education Elements will be responsible for implementing the next phase of a School Redesign Leadership platform based on their experience working to design and launch innovative school models. Education Elements was approved in June 2018 for phase one and in September 2018 for phase two. A partnership with Education Elements will ensure that KSDE is able to build upon the progress of the existing redesign work. Education Elements will bring its established methodology and lessons learned from supporting more than 140 districts to support these teachers and the goals of the Kansans Can Redesign Project.

Part 1: \$140,000

- The PL Trainer Certification Program will take participants through the Education Elements' methodology to introduce, design, support and sustain personalized learning in districts and schools. The Certification Program will focus on the connection between personalized learning and key student outcomes including student ownership, lifelong learning and student engagement. After completing the program, the certified trainers will have the resources and knowledge to lead this work in a district or school.
- Through this work, Education Elements will build the capacity of leaders from five (5) Regional Service Centers who will collaborate with Education Elements during the planning and helping deliver the training.

Part 2: \$70,000

- Education Elements will partner with award-winning videographer Joshua Izenberg to produce a series of four (4), three-to-five (3-5) minute clips that illustrate how redesign has changed the classroom experience for children across Kansas.

(continued)

Part 3: \$85,700

- Develop, support and deliver a PL Trainer Certification Program to ensure that trainers are able to support school districts focused on personalized learning in their abilities to design, launch and sustain personalized learning strategies at their sites.

Timeline: January 2020 – December 2020

TOTAL COST: \$295,700

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15 j.

Staff Initiating:

Beth Fultz

Director:

Scott Smith

Commissioner:

Randy Watson

Meeting Date: 11/12/2019

Item Title:

Act on request to contract with recommended vendor resulting from the Request for Proposal process to provide Kansas state assessment services

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with the recommended vendor resulting from a bidding process required by the Department of Administration and Division of Purchasing for the purpose of developing, administering, analyzing, and reporting state assessments with a contract amount not to exceed thirty-six million dollars (\$36,000,000) through June 30, 2026.

Explanation of Situation Requiring Action:

The Kansas State Department of Education (KSDE) is issuing this Request for Proposal to obtain competitive responses from vendors to provide annual state assessments in English language arts, mathematics and science for both general education and special education students in grades 3 – 8 and high school and an English language proficiency assessment for English learners in grades K - 12. The Initial contract will be issued for 18 months effective upon execution through Sept. 30, 2021 with five additional annual 15-month renewals July 1 through September 30 of the next calendar year.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15 k.

Staff Initiating:

Amanda Williams

Director:

Scott Smith

Commissioner:

Randy Watson

Meeting Date: 11/12/2019

Item Title:

Act on request to initiate contract bid process for providing state advisor services for Kansas Business Professionals of America

Recommended Motion:

It is moved that the Kansas State Board of Education act on a request to initiate the contract bid process for providing state advisor services for Kansas Business Professionals of America in an amount not to exceed \$67,500 for a four-year contract.

Explanation of Situation Requiring Action:

The current state advisor for Kansas Business Professionals of America (BPA) has submitted her intent to resign, effective Dec. 31, 2019. Approval is sought to send out a Request for Proposal for the state advisor duties, which include working with local chapter advisors in Kansas high schools, training state officers, and planning/managing regional, state and national competitive events. Organizations or individuals would be considered to take on the role of state advisor for BPA. An interim state advisor may be retained, if necessary.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15 I.

Staff Initiating:

Leah Zeller

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 11/12/2019

Item Title:

Act on recommendations of the Licensure Review Committee

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Licensure Review Committee as presented.

Explanation of Situation Requiring Action:

Recommendations of the Licensure Review Committee need the approval of the State Board of Education. Certificates/Licenses will be issued to those applicants whose appeals are granted.

**Licensure Review Committee
November Board Recommendations**

Case Number 3282

The Licensure Review Committee recommends that the Kansas State Board of Education issue an initial Kansas teaching license with an endorsement in mathematics, grades five through eight, based on the applicant completing the ABCTE alternative certification program in the state of Missouri, comparable testing, relevant coursework, and years of out of state accredited teaching experience. The motion was made by Ashlie Jack, seconded by Heidi Bolt, and approved unanimously.

Case Number 3286

The Licensure Review Committee recommends that the Kansas State Board of Education issue an initial Kansas school specialist license with an endorsement in school psychologist, pre-kindergarten through grade twelve, based on the applicant completing all Kansas requirements in an out of state approved program except the supervised internship and awarding of the terminal degree. The motion was made by Heidi Bolt, seconded by Dan Brungardt, and approved unanimously.

Case Number 3287

The Licensure Review Committee recommends that the Kansas State Board of Education issue an initial Kansas teaching license with an endorsement in English Language Arts, grades 5-8, based on the applicant completing the Polk County alternative certification program in the state of Florida, comparable testing, and relevant coursework. The motion was made by Ashlie Jack, seconded by Gwen McDonald, and approved unanimously.

Case Number 3288

The Licensure Review Committee recommends that the Kansas State Board of Education issue an initial Kansas teaching license with an endorsement in high-incidence special education, grades six through twelve, based on the applicant completing the ABCTE alternative certification program in the state of Missouri, comparable testing, relevant coursework, and years of out of state accredited teaching experience. The motion was made by Heidi Bolt, seconded by Ruth Schneider, and approved unanimously.

Case Number 3289

The Licensure Review Committee recommends that the Kansas State Board of Education issue an initial Kansas teaching license with an endorsement in science, grades 5-8, based on the applicant completing the Colorado BOCES alternative certification program in the state of Colorado, comparable testing, relevant coursework, and years of out of state accredited teaching experience. The motion was made by Ashlie Jack, seconded by Heidi Bolt, and approved unanimously.

Case Number 3290

The Licensure Review Committee recommends that the Kansas State Board of Education issue an initial Kansas teaching license with an endorsement in early childhood education, grades pre-kindergarten to

three, based on the applicant completing the minimum licensure requirements for the state of Arizona, comparable testing and comparable coursework of an approved Kansas licensure program. The motion was made by Ashlie Jack, seconded by Heidi Bolt, and approved unanimously.

Case Number 3291

The Licensure Review Committee recommends that the Kansas State Board of Education issue an added endorsement in high-incidence special education, grades kindergarten to six and grades six to twelve, to a valid Kansas teaching license based on the applicant adding the endorsement based on comparable testing in the state of Missouri and years of accredited out of state special education teaching experience. The motion was made by Heidi Bolt, seconded by Dan Brungardt, and approved unanimously.

Case Number 3292

The Licensure Review Committee recommends that the Kansas State Board of Education accept the post-secondary teaching experience verified as equivalent experience to meet the requirements for an initial Kansas school leadership license. The motion was made by Marc Williams, seconded by Dan Brungardt, and approved unanimously.

Case Number 3293

The Licensure Review Committee recommends that the Kansas State Board of Education issue a professional Kansas teaching license with an endorsement in high-incidence special education, grades pre-kindergarten to twelve, based on the applicant completing the Region 10 alternative certification program in the state of Texas, comparable testing, relevant coursework, and years of out of state accredited teaching experience. The motion was made by Heidi Bolt, seconded by Ruth Schneider, and approved unanimously.

Case Number 3294

The Licensure Review Committee recommends that the Kansas State Board of Education issue an initial Kansas school leadership license with an endorsement in building leadership, pre-kindergarten through grade twelve, based on completion of an approved coursework program in the state of Missouri and a passing score on the Kansas required PRAXIS content test. The committee also recommends issuing an initial Kansas school leadership license with an endorsement in district leadership, pre-kindergarten through grade twelve, contingent upon the applicant successfully completing the Kansas required PRAXIS content test for district leadership. The motion was made by Dan Brungardt, seconded by Marc Williams, and approved unanimously.

Case Number 3295

The Licensure Review Committee recommends that the Kansas State Board of Education issue a professional Kansas teaching license with an endorsement in history, government, and social studies, grades five to eight, science grades 5-8, and English language arts 5-8 based on the applicant completing the DeKalb County Schools alternative certification program in the state of Georgia, comparable testing, relevant coursework, and years of out of state accredited teaching experience. The committee also recommends accepting the documented out of state experience as equivalent experience required for

an initial Kansas school leadership license. The motion was made by Heidi Bolt, seconded by Marc Williams, and approved unanimously.

Case Number 3296

The Licensure Review Committee recommends that the Kansas State Board of Education issue an initial Kansas school specialist license with an endorsement in school psychologist, pre-kindergarten through grade twelve, based on the applicant completing all Kansas requirements in an out of state approved program except the supervised internship and awarding of the terminal degree. The motion was made by Heidi Bolt, seconded by Ruth Schneider, and approved unanimously.

Case Number 3297

The Licensure Review Committee recommends that the Kansas State Board of Education issue a reinstatement of an expired Kansas teaching license to the professional level with an endorsement in high-incidence special education, grades pre-kindergarten to twelve, based on the applicant completing a comparable coursework program in the state of California, comparable testing, and years of out of state accredited special education teaching experience. The motion was made by Heidi Bolt, seconded by Gwen McDonald, and approved unanimously.

Case Number 3298

The Licensure Review Committee recommends that the Kansas State Board of Education issue an initial Kansas teaching license with an endorsement in high-incidence special education, grades pre-kindergarten through twelve, based on completion of a comparable coursework program in the state of Texas and Virginia, comparable testing, and years of out of state accredited special education teaching experience. The motion was made by Gwen McDonald, seconded by Ruth Schneider, and approved unanimously.

Case Number 3299

The Licensure Review Committee recommends that the Kansas State Board of Education issue an initial Kansas teaching license with an endorsement in history, government, and social studies, grades five through eight, based on the applicant completing the West Texas A&M PACE alternative certification program in the state of Texas, comparable testing, relevant coursework, and years of out of state accredited teaching experience. The motion was made by Ruth Schneider, seconded by Heidi Bolt, and approved unanimously.

Case Number 3300

The Licensure Review Committee recommends that the Kansas State Board of Education accept the unaccredited out of state teaching experience verified as equivalent experience to meet the requirements for a professional Kansas teaching license and initial Kansas school leadership license. The motion was made by Marc Williams, seconded by Ruth Schneider, and approved unanimously.



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(785) 296-3203
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Janet Waugh District 1	Steve Roberts District 2	Michelle Dombrosky District 3	Ann E. Mah District 4	Jean Clifford District 5
Dr. Deena Horst District 6	Ben Jones District 7	Kathy Busch District 8	Jim Porter District 9	Jim McNiece District 10

To: Board Members

Subject: Board Member Travel

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

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

Pay Period Begins	Pay Period Ends	Deadline to Report	Pay Date
10/20/2019	11/02/2019	10/31/2019	11/15/2019
11/03/2019	11/16/2019	11/14/2019	11/27/2019
11/17/2019	11/30/2019	11/28/2019	12/13/2019

Item Title:

Executive session for the purpose of Attorney-Client privilege

Recommended Motion:

It is moved that the Kansas State Board of Education recess into Executive Session to discuss the subject of legal matters with legal counsel, which is justified pursuant to the exception for matters which would be deemed privileged in the Attorney-Client relationship under KOMA, in order to protect the privilege and the Board's communications with an attorney on legal matters.

Item Title:

Executive session for the purpose of discussing personnel matters of non-elected personnel

Recommended Motion:

It is moved that the Kansas State Board of Education recess into Executive Session to discuss the subject of an individual employee's performance, which is justified pursuant to the non-elected personnel exception under the Kansas Open Meetings Act, in order to protect the privacy interest of the individual(s) to be discussed.



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District 10

WEDNESDAY, NOVEMBER 13, 2019 MEETING AND WORK SESSION AGENDA

Location:	Kansas Health Institute, 212 SW Eighth Ave., Topeka, KS
9:00 a.m.	1. Call to Order 2. Roll Call 3. Approval of Agenda
9:05 a.m. (IO)	4. Chairman's Report and Future Agenda Items a. School Mental Health Advisory Council b. Transition Work Group c. Requests for Future Agenda Items
9:30 a.m. (DI)	5. Discussion of State Board Legislative Agenda
11:30 a.m. (IO)	6. Information from Kansas Health Institute leadership
12:30 p.m.	ADJOURN



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

To: Kansas State Board of Education
Subject: Chair's Report & Requests for Future Agenda Items

These updates will include:

- a. School Mental Health Advisory Council
- b. Transition Work Group Recommendations
 - Summary
 - Reports 1-4
- c. Requests for Future Agenda Items

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

Policies of the Kansas State Board of Education:

The following are policies of the Kansas State Board of Education on matters concerning post-secondary transition. The Board is asking the Commissioner of Education to develop, with further stakeholder engagement, a detailed action plan to carry out these policies and to ensure they are effectively implemented in all Kansas schools under the purview of KSDE and the State Board of Education. The Board is also asking the Commissioner to report back to the Board a detailed implementation plan to carry out these policies, as well as periodic reports of progress towards the plan's implementation. As part of this reporting, the Board asks the Commissioner to detail specifically how such standard or policy is assured to be implemented consistently statewide (examples: Board policy with training/technical assistance, what data will be collected?, what accountability measures will be put in place?, including the most important requirements as part of the school accreditation process?, etc.). We would note that a "policy" of the State Board of Education is not equal to a rule/regulation or law. It does not equate to a mandate that schools must follow. A policy of the State Board of Education provides the parameters and direction for KSDE to follow as they provide the models, training, technical assistance, best practices and standards to Kansas schools. The sincere hope is that by these being the official policies adopted by the State Board that it will stake out a leadership position for Kansas schools to follow. That leadership position, along with the hard work of KSDE staff, will hopefully lead to these policies of the Board being accepted and implemented in Kansas schools.

These policies were recommended by a Transition Workgroup chaired by State Board of Education member Jim Porter. The membership of the Transition Workgroup includes state agencies, educators, administrators, parents, disability advocates and the Kansas experts in the field of post-secondary transition. The Transition Workgroup was established in 2018 when Jim Porter was chair of the State Board of Education. The Workgroup was assembled in lieu of action by the Kansas Legislature on 2018's HB 2745. The Transition Workgroup is accomplishing all of the activities and outputs that would have been required by HB 2745. Additionally, when recommendations are being made by the Workgroup to other Kansas entities outside of the control of the Kansas State Board of Education (such as state agencies, Governor, Kansas Legislature, etc.) those recommendations are detailed in a separate document. Throughout this document, the original reports and recommendations of the Transition Workgroup are cited to better provide the Commissioner, KSDE staff and the public have access to the full report language and recommendations surrounding each policy. These full reports will help provide background and a more complete picture of the policy changes being sought by the Board with this document.

The full community of Kansas stakeholders that engage in transition-related activities was involved in this planning process. The State Board considers these policy changes best practices which KSDE will implement, with or without funding. All of the changes in this document are measures to be implemented by KSDE. Through the adoption of this document, the Board understands that KSDE will implement these points by either making or suggesting changes in policies, practices, procedures and

evaluated standards. Additionally, concerning Employment First and competitive, integrated employment changes in this document, the existing Kansas Employment First Initiative Act (KSA 44-1136 through 1138) already empowers and requires such changes. This existing law requires that “All state agencies shall follow this policy and ensure that it [Employment First] is effectively implemented in their programs and services.” Therefore, this document is also detailing the State Board of Education’s directive for implementing the current Employment First law. The policy regarding Employment First is actionable, because there is existing law. If implementation of any of the points of this document is a barrier due to existing funding, KSDE will report back to the Board of Education the specific barrier and the funding required to remedy the situation. If steps are unclear because there are unknowns due to lack of data, KSDE should study the issue and report back on the data and on next steps to accomplish the recommendation. The State Board should receive a preliminary report with timelines early in 2020.

Training, Professional Development and the IEP/Transition System

1. Ensure the entire special education system is focusing on increasing understanding, engagement and planning of post-secondary transition at all ages, including early childhood, for students with disabilities by supporting transition preparation and planning through training, technical assistance, professional development and evaluation of implementation (see Report 1, Recommendation 1).
 - a. Establish a model for effective Individualized Education Program (IEP) meeting practices and procedures, including transition, to ensure it is user-friendly, understandable, useful and less frustrating to students/parents and that consistent, best-practices are provided in all districts statewide.
 - b. Consult with key national leaders in this area, such as Kansas University Center on Developmental Disabilities, National Technical Assistance Center on Transition, and others to incorporate evidence-based practices and other effective national models to assist with this effort, such as the LifeCourse Framework.
 - c. Pursuant to the Kansas Employment First Initiative Act, Individuals with Disabilities Education Act, and Workforce Innovation and Opportunities Act, establish that the postsecondary expectation for all students with disabilities will be competitive, integrated employment.
2. Establish and promote a model for effective IEP meeting practices and procedures that ensures IEPs are student led and emphasize transition across the lifespan (see Report 1, Recommendation 3).
 - a. Support students’ individualized participation by stressing best-practices in self-advocacy and self-determination.
 - b. Examine other states that incorporate a user-friendly, interactive device/web-based app to improve their engagement of students and parents in the IEP and transition process. As part of this engagement, such a device/web-based app can be utilized to obtain feedback and information for the transition plan.

3. Establish and promote a model for consistent child-find practices to ensure all students with disabilities that require an IEP are correctly identified. (see Report 1, Recommendation 4).
 - a. KSDE will provide training and technical assistance to ensure students with disabilities birth through 21 (including but not limited to those with mental health needs, autism and brain injury) are appropriately identified and served under IDEA and not simply referred to other options (such as informal supports, Student Improvement Team Plan, 504 Plan, Positive Behavioral Support, etc.).
 - b. As part of KSDE's disproportionality examinations, the Department will examine prevalence rates of IEP disability categories to determine categories that are either over or under represented. This information will be used to identify districts that could benefit from targeted technical assistance, including examination of the district's child-find policy, practices and procedures.
4. KSDE will work with disability stakeholders who will develop training and technical assistance to ensure transition planning includes all alternatives to guardianship (durable powers of attorney, supported decision making, etc.) are presented to ensure choices are fully informed and carefully made. Guardianship is the last resort and is utilized only after other less restrictive alternatives have been fully considered. KSDE will gather data regarding guardianship decisions (See Report 1, Recommendation 8).
5. Work with stakeholders to provide materials, training and technical assistance to ensure schools better understand, inform, and provide resources to parents and students about services in the community that support individuals for effective transition during and beyond school, and throughout their lifespan (see Report 1, Recommendation 9).
 - a. For students at-risk of being employed in a non-competitive or non-integrated setting, stress the availability of individualized Medicaid Home and Community Based Services waivers and Vocational Rehabilitation supports that can get them a job in the community that is both competitive and integrated. The Kansas Employment First Act requires competitive, integrated employment must be the preferred and first option.
6. Establish and promote a model to educate families and professionals on how to prepare for transition beginning in early childhood and provide effective information as to how such preparation would lead to better outcomes for transition, which will ensure expectations are limitless (see Report 4, Recommendation 1).
7. Work with other states, Kansas state and local agencies and programs (Vocational Rehabilitation, Department of Commerce, Workforce Centers, Medicaid, HCBS Waivers, Independent Living Centers, etc.) to support the "braiding" of funds between the different systems, including providing training and technical assistance to schools, thus creating a more effective coordination of resources (See Report 4, Recommendation 2).

- a. “Braiding” of funds is when all the different resources come together (Vocational Rehabilitation, Workforce Centers, Independent Living Centers, KSDE, Medicaid, HCBS Waiver programs, mental health, local schools, etc.) to ask “What does this student with a disability need to have a successful transition, and how can our individual programs and funds work together to make that happen.” Coordination is key.
 - b. Numerous states have effectively incorporated “braiding” of funding to ensure better transition outcomes for students with disabilities.
 - c. Braiding of funds could result in students receiving appropriate supports from the above sources which could relieve some financial pressure on schools and Special Education funds. For instance, using VR Pre-ETS (Pre-Employment Transition Services) funding to involve students in job readiness training.
8. KSDE, working with disability stakeholders, will establish and promote a model to provide training to schools and teachers on how to ensure students are trained in best practices in self-advocacy and self-determination beginning at early childhood (see Report 4, Recommendation 3).
9. KSDE will work with the Kansas State Board of Regents, disability stakeholders, Kansas private colleges, and others to develop training and technical assistance to schools regarding resources available to support transitioning students into post-secondary education and training opportunities (see Report 5, Recommendation 2 and 3).
 - a. The terms post-secondary education and training are to be interpreted broadly (e.g. auditing classes, comprehensive transition programs, etc.) for all students with disabilities.
 - b. School personnel on the IEP team will share with students and families the full range of post-secondary educational opportunities individualized for students across the spectrum of academic ability, including those with intellectual disability; and the transition services available to prepare students to be successful in their chosen post-secondary education program, which includes obtaining accommodations.
 - c. IEP teams will inform families that students have a right to receive reasonable accommodations and to apply for and attend post-secondary programs. For students who wish to participate in a degree-seeking post-secondary education program, acceptance into such programs are not limited by the cost of necessary accommodations.
 - d. School personnel will work with students to provide information, documentation and assistance to ensure students understand their rights and have access to documentation of needed accommodations. KSDE will provide a model to ensure schools follow an effective process to provide graduating students with disabilities a comprehensive listing of accommodations (Summary of Performance) received in order to facilitate a more effective post-secondary transition.
 - e. KSDE will work with the Kansas Board of Regents to establish expectations around students coming out of Kansas schools to Kansas post-secondary institutions with documentation of accommodations received.

10. KSDE will establish and provide guidance on quality practices to ensure schools provide individualized supports and services for students age 18 through 21 (See Report 4, Recommendation 4).
 - a. KSDE will examine existing data to identify districts that appear to be under serving students in this age group, and provide targeted training and technical assistance to those districts.
 - b. The focus will be on ensuring that students who need and can benefit from 18 through 21 services obtain such services pursuant to existing law. Transparency about IEP requirements are essential.
 - c. KSDE will provide training and technical assistance to all districts.

Systems Change and Coordination

1. KSDE will provide a model to ensure students with disabilities with IEPs of appropriate age, and their legal decision makers, receive a referral to Vocational Rehabilitation and Workforce Development Centers (see Report 1, Recommendation 7).
 - a. As part of this referral process, KSDE will work with disability stakeholders and the programs to develop a process to improve the referral process across systems between schools, VR and Workforce Development Centers.
 - b. As one idea, the Transition Workgroup subcommittee discussed creating a process for providing materials to schools for parents to sign releases to allow schools to share their information to make these referrals to VR and Workforce Development Centers. Improving this process is critically important to successful transitions. The Workgroup would like these and other ideas to be discussed through the stakeholder engagement group in sub a, above. Parent members of the subcommittee strongly believed that students/parents need to be better informed by school staff just how critically important VR and the Workforce Centers are to making a successful transition to adult life and obtaining a job after high school.
 - c. Another idea that the Workgroup discussed was to make referral to VR and Workforce Centers more of an “opt-out” process and more automatic. There was strong support from the parent and advocacy communities for this process. Although KSDE does not control this process, the Workgroup will be making recommendations to the Governor, Legislature and State Agencies regarding this idea.
2. KSDE will provide a model for schools to ensure transition plans have meaningful steps, activities and mechanisms to ensure students with disabilities transition to competitive, integrated employment as the first and preferred option (see Report 3, Recommendation 1).
 - a. Only a transition that includes either: 1) post-secondary education and training that leads to competitive, integrated employment or 2) transition to such employment will be considered by KSDE to be a successful transition under this Board adopted document.

- b. The State Board understands that the Employment First Initiative Act applies to KSDE and Kansas schools. By adopting this document, the Board is helping to better ensure that KSDE and schools are in conformity with Kansas law.
 - c. Because this helps implement the requirements of existing Kansas law, the Board asks the Commissioner of Education to establish significant processes, training/technical assistance, reporting requirements and accountability mechanisms to ensure KSDE and Kansas schools come into conformity with this document and the Employment First law. Additionally, the Commissioner is asked to report back how KSDE will implement the portion of the existing law that “All state agencies shall follow this policy and ensure that it [Employment First] is effectively implemented in their programs and services.” Additionally, KSDE is to ensure transition plans in Kansas transition students to competitive, integrated employment and independent living whenever possible. The goal is to do a “hard reset” on the educational transition system in order to make competitive, integrated employment the clear expectation going forward.
 - d. Pursuant to the Kansas Employment First Initiative Act, the Board is issuing these specific points regarding competitive, integrated employment as the policies and goals of the KSDE regarding Employment First.
3. KSDE will work with the Kansas Vocational Rehabilitation program on methods to better ensure more active and effective engagement with schools regarding post-secondary transition (See Report 3, Recommendation 2).
 4. KSDE will work with the Executive Branch agencies to be intricately involved in the coordination of planning and implementation efforts on disability employment issues. KSDE needs to have key decision makers involved and engaged with Executive Branch agencies in an effective method to coordinate disability employment and post-secondary transition issues. This coordination is important to ensure improved disability employment outcomes, including post-secondary transition (See Report 3, Recommendation 3).

Capacity Building

1. Ensure schools are providing effective numbers and sufficiently trained transition coordinators/specialists (see Report 1, Recommendation 2).
 - a. KSDE will survey local education agencies to determine how many are employing staff that meet the below standards for Transition coordination.
 - b. KSDE will establish competencies to make positive changes in this area. In the short-term there are options such as micro-credentialing and obtaining competencies to improve Transition coordination. In the long-term there are many options to consider, including but not limited to creating credentialing or licensure standards to ensure effectiveness and consistency of services.

- c. Parents/students need to be educated how to be effective consumers of transition coordinator services (knowing what Transition Coordination is, what the professional standards are, what these micro/credentials mean, etc.).
 - d. Local education agencies should be encouraged to provide compensation for those obtaining appropriate competencies.
 - e. KSDE will detail to schools acceptable levels of transition coordinators and other standards to increase coordinator numbers and ensure better access to this needed service.
 - f. Additionally, the following details numerous standards and competencies for transition coordinators/specialists. KSDE should examine these competencies as it establishes the core competencies and standards. <http://community.cec.sped.org/dcdt/cec-transition-standards>
2. Working with disability stakeholders, develop a plan to increase independent advocates in order to empower parents and students to effectively navigate the special education system and advocate during planning and implementation of the individualized educational program and process, including transition (see Report 1, Recommendation 5).
- a. KSDE will develop a plan to ensure greater access to independent advocates.
 - b. As a consensus, parents and advocates on the Transition Workgroup identified these independent advocates are a need that must be filled, as a key to a successful transition.
 - c. For more information on the successful models and best practices for creating capacity for independent advocacy/ombudsman services, see the extensive policy paper written by the AARP, the Arc of the United States, Families USA, DREDF and others (“Designing State-Based Ombuds Programs ...”).
3. Working with disability stakeholders, develop a plan to ensure better access to benefits planners and planning materials to bust the myths surrounding employment and disability benefits. This access to benefits information and planners must start early to combat the systemic and prolific myths about work and benefits in the disability community (See Report 1, Recommendation 10).
- a. KSDE needs to work with the existing benefits planners in Kansas (through KDHE’s Working Healthy program, the federally-funded WIPA program, and any other benefits planners – ILCs, CMHCs, etc.) to increase collaboration and access to benefits planning for students with disabilities in transition.
 - b. Other collaborators include the Kansas State Treasurer (ABLE Accounts) and private or pooled special needs trusts organizations (such as Arcare). Knowledge about ABLE accounts and special needs trusts are an important aspect of a successful transition plan.
 - c. A goal of collaboration is to have knowledgeable experts (KDHE, KDADS, Kansas State Treasurer, etc.) produce materials and basic information about benefits planning, such as information about SSI, Medicaid, ABLE accounts and special needs trusts for schools to

share with students in transition and their parents in order to help ensure a more effective transition to competitive, integrated employment.

Data Collection and Tracking

The taskforce performed an in-depth review of existing surveys and data collections from multiple state agencies and organizations. The taskforce then identified questions that cannot be answered with existing data, but which could provide actionable information to improve transition results for children. A summary of the taskforce's proposals are included below (See Report 2, Recommendations in the Table starting on page 2 of the report).

1. Create a heat map of the state to identify where students are transitioning into sheltered workshops.
 - a. Use the geographic data to see if there are particular areas of the state or districts that demonstrate a need for targeted support in transitioning to competitive employment options.
2. Identify districts providing real working experiences in the community for youth.
 - a. A significant indicator for post school employment is in-school access to employment opportunities.
3. Identify which districts have a transition council.
 - a. Which districts participate in active transition councils?
4. Determine which districts are collecting their own post-school data.
 - a. High quality data at the school level on student post-school outcomes will inform improvements at the school level.
5. Perform additional data collections and analysis as may be necessary to implement other recommendations of the Transition Workgroup, including survey and other data to gauge school performance on the IEP and transition issues contained in the Employment Systems Change Coalition report.

Report 1 – Recommendations on improving the transition process for all students with disabilities

References in this document to students with IEPs recognize that while individuals that are “gifted only” fall under the categories of exceptionalities and have IEPs, this document references IEPs and individuals with IEPs to focus on students with disabilities.

References in this document, the term “parent” or “family” refers to any person or persons acting on behalf of and in support of the individual with disability and may include but not be limited to parents, grandparents, stepparents or other related person, someone legally acting as a parent or guardian, foster parents, or officially appointed educational advocate or legal decision makers

1. Special education focuses on transition. Change the transition preparation and planning system in Kansas to ensure the entire special education system is focusing on increasing understanding, engagement and planning of transition at all ages for students with disabilities. This includes starting engagement, understanding and planning for transition much earlier than age 14. A commitment to supporting the empowerment of all individuals from a strengths-based perspective during every stage of the lifespan guides the transition process. The following will be the clear postsecondary **expectation for all IEP teams:** “Entry into an employment career path will lead to all students with disabilities becoming adults who are meaningfully employed in competitive and integrated settings.” **This needs to be viewed** as the ultimate goal from the beginning of the educational process.

- Guidelines, considerations & recommendations
 - i. Communication focusing on transition must occur between all members of every educational team at all ages.
 - ii. During planning and implementation of individualized programming, the focus should be on goals and instruction that lead to postsecondary success and independence, creating a path to independent living and competitive, integrated employment.
 - iii. This individualized programming and instruction will not be limited to only job skills, but rather will include instruction and preparation in all domains (e.g. academic, social, and occupational and this may include postsecondary educational opportunities).

- iv. Make changes to the IEP and transition system to ensure it is far more user-friendly and understandable to students/parents as well as far less frustrating.
 - v. Options for empowering families in supporting transition include mentoring programs with other family members,
 - vi. Conversations regarding all components of transition begin before school begins, continues through early childhood and elementary school and continues through middle and high school.
 - vii. Support individualized goals based on strengths, interests, and a foundation in self-awareness and self-advocacy
 - viii. Use evidence-based practices for transition
 - ix. Kansas to have a team attend NTACTION conference – consider roles to be represented on teams (NTACTION Capacity Building Institute in Charlotte NC May 7-9, 2019)
 - x. Consider transition training as part of teacher licensure
- Resources:
 - i. Several examples and models offer promise for ensuring transition discussion and understanding occurs earlier, so that engagement is more meaningful. Note: All underlined content are hotlinks to the corresponding website materials.
 - I. [MAPS for the Future: Using Person-Centered Planning to Promote Successful School to Adult Life Transitions](#)
 - II. [Project Search](#)
 - III. [Charting the LifeCourse](#)
 - IV. [Think College](#)
 - V. [Employment First Evidence Based Predictors for Post-School Success](#)
 - VI. <https://kcdd.org/resources>
 - VII. [National Gateway to Self-Determination](#)
 - VIII. NTACTION <https://transitionta.com/effectivepractices>
 - IX. Lesson Plan Starters - <https://transitionta.com/lessonplans>
 - X. [Transition Tennessee](#) – Trainings and resources for building a comprehensive transition program for individuals with disabilities. It includes online trainings, evidence based practices and practical strategies for all members of a transition team.
 - XI. [iTransition Web-Based App and resources](#)

2. Transition coordinators. Dedicate state resources to provide more and better trained transition coordinators.

- Guidelines, considerations & recommendations
 - i. Ensure effective standards and consistency of transition coordinator services through some form of certification or other accountability to ensure consistency.
 - ii. Certification or credentials for transition coordinators with qualifications and experience guidelines specified
 - iii. Statewide infrastructure for training and information specific to transition
 - iv. Community structures (such as transition councils) for sharing training and best practices; seek input from current transition councils as to outcomes and processes that were successful
 - v. Address building & maximizing capacity of personnel trained in transition via virtual resources when/as needed
 - vi. Consider Federal Department of Labor grant application (VR and other agencies/entities apply jointly)
 - vii. Seek input from educational teams that work with transition-age students & families re: barriers, successes, needs
- Resources
 - i. Consider infographic that includes personnel, agencies, relationships, contact information and responsibilities
 - ii. [Wisconsin Board for People with Developmental Disabilities: Let's Get to Work](#)
 - iii. Communication with postsecondary education re: certification and training for transition staff for all agencies
 - iv. Promote success stories (i.e. [Poppin' Joes](#))
 - v. [What Transition Specialists Need to Know](#)

3. Self-advocacy & student-led IEPs. Change Kansas' IEP system to ensure IEPs are truly student led and they emphasize transition across the lifespan. This includes all students (with attention to supporting students who are nonverbal) and supporting parents as they encourage this process. This process evolves as the student ages.

- Guidelines, considerations & recommendations:
 - i. Supporting self-advocacy in student's education is critical at each age and is a set of skills that has lifelong implications
 - ii. Student participation in IEPs is individualized based on age, strengths, and goals
 - iii. Part of self-advocacy is recognition that asking for help and support is a strength

- iv. Educate individuals re: accommodations and its relevance to changing environments and situations, higher education and integrated employment

- Resources

- i. Several materials can be helpful in this process, including but not **limited to: Wisconsin's use of a transition app** students access on phones and other devices which students/parents are already comfortable; Wisconsin has further integrated that app into the IEP process and changed that process to have students literally lead IEP team meetings and make PowerPoint presentations about their transition plan; ensuring the application of concepts from the Life Course framework within transition, etc.
<https://www.witig.org/witransition-app.html>,
<https://www.witig.org/>
- ii. Child & Family Team Practices that provides evidence for validating this practice
- iii. The subcommittee will compile some “tips & tricks” reference materials in order to increase engagement for student and team
- iv. Curriculum that supports self-advocacy (i.e. [CCC Framework](#))
- v. Families Together [Leading my IEP Meeting](#): Helpful resource for students with tips on how to be proactively engaged in their IEP planning process.
- vi. [iTransition Web-Based App & resources](#)

4. Identification and processing. Modify the IEP identification and processing systems in Kansas to ensure IEP eligible students are accurately identified and there is clarity to distinguish between students qualifying for IEPs and 504 plans with specific attention to students with mental health needs.

- Guidelines, considerations & recommendations:

- i. Create accountability mechanisms to better ensure students are not being forced into 504 plans when they are eligible for an IEP.
- ii. The “Kansans CAN” mission from the State Board of Education is about the success of all students; 504 plans in Kansas need to be modified to ensure the enhanced transition system recommended by this workgroup are also implemented for students with 504 plans.
- iii. Review of resources relating to federal eligibility guidelines and implications for students with mental health, behavioral issues and other disabilities and the contrast and comparison of IEPs and 504 plans. (Dean Zajic)

5. Goals for IEP/504 Process & Implementation. The IEP/504 plans and processes are written, shared, and implemented with the goal that all individuals involved have and maintain a complete understanding of all components of the plan and its implementation. Ongoing engagement in all parts of this process ensures that these dynamic, person-centered plans are implemented as written. Bottom line, parents and students need to be far better engaged and educated about the IEP process to better enable them to advocate for successful IEP creation and implementation.

- Guidelines, considerations & recommendations:

- i. Parents, students and educators collaborate to understand the process and context of each component of the IEP/504 and its implementation.
- ii. Language used is clear, person-centered, easy to understand and adapted to the person's individual needs. Different words have different meanings across systems and it is critical that all stakeholders communicate so these meanings are clear.
- iii. Parents/students and educators understand their student and parent legal rights and responsibilities. This will help improve engagement and implementation.
- iv. A portal to communicate with current and future IEP/504 teams and any teacher that would interact with our students as a central resource for families and IEP/504 teams
- v. Plan to ensure that educational teams supporting IEP/504 plans communicate that information with agencies and services as appropriate for the individual via a portal or other system.
- vi. Individuals at the focus of IEP/504 plans are provided with access to and understanding of resources and services to support their postsecondary transition into education, employment, housing, and community involvement.

- Resources

- i. [Charting the LifeCourse](#)

6. Independent Advocates. Dedicate state resources to greatly increase access to independent advocates to empower parents and students to effectively self-advocate during planning and implementation of the individualized educational program and process, including transition.

- Guidelines, considerations & recommendations

- i. Parents and students need independent advocates providing individualized support to ensure they have comprehensive information and resources to analyze and make decisions,

particularly as they prepare for and move directly into transition planning.

- ii. Independent advocates must focus on a foundation of person-centered planning. These advocates need a working knowledge of all components of transition planning that occur **throughout the student's education. This role requires** knowledge of and access to information regarding community resources that includes service providers, legal rights, benefits planning, vocational rehabilitation, workforce centers and independent living centers.
- iii. The clear consensus among parents who are members of this subcommittee is that this independent and individualized advocacy support is key to successful transition; these advocates will increase and support understanding and engagement among students and parents.
- iv. Independent Advocates will also improve student/parent understanding and engagement in many of the systems change areas outlined in this document.
- v. Independent educational advocates are the advocates for the parent/student, and have the same goals as the schools and school staff, namely to ensure an effective education, access to special education and related services, and a quality transition to adult life.

7. Kansas Vocational Rehabilitation (VR) & Workforce Development Centers -

The process for obtaining referrals to and enroll in the VR and Workforce Development Center programs should be more automatic (more like parents and their students would have to affirmatively “opt-out” from this process after obtaining true informed consent). These systems (VR and Workforce Centers) should proactively find the student/parent and help enroll them, not the other way around.

- Guidelines, considerations & recommendations:

- i. Students/parents and school staff need to better understand how critically important VR and Workforce Development Centers can be to help them find employment.
- ii. Use technology to help better connect students/parents with VR and Workforce Centers (skype, device based apps, other platforms) technologies which students/parents are already familiar with).
- iii. Create processes to speed up and facilitate referrals, application and service delivery to VR and Workforce Centers to ensure people are enrolled timely into services.

- iv. This may include changing the Individual Plan for Employment (IPE) to be readable, accessible and understandable.
- v. More effective cross-training about VR & Workforce Centers with a myriad of different systems and providers (schools, foster care, child welfare, disability/mental health services, etc.)
- vi. If referrals are more robust and automatic, capacity issues may result, thus necessitating additional funding and/or additional constraints placed on those programs (i.e. order of selection)
- vii. Consider and use technological platforms to share resources, processes, and information about basic services of VR.
- viii. Educate all stakeholders so VR is invited to attend events that support students and families transitioning
- ix. Add funding to support additional capacity designated to promote and share the function of VR services and Pre-ETS services, in addition to being able to provide the services.
- x. Explore and take advantage of mechanisms to use federal matching funds to increase capacity

- Resources

- i. [Missouri video - overview of VR services](#)

- 8. Continuum of decision making supports. Planning for decisions when individuals prepare for the age of legal capacity must be individualized, considering all alternatives from least to most restrictive. All individuals and families must have information to make informed choices that include all alternatives to guardianships. This process for understanding choices and alternatives begins far before reaching the age of majority with the goal being that individuals with disabilities become “actors in their lives instead of being acted upon” (Wehmeyer, Palmer, Agran, Mithaug, & Martin, 2000, p.440)

- Guidelines, considerations & recommendations:

- i. Train school staff, parents and other supports about less restrictive alternatives to guardianship (for example, durable powers of attorney, supported decision making documents)
 - ii. Schools have an important role in educating parents and students regarding alternatives to guardianships.
 - iii. **The entire system should consider it a “failure” whenever a guardianship is established over a student without first fully and effectively considering all other least restrictive alternatives. An important part of a successful education is teaching the student how to make good decisions. Students can’t do that if they proactively have guardianships placed over them.**

- iv. The “default” should be no guardianship or least restrictive alternatives such as durable power of attorney or supported decision making.

- Resources
 - [Washington D.C.supported decision making resources](#)
 - [Supported Decision-Making \(SDM\)](#) is a series of relationships, practices, arrangements and agreements designed to assist an individual with a disability to make and communicate to others decisions about their life

- 9. Supports & Services for Independence. Ensure schools better understand inform and provide resources to parents and students about services in the community that support individuals for effective transition during and beyond school, and throughout their lifespan.

For many students, Medicaid is integral to make a successful transition, especially HCBS Medicaid Waiver programs for long term care. Additionally, for students with lived experiences, behavioral health services and non-HCBS are the lifeline to long term success. Parents and students need to be educate that HCBS Waivers are not just about sheltered workshops or congregate settings, they are about individualized supports and can include supports to get a real job in the community. Another important aspect of this is understanding how the Working Healthy and Work programs can help people work and keep their benefits.

Raising expectations so IEPs for individuals with disabilities (including individuals with significant disabilities) are individualized and a reflection of strengths, interests, and community resources. Schools and IEP teams must challenge themselves to view transition to sheltered workshops and day services as a failure; this should not be the postsecondary goal in transition components of the IEP.

- Guidelines, considerations & recommendations:
 - i. These programs are a critical link to making a successful transition for many students with significant disabilities.
 - ii. Training, information and professional development must be provided so educators, families and individuals with disability understand and promote a wide range of options to support individuals as they aspire to work, living, and community experiences that will become part of their postsecondary lives. Awareness is critical for all stakeholders.

- iii. Professionals involved in all community systems also need opportunities to increase understanding and awareness that supports high expectations and working toward achievement of personalized postsecondary lifestyles that align with individuals' strengths and interests.
- iv. An emphasis on self-advocacy is part of supporting high expectations and work toward achieving positive outcomes.
- v. These expectations align with Kansans Can goals for educational outcomes.

10. Benefits planning. Dedicate state resources to allow access to benefits planners and planning materials to bust the myths surrounding employment and disability benefits. This education and access to benefits information and planners must start early to combat the systemic and prolific myths about work and benefits in the disability community.

- Guidelines, considerations & recommendations:
 - i. Students/parents, schools and agency/natural supports must understand that people with disabilities will come out ahead by working (their SSI and employment paycheck will always be more than their SSI check alone, and SSDI has even greater flexibility to work and keep your SSDI).
 - ii. Students/parents, schools and agency/natural supports must know about, promote and have access to benefits planners to navigate the complex process of keeping all their disability benefits (such as Medicaid) while working.
 - iii. This could be implemented in several ways (Medicaid State Plan Service, HCBS plan services, 1915-I like services, dramatic expansion of the number of benefits planners, etc.)
 - iv. Effective benefits planners will provide families and students with disabilities with individualized options to insure they can keep their benefits and be employed. Examples include ABLE accounts, private and pooled special needs trusts, work incentives, etc.
 - v. Increased information will be made available in schools to provide resources and increase understanding of various tools to work and maintain benefits, including but not limited to ABLE accounts, private and pooled special needs trusts, work incentives etc. The Treasurer's office may be a partner in providing this information.

Other General resources:

[“Evaluation of Initiatives to Improve Adult Outcomes and Employment Opportunities for Young Recipients of Supplemental Security Income” series](#)

Federal Partners in Transition (FPT) Fact Sheets

In February 2015, FPT published [*The 2020 Federal Youth Transition Plan: A Federal Interagency Strategy \(Plan\)*](#). To address priorities and goals of this *Plan*, two transition related fact sheets were published to improve education and outreach to the public about policies and practices governing transition services and transition programs. OSERS, along with FPT members, are pleased to share:

[*What to Know About Work-Based Learning Experiences for Students and Youth with Disabilities*](#) [PDF, 495KB]

[*What to Know About Transition Services for Students and Youth with Disabilities*](#) [PDF, 446KB]

A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities, May, 2017

On March 27, 2017, President Trump signed Public Law No. 115-13, which rescinded the Department of Education's regulations relating to accountability and state plans under the *Elementary and Secondary Education Act* of 1965, as reauthorized by the *Every Student Succeeds Act (ESSA)*. In order to reflect these changes, OSERS has revised and is reissuing [*A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities, May, 2017*](#) to remove references to the now rescinded ESSA regulations.

A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities, May, 2017

<https://www.ndsccenter.org/wp-content/uploads/Addressing-the-Policy-Tangle-Report-PDF.pdf>

<https://www.transitionta.org/>

<http://www.wintac.org/>

Report 2 – TRANSITION WORKGROUP –
OUTCOMES DATA GROUP RECOMMENDATIONS

Subcommittee Members

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Purpose:

Examine current transition outcomes and data and make improvements in future outcomes and data.

Methodology:

The subcommittee did an in-depth review of existing surveys and data collections from multiple state agencies and organizations. The subcommittee then identified questions that cannot be answered with the existing data sets, but which could provide actionable data to improve transition results for children.

Result:

The suggestions from subcommittee members are included below. The subcommittee has included the complete and un-edited list of proposed question in the table below.

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What questions do we need answered or data do we need to collect?	How might that information be used to improve transition services and results for students?	Suggestions on how to collect the data or existing sources that could be mined for this information. (Optional)
Create a heatmap of the state to identify where students are transitioning into sheltered workshops.	Use the geographic data to see if there are particular areas of the state or districts that demonstrate a need for targeted support in transitioning to competitive employment options.	Disaggregate IDEA indicator 14 data, by school district or address using information in the KIDS data system.
Examine all of the ESC Coalition Report data and develop questions to collect data to address the issues which spring from the data and statistics in that report (this is a general placeholder statement now, knowing we will develop the questions later) --- NOTE these questions are detailed below. There are 5 in total.	This data would help identify problem areas for TA to be provided by TASN and KSDE. Because the survey data is all about standards or procedures that should be happening already, this information can show how schools are improving in doing these things and informing and engaging parents/students about these specific things. Also, you will know which schools are performing above or below certain standards (for training and peer mentoring opportunities).	My understanding is that when it comes to these standards and procedures, that this would be new data. Of course, any data that is related (indicator 14, etc.) will be also examined.
Identify districts providing real working experiences in the community for youth.	Biggest indicator for post school employment is in-school access to employment opportunities.	May need to be separated into paid or unpaid. Or only look at paid.
Which districts have a transition council? Which districts participate in active transition councils? What is the name of the transition council you participate in? Who is the contact person or chair of this council?	Collect contact information for each of these councils to coordinate council activities.	<p>Identify gaps</p> <p>Name the entity(s) you are working with in this area.</p> <p>Who is the point of contact for each entity?</p> <p>How are you working with these community centers?</p>

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Which districts have strong linkages to community services (e.g., workforce centers, etc..) Which districts have strong Vocational Rehab		Name the entity(s) you are working with in this area. Who is the point of contact for each entity? How are you working with these community centers?
Which schools are doing a good job of school to post secondary. e.g., not just college, trade school, etc.		Where did other students go? Is there follow-up by schools with students later to determine success? Determine successful centers and find out how they work together and what resources they have to draw on. How it functions well in different community settings.
Which districts have strong partnerships with their Community Developmental Disability Organizations (CDDO)? Which CDDO do you work with? Who is your CDDO contact?		Note: Somewhere we need to reflect that CDDO is not only about group homes and sheltered workshops. CDDO has its own child find responsibilities.
What preparation or training do educators need to provide high quality transition services? What kinds of training have you been involved with? What universities are training teachers well in the area of transition? Does preparation for teachers vary by the grade levels they are being trained for?		Dana has some sample surveys other states use (Dean) Arizona is collecting some rich information for use to strengthen they system.
Who has done FEAT training? How are we helping families have high expectations?		How are we ensuring that all families have high expectations for their kids. Including families that may be experiencing more difficulty to reach or are historically underserved

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Who is collecting their own post-school data? How are they using it?		Get high quality data at the school level on student post school outcomes to inform improvements at the school level
What are the supports for students behavior disorders? For learning disabilities? Mental disorders? Community Mental Health Centers? Do you use Schoolwide Positive Behavior Support?		These students may not identify as students with disabilities after school.
Are schools collecting and reporting the number of students incarcerated?	<p>Per capita number of kids with IEP's in each district that are incarcerated</p> <p>What percentage of students that are incarcerated and leave school all together</p> <p>What percentage of students with IEP's that are eligible for 18-21 year old programs end up incarcerated?</p>	Looking at school to prison pipeline and relation to transition for students with disabilities
For students with a disability and an IEP who either do or may qualify for SSI disability when they turn 18, ask the student and the parent/legal decision maker questions about what will happen to their SSI disability check when they work and are on SSI disability? Report the answers back to KSDE to record the understanding of this important issue. Then utilize the answer as a teachable moment to educate them on the actual rules. KSDE would work with disability stakeholders and KDHE to develop these questions and the educational information for the teachable moment. At the end of going over this information, ask again what happens to their SSI check after working. Record that post education answer and report that back. Provide fact sheets (prepared by KDHE and disability stakeholders) helping them understand how to navigate this benefits planning system and how to access benefits planners (WIPAs, Work/Working Healthy, etc.).	Setting the record straight on the student's ability to work and keep their disability benefits after they turn 18 is a fundamental building block to ensure effective transition to competitive, integrated employment. Also, you would obtain effective data on what they know about this subject before and after the educational information and explanation is provided.	We would suggest that this data be collected in survey form in a pre-survey/education/post-survey process (as detailed in the first column)

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<p>For students with a disability, ask the student and legal decision maker if they are aware of and understand the “Employment First mandate” of the State of Kansas and how it impacts where the student is supposed to work in the future? Follow the same process as the SSI question above (ask question, record answer, educate about the policy, re-ask question, record follow up answer, provide information and fact sheet developed by stakeholders and state agency staff). As part of this explanation, explain that the policy of the State of Kansas under this Employment First mandate is that students are expected to transition to competitive, integrated employment, instead of sheltered workshops. For any IEP that has a student transitioning to a sheltered workshop or a setting that is not competitive and integrated, the school will be asked a series of questions and will have to report additional information to KSDE justifying why this setting was made given Kansas’ Employment First mandate.</p>	<p>Given the fact that 40% of students with IEPs who took the statewide survey reported that their IEP says they have to work in a sheltered workshop (which is specifically not competitive and not integrated – which specifically runs contrary to Kansas’ Employment First mandate – obtaining this data from all students with IEPs and educating them on the mandate is important.</p>	<p>We would suggest that this data be collected in survey form in a pre-survey/education/post-survey process (as detailed in the first column)</p>
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<p>For students with a disability, enrolling the student in Medicaid through the presumptive Medicaid eligibility process as they apply for SSI so they will continue to be eligible when they turn 18 is critically important. It will ensure that the student will continue to get access to Medicaid services. This will also ensure schools can continue to have access to Medicaid when the student turns 18. So, this data gathering includes a referral to ensure the student applies for SSI and continued Medicaid eligibility. Additionally, the student with a disability and the legal decision maker will be asked if they are aware of and understand EPSDT rights under Medicaid? Follow the same process as the SSI question above (ask question, record answer, educate about the EPSDT policy, re-ask question, record follow up answer, provide information and fact sheet developed by stakeholders and state agency staff). As part of this education about Medicaid and EPSDT, the HCBS Waivers and other services that lead to a successful transition (employment services, supported employment, job coaches, etc.) will be covered.</p>	<p>Given the fact that over 63% of survey respondents did not understand EPSDT Medicaid rights for children and youth under age 21, obtaining this data and educating them on EPSDT rights is critical to a successful transition. EPSDT is the most powerful mandate and entitlement under federal law. This entitlement is a critical link to ensure the student has access to important Medicaid services and supports that ensure a successful transition from high school to adult life.</p>	<p>We would suggest that this data be collected in survey form in a pre-survey/education/post-survey process (as detailed in the first column)</p>
<p>For students with a disability, ask the student and legal decision maker if they are aware of and understand the Vocational Rehabilitation services and how these services can ensure a successful transition. Follow the same process as the SSI question above (ask questions – developed by disability stakeholders, record answers, educate about the VR services and how they enable successful transition, re-ask questions, record follow up answers to detail any improved knowledge of these services, provide information and fact sheet developed by stakeholders and state agency staff about VRs services). Because the scope of VR services are so broad, stakeholders will need to develop multiple questions and follow-up educational information.</p>	<p>Given the fact that the survey results clearly show students with a disability and their legal decision makers clearly do not understand VR and how it can enable a successful transition, obtaining this data and educating them on VR is critical to a successful transition. VR is a premier service that opens up the door to a successful transition.</p>	<p>We would suggest that this data be collected in survey form in a pre-survey/education/post-survey process (as detailed in the first column)</p>

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<p>For all of these survey questions with educational follow-ups, the school needs to detail in the reporting to KSDE that the student was invited to participate in the transition meetings. If the student does not participate, then part of the reporting back to KSDE needs to be the reason the student did not participate. It is important that the student be in these meetings and that the student is educated on these facts. If Kansas policy needs to change to ensure that the student attends these meetings, then the State Board needs to change this policy. That policy must ensure that students participate in these transition meetings as the general rule, and that student non-participation needs to be discouraged, with additional questions and follow up required of the school if the student does not participate. As part of this transition section, issues identified as problems in the survey need to be addressed under this pre-survey/education/post-survey process (including the knowledge base info, assistance with specifically presenting college as an option, prepping the student for college/post-secondary education, etc.). These questions and the educational materials will be developed as the others, with stakeholder engagement and involvement. These survey questions/educational follow-ups need to also ask questions and provide information about post-secondary transition services and how they help the student transition from school to adult life.</p>	<p>Given the fact that a clear majority of students and their legal decision makers did not understand the IEP transition process, how it can enable a successful transition, were not presented college as an option, etc., this process of pre/post surveying and education on this critical knowledge is needed.</p>	<p>We would suggest that this data be collected in survey form in a pre-survey/education/post-survey process (as detailed in the first column)</p>
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Report 3 – Recommendations on Employment First and Transition

1. Create State Board of Education Policy Ensuring Students are Transitioning to Competitive, Integrated Employment and Independent Living, not Subminimum Wage Employment – Create an enforceable policy ensuring transition plans in Kansas do not transition students to subminimum wage jobs, but instead transition students to competitive, integrated employment and independent living. Transition to subminimum wage employment shall not be considered an effective or acceptable permanent transition. Additionally, this policy needs to reaffirm that the Kansas State Department of Education (KSDE) is subject to the 2011 Employment First Initiative Act. The goal with this policy is to do a “hard reset” on the educational transition system in order to make competitive, integrated employment the clear expectation going forward. Currently, the expectation is that far too many students with disabilities will transition to a subminimum wage job, often in a sheltered workshop setting. This creates extremely low expectations and harms students with disabilities due to a failure of imagination.

Survey data from the Employment Systems Change Coalition (ESCC) indicated that the largest number of students with disabilities believe their IEP says they are supposed to transition to a subminimum wage job in a sheltered workshop setting. As expected, however, the overwhelming majority of those same students clearly indicate that they want to work in a competitive, integrated, community-based job instead being relegated to earning subminimum wage.

There must be “teeth” in these policies to ensure they actually occur. Subcommittee members gave examples of how entities can get around and thwart the stated goals when the policy is not specific or enforceable. Therefore, implementation and enforcement of this policy will be paramount to ensure the promise of this policy becomes the everyday reality in Kansas. As such, this policy will also have KSDE staff develop detailed plans to implement both the Employment First Act and this new policy. Such detailed plans will include significant feedback and engagement from stakeholders. In order to make this policy an everyday reality, it must require KSDE, School Boards and local Schools to have and provide procedures, processes, training/technical assistance, and accountability mechanisms to ensure this policy actually occurs. As merely one example of an accountability mechanism, under this policy schools will track the number of students transition plans which state competitive, integrated employment as the goal vs. the number stating sheltered work shop or subminimum wage. Schools would also follow-up with students to see how many actual successful made the transition, and to what type of employment setting.

Another opportunity in this regard is to utilize special education licensure standards as a method to ensure conformity to this rule and that supporting students to obtain competitive, integrated employment is the outcome going forward.

Another opportunity is to ensure colleges are preparing future teachers in such a manner that those graduates are ready to obtain the outcome of competitive, integrated employment for their students instead of subminimum wage jobs in sheltered or segregated settings.

KSDE must become a catalyst for change in ending transitions to subminimum wage in sheltered workshops and ensuring transition to competitive, integrated employment. Doing this effectively will surely take reimagining and rebalancing how current dollars are spent as well as adding additional resources toward this important effort.

Thankfully, both federal and state policies affirm this direction away from subminimum wage and toward competitive, integrated employment (WIOA, the Medicaid Act's Final Settings Rule, Kansas Employment First Initiative Act, etc.).

a. Guidelines, considerations & recommendations

- i. The subcommittee believes strongly that the State Board of Education must make clear its policy on competitive, integrated employment in regards to transition. That is why the subcommittee emphasizes that this policy must be both enforceable and enforced by KSDE.
- ii. The Kansas Employment First Initiative Act requires competitive, integrated employment must be the first option. This Act applies to KSDE. However, there has been no official policy showing conformity and implementation to this act. The fact that there is existing law on the books affords the State Board a great opportunity to make meaningful change in this area.

b. Resources:

- i. The subcommittee mentioned that Wisconsin may be doing some effective and innovative things regarding transition to competitive and integrated employment. It was also mentioned how Wisconsin has integrated a device based app (a format which students & parents are already accustomed to) to assist with transition.
- ii. Other resources include Project Search, the Life Course framework, etc.

2. Improve Vocational Rehabilitation's Engagement in School to Work Transition and Promote Braiding of Funding – It is imperative that KSDE, Schools, Medicaid (including HCBS Waiver programs) and Vocational Rehabilitation (VR) further improve their engagement with each other and with transition-age students and their parents. These entities are absolutely crucial to ensure effective transition. These entities must also work together to “braid” funding as a method to better ensure effective transition. Many other states have successfully used braiding of funding to make such improvements (see Tennessee, etc.). The ESCC survey results and reports from numerous parents shows that there is a fundamental lack of understanding about how these programs assist with the transition process. This creates a huge barrier to effective transition from high school to adult life. Kansas must ensure VR is matching and maximizing every available federal dollar in order to better support its efforts. Additionally, after every federal dollar has been match, Kansas should invest additional state dollars to in order to draw down any dollars reverted by other states. Recently, Kansas VR reverted approximately \$15 million in federal funds. Kansas must be proactive to ensure this never happens again. Instead, in the future

Kansas must have left over state dollars available to draw down other state's reverted dollars. Kansas must maximize all funding opportunities for this effort.

3. **To help facilitate engagement and interagency collaboration on transition, KSDE shall be integrated with the efforts of the Executive Branch to bring a focus to disability employment issues.** Currently, these efforts center around the Disability Subcabinet and its “Disability Employment Workgroup (DEW).” KSDE needs to be intricately involved and engaged in whatever method the incoming Governor establishes to bring focus to this area of improving disability employment outcomes. Whomever attends these meetings for KSDE must be a decision maker and one who can speak for the agency and ensure when decisions are made in these forums that KSDE will deliver.

Note: this Subcommittee also talked about some ideas which are the purview of other subcommittees. They are mentioned briefly below, with the appropriate subcommittee noted.

- Supporting transition specialists and ensuring effective requirements and standards for such specialists (assigned to the “Improving Transition Process” Subcommittee).
- Supporting students to better access post-secondary education and training programs, including University programs, Community Colleges, Vocational Training, etc. (assigned to the “Better Supporting Students Towards Post-Secondary Education and Training” Subcommittee).

Report 4 – Recommendations on improving coordination, resources and communication in the system enabling transition.

References in this document to students with IEPs recognize that while individuals that are “gifted only” fall under the categories of exceptionalities and have IEPs, this document references IEPs and individuals with IEPs to focus on students with disabilities.

References in this document, the term “parent” or “family” refers to any person or persons acting on behalf of and in support of the individual with disability and may include, but not be limited to, parents, grandparents, stepparents or other related person, someone legally acting as a parent or guardian, foster parents, or officially appointed educational advocate or legal decision makers.

Recommendations of Subcommittee:

1. Pre-service and in-service

Being able to educate families and professionals to prepare for transition at a younger age would lead to better preparation and better outcomes for transition. Reaching families and professionals at group settings, such as parent nights, would cast a wider net; there is a need to maximize efforts across multiple entities. Bringing multiple people to the table at these group meetings would allow parents, professionals, and educators to gather more info at once. For educators, these events would allow them to participate in yearly training opportunities so they can continually learn and update their knowledge base.

a. Guidelines, considerations & recommendations

- KAW Valley Transition Fair is a good example
- Junction City Transition Fair/Parent Night is another good example; allows for follow up contacts
- Transitions Pathway Fair in Butler County is an excellent example of how resources, families and professionals can be brought together offering trainings at an on-site location.
- SE Kansas Counties have allowed VR to do presentations during fall in-services right before school starts; while parents and students aren't present, school staff are being educated about VR and Pre-ETS.
- Make sure people get the right information; highlight success stories
- Use Video shorts to get the message across
- Video training on demand for inservice opportunities, parent nights, and IEPs
- A central repository of transition information for Kansas (hosted by VR or Ed?)
- Providing an educational/in-service event for educators on a statewide level.

b. Resources

- Getting materials and marketing information in the hands of teachers, parents and students
- Use Video shorts to get the message across
- Charting the LifeCourse Framework
- iTransition App inservice
- Transition Tennessee- TransitionTN.org(?) - Trainings and resources for building a comprehensive transition program for individuals with disabilities. It includes online trainings, evidence based practices and practical strategies for all members of a transition team.
- Wisconsin Model

c. Platform for sharing

- Central repository of information/web based
- Facebook page/social media to highlight information and best practices
- Face to face interactions to build relationships with schools, families and students; this could happen at parent nights, school in-service opportunities, and transition fairs as well as IEPs
- TASN Conference
- Transition Bootcamps/Inservice

d. Scenario: (Brief description of situation illustrating a “best practice situation”

- Each school would have someone identified who was highly educated in transition and opportunities who could give other educators, family members and students correct information. These individuals could draw upon the central repository of information, and contribute to it creating a learning collaborative. They would also access social media to share information and events with other educators, family members, professionals and the community at large.
Providing an educational/in-service event for educators on a statewide level.

2. Better braiding and more effective coordination of resources

Braiding of funds is when all the different resources come together (VR, Carl Perkins, Workforce Centers, ILCs, Education) and ask, “What does this person need to be successful, and how can make this work.” VR and Pre-ETS can’t supplant services that schools currently provide, however, the services provided by schools vary from region to region and district to district. Pre-ETS transition specialists provide 5 required services that are available to all students and schools that meet the criteria to participate statewide. As educators, professionals, and VR/Pre-ETS come to learn what services and roles each offers, there can be a better coordination of efforts and resources. Many of these issues can initially be addressed through better in-service and pre-service options via greater awareness and education opportunities.

a. Guidelines, considerations & recommendations

- Use workforce funds for staff and team building exercises so that partners can learn what each agency/entity does in the process
- Identify where the needs are so as to better utilize funds
- The KS Dept. of Education Commissioner, the Director of VR, the Director of the Kansas Workforce System, and other state agency level staff (WIOA partners) should meet and coordinate efforts and activities to find efficiencies where funding could be braided to achieve better outcomes.
- A state plan should be developed based upon the findings and outcomes of these meetings to coordinate funding streams and efforts. The state plan should look at incorporating funding models that work in other states that could be applied in Kansas.
- Prior to the development of a state plan, a needs assessment should be developed to assess the needs of students, schools, and state staff and resources to inform the state plan.

b. Resources

- ODEP Website has examples
- Tennessee has a model where VR and schools share staff 80/20 cost share & contracting staff with Independent Living Centers as well to create a three pronged approach to transitions
- Project SEARCH as a potential model of how to “braid” funds

c. Platform for sharing

- The state plan should be made available for public comment and input.
- The state plan should reflect the needs of students, schools and state staff and resources.

d. Scenario: (Brief description of situation illustrating a “best practice situation”

- All parties collaborating and communicating together to create the best possible outcomes for students. The use of braided funding should maximize efficiencies and outcomes so that limited resources are put to best use.

3. Capacity Issues (including needed resources to improve transition)

Currently in Kansas, there are 20 Pre-ETS Transition Specialists employed through Department For Children and Families tasked with serving 309 public schools districts in Kansas. It is estimated that approximately 20,000 students currently have an IEP, it is unknown how many students have 504 plans, and there isn't data to inform how many students with disabilities don't have an IEP or 504 plan.

Even after a student transitions out of the school system, there are capacity issues with regard to Vocational Rehabilitation Counselors; currently there are multiple openings statewide as noted in the Kansas Council on Developmental Disabilities report, The Roadmap to Employment.

It should be noted that not all of those students with IEPs may need the next level of support that the Pre-ETS Transition Specialists and/or in-school transition specialists provide; there may also be variations of need based upon geography, i.e. urban vs rural. Kansas is currently exploring ways to address student needs by use of Independent Plans of Study and empowering students to help plan for their own goals, dreams, and life trajectories using tools such as the LifeCourse Framework, Career Cruising, and others.

It is unknown how many school districts currently have an official transition coordinator, what the qualifications and training those people may have if they are assigned to that position, and what are the outcomes from those schools with (and without) transition coordinators.

Students need to take charge of their lives, and to do that, they need to learn to lead their own IEPs and transition processes. Students should be trained in self advocacy efforts at a young age (elementary school and before) so that they become skilled in advocating for themselves using school staff, ILC staff, Families Together, KYEA, etc.

One barrier to employment for students with disabilities is a lack of knowledge of the benefits of employment. Often, there is a fear that if a person living with a disability becomes competitively employed, their wages will disqualify them from future benefits so employment is seen as a barrier to needed services later in life. An increase in the number of benefits specialists (currently the state has five serving large regions) would provide opportunities to dispel some the myths surrounding employment and benefits.

a. Guidelines, considerations & recommendations

- Schools should have the opportunity to be creative with their funding, offering employees who want a career change to pursue education and accreditation for special education and transition services.
- Schools currently use provisional licenses; a similar model could be used to improve capacity.

- The State and schools should offer continuing education opportunities so that professionals get updated information on emerging, promising, and best practices in transition.
- Professionals with experience with disability and peer mentors can be used to help ensure best practices with students, families, and school staff.
- Each school district should have a transition coordinator that is specifically trained in transition practices and outcomes.
- Recruitment for both the schools and adult disability services should focus on qualified and trained employees. This recruitment should occur not only with currently employed professionals, but also with students who are completing their college education.
- Schools and agencies should explore innovative technological solutions to mitigate current capacity issues. Agencies can look at using software, apps, and technology such as Zoom and other virtual delivery of services.
- Increase the number of benefits specialists in the state.
- Resources should be devoted to ensure that dedicated staff are available to coordinate, plan, and implement the recommendations listed in each of the topic areas. Without actual people (or contractors), in other words, dedicated staff, to implement the recommendations, they will, in all likelihood, never be implemented.

b. Resources

- Ensuring sufficient state funding for transition services for all students
- Exploring creative ways to utilize funding to build capacity to reach students at an earlier age to lead to better transition outcomes
- LifeCourse Framework/Integrated Supports
- Braided Funding Opportunities
- Technology; training opportunities, messaging, creating consistency
 - iTransition app customized for Kansas (see Wisconsin and other states that have contracted with DRC)
- Career Cruising

c. Platform for sharing

- Incorporating the proposed state plan (see #2, a. Guidelines, Considerations, and Recommendations above) to facilitate a better understanding of current resources and areas of overlap of services
- Central repository of information/web based
- Facebook page/social media to highlight information and best practices
- Face to face trainings by staff specifically dedicated to implementing recommendations in the report.

d. Scenario: (Brief description of situation illustrating a “best practice situation”

- Schools have become much more intentional and purposeful in the differentiation of transition supports that are tailored to the individual student rather than a “one

size fits all” approach. As more resources become available to students, families, teachers and other professionals, the state’s capacity to individualize appropriate transition planning increases, and, hopefully, leads to ever better outcomes.

- 4. KSDE will establish and provide guidance on quality practices to ensure schools provide individualized supports and services for students age 18 through 21.**
 - a. KSDE will examine existing data to identify districts that appear to be under serving students in this age group, and provide targeted training and technical assistance to those districts.
 - b. The focus will be on ensuring that students who need and can benefit from 18 through 21 services obtain such services pursuant to existing law. Transparency about IEP requirements are essential.
 - c. KSDE will provide training and technical assistance to all districts.

5. Prevention services to increase independence

Early intervention and education are key to long term and lifelong success to empower students to increase their independence across the lifespan.

a. Guidelines, considerations & recommendations

- Education of pediatricians on the importance of early intervention, and offering resources to them so they can pass that information on to families
- Provider networks need to be expanded and capacity built to provide early intervention opportunities to support families and children. Early investment in a child's life will reap long-term, and lifelong benefits for the self advocate, family, and society.
 - Reimbursement models should reflect the value that early intervention strategies provide on a long-term basis. Current reimbursement rates do not support a vibrant provider network.
 - Private insurance should also play a role in early intervention strategies by reimbursing providers an adequate rate. Often, early intervention opportunities are paid for out of pocket by families, and are out of reach for many, especially those of middle and lower economic means
 - Insurance need to provide timely payment of services to help prevent what few providers that are available a consistent revenue stream to prevent closure of business
- Parents as teachers can be leveraged to help teach families early intervention and education strategies that promote independence, self advocacy and typical life experiences
 - Peer mentoring of families that have experienced early intervention success serve as a model that inspire and empower families and self advocates
 - Parents as teachers is administered by KS Dept. of Education who can help increase resources available to peer mentors
 - Peer mentoring also offers opportunities to share, and mitigate the trauma that many families feel; offering hope that children can lead fulfilling, meaningful lives empowers families and encourages them to promote the independence of their loved ones.
 - Parent educators and other professionals should be trained on trauma informed interventions and interactions with families and students
- The State should restore funding to the University of Kansas UCEDD OASIS project: <http://training.oasis.ku.edu/>

- The State should work to increase community awareness of the resources available from the Kansas Center for Autism Research and Training (KCART)
- Para professionals should receive more training on strategies that support students in a manner that fosters independence and self advocacy. Oftentimes, our most vulnerable students are supported by the least trained professionals in the school district.

b. Resources

- Tiny K
- LifeCourse Framework
- KU LEND program
- KCART
- OASIS
- Families Together, Inc.
- SACK
- Kansas Council on Developmental Disabilities
- KDHE Children and Youth with Special Health Care Needs (Part C partners)
- Keys for Networking
- School for the Deaf
- School for the Blind
- Centers for Independent Living
- Kansas Chapter American Academy of Pediatrics

c. Platform for sharing

- Leverage the resources/networks listed above to share information about early intervention strategies
- Online, centralized website for these resources to share information to create consistent messaging about early intervention strategies, including sharing of best practices
- Statewide conference coordinating the resources to share info, promising practices, and best practices

d. Scenario: (Brief description of situation illustrating a “best practice situation”

- Parents, Pediatricians, and Professionals are educated about the possibilities of life lived with disabilities that start from birth to five would help change attitudes, perceptions and expectations leading to empowered students as they progress through the school system to transition. This equips the family and child with skills and tools that lead to a fulfilling life with high expectations of success.

6. Coordinating services to improve transition services for students

The Improving Coordination of Transition Workgroup would advise the Committee to incorporate the work of the Improving Transition for All Students Subcommittee Report into this topic area. The issues surrounding the coordination of services to improve transition services for students are well documented in that report.

a. Guidelines, considerations & recommendations

- Is there a form for release of information so that families be referred to whatever services and supports that a person is eligible? How can we increase access to supports and services? How do we create a “no wrong door” front door to the services and supports networks? How do we streamline the eligibility process? Parents, students and even professionals don’t know how to access different service systems currently.

b. Resources

- Please refer to the Improving Transition for All Students Subcommittee Report

c. Platform for sharing

- Please refer to the Improving Transition for All Students Subcommittee Report

d. Scenario: (Brief description of situation illustrating a “best practice situation”

- Please refer to the Improving Transition for All Students Subcommittee Report

Report 5 – Recommendations on supporting students toward obtaining post-secondary education & training

1. Academic or other barriers to grants and loans

a. Guidelines, considerations & recommendations

- Develop policies which expand students who are provided with structured, consistent academic support
- Providing accommodations while maintaining academic rigor
- Difficult to create/find/require intra-disciplinary (Special Ed/Transition with Regular Classroom staff) support for teaching staff to develop/provide pathways to future postsecondary academic success
- Inability/unwillingness for academic and transition staff to realistically differentiate between individual student ability

b. Resources

- General Resources for Special Education Delivery

1. <https://www.ksde.org/Portals/0/ECSETS/PubComment/ParentsGuide-PublicComment.pdf>
2. Kansas State Department of Education: [Special Education Process Handbook](#)

- Multi-tier System of Supports and Other Evidence Based Practices

1. <https://ksdetasn.org/mtss>
2. <https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/681/Differentiated Instruction Brief .pdf>
3. <https://ksdetasn.org/co-teaching/helpful-links>
4. <https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/1823/Transition Resources Table 2017.pdf>

- Affecting Change: Implementation Science Resources

1. <https://ksdetasn.org/resources/369>

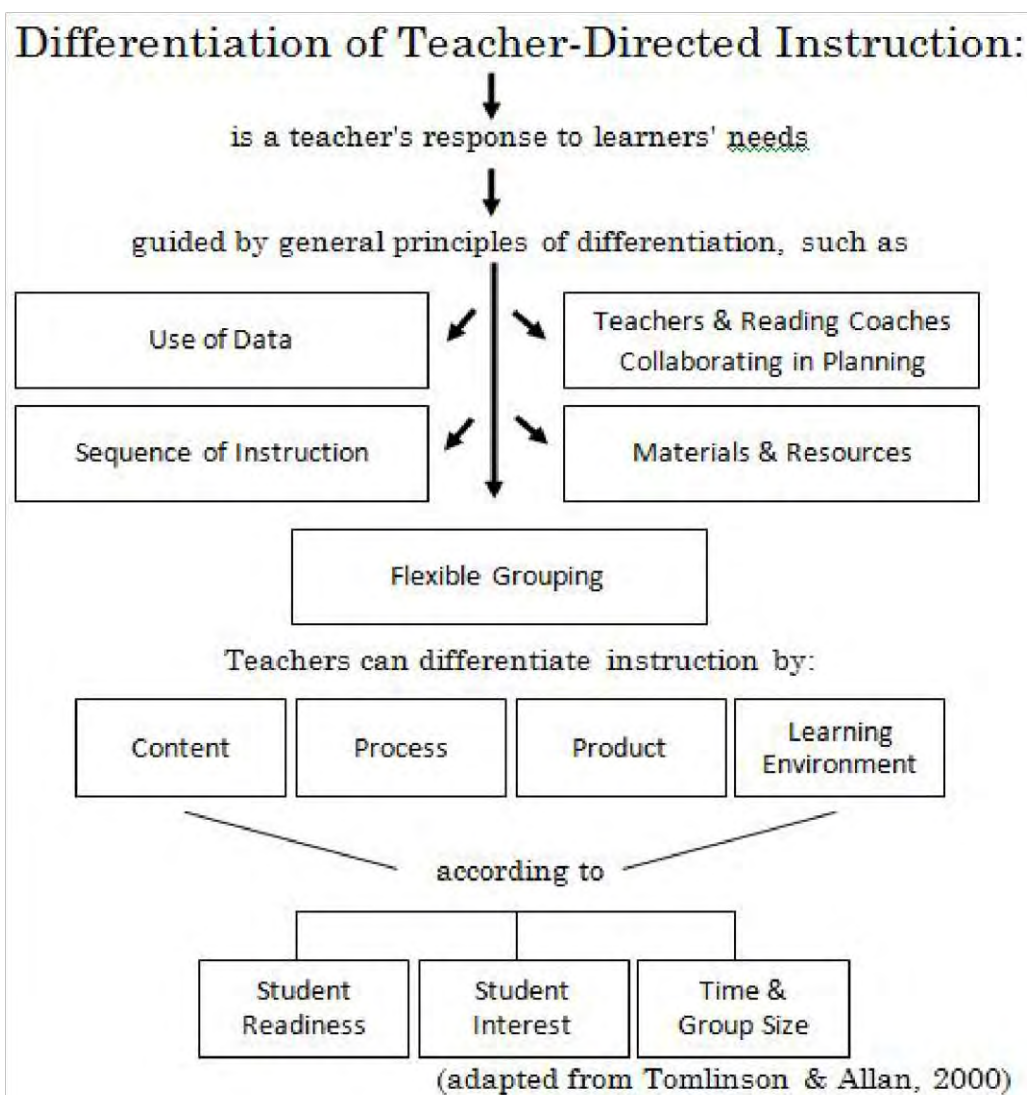
c. Platform for sharing

- ksdetasn.org
- ksde.org
- others?

d. Scenario: Brief description of situation illustrating a “best practice situation”

For accreditation, public and private schools must implement a Multi-tiered System of Supports Framework. One example and a best practice is described below: Differentiated instruction is an organized way of proactively adjusting teaching and learning by teaching students at their individual skill level in order to help them achieve maximum growth as learners. It involves using multiple approaches to content, process, product, and learning environment.

The following flow chart illustrates how teachers can differentiate instruction by content (what students learn), process (how students learn), product (how students demonstrate what they learn), and learning environment (the “climate” of the classroom).



Differentiating Content

- Presenting information at various levels of difficulty.
- Presenting ideas through both auditory and visual means.

- Using peer tutors.
- Meeting with small groups—re-teaching or extending content.

Differentiating Process

- Tiered activities: all learners work with the same important information and skills but proceed with different levels of support, challenge, or complexities.
- Provide interest centers that encourage students to explore subsets of class topics.
- Develop personal agendas.
- Provide manipulatives or other hands-on support.
- Vary length of time a student may take to complete a task.

Differentiating Product

- Provide options of how to express information learned.
- Use rubrics that match and extend varied skill levels.
- Allow students to work alone or in small groups for products.
- Encourage students to create their own product assignments.

Differentiating Learning Environment

- Provide places to work around the room that are quiet or invite collaboration.
- Provide materials that are culturally sensitive.
- Set clear guidelines for independent work that matches student needs.
- Develop routines that allow students to get help when the teacher is not available
- Help students understand that some learners need to move around while others sit quietly.

When differentiating instruction, teachers should first determine the students' readiness based on formative assessments, then determine students' interests, and use this information to design instruction and monitor student progress (Tomlinson & Allan, 2000).

Excerpt from the TASN Differentiated Instruction Brief

https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/681/Differentiated_Instruction_Brief.pdf

2. Carl Perkins, Postsecondary Career Technical Education Options

e. Guidelines, considerations & recommendations

- Very limited Carl Perkins funds which must be used toward at least one of eight different goals; accommodations for students with disabilities falls under "Special Populations," one of the eight goals
- Each year, approximately 25% of Community Colleges and Technical Colleges attend required training pertaining to reduction or elimination of administrative and accessibility barriers to postsecondary career technical education. The institutions in this group undergoes a desk audit, which triggers an onsite review for at least two institutions per

year. KSDE has a similar procedure for secondary schools offering career technical education.

- All Community Colleges and Technical Colleges are offered the above training. Those not selected for an onsite review are encouraged to complete a self-assessment independently.
- Postsecondary institutions offering Career Technical Education are required to identify and widely publicize the means by which students may report discrimination or express a desire or need for accommodations.
- Students must self-identify as having a disability and request accommodations – policy ideas to instill confidence in disclosure
- Correct the record on what resources are available and how they can be used: federal, state, local
- Each institution must have a policy addressing how it will address and meet the accommodation needs of any student, at no cost to the student.
- Ensure enrollment decision policies are made on academic aptitude and not limited by cost of accommodation
- Kansas Board of Regents coordinates with Community Colleges and Technical Colleges, which are locally controlled with their own policies and guidelines, as governed by their own Boards of Trustees

f. Resources

- Connie Beene, Senior Director, Adult and Career Technical Education, Kansas Board of Regents
- Stacy L. Smith, Assistant Director, I.P.S., C.T.E, Kansas State Department of Education

g. Platform for sharing

From the public:

- Perkins V public hearings, Fall of 2019
- Career Technical Education stakeholder survey at www.kansasregents.org/CTE

To the Public:

- Outreach from each institution
- IEP sessions
- KSDE website and social media
- KBOR website and social media

h. Scenario: Brief description of situation illustrating a “best practice situation”

- A student with a disability finds all postsecondary institutions physically and administratively accessible
- The admissions process is accessible and easy to navigate
- The institution’s coordinator for accommodations is widely publicized and simple to reach, is knowledgeable and experienced in assisting with accommodations for students with disabilities
- The coordinator’s contact information is shared at postsecondary orientation and/or in multiple methods of communication to the potential student and parents

3. Providing better supports to help secondary students consider and attend postsecondary education

a. Guidelines, considerations & recommendations

- Integrate transition services into early education settings
- Ensure students are active participants in IEP and transition planning
- Bridge exposure gap between secondary and postsecondary institutions
- VR has been given as a resource in secondary and postsecondary schools
- If the student desires to apply for VR or other public services (Workforce Services, Community Developmental Disability Organization, Independent Living Centers, etc) and are found eligible, the individualized plan for employment (IPE) has been written prior to exiting high school
- Raise expectations of education institutions and individuals with disabilities
- Opportunities for students with disabilities to explore a variety of careers
- Identify/fund positions/staff development system in the workforce system to coordinate and navigate available resources

b. Resources

- Getting materials and marketing information in the hands of teachers, parents and students
- Success stories
- Vocational Rehabilitation (Pre-ETS and VR services)
- Kansas Commission for Deaf and Hard of Hearing (KCDHH)
- Kansas Workforce Center case managers
- Self-Advocates Coalition of Kansas (SACK)
- Families Together
- Benefit Specialist
- Disability Services at post-secondary settings
- High School Counselors
- Special education teachers
- Centers for Independent Living
- Kansas Youth Empowerment Academy
- Services for Kansans Who are Blind or Visually Impaired
- Ticket to Work Liaisons
- Assistive Technology for Kansans (ATK)
- Working Healthy Program
- Social Security
- Department for Children and Families (DCF) TANF, SNAP, Childcare
- Kansas Department Health and Environment KDHE (medical assistance)
- Community Developmental Disabilities Organizations (CDDO)
- Community Mental Health Centers (Supported Education)
- Kansas Department on Aging and Disability Services (KDADS)
- Exploring creative ways to maximize available funding and resources to build capacity to reach students at an earlier age to lead to better transition outcomes
- Project Search available in some areas of the state

- Ensure that the students and families know about all the possible resources to pay for post-secondary education like Pell grants, scholarships, Excel in CTE, etc.

c. Platform for sharing

- Central repository of information/web based
- Transition bootcamps for students and families
- FEAT trainings
- Facebook/social media
- Trainings for parents, teachers, students, staff on how to access services
- Statewide conference coordinating the resources to share info, promising practices, and best practices
- Kansas Council on Developmental Disabilities website KCDD.org
- Kansas Commission on Disability Concerns KCDCinfo.ks.gov

d. Scenario: Brief description of situation illustrating a “best practice situation”

- The student and the family attended Family Employment Awareness Training and determined a career path that included a university education. The student participated in the IEP and advocated to have his post-secondary goal included. A referral was made to the VR counselor, and the student and VR counselor wrote the individualized plan for employment prior to exiting high school. The student plans to attend a university to obtain the degree to achieve his employment goal. The student has many resources in place including scholarships, VR, PELL grants and Workforce Innovation and Opportunity Act funding to pay for his education. The student has a plan with the university disability services to provide the supports needed to be successful in school. The workforce system determined that the career is in a high demand area and qualifies for assistance. The Working Healthy Benefits specialist worked with the student to understand his benefits and how working is always better as far as earnings go. The student was able to connect with the Independent Living Center to gain self-advocacy skills and independent living skills. The student is excited to start attending the university in the fall and appreciates all the services and supports that make this possible.



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

To: Kansas State Board of Education
From: State Board Legislative Liaisons
Subject: Discussion of State Board Legislative Agenda

State Board of Education Legislative Liaisons Deena Horst and Jim Porter will lead a work session among Board members to discuss and develop a legislative agenda concerning topics that impact education.



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To: Kansas State Board of Education

Subject: Information from Kansas Health Institute leadership

The Kansas Health Institute supports effective policymaking through nonpartisan research, education and engagement. Members of the KHI leadership team will provide an overview of their vision and core values, and highlight educational topics of mutual interest.