



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

Janet Waugh
District 1

Melanie Haas
District 2

Michelle Dombrosky
District 3

Ann E. Mah
District 4

Jean Clifford
District 5

Dr. Deena Horst
District 6

Ben Jones
District 7

Betty Arnold
District 8

Jim Porter
District 9

Jim McNiece
District 10

TUESDAY, OCTOBER 11, 2022

MEETING AGENDA

- | | |
|-----------------|---|
| 10:00 a.m. | 1. Call to Order – Chair Jim Porter |
| | 2. Roll Call |
| | 3. Mission Statement, Moment of Silence and Pledge of Allegiance |
| | 4. Approval of Agenda |
| | 5. Approval of Minutes (Sept 13-14) |
| 10:05 a.m. | 6. Citizens' Open Forum |
| 10:20 a.m. (AI) | 7. Act on ESSER II Change Requests and ESSER III Expenditure Plans for Use of Federal COVID-19 Relief Funds |
| 10:35 a.m. (AI) | 8. Act on Proposal for the Kansas Purple Star School Designation |
| 10:40 a.m. (AI) | 9. Act on Recommendation Amending the Kansas State Board of Education Guidelines and Policies |
| 10:50 a.m. (RI) | 10. Receive Accreditation Review Council Recommendations for KESA |
| 11:00 a.m. (RI) | Break |
| 11:10 a.m. (IO) | 11. Commissioners Annual Report |
| Noon | Lunch |

Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, Kansas.
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 Barbara Hughes at (785) 296-3203, at least seven business days prior to a State Board meeting.
Website: Electronic access to the agenda and meeting materials is available at www.ksde.org/Board
Next Meeting: November 9 and 10, 2022

Kansas leads the world in the success of each student.

- | | |
|----------------|--|
| 1:30 p.m. (RI) | 12. Update on Teacher Vacancy and Supply Committee and Highlights of Annual Licensed Personnel Report |
| 2:15 p.m. | Break |
| 2:30 p.m. (DI) | 13. Graduation Requirements Continued Discussion |
| 3:30 p.m. (IO) | 14. Presentation from Ayanna Hensley, Miss Kansas 2022 |
| 4:15 p.m. (RI) | 15. Receive Kansas Advisory Council for Indigenous Education-Working Group Mascot Reform Statement and Recommendations to the Kansas State Board of Education and Kansas Board of Regents |
| 4:45 p.m. | 16. Consent Agenda <ul style="list-style-type: none"> a. Receive monthly personnel report. b. Act on personnel appointments to unclassified position. c. Amend request to contract for Adaptive Schools Training. d. Amend the state assessment contract with the Achievement and Assessment Institute at the University of Kansas. e. Act on recommendations for licensure waivers. f. Act on new appointments to the Professional Standards Board. g. Act on recommendation to appoint new Special Education Advisory Council member. h. Authorize out-of-state tuition contracts for students attending Kansas State School for the Blind. i. Authorize Kansas State School for the Blind (KSSB) to contract with Bishop Ward High School for advance placement courses for KSSB students. j. Authorize Kansas State School for the Blind (KSSB) to renew contract with Providence Medical Center for PT and OT services. k. Authorize Kansas State School for the Blind (KSSB) to renew contract with Quantum Resource Professionals for speech language pathology services. l. Authorize Kansas State School for the Blind (KSSB) to renew contract with Accessible Arts, Inc. for related services and facilities use. |
| 4:50 p.m. | 17. Chair Report and Requests for Future Agenda Items
(AI) A. Act on Board Travel
B. Legislative Liaison Report
D. Committee Reports
E. Board Attorney Report
F. Requests for Future Agenda Items |

5:20 p.m.

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



KANSAS STATE BOARD OF EDUCATION

MISSION

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

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans CAN.

SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

A successful Kansas high school graduate has the

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

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

OUTCOMES FOR MEASURING PROGRESS

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



MINUTES



Kansas State Board of Education

Tuesday, September 13, 2022

CALL TO ORDER

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, September, 2022, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:09:54)

ROLL CALL

All Board members were present:

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

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

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

APPROVAL OF AGENDA

Chairman Porter asked to vote on consent agenda items c, o, p, q, r, s and t separately per Mrs. Dombrosky's request. Dr. Horst moved to approve the day's agenda as amended. Mrs. Arnold seconded. Motion carried 10-0.

MOTION
(00:12:15)

APPROVAL OF THE AUGUST 9-10 MEETING MINUTES

Mrs. Arnold moved to approve the minutes of the August 9 and 10 regular Board meeting. Dr. Horst seconded. Motion carried 10-0.

MOTION
(00:12:35)

COMMISSIONER'S REPORT

Commissioner Randy Watson's report this month focused on what Kansans have said a successful high school graduate needs in order to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce. His comments included the workforce development challenges that currently exist in our state and how working towards increasing postsecondary success among our high school graduates will strengthen the state's workforce development efforts.

(00:12:55)

CITIZENS' OPEN FORUM

(00:41:14)

Chairman Porter declared the Citizens' Forum open at 10:30 a.m. The two speakers this month and their topics were as follows: Jeff Howards, introduction of himself as a candidate for the District 1 Board position and Sherri Schwanz, KNEA President, sharing her concern for what appears to be a lack of involvement of classroom educators in districts' ESSER funds requests. Chairman Porter declared the Citizens' Forum closed at 10:37 a.m.

RECOGNITION OF WELLSVILLE HIGH SCHOOL'S 2022 FBLA NATIONAL CHAMPIONS

(00:47:41)

The Wellsville High School FBLA chapter had two teams place first in their respective categories at this summer's National FBLA Leadership Conference in Chicago. The Eagles' national champions were the team of Scott Hoehn (2022 graduate), Kendra Kemp (senior) & Lola Kline (junior) in the Local Chapter Annual Business Report, and the team of Lola Kline (junior), Mason Lytle (sophomore) & Jake Richards (senior) in E-Business.

ACTION ON ESSER EXPENDITURE PLANS FOR USE OF FEDERAL COVID-19 RELIEF FUNDS

(01:17:50)

Assistant Director Brian Dempsey reported on the most recent ESSER Task Force recommendations, which included ten ESSER II change requests totaling \$86.3 million. Dr. Horst moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER II change requests as presented for use of federal COVID-19 relief funds. Mrs. Arnold seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining. As for ESSER III, twenty-four new districts have submitted ESSER III plans with a total value \$109 million.

MOTION
(01:21:08)

There are nine ESSER III change requests this month. Mr. Jones moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER III expenditure plans as presented for use of federal COVID-19 relief funds. Mr. McNiece seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining.

MOTION
(01:33:37)

RECEIVE PROPOSED GRADUATION REQUIREMENTS

(01:35:52)

Dr. Randy Watson presented the proposed graduation requirements from the Graduation Requirements Task Force. The Task Force was established in June 2021 with the purpose of the examining graduation requirements in Kansas from at least three lenses:

- 1 - Identify courses to add or delete from current requirements (if any).
- 2 - Review ways to demonstrate mastery of skills and competencies.
- 3 - Study need for value-added assets in addition to a high school diploma.

Proposed requirements are as follows:

Communications (4)

3.5 - ELA (reading, writing, literature, technical)

.5 - Communications (speech, debate, forensics, public speaking)

Society & Humanities (4)

2.5 - Social studies (world, US, government)

1.0 - Humanities/arts

.5 - Fine Arts (music, dance, art, theater, etc.)

(Additional fine arts, additional history and government, foreign language, elective SS course)

STEM (7)

3 - Math (algebraic and geometric concepts)

3 - Science (physical, biological, earth/space)

1 - STEM elective (computer science, advanced math, advanced science, advanced CTE, advanced technology)

Employability & Life Skills (6)

.5 - Physical education

.5 - Health

.5 - Personal finance/financial literacy

4.5 - IPS choices (emphasis on CTE/Pathway courses)

Additionally, the Task Force proposed considering the Kansas Board of Regents recommendation for completion of the FAFSA before graduation. Any student, family or school can opt-out a student completing the FAFSA. Discussion will continue at the October Board meeting.

(03:33:33)

RECOGNITION OF THE FREE STATE LEGISLATURE LITHOGRAPH

Bill McFarland, Tim Rues, Tim Nedeau, and Paul BahnMaier presented the history of the Free State Legislature print, how it was discovered, and some of the interesting individuals captured in the print. They were presented a certificate of recognition for their efforts to preserve Kansas History.

ACTION ON ACCREDITATION REVIEW COUNCIL'S KANSAS EDUCATION SYSTEM ACCREDITATION (KESA) RECOMMENDATIONS

(04:06:15)

During the State Board meeting in August, Jay Scott, Director of Accreditation and Design, presented information on four systems that were ready for review of an accredited status recommendation. The systems that were received by the Board in August are USD 260 Derby, USD 381 Spearville (Redetermination), USD 456 Marais Des Cygnes Valley (Redetermination) and Sacred Heart Elementary, Emporia. Jay Scott brought these four systems back to the Board for action. Mrs. Mah made a motion to accept the recommendations of the Accreditation Review Council and award the status of accredited to the four systems as presented and ask for a one year follow up from Marais Des Cygnes Valley. Mr. McNiece seconded. Motion carried 10-0.

MOTION
(04:26:09)

(04:33:23)

PROPOSAL FOR THE KANSAS PURPLE STAR SCHOOL DESIGNATION

Deputy Commissioner Dr. Craig Neuenswander gave an overview of the proposed Kansas Purple Star School designation to recognize military-friendly schools that meet specific criteria and demonstrate a commitment to serving students and families connected to our nation's armed forces. He was joined by superintendents of USD 475 Geary Co., USD 207 Ft Leavenworth and USD 260 Derby.

ACT ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

(05:24:45)

Scott Gordon, General Counsel for KSDE presented the current cases for action. Professional Practices Commission Chair Jennifer Holt also attended the meeting virtually to be able to answer any questions. He first brought cases 22-PPC-02, 22-PPC-09, 22-PPC-10, 22-PPC-12, 22-PPC-13, 22-PPC-15, and 22-PPC-14 for revocation/denial. Mr. Jones moved to adopt the findings of fact and conclusions of law of the Professional Practices Commission (PPC) and follow the recommendation to revoke/deny the licensure applications listed above. Mrs. Clifford seconded. Motion carried 10-0. Next, the PPC recommended licenses be granted for cases 21-PPC-25, 22-PPC-16, and 22-PPC-17.

MOTION
(05:29:48)

The Board requested to vote on each of these three cases separately. First, Mrs. Waugh moved to grant to adopt the findings of fact and conclusions of law of the PPC and follow the recommendation in the issuance of the license in case of 21-PPC-25. Mrs. Arnold seconded. Motion carried 10-0. Second, Dr. Horst moved to grant to adopt the findings of fact and conclusions of law of the PPC and follow the recommendation in the issuance of the license in case of 22-PPC-16. Mr. Jones seconded. Motion carried 9-1 with Mrs. Clifford opposing. Third, Mrs. Haas moved to grant to adopt the findings of fact and conclusions of law of the PPC and follow the recommendation in the issuance of the license in case of 22-PPC-17. Dr. Horst seconded. Motion carried 10-0. Lastly, the PPC recommended that licenses be issued with public censure in cases 22-PPC-04 and 22-PPC-07. Mr. Jones moved that the Kansas State Board of Education issue a Professional Teaching License, with public censure, to Applicant 22-PPC-04 and Applicant 22-PPC-07. Dr. Horst seconded. Motion carried 10-0.

MOTION
(05:33:33)

MOTION
(05:35:13)

MOTION
(05:36:04)

MOTION
(05:3:45)

**RECEIVE RECOMMENDATIONS AMENDING THE KANSAS STATE BOARD OF EDUCATION
GUIDELINES AND POLICIES**

(05:38:06)

Jean Clifford, Board member and Chair of the Policy Committee of the Kansas State Board of Education, presented the Committee's recommendations for amending the Board's Guidelines and Policies. The Policy Committee is charged with reviewing Board policies at least every two years and may suggest to the Board any changes deemed necessary. Review of the current Policies and Guidelines began in 2021. Mrs. Clifford stated that most changes were made so that the guidelines and policies were more easily understood and their intentions were clear. The amendments will be on the agenda for approval in October.

**UPDATE ON TEACHER VACANCY AND SUPPLY COMMITTEE AND PROFESSIONAL STANDARDS
BOARD SUBSTITUTE TEACHER WORKING GROUP**

(06:05:35)

At the June 2022 State Board meeting, the Teacher Licensure team was tasked to coordinate with the Teacher Vacancy and Supply Committee and Professional Standards Board to identify long-term solutions to substitute teaching issues. Since June the group has met three times to identify recommendations to provide to the State Board. Shane Carter, Director of Teacher Licensure, updated on this work and provided information on the initiatives they are going to be presenting for consideration. The three main initiatives for consideration in regards to substitute teachers are 1) substitute training modules; 2) substitute handbook/guidelines; and 3) allowing Emergency Substitute

Licenses to be valid for two school years. Topics of discussion in relation to the recruitment and retention of licensed teachers have been apprenticeships, leadership, classroom redesign, communication plans, and testing.

ACTION ON CONSENT AGENDA

Mr. McNiece moved to approve Consent Agenda items 17a, b, d, e, f, g, h, i, j, k, l, m, n, o and q. Dr. Horst seconded. Motion carried 10-0. In this action, the Board:

- Received the monthly personnel report.
- Approved personnel appointments to unclassified positions.
- Approved the request from USD 465 Winfield to hold a bond election.
- Approved the request from USD 465 Winfield to receive Capital Improvement (Bond and Interest) State Aid.
- Approved the request from USD 421 Lyndon to hold a bond election.
- Approved the request from USD 421 Lyndon to receive Capital Improvement (Bond and Interest) State Aid.
- Approved the request from USD 115 Nemaha Central to hold a bond election.
- Approved the request from USD 115 Nemaha Central to receive Capital Improvement (Bond and Interest) State Aid.
- Approved the request from USD 329 Wabaunsee to hold a bond election.
- Approved the request from USD 329 Wabaunsee to receive Capital Improvement (Bond and Interest) State Aid.
- Approved the request from USD 373, Newton, for capital improvement (bond and interest) state aid
- Approved the recommendations of the Licensure Review Committee.
- Approved the recommendations for licensure waivers.
- Approved the recommendations for Visiting Scholar licenses.
- Approved the Emergency Safety Intervention (ESI) packet for the Kansas School for the Deaf.

MOTION

(06:28:15)

SEPARATE ACTION ON CONSENT AGENDA

At the beginning of the meeting, Chairman Porter asked to vote consent items 17 c, o, p, q, r, s and t as one group, but separate from the other submissions. Mrs. Dombrosky revoked her request to include items o and q in that separate group. Mr. Jones moved to approve consent agenda items 17 c, p, r, s and t. Mrs. Arnold seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining. In this action, the Board:

- Approved the request to contract with the Orion Education and Training Service Center to support Perkins V special population updates.
- Approved the extension of the Special Education and Title Services contracts for the State Personnel Development Grant plan (SPDG).
- Approved the recommendation for funding the 2022-2023 AmeriCorps Kansas Planning Grant award.
- Approved the request to initiate a contract bid process for equitable support of Kansas non-

MOTION

(06:29:15)

public schools for professional development of non-public teachers and leaders.

- Approved the request to enter a contract for KSDE Great Ideas in Education Conference.

CHAIRMAN'S REPORT

(06:55:00)

Action on National Association of State Boards of Education Delegate Assembly —

After some discussion, Mr. Porter moved that Board members Ben Jones and Deena Horst represent the Kansas State Board of Education as Delegates at the National Meeting in October. Mrs. Arnold seconded. Motion carried 10-0.

MOTION
(07:00:00)

Action on Board Travel —

Dr. Horst had additions to the travel requests. Dr. Horst moved to approve travel requests and updates. Mrs. Arnold seconded. Motion carried 10-0.

MOTION
(07:04:30)

Legislative Liaison Report —

Dr. Horst requested that Board members revisit the 2022 Kansas State Board of Education legislative positions in preparation for determining the 2023 positions.

Committee Reports —

Mrs. Mah reported that the Kansas Advisory Council for Indigenous Education Working Group continues to meet twice a month and are working on a statement of the group's scope of work and goals for the state of Kansas. They are also continuing to look at data collection methodology as well as curriculum.

Board Attorney's Report —

Board Attorney Mark Ferguson presented a report on the "Constitutional Amendment on Rules and Regulations – Legislative Veto Amendment" that will be on the November ballot that if adopted could have an effect on agencies in the Executive Branch of government and their decision-making ability.

Requests for Future Agenda Items —

- Mrs. Arnold suggested a presentation by ESU STUCO members about what they do and services they provide.
- Mr. McNiece requested more specific information on EXACTLY what schools are doing and not doing in regards to school safety.
- Mr. Jones reported that constituents in his areas are concerned about long-term planning for areas being designated as "frontier" and other areas of rural declining population. How can/will education be delivered in those areas where some students still remain.
- Mr. Porter requested retreat/workshop to look at/review KESA. He requested this happen Wednesday afternoon, Oct 12.

September 13, 2022

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Minutes

GRADUATION REQUIREMENTS CONTINUED DISCUSSION

(07:22:05)

Discussion continued as Mr. Porter had requested earlier in the meeting.

RECESS

The meeting recessed at 6:00 p.m. until 9 a.m. Wednesday.

Jim Porter, Chair

Barbara Hughes, Board Secretary

MINUTES



Kansas State Board of Education

Wednesday, September 14, 2022

CALL TO ORDER

Chairman Jim Porter called the Wednesday meeting of the Kansas State Board of Education to order at 9:00 a.m. Wednesday, September 14, 2022, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:09:35)

ROLL CALL

The following Board Members were present:

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

APPROVAL OF AGENDA

Mrs. Mah moved to approve the day's agenda. Mrs. Haas seconded. Motion carried 10-0.

MOTION
(00:09:46)

2021 MILKEN EDUCATOR AWARD RECIPIENTS

The Kansas State Board of Education had the opportunity to hear from Megan Morgan and Ryan Pfeifer the 2021 Milken Educator Award recipients. Ms. Morgan is a library/media specialist at Oliver Brown Elementary School, Manhattan USD 383. Mr. Pfeifer is a science teacher at Washburn Rural High School, Auburn-Washburn USD 437. They each received an unrestricted cash award of \$25,000. Ms. Morgan and Mr. Pfeifer shared some of the innovative programs and strategies they use to foster student achievement in their schools.

(00:10:04)

SUNFLOWER SUMMER 2022

Sunflower Summer is a program of the Kansas State Department of Education and is designed to provide a wide variety of ways for families to get out, explore something new, and enjoy time together with the ultimate goals of promoting active student learning during the summer months and encouraging participation of families and caregivers in children's education. As an added bonus the program supports in-state travel and tourism. Michael Koonce (Greenbush), Adam Smith (Exploration Place) and Janine Hron (KU Center for Public Partnerships and Research) reported on specifics of the 2022 program in which families with a total of 118,477 students were able to visit 90 venues (museums, zoos, historic landmarks and more) all for free. Additionally, special guests Lori

(00:33:50)

Kersten and her grandson, Parker, shared about their own personal experience spending the summer taking part in many of the

ACT ON PROPOSED AMENDMENT FROM KSHSAA TO K.S.A. 72-7114

In August, Bill Faflick (KSHSAA Executive Director), presented a proposed amendment to K.S.A. 72-7114 which would allow for a multiplier factor to be used when determining classification status for Kansas high schools, and a public hearing was held on the matter. If the Kansas State Board of Education approves the proposed amendment, it will then move to the Kansas Legislature. After discussion amongst the Board, Mrs. Mah moved that the Kansas State Board of Education approve the amendment proposed by the Kansas State High School Activities Association to K.S.A. 72-7114. Mrs. Hass seconded. Motion carried 6-4 with Mrs. Arnold, Mrs. Dombrosky, Mrs. Haas and Mr. McNiece opposing.

(01:09:20)

MOTION
(01:44:25)

EXECUTIVE SESSION

Mrs. Waugh moved that the Kansas State Board of Education recess into Executive Session for one hour 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. Scott Gordon, Craig Neuenswander and Ben Proctor were invited to attend. Mrs. Mah seconded. Motion carried 10-0. The Board reconvened at 11:50 a.m.

MOTION
(01:47:40)

ADJOURNMENT

Chairman Porter adjourned the meeting at 11:57 a.m.

The next regular meeting for the State Board of Education is October 11 and 12, 2022.

Jim Porter, Chair

Barbara Hughes, Board Secretary

MINUTES



Kansas State Board of Education

Tuesday, August 9, 2022

CALL TO ORDER

(00:00:07)

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, August 9, 2022, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

ROLL CALL

All Board members were present:

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

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

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

APPROVAL OF AGENDA

Mrs. Haas asked for a correction be made to item 13 (June July). Chairman Porter asked to vote on consent agenda items c, d, separately per Mrs. Dombrosky's request. Dr. Horst moved to approve the day's agenda as amended. Mrs. Waugh seconded. Motion carried 10-0.

MOTION
(00:05:36)

APPROVAL OF THE JULY 12 AND 13 MEETING MINUTES

Mrs. Mah moved to approve the minutes of the July 12 and 13 regular Board meeting with the following correction to page 4 (~~that is retired after a career of teaching~~, who has retired into the KPERS system after a career of teaching). Mrs. Haas seconded. Motion carried 10-0.

MOTION
(00:06:36)

COMMISSIONER'S REPORT

Commissioner Randy Watson discussed the Board's vision statement and the rigorous standard levels (highest in the nation) set by the Board and followed with data of school districts achieving the different STAR recognition ratings and also pointed out that those numbers are not necessarily showcasing the hard work done by school districts that face incredible challenges and still have made incredible strides but are not yet to recognition status. He commended USD 443 Dodge City and the Dodge City Community as a whole for their hard work towards the standard achievement levels.

(00:06:50)

CITIZENS' OPEN FORUM

Chairman Porter declared the Citizens' Forum open at 10:40 a.m. The three speakers this month and their topics were as follows: Samantha Lefebvre – local district options for public comments in Board meetings; Becky Becker – art graduation requirements; Dr. John Schrock – teacher shortage temporary partial solutions. Chairman Porter declared the Citizens' Forum closed at 10:51 a.m.

(00:40:54)

ACTION ON ESSER EXPENDITURE PLANS FOR USE OF FEDERAL COVID-19 RELIEF FUNDS

Assistant Director Doug Boline reported on the most recent ESSER Task Force recommendations, which included nine ESSER II change requests totaling just under \$1 million. Mr. Jones moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER II change requests as presented for use of federal COVID-19 relief funds. Mr. McNiece seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining. As for ESSER III, sixteen new districts have submitted ESSER III plans with a total value \$72.1M. There are ten ESSER III change requests this month. Mr. Jones moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER III expenditure plans as presented for use of federal COVID-19 relief funds. Mr. McNiece seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining.

(00:52:23)

MOTION

(00:55:18)

MOTION

(001:04:48)

ACTION ON MATH ASSESSMENT STANDARD SETTING CUT SCORES INFORMATION

In July 2022 the Kansas State Board of Education received a presentation from Dr. Neal Kingston at the Assessment and Achievement Institute at the University of Kansas on performance level and cut score recommendations for the grade 10 math state assessment. Mrs. Mah moved to accept the recommendations. Mr. McNiece seconded. Motion carried 9-0-1 with Dr. Horst abstaining. These performance levels and cut scores will be applied to the grade 10 math assessment administered for the first-time spring 2022.

(01:06:01)

MOTION

(01:39:20)

UPDATE ON VAPING ECHO FOR EDUCATION PROJECT

Mark Thompson, Health and Physical Education Program Consultant, along with Mary Alice Kelly, School Nurse at Shawnee Mission North, and Vince Naccarato, Principal of Reno Valley Middle School, provided an overview of the first year of the project as well as the outlook and composition of the schools expected to participate in Cohort 2. The initial Vaping ECHO for Education project that involved teams from 21 schools wrapped up in Spring 2022. A second cohort of schools will participate in a Vaping ECHO Summit and a series of Vaping ECHO Sessions during the 2022-2023 school year.

(01:41:45)

RECOGNITION OF THE 2020 PRESIDENTIAL AWARDS FOR EXCELLENCE IN MATH AND SCIENCE TEACHING NATIONAL FINALISTS

Callie Harris and Zerrin Oelze were among more than 100 educators recognized as national finalists for the 2020 (PAEMST) program – the nation's highest honor for math and science teaching. Each finalist received a \$10,000 unrestricted award from the National Science Foundation. Callie Harris, was a mathematics teacher at Maize Elementary School, Maize USD 266 at the time of her nomination. She currently serves as assistant principal at Pray-Woodman Elementary School in

(02:11:20)

Maize. Zerrin Oelze, is a science teacher at McLean Science and Technology Magnet Elementary School, Wichita USD 259. They shared some of the innovative programs they use in mathematics, technology and science instruction to foster student achievement. They also responded to questions from the Board.

PRESENTATION OF KANSANS CAN BEST PRACTICES AWARDS TO CHILD NUTRITION PROGRAM RECIPIENTS

The KSDE Child Nutrition & Wellness Kansans CAN 2021-2022 Best Practice Awards reward outstanding practices in Child Nutrition & Wellness Programs in Kansas that support the Kansans CAN vision. The following Child Nutrition & Wellness Program Sponsors were honored for outstanding and/or innovative practices: USD 466 Scott County - Kansans CAN Serve Local Foods; USD 312 Haven- Kansans CAN Lead and USD 266 Maize- Kansans CAN Implement Innovative Meal Pattern Strategies.

(02:27:19)

ACTION ON ACCREDITATION REVIEW COUNCIL'S KANSAS EDUCATION SYSTEM ACCREDITATION (KESA) RECOMMENDATIONS

During the State Board meeting in July, Jay Scott, Director of Accreditation and Design, presented information on thirty-two systems that were ready for review of an accredited status recommendation and two that were ready for a conditional accreditation status. The thirty-two systems presented to the Board for accredited status were USD 103 Cheylin, USD 215 Lakin, USD 246 Northeast, USD 247 Cherokee, USD 248 Girard, USD 255 South Barber, USD 264 Clearwater, USD 265 Goddard, USD 266 Maize, USD 271 Stockton, USD 283 Elk Valley, USD 305 Salina, USD 310 Fairfield, USD 315 Colby, USD 316 Golden Plains, USD 326 Logan, USD 344 Pleasanton, USD 373 Newton, USD 400 Smoky Valley, USD 436 Caney Valley, USD 438 Skyline, USD 447 Cherryvale, USD 467 Leoti, USD 476 Copeland, USD 487 Herington, USD 501 Topeka, USD 511 Attica, Z0006-9001 Brookridge Day School, Z0029-8434 Bishop Ward High School, Z0029-8999 St James Academy, Z0029-9892 Corpus Christi Catholic School and Z0030-0000 Salina Diocese. The Board also received two systems that are recommended for conditional accreditation, USD 209 Moscow and USD 480 Liberal. Jay Scott brought these thirty-four systems back to the Board for action. Mrs. Mah made a motion to accept the recommendations of the Accreditation Review Council and award the status of accredited to the thirty-two systems as presented and the status of conditionally accredited to the two systems as presented. Dr. Horst seconded. Motion carried 9-1 with Mr. Jones in opposition.

(02:39:20)

MOTION
(03:12:35)

RECEIPT OF ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEM ACCREDITATION (KESA)

The Accreditation Review Council (ARC) has recommended an accreditation status for the next four systems awaiting recommendation. Executive summaries, accountability reports and other narratives were provided to Board members for the three public systems and one private system. The ARC considers compliance and foundational structures to support a five-year process of continuous improvement. Board members will act on the ARC recommendations in September. The systems that were received by the Board in August are USD 260 Derby, USD 381 Spearville

(03:15:37)

(Redetermination), USD 456 Marais Des Cygnes Valley (Redetermination) and Sacred Heart Elementary, Emporia.

RECEIVE INFORMATION ON APPOINTING MEMBERS TO THE NEW KANSAS CHILDREN'S VISION HEALTH AND SCHOOL READINESS COMMISSION

(03:17:00)

Dale Brungardt Director of School Finance, presented to the Board one of the requirements in Senate Bill 62, that was passed this spring and signed by the Governor, that requires the State Board of Education to establish a Kansas Children's Vision Health and School Readiness Commission. The duties of the commission, as specified in the bill, are as follows: (1) Overseeing revision of state vision screening requirements and guidelines no fewer than once every seven years; (2) providing standardized vision screening referral letters and eye professional examination reports as referenced in the Kansas vision screening requirements and guidelines; (3) identifying state resources that assist in providing opportunities to offer free or low-cost eye exams for students who fail vision screenings and are unable to afford an examination on their own; and (4) establishing a system to collect data from school health personnel concerning the results of the original screenings and referral outcomes, as well as issuing an annual report to the secretary of health and environment and the commissioner of education. The commission shall be comprised of: one optometrist, one ophthalmologist, one representative of a health organization dedicated to preventing blindness, one representative of the department of education, one representative of the department of health and environment, one school nurse, one public health nurse, and one school administrator.

ACT ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

Scott Gordon, General Counsel for KSDE reviewed the current case presented for action. He summarized the situation. Professional Practices Commission Chair Jennifer Holt also attended the meeting virtually to be able to answer any questions. Mrs. Waugh moved to adopt the findings of fact and conclusions of law of the Professional Practices Commission and follow the recommendation to deny the licensure application in case 22-PPC-16. Dr. Horst seconded. Motion carried 10-0.

(03:30:35)

MOTION
(03:35:24)

SPECIAL EDUCATION ADVISORY COUNCIL QUARTERLY UPDATE

Tobias Wood, Chair-Elect of the Special Education Advisory Council, gave a summary of the council's work during their April 2022 and July 2022 sessions. He also was pleased to share that the State of Kansas has attained the highest level of achievement in providing services to children and youth with disabilities by meeting the requirements for 2021 set forth in the Individuals with Disabilities Act (IDEA).

(03:35:50)

DISCUSSION ON BUILDING A CULTURE OF SAFETY IN SCHOOLS

John Calvert and Jim Green, Director and Asst. Director of School Safety, discussed with the board the various aspects that make up a comprehensive school safety plan and that there is not a one-size-fits-all solution. They also stressed the importance of positive relationships between students and adults along with a supportive culture in keeping schools safe.

(03:49:49)

ACTION ON CONSENT AGENDA

Dr. Horst moved to approve Consent Agenda items 19 a, b, e and f. Mr. Jones seconded. Motion carried 10-0. In this action, the Board:

- received the monthly Personnel Report for July.
- Confirmed the following unclassified positions Jake Steel to the position of Intern on the Accreditation and Design team, effective July 1, 2022, at an annual salary of \$70,000.00 (Ten-month program; Sarah Reed to the position of Administrative Specialist on the Special Education and Title Services team, effective July 11, 2022, at an annual salary of \$39,520.00; Frederick Richter to the position of Quality Assurance Technician on the Information Technology team, effective July 18, 2022, at an annual salary of \$51,12640.
- approved recommendations for a Visiting Scholar license.
- authorized two out-of-state tuition contracts for students attending the Kansas School for the Deaf: Excelsior Springs School District, Excelsior Springs, Missouri - 1 Day Student - \$40,000; North Kansas City School District, North Kansas City, Missouri - 1 Day Student - \$40,000

MOTION
(04:32:55)

SEPARATE ACTION ON CONSENT AGENDA

At the beginning of the meeting, Chairman Porter asked to vote consent items 19 c and d as one group, but separate from the other submissions. Mrs. Arnold moved to approve consent agenda items 19 c and d. Mr. McNiece seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining. In this action, the Board:

- approved the following recommendations for funding McKinney Vento Homeless Grants:
 - USD 233 Olathe \$ 50,300
 - USD 259 Wichita \$ 209,619
 - USD 260 Derby \$ 10,138
 - USD 261 Haysville \$ 40,000
 - USD 289 Wellsville \$ 10,000
 - USD 290 Ottawa \$ 30,000
 - USD 348 Baldwin \$ 17,900
 - USD 383 Manhattan-Ogden \$ 35,200
 - USD 457 Garden City \$ 22,200
 - USD 475 Geary County \$ 20,000
 - USD 500 Kansas City \$ 156,000
 - USD 501 Topeka \$ 42,037
- approved payment of NASBE membership dues.

MOTION
(04:33:33)

CHAIRMAN'S REPORT

Action on Board Travel —

Mr. Porter had an addition to the travel requests. Mr. McNiece moved to approve travel requests and updates. Mrs. Haas seconded. Motion carried 10-0.

Committee Reports —

Updates were given on the following:

(04:33:45)

- Policy Committee – Review of the Board's Guidelines and Policies has been completed. Mrs. Clifford would like to present the amended policies at the September Board Meeting and then have a vote for approval in October.
- Student Voice – Mrs. Mah reported continued visits with students and there are a few things that have come out that might need to be addressed in policy at a discussion in October or November.
- Kansas Advisory Council for Indigenous Education Working Group will hold their next meeting on Friday, August 19th and begin assessing current Social Science and Language Arts curriculum standards. They will also discuss a proposed mascot policy and data collection.

Chairman Porter added to the Chairman's report by going over the items addressed in the recently passed HB 2567 to determine if further discussion is necessary on any of the items. Messaging in regards to the Board and its work was also discussed. There was a general consensus that many things are being misinterpreted by the general and work can be done to improve this area.

Board Attorney's Report —

Board Attorney Mark Ferguson presented a written report to the Board and discussed current items before the courts that are relevant to the work of the Board. Specifically, he referenced a case that Public Forum at the Olathe Board of Education Meeting, in which a decision was handed down on August 5, 2022. He believes the Kansas Federal Court outlined rules related to Open Forum practices that relate to the Kansas State Board of Education's "Limited Public Forum."

Requests for Future Agenda Items —

- Mr. Porter requests an Executive Session to discuss HB 2567 items in September.
- Mrs. Clifford would like to present amended KSBOE Policies and Guidelines from Policy Committee in September for action in October.
- Mrs. Haas would like to have a Board retreat to discuss the Kansas Education System Accreditation (KESA) process of the Accreditation Review Council (ARC).
- Mrs. Mah would like to hear more from Dr. John Schrock and the presentation/materials he presented during the Citizens' Open Forum on teacher prep and the current teacher supply shortage.
- Mrs. Arnold would like to hear more on what successful parent/guardian engagement looks like in a school. Mr. Porter suggested finding a school that does an exemplary in regards to parent/guardian engagement for a presentation.
- Dr. Horst would like information presented on the agency's data collection projects – what do we collect data on and for whom.

RECESS

The meeting recessed at 5:26 p.m. until 9 a.m. Wednesday.

Jim Porter, Chair

Barbara Hughes, Board Secretary

MINUTES



Kansas State Board of Education

Wednesday, August 10, 2022

CALL TO ORDER

Chairman Jim Porter called the Wednesday meeting of the Kansas State Board of Education to order at 9:00 a.m. Wednesday, August 10, 2022, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:12:25)

ROLL CALL

The following Board Members were present:

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

APPROVAL OF AGENDA

As Mr. Porter mentioned yesterday in his Chairman's Report, he asked to remove the Executive Session from today's agenda. Dr. Horst moved to approve the day's agenda with the removal of the Executive Session. Mrs. Arnold seconded. Motion carried 9-0. (Mr. McNiece was not present for the vote.)

MOTION
(00:12:52)

RECOGNITION OF THE WASHBURN RURAL HIGH SCHOOL DEBATE TEAM – NATIONAL CHAMPIONS

Washburn Rural High School Debate Team's National Championship winners Jiyeon Park and Zach Willingham and their coach Tim Ellis were recognized for their outstanding achievement.

(00:13:07)

RECEIVE PROPOSED AMENDMENT FROM KSHSAA TO K.S.A. 2014 SUPP. 72-7114

Bill Faflick, KSHSAA Executive Director, gave a presentation to the Board on the proposed amendment which would allow for a multiplier factor to be used when determining classification status for Kansas high schools. Following Mr. Faflick's presentation, a public hearing was held in the matter of the KSHSAA proposed amendment to K.S.A. 2014 Supp. 72-7114. Three proponents (Rep. Tim Johnson, Christopher Strathman and Jeff Hines) and three opponents (Geoff Andrews, Martin Straub and Nick Compagnone) each gave testimony in the matter. Written testimony was also given to the Board and posted on the Board's website for public viewing. This item will be on the agenda for action at the September Board meeting. If approved by the Kansas State Board of Education, the

(00:36:03)

issue will then need to go before the legislature.

ADJOURNMENT

Chairman Porter adjourned the meeting at 11:29 a.m.

The next regular meeting for the State Board of Education is September 13 and 14, 2022.

Jim Porter, Chair

Barbara Hughes, Board Secretary

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number: 7****Staff Initiating:**

Tate Toedman

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date: 10/11/2022**Item Title:**

Act on ESSER II Change Requests and ESSER III Expenditure Plans for Use of Federal COVID-19 Relief Funds

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Commissioner's Task Force on ESSER distribution of money and approve the public school district for ESSER III expenditure plans and the ESSER II change requests as presented for use of federal COVID-19 relief funds.

Explanation of Situation Requiring Action:

Federal assistance to schools has been made available through the Elementary and Secondary School Emergency Relief (ESSER) fund. The federal law outlines allowable expenditures directly related to the COVID-19 pandemic, and to support student learning and student needs associated with the pandemic. The Commissioner's Task Force on ESSER and EANS Distribution of Money has the responsibility to: provide guidance and oversight of school districts' plans (public and private) for expenditure of those federal funds. maximize the use of federal K-12 relief funds to meet the acute needs of Kansas students in line with federal regulations and Kansas K-12 priorities. The Task Force and KSDE staff will review the applications and expenditure plans to evaluate whether the requests are tied to a pandemic-related need, are reasonable and meet the allowable uses. The information will then be presented to the State Board of Education for approval.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8

Staff Initiating:

Director:

Commissioner:

Meeting Date: 10/11/2022

Sherry Root

Randy Watson

Item Title:

Act on Proposal for the Kansas Purple Star Designation

Recommended Motion:

It is moved that the Kansas State Board of Education act on request to approve the Kansas Purple Star School Designation, recognizing military-friendly schools that meet specific criteria and demonstrate a major commitment to serving students and families connected to our nation's armed forces.

Explanation of Situation Requiring Action:

School districts may submit an application to be awarded the Kansas Purple Star School Designation, recognizing military-friendly schools that meet specific criteria and demonstrate a major commitment to serving students and families connected to our nation's armed forces.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 9

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date:10/11/2022

Barbara Hughes

Randy Watson

Item Title:

Act on Recommendation Amending the Kansas State Board of Education Guidelines and Policies

Recommended Motion:

It is moved that the Kansas State Board of Education approves the recommended amendments to the Kansas State Board of Education Guidelines and Policies.

Explanation of Situation Requiring Action:

The Policy Committee of the Kansas Board of Education is charged with reviewing Board policies at least every two years and may suggest to the Board any changes deemed necessary.

Review of the current Policies and Guidelines began in 2021. After being presented to the Board in September, recommendations for amendment are ready for approval by the Board.

Kansas State Board of Education Guidelines



Kansas leads the world in the success of each student.

STATE BOARD GUIDELINES/PROCEDURES INDEX

- Guideline I: Approval of Meeting Attendance (Board Member Travel)
- Guideline II: Access to Communication Equipment by State Board Members
- Guideline III: Discussing and Addressing Issues
- Guideline IV: Hearing Officer Recommendations
- Guideline V: Land Transfers
- Guideline VI: Participation in Interscholastic Athletics
- Guideline VII: Issuance of a Visiting Scholar License
- Guideline VIII: Application for Approval to Hold an Election on Issuing Bonds
- Guideline IX: Application for Capital Improvement State Aid (Bond and Interest)
- Guideline X: Charter School Procedure
- Procedure A: New Board Member Orientation
- Procedure B: Conducting Annual Evaluations

GUIDELINE I
APPROVAL OF MEETING ATTENDANCE
(BOARD MEMBER TRAVEL)

A. Legal Basis

1. K.S.A. 72-253 provides that State Board members are to get the same compensation, travel expenses and subsistence allowance as provided in K.S.A. 75-3212 for members of the legislature when members attend a meeting, which has been approved by the State Board.
2. K.S.A. 75-3212 says members of the legislature are entitled to:
 - (a) the amount of compensation and subsistence allowance prescribed in K.S.A. 46-137a for actual attendance at in-state meetings;
 - (b) the subsistence allowance incurred in going to and returning from in-state meetings on days other than days of meetings, if the legislator lives more than 100 miles from the location of the meeting; and
 - (c) the mileage rate authorized by K.S.A. 75-3203a for each mile actually traveled by the usual route in going to and returning from authorized in-state meetings. The Commissioner will inform the Board annually of the current rate.
3. K.S.A. 46-137a provides for the amount of compensation (salary) and the rate of subsistence allowance (per diem). KSDE staff will inform the Board annually of the current rates.
4. Any member of the State Board may waive payments of compensation, subsistence allowance, or mileage to which the member is entitled.

B. Preapproved Attendance

The State Board grants approval to each member of the Board as follows:

1. Attendance at regular or special meetings of the State Board.
2. Attendance at any meeting at which the member is attending as the designated

representative of the State Board. Any time a Board member is appointed by the chair, the Commissioner, or the Governor, to participate on a committee, work group, study group, task force, council or other group for a state or national educational organization, the Board shall vote to authorize travel/salary expenses for such participation.

3. To comply with State ethics laws, the Board must vote to approve a Board member's travel **even when the travel expenses are paid by a third party.**

C. Discretionary Attendance

1. (a) Each Board member shall have discretion in attending any meeting not specified in section B of these Guidelines. However, the receipt of state allowances is subject to approval of such attendance by the State Board.

(b) When approving travel by Board members, the State Board will consider the balance of the allotment available to each Board member under section D.
2. The State Board will not grant approval for attendance at any partisan, political activity or event.
3. To comply with State ethics laws, the Board must vote to approve a Board member's travel even when the travel expenses are paid by a third party.

D. Annual Allocation for Board Member Travel

In July of each year, KSDE fiscal services staff shall calculate the amount of funds available to each Board member based upon the following formula:

1. From the total amount appropriated for the State Board's budget, subtract an amount sufficient to pay for each Board member's attendance at monthly State Board meetings.
2. Divide the amount determined by step 1 by 14.5. The resulting amount shall be termed "a share."
3. Allocate to each Board member one share as derived from Step 2.

4. Allocate one additional share to each of the following Board members:
 - a. Chair
 - b. Vice Chair
 - c. District 5 Member
5. Allocate three-quarters of an additional share after January 1 to each of the two Legislative Liaisons.

The amounts so determined shall be available for State Board member travel from July 1 to June 30.

The formula set forth in this Guideline may be waived by an affirmative vote of the State Board.

E. Definitions

The following definitions shall apply to this Guideline:

- a. Discretionary attendance means attendance at any meeting in which the Board member is not participating as a designated representative of the State Board.
- b. Designated representative means a Board member appointed by the chair or the Commissioner or elected by the Board to serve on a national or statewide committee on behalf of the Board.

Adopted: March 10, 1998

Amended: September 14, 1999; December 12, 2001; November 12, 2002; November 14, 2007; November 10, 2009; September 8, 2015; March 11, 2020

GUIDELINE II
ACCESS TO COMMUNICATION EQUIPMENT BY STATE BOARD MEMBERS

During the term of office of each State Board member, the member can request access to a laptop computer. The device will be encrypted and will be provided at public expense for the purpose of allowing the Board member to carry out his or her public duties. The laptop will be returned to the State Board office within 15 days of the conclusion of the Board member's service. No state funds or equipment shall be used for any partisan, political activity or event.

Adopted: March 10, 1998
Amended: September 8, 2015

GUIDELINE III

DISCUSSING AND ADDRESSING ISSUES

- A. If the State Board determines to address an issue, the Board shall decide the process for meaningful discussion about the issue and the strategy for addressing it.
- B. The process for meaningful discussion may include, but is not limited to, the following:
 - 1. receiving information, reports and options from staff of the Department or persons selected by the Department;
 - 2. receiving information, reports and options from individuals selected by the State Board;
 - 3. gathering and review of information by a subcommittee of the Board selected by the State Board or by an external committee appointed by the State Board;
 - 4. the holding of public hearings to receive information from the general public in regard to the issue;
 - 5. work sessions or retreats by the State Board to focus on the particular issue;
 - 6. discussion of the issue by the full Board at one or more meetings, with action taken after full discussion of the issue; and
 - 7. any other procedure agreed to by the State Board.
- C. The purpose of Board member reports is to allow members to report on meetings of boards, commissions or organizations to which they have been assigned to represent the Board. It is also an opportunity to report on meetings or conferences attended. During the time provided for Board member reports, it is inappropriate to use it as an opportunity to present one's views on issues not currently being addressed by the Board or to bring up issues for debate or discussion.

Topics suggested for discussion may be requested as a future agenda item or work session. When making a request, it is inappropriate for the requestor to enter into a lengthy explanation or to engage members in a dialogue regarding the topic.

- D. All discussion shall be directed to the issue under study and not towards members of the Board or other individuals.
- E. All discussion shall adhere to the State Board's Policy on Boardsmanship Expectations (Policy 1006).

Adopted: February 9, 2000
Amended: November 20, 2009; September 8, 2015

GUIDELINE IV.
HEARING OFFICER RECOMMENDATIONS

At any time the Board is scheduled to act upon the recommendation of a hearing officer, any Board member wishing to propose action other than that which has been recommended may consult with the State Board attorney for purposes of complying with K.S.A. 77-526. This statute requires that all orders of a state agency shall include, separately stated, findings of fact, conclusions of law and policy reasons for the decision.

Adopted: January 12, 1994
Affirmed: March 10, 1998

GUIDELINE V. LAND TRANSFERS

I. Governing Law

K.S.A. 72-532 provides that a transfer of land from one school district to another can be made only under the following conditions:

- 1) Upon the written agreement of any two local boards of education and approval by the State Board; or
- 2) Upon order of the State Board after a petition to transfer territory has been filed by a local board and a public hearing on the petition has been held by the State Board.

The Kansas Supreme Court has determined that any land transfer must be consistent with, and not in derogation of, the purposes and provisions of the school unification acts. In addition, K.S.A. 72-532 contains factors that must be considered by the State Board when reviewing land transfer requests.

II. Requests for Land Transfers Considerations

The following considerations assist the State Board in determining whether to grant a land transfer request.

- 1) The ultimate consideration must be the long-term effect a transfer would have on students living in: (1) the petitioned area, (2) the receiving district, and (3) the giving district. It also must include whether the transfer would add to the general improvement of the public schools in the state and the equalization of the benefits and burdens of education throughout the affected communities.
- 2) To justify taking land, by petition, from one school district and giving it to another, a material change in circumstances of a substantial and weighty nature must exist so that a reasonable person would recognize that the educational interests of all affected children (inside and outside of the transfer area) could be better served by adjusting district boundaries, without any serious detrimental effect upon students or upon the district from which the land will be transferred.

- 3) The type of change in circumstances that justifies a transfer of land by petition is difficult to describe in the abstract.

However, examples of a material change in circumstances that may justify a transfer of land include, but are not limited to:

- a) a recent school closing which makes it more practical for students to attend school in an adjoining district;
 - b) the establishment of a new and more distant attendance center; or
 - c) changes in natural barriers, such as lakes and rivers or construction of highways, which substantially increases the time a student must spend in traveling to and from school.
- 4) Examples of changes which do not constitute a material change in circumstances for purposes of transferring land from one district to another include, but are not limited to:
 - a) a change in a local board of education's transportation policy to prohibit buses from adjoining school districts from entering the district to transport students;
 - b) a change in school district property taxes; or
 - c) a land transfer request which is primarily to gain a financial advantage for individuals, such as, assisting in suburban land development.
- 5) The State Board's consideration of a petition to transfer land is not limited to how persons in the petitioned area will be affected. The State Board also must consider how persons outside the petitioned area and the school districts (locally and statewide) may be affected.
- 6) A transfer of land by agreement from one school district to another, generally, should be approved by the State Board absent noncompliance with state law or other compelling reasons.

Petitions to transfer land should be submitted to the Kansas State Department of Education by no later than February 15 if the transfer is to become effective the following July 1.

Adopted: May 10, 1977

Amended: February 12, 1986; March 10, 1998; November 14, 2001; September 9, 2003; April 17, 2018; March 11, 2020

GUIDELINE VI.
PARTICIPATION IN INTERSCHOLASTIC
ATHLETICS UNDER S.B.R. 91-31-34

1. No school shall allow students **below** the sixth grade to participate in interscholastic athletics.
2. No school shall allow students in **sixth** grade to participate in tackle football, wrestling or boxing, if those interscholastic athletics are offered.
3. Schools allowing sixth grade students to participate in all other interscholastic athletics shall follow the guidelines established for seventh grade students by the Kansas State High School Activities Association (KSHSAA) for each specific sport. Please note that sixth grade students participating in interscholastic athletics are not covered by KSHSAA's Liability and Catastrophe Insurance plan. The KSHSAA Rules Handbook may be obtained from the KSHSAA office, online at www.kshsaa.org or the Kansas State Department of Education.

Adopted: March 10, 1998

Amended: November 14, 2001; September 9, 2003; September 8, 2015; April 17, 2018

GUIDELINE VII

ISSUANCE OF A VISITING SCHOLAR LICENSE

To apply for Visiting Scholar License, an individual must submit:

1. a complete application, including official transcripts;
2. written verification from the hiring official of the accredited education agency that the applicant will be employed if a Visiting Scholar License is issued, including the proposed teaching schedule for the individual and a list of the subject areas and grade levels for which licensure is requested;
3. documentation that the applicant meets at least two of the three base criteria for the Visiting Scholar License which are stated on the application; and
4. the licensure fee.

The application will be reviewed by the Teacher Education and Licensure Office. An incomplete application will be returned to the applicant. If the application is complete, it will be forwarded to the Commissioner of Education for consideration. The Commissioner of Education will make a recommendation to the State Board of Education to either issue or deny the Visiting Scholar License. The State Board of Education will make the final determination regarding the issuance or denial of the Visiting Scholar License. If granted, the Visiting Scholar License is valid through June 30 of the school year in which it is issued. Complete applications need to be received by July 1 in order to be considered at the August State Board of Education meeting and result in licensure by the start of the school year.

The Visiting Scholar License is intended for those individuals who can provide unique educational experiences for the students in the classroom. This is the primary consideration in granting or denying a Visiting Scholar License. When an individual has been issued a Visiting Scholar License, that individual is eligible to renew the license, each year, by completing the application process and documenting professional learning prescribed by the district. A Visiting Scholar License may be renewed for more than one year.

Adopted: September 14, 1999
Amended: December 10, 2003; September 8, 2015

GUIDELINE VIII
APPLICATIONS FOR APPROVAL TO HOLD AN ELECTION ON THE QUESTION OF
ISSUING BONDS IN AN AMOUNT EXCEEDING THE SCHOOL DISTRICT'S GENERAL
BOND DEBT LIMITATION

A. PROCEDURES

1. All forms necessary for unified school districts to make application to the State Board of Education for approval to exceed the general bond debt limitation of the school district may be obtained from the Division of Fiscal and Administrative Services of the State Department of Education.
2. The notice required by K.S.A. 75-2317 of the intention to file an application for permission to exceed the general bond debt limitation must be made one time in a newspaper of general circulation in the district and the publication must be made no later than the 10th day of the month in which the application is submitted to the State Board.
3. The application for permission to hold an election, a copy of the published notice of intent to file the application, and an Affidavit of Publication must be received by the Division of Fiscal and Administrative Services by at least the 15th day of the month in which the application is submitted to the State Board.

B. REQUIRED SUPPLEMENTAL MATERIAL TO ACCOMPANY APPLICATION WHEN EXCEEDING BOND DEBT LIMITATION

1. A copy of the published notice of intent to file the application, together with an Affidavit of Publication, must be enclosed with the application to the State Board. (Form 7-212-108)
2. An architect's schematic floor plan (8 1/2 x 11 inches, if readable, otherwise, large enough to be discernible by members of the State Board) of the proposed facilities must be included with each application.
3. A map (8 1/2 x 11 inches, if readable, otherwise large enough to be discernible by members of the State Board) of the school district showing present facilities, proposed facilities, attendance centers, and the bordering districts by number must be included with each application.
4. Form 7-212-106, Resolution to Submit Application to State Board.
5. Form 7-212-110, Application for Permission to Vote and Issue Bonds Exceeding 14 percent.
6. Form 7-212-114, Certified Assessed Valuation of School District.
7. Form 7-212-118, Application to Exceed 14 percent of Assessed Valuation

8. Form 7-212-118(a), Application for Capital Improvement (Bond and Interest) State Aid.

C. COMMITTEE RECOMMENDATION

Upon receiving a timely and complete application in accordance with these Guidelines, a committee of staff and Board members shall review the information and make a recommendation to the State Board on whether to approve or deny the application. The recommendation shall include a statement of the facts that support the recommendation.

The aggregate amount of bonds approved in a fiscal year shall not exceed the amount of bonds retired in the prior year.

Adopted: May 10, 2000

Amended: September 9, 2003; April 17, 2018

GUIDELINE IX
APPLICATIONS FOR
CAPITAL IMPROVEMENT STATE AID (BOND AND INTEREST)

A. PROCEDURES

In accordance with 2016 Senate Bill 323, any school district that is eligible and desires to receive capital improvement state aid (bond and interest) must apply to the Kansas State Board of Education for such state aid.

Kansas law provides a cap on the total amount of capital improvement state aid available for elections held on or after July 1, 2016. This cap cannot exceed a six-year rolling average amount for capital improvement state aid.

The capital improvement state aid available to each school district is included on Form 241-242 provided annually in the School Finance budget packet. This amount could change on an annual basis.

Upon receipt of an application, State Department of Education staff will schedule a hearing with school district officials to review the application.

All applications must be submitted to the Division of Fiscal and Administrative Services by no later than the 10th day of the month in order for action by the State Board of Education the following month.

The areas of concern, which will be reviewed at the hearing, will be those facilities that are non-academically related.

B. REQUIRED SUPPLEMENTAL MATERIAL TO ACCOMPANY APPLICATION FOR CAPITAL IMPROVEMENT STATE AID

1. An architect's schematic floor plan (8 ½ x 11 inches, if readable, otherwise, large enough to be discernible by members of the State Board) of the proposed facilities must be included with each application.
2. A map (8 ½ x 11 in inches, if readable, otherwise large enough to be discernible by members of the State Board) of the school district showing present facilities, proposed facilities, attendance centers, and the bordering districts by number must be included with each application.
3. Form 7-212-104, Resolution, Stating the Purpose for which Bonds are to be issued, the Estimated Amount thereof, and the Time of Election Therefor (Bond issue **will not** exceed general bond debt limitation).
4. Form 7-212-106, Resolution, Stating the Purpose for which Bonds are to be issued, the Estimated Amount Thereof, and the Time of Election Therefor (Bond issue **will exceed** general bond debt limitation).
5. Form 7-212-114, Certified Assessed Valuation of School District.
6. Form 7-212-118(a), Questions to be completed by USDs requesting capital improvement state aid (bond and interest)

C. CRITERIA FOR DETERMINATION OF CAPITAL IMPROVEMENT STATE AID (BOND AND INTEREST)

The State Board of Education shall consider the following criteria when determining the eligibility for capital improvement state aid (bond and interest).

- Safety of the current facility and disability access to such facility as demonstrated by a State Fire Marshal Report, an inspection under the federal Americans with Disabilities Act, or other similar evaluation;
- Enrollment growth and imminent overcrowding as demonstrated by successive increases in enrollment of the school district in the immediately preceding three school years;
- Impact on the delivery of educational services as demonstrated by restrictive inflexible design or limitations on installation of technology;
- Energy usage and other operational inefficiencies as demonstrated by a district-wide energy usage analysis, district-wide architectural analysis, or other similar evaluation; and
- High priority will be given to school districts with a lower assessed valuation per pupil (AVPP) compared to other districts that are to receive capital improvement state aid.
- No state aid may be awarded for extracurricular facilities unless documented issues with safety or disability access exist.

Adopted: April 17, 2018

GUIDELINE X
CHARTER SCHOOL PROCEDURE
K.S.A. 72-1903 to 72-1911

The Kansas Legislature has assigned to the State Board of Education the responsibility to administer the Charter School statutes, K.S.A. 72-4206 to 72-4213. To assist the State Board in fulfilling this responsibility, the staff of the Kansas State Department of Education (KSDE) shall adhere to the following procedures in submitting recommendations for approval or disapproval of initial charter school petitions under K.S.A. 72-4208.

1. The format for the petition by a school district shall include a narrative for each of the 15 areas required by law to be addressed.
2. Each district filing a petition shall be provided, upon request, technical assistance by the KSDE staff.
3. The KSDE staff shall assemble a review committee comprised of at least three, but not more than 12, people from across the state to review the petitions. Staff shall ensure that membership includes persons who currently operate charter schools.
4. The KSDE staff shall develop a scoring rubric based on the requirements of the law and provide training to the persons selected to review the petitions to ensure rater reliability.
5. The State Board shall receive the petition recommendations in one month and act on them in the following month.

In addition, KSDE staff shall adhere to the following procedures in submitting recommendations for approval or disapproval of requests for renewal of charter schools under K.S.A. 72-4209.

- In August of the school year in which each charter school's approval will expire, staff will contact the Superintendent and ask if the district intends to seek renewal of the charter school. (This early contact is because the district will have to gather and organize the information to justify its request for renewal and submit it to the State Board on or before May 1, if renewal is to be sought.)
- Staff will send to each district that chooses to renew its charter school written instructions of what is required to renew the charter school, including the deadline for submission of required information.
- Staff shall review the information submitted for each charter school and shall prepare a recommendation to the State Board on whether the charter school should be renewed. Each recommendation shall include a detailed explanation for the recommendation, including a review of the school's progress in achieving its program goals.

- Staff recommendations shall be provided to the State Board members prior to the June meeting of the State Board.

Adopted: December 10, 2003
Amended: April 17, 2018; March 11, 2020

PROCEDURE A: New Board Member Orientation

1. The purpose of orientation is to prepare newly elected Kansas State Board of Education members for their public office and acquaint them with the work of the Kansas State Department of Education.
2. The personalized structure and frequency of the orientation process will be determined by State Board leadership and the Commissioner of Education. Orientation will occur promptly following the General Election and conclude before newly elected members are sworn in.
3. The Board secretary shall provide each Board member-elect the following:
 - a. Board Policies and Guidelines
 - b. List of School Districts in his/her Board District
 - c. Information for School District Superintendents in his/her Board District
 - d. Calendar of upcoming year's Board meetings
 - e. Board mission and goals, roles and responsibilities
 - f. KSDE organizational chart, contact information for Commissioner and Deputy Commissioners
 - g. Kansas Open Meeting Act, Open Records Act
 - h. Roles and duties of Board secretary and Board attorney
 - i. Information as appropriate regarding payroll, benefits, travel reimbursement and tech support
 - j. Statement of Substantial Interests form from Secretary of State's Office
 - k. List of committee members of advisory groups that work with State Board and KSDE
 - l. List of legislators in Board District
 - m. Chronicle of major Board decisions for the past year
4. Details concerning the swearing-in ceremony will be provided to newly elected and re-elected Board members as soon as they are made available to the Board secretary.
5. New members will be asked for feedback about the orientation process to aid in the planning of future sessions.
6. Newly-elected Board members attending **required** orientation sessions may request mileage and per diem in accordance with State travel regulations. However, salary cannot be paid until their term of office begins. (Policy 1004)

Adopted: September 10, 2008

Amended: September 8, 2015; April 17, 2018; **October 11, 2022**

PROCEDURE B: Conducting Annual Evaluations of Commissioner, Board Attorney and Board Secretary

1. At the October Board meeting, the human resource director provides evaluation forms for the Commissioner of Education, Board attorney and Board secretary to State Board members with instructions for submitting the completed forms to the Board Chair or designee. See Policy 1007 E. (1).

Enclosures: Commissioner's self-evaluation
Commissioner's evaluation of Board secretary

2. The Board may consult with any person it considers to have relevant information regarding an evaluation. Such consultation may be in person during an Executive Session or by written report submitted to the Board Chair.
3. Each Board member must complete the evaluation form and return it to the Chair or designee by date designated by Chair, but no later than November Board meeting.
4. The Chair will compile the evaluation results based on the input received from the other Board members and any other person as requested.
5. At the November Board meeting, the entire Board will discuss the evaluation results during Executive Session.
6. After the final evaluations are approved by a majority of the Board members, the Chair will discuss the evaluation with the individual being evaluated.
7. The Commissioner will use the information to complete the State Employee Performance Review of the Board secretary. (Review window is Oct. 1 – Dec. 31)
8. The evaluation forms will be housed with the KSDE Human Resources Office.

Amended: April 17, 2018; March 11, 2020

Kansas State Board of Education Policies



Kansas leads the world in the success of each student.

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PROVISIONS FROM THE CONSTITUTION OF THE STATE OF KANSAS

ARTICLE VI

Section 2. State board of education. (a) The legislature shall provide for a state board of education which shall have general supervision of public schools, educational institutions and all the educational interests of the state, except educational functions delegated by law to the state board of regents. The state board of education shall perform such other duties as may be provided by law.

Section 3. Members of state board of education. (a) There shall be ten members of the state board of education with overlapping terms as the legislature may prescribe. The legislature shall make provision for ten member districts, each comprised of four contiguous senatorial districts. The electors of each member district shall elect one person residing in the district as a member of the board. The legislature shall prescribe the manner in which vacancies occurring on the board shall be filled.

Section 4. Commissioner of education. The state board of education shall appoint a commissioner of education who shall serve at the pleasure of the board as its executive officer.

STATUTES REGARDING THE STATE BOARD OF EDUCATION

72-255 General powers of state board. In general, but not by way of limitation, consonant with other applicable statutory provisions, the state board of education shall:

- (a) Adopt and maintain standards, criteria, guidelines or rules and regulations for the following:
 - (1) School libraries and other educational materials with the exception of textbooks;
 - (2) Course of study and curriculum;
 - (3) Accreditation of schools including elementary and secondary, public and nonpublic;
 - (4) Certification of administrators, teachers, counselors, school nurses and supervisors of school districts and of the state department of education and of teachers and administrators of nonpublic schools.
- (b) Administer the laws of this state concerning the matters named in this section and all other matters relating to the general supervision of the public schools and institutions under supervision of the state board of education.

72-256 Rules and regulations; authorization to adopt. The state board is hereby authorized to adopt rules and regulations not in conflict with law on any and all matters within its jurisdiction, except as is otherwise specifically provided by law.

76-1001a. State board of education; control and supervision; rules and regulations. The Kansas state school for the deaf is a state institution under the control and supervision of the state board of education. For such control and supervision, the state board of education may enter into contracts, adopt rules and regulations and do or perform such other acts as are authorized by law or are necessary for such purposes.

76-1101a. State board of education; control and supervision; rules and regulations. The Kansas state school for the blind is a state institution under the control and supervision of the state board of education. For such control and supervision, the state board of education may enter into contracts, adopt rules and regulations and do or perform such other acts as are authorized by law or are necessary for such purposes.

PREFACE

MISSION & VISION

The Kansas State Board of Education is charged with the general supervision of public schools and all the other educational interests of the state. While clearly acknowledging the role and importance of local control, the State Board of Education has the responsibility to provide direction and leadership for the supervision of all the state educational interests under its jurisdiction.

With this in mind, the State Board has adopted the following 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.

In September 2015, the State Board adopted the following vision:

Kansas leads the world in the success of each student.

ESTABLISHING GOALS

1. Towards accomplishment of its mission, the State Board shall review and establish the goals of the Board biennially.
2. The State Board shall regularly monitor its progress and performance towards accomplishment of the State Board's goals and objectives. The Board will be responsible for its performance.

BOARD CONTRIBUTIONS

The work of the Board shall be to:

1. Link the State Board and the people of Kansas.
2. Develop policies that address:
 - a. Governance process (Policies 1001 et seq.) – how the Board conceives, carries out and monitors its own tasks.
 - b. Board/Commissioner relationships (Policies 2001 et seq.) – delegation authority and monitoring the authority thus delegated.
 - c. Commissioner limitations (Policies 3001 et seq.) – constraints and boundaries which define the acceptable area of executive authority.

Adopted: March 14, 2000

Amended: November 14, 2001; March 11, 2014; August 8, 2017

GOVERNANCE PROCESS

POLICY REVIEW

Policy Type: Governance Process

The Policy Committee of the Board shall review Board policies at least every two years and shall suggest to the Board any changes deemed necessary.

The elected three-member Policy Committee, along with the State Board Attorney, conduct the reviews. A record of the review timelines is charted below, beginning with the 2021-22 schedule.

Review period: March 2021 – (APPROVAL DATE)

Adopted: August 9, 1989

Amended: March 10, 1998; October 11, 2022

POLICY: GOVERNING STYLE**Policy Type: Governance Process**

The Kansas State Board of Education (also referenced in this document as the *State Board* or the *Board*) will focus on its mission and vision, and approach its task in a manner that emphasizes strategic leadership, not administrative detail. It will make a clear distinction between its role and that of the Commissioner. The Board will make decisions utilizing past results and current information to be proactive.

Accordingly, the Board will:

1. The Board will set direction for education in Kansas by focusing on the careful initiation and establishment of policies.
2. The Board will adhere to Board policies.
3. The Board will have authority only when acting as an elected body in session.
4. No member of the Board will represent a minority position as that of the full board.
5. The Board will be accountable to the public for competent, conscientious and effective accomplishment of its obligations as a board.

Adopted: August 9, 1989

Amended: March 10, 1998; March 14, 2000; March 11, 2014; August 8, 2017; **October 11, 2022**

**POLICY: STATE BOARD POLICIES, REGULATIONS
AND GUIDELINES**

Policy Type: Governance Process

The State Board of Education shall adopt policies, regulations and guidelines necessary to carry out the responsibilities of the State Board and to achieve the goals of the Board.

Any proposal to adopt or to amend or suspend an existing State Board policy or guideline shall be presented in written form at a regular meeting of the Board, and be voted upon at the next regular meeting; provided that this procedure may be suspended by a vote of seven members (super majority) at any meeting. A proposal that is on the agenda for adoption may be amended and adopted at that meeting.

The State Board shall adopt rules and regulations required by law or deemed appropriate by the Board. The State Board shall adopt rules and regulations in the manner required by law.

The State Board of Education may adopt guidelines for advancing the vision or mission of the State Board. The State Board may adopt guidelines for the advancement of the educational interests of the state.

Adopted: August 9, 1989

Amended: March 10, 1998; March 14, 2000; August 8, 2017; **October 11, 2022**

POLICY: ORIENTATION OF NEW MEMBERS**Policy Type: Governance Process**

The State Board, in cooperation with the Commissioner, shall orient new State Board members into the work of the State Board of Education and the educational programs throughout the state.

Newly elected Board members attending required orientation sessions may request mileage and per diem (subsistence) for travel incurred in accordance with State travel regulations. However, salary cannot be paid until their term of office begins.

Newly elected members shall be encouraged to attend regular meetings of the State Board of Education or to listen to the meetings on the Internet. Salary and mileage to attend meetings cannot be paid to members-elect until their term of office begins. Notice of Board meetings, agendas and all supporting materials shall be sent to newly elected Board members in the interim before taking office.

For more information see Guidelines, Procedure A, New Board Member Orientation.

Adopted: August 9, 1989

Amended: March 10, 1998; November 14, 2007; March 11, 2014; **October 11, 2022**

POLICY: BOARD MEMBER DEVELOPMENT**Policy Type: Governance Process**

The State Board of Education is responsible for its own professional development as a Board.

This professional development may take place in part through membership in national and state educational organizations.

Individual members of the Board are encouraged to participate fully in educational meetings to the extent funds are available.

The appointment of a State Board member to represent the Board on a national association, committee or position shall be by vote of the State Board. Appointment to a subcommittee, task force or other similar group of a national association or committee shall also be approved by vote of the Board if State Board funds will be utilized.

The State Board of Education may authorize Board members to attend in-state or out-of-state meetings for participation in matters of educational interest to the state of Kansas.

For more information see Guideline I, Approval of Meeting Attendance (Board Member Travel).

Adopted: August 9, 1989

Amended: March 10, 1998; March 14, 2000; **October 11, 2022**

POLICY: BOARDSMANSHIP EXPECTATIONS**Policy Type: Governance Process****A. Board members are expected to:**

1. maintain an open dialogue with each other;
2. listen and show courtesy and respect to each other, the public and staff;
3. respect other Board members and their opinions;
4. not make assumptions about the possible voting preferences of other members and feel free to ask for clarification of positions;
5. accept the fact that there will be differences of opinion and not take dissenting opinions personally;
6. make a good faith effort to find common ground on issues, including consideration of parts of proposals;
7. earn trust from one another;
8. not represent or imply an individual or minority position on issues as that of the full Board; and
9. hold all executive session discussions in complete confidence and not discuss executive session issues or conversations outside of executive session; and
10. protect the integrity of the Board, and not misrepresent the Board's official position on issues to the press or in social media.

B. Perceived Violations of Boardsmanship Expectations

1. Any perceived violation of boardsmanship expectations can be voiced to the chair by any Board member.

2. The chair shall rule on the alleged violation.
 3. If any member is dissatisfied with the ruling of the chair, the member may appeal the issue to the entire Board. The majority of the Board makes the final decision.
- C. Board members also expect the chair and vice chair of the Board to work as a team with the Commissioner.

Adopted: August 9, 1989

Amended: March 10, 1998; February 9, 2000; September 15, 2005; July 15, 2009; August 8, 2017; **October 11, 2022**

POLICY: OFFICERS - ELECTION, TENURE, AND DUTIES

Policy Type: Governance Process

At its January meeting in odd-numbered years, the State Board shall organize by election of a chair, vice chair and appointment of an attorney for the Board and secretary to the Board. Election of officers may be by signed ballot. Each signed ballot shall be open for inspection as provided by law.

- A. The immediate past chair, if available and on the Board, shall be the temporary chair of the biennial organization meeting and preside for the following purposes:
 - 1. Call to order
 - 2. Ensure that newly elected and re-elected members are administered the oath of office.
 - 3. Roll Call
 - 4. Election of Board chair or conduct business of the Board if there is an impasse on election of a Board chair.

If the immediate past chair is not available, the immediate past vice chair, if available and on the Board, shall be the temporary chair. In the absence of the immediate past chair and vice chair, the Board member with the most seniority on the Board shall serve as temporary chair and preside for the purposes specified in paragraph A. If the temporary chair cannot be determined based on seniority because two or more Board members have the same level of seniority, the temporary chair will be determined by lot between those Board members with the most seniority.

If the Board reaches an impasse on election of a Board chair during its organizational meeting, the temporary chair, as determined herein, will preside at each subsequent meeting of the Board until a chair is elected.

- B. Chair: It shall be the duty of the chair to preside at all meetings of the State Board and perform such other duties as the Board may direct. In case the office of chair shall become vacant, the vice chair shall assume the title, duties

and responsibilities of the chair for the remainder of the term for which the chair was originally selected. The chair may serve as an ex-officio member of all State Board committees. In the absence of the Commissioner or the inability of the Commissioner to act, the chair shall appoint a Deputy Commissioner to act as Commissioner until the next regular meeting of the State Board.

- C. Vice chair: It shall be the duty of the vice chair to preside at all meetings of the State Board in the absence of the chair. In case the office of vice chair shall become vacant, the State Board shall elect a new vice chair.
- D. In the absence of the chair and the vice chair at any meeting of the Board, the Board member with the most seniority on the Board shall serve as temporary chair and preside for the purposes of calling the meeting to order, taking roll call and serving as temporary chair to conduct business at the meeting.
- E. Positions attached to the State Board

Commissioner: The State Board of Education shall appoint a Commissioner of Education who shall serve at the pleasure of the Board as its executive officer. (Kansas Constitution Article VI, Section 4). The Commissioner of Education implements the Kansas State Board of Education's strategic goals and objectives, and leads the Kansas State Department of Education.

Secretary: The secretary to the State Board of Education shall be appointed by the State Board at each organizational meeting to serve at the pleasure of the State Board. The secretary shall not be a member of the Board.
(K.S.A. 72-250)

The secretary shall attend all meetings of the State Board and perform such other duties as assigned. The Commissioner will provide day-to-day supervision of the secretary with input from the State Board.

Attorney: The attorney for the State Board of Education shall be appointed by the State Board at each organizational meeting to serve at the pleasure

of the State Board. The attorney shall attend all meetings of the State Board and render any legal services which are directed by the State Board or the Commissioner. The State Board may appoint an attorney other than the State Board attorney to represent it or members in any litigation. (K.S.A. 72-254) The Board may enter into a contract for services with the State Board attorney.

F. Evaluations of positions attached to the State Board:

Commissioner: The Commissioner shall receive a formal, cumulative evaluation not more than six months after he/she is appointed. Thereafter, a formal, cumulative evaluation of the Commissioner shall be performed annually by the State Board.

Board Secretary: The secretary to the Board shall be evaluated by the Commissioner and the State Board. The first evaluation shall be within six months of hiring. Thereafter, the secretary to the Board shall be evaluated annually by the Commissioner with input from the Board.

Board Attorney: The Board attorney shall be evaluated annually by the Board in consultation with the Commissioner. The first evaluation shall be within six months of hiring.

Position Descriptions: Current position descriptions for the Commissioner of Education and the secretary to the Board are housed in the KSDE Human Resource Department. Evaluation instruments for these positions and the Board attorney are also housed there.

For Additional Information, See *Procedure B: Conducting Annual Evaluations of Commissioner, Board Attorney and Board Secretary* of the Guidelines.

Adopted: August 9, 1989
Amended: March 10, 1998; March 14, 2000; November 14, 2001; December 10, 2002; September 9, 2003; November 14, 2007; September 10, 2008; October 17, 2012; March 11, 2014; March 11, 2020; **October 11, 2022**

POLICY: COMMITTEE PRINCIPLES**Policy Type: Governance Process**

The Board may establish temporary committees to help carry out its responsibilities. However, the Board normally will operate as a committee of the whole and will rely sparingly on committees.

1. Any temporary committee of the State Board shall be created by vote of the State Board and shall not include more than five Board members.
2. Board committees may not speak or act for the Board except when formally given such authority for specific and time-limited purposes.
3. Board committees are to help the Board do its job, not to help the Commissioner do his/her work. Committees will assist the Board chiefly by preparing policy alternatives, including their implications, for Board deliberation. Committees are not to be created by the Board to advise the Commissioner.
4. Board committees cannot exercise authority over department staff except by working through the Commissioner and Board Chair.
5. This policy does not apply to committees established by the Commissioner. It does apply to committees that are formed by the Board, whether or not the committees include non-Board members.

Adopted: August 9, 1989

Amended: March 10, 1998; December 10, 2003; October 17, 2012; April 12, 2022; **October 11, 2022**

POLICY: APPOINTMENTS TO COMMITTEES AND COMMISSIONS

Policy Type: Governance Process

- A. The State Board makes appointments to the following types of committees:
 - 1. Committees created by the State Board and having State Board membership, e.g., the State Board Policy Committee and the State Board Communications Committee.
 - 2. Committees to which the State Board is required by law to appoint one or more of its members, e.g., KSHSAA's Board of Directors.
 - 3. Committees to which the State Board is required by law to appoint one or more persons who are not members of the State Board, e.g., Professional Standards Board, Special Education Advisory Council and Professional Practices Commission.
 - 4. Committees to which the State Board determines to appoint one or more of its members at the request of some organization, agency or government entity, e.g., the KSHSAA's Executive Board, Kansas Teacher of the Year and NASBE Government Affairs Committee.
- B. Appointments to Standing Committees of the State Board
 - 1. At the organizational meeting, the chair shall declare all memberships on State Board committees vacant. Then, representation of the State Board on such committees shall be determined by vote of the Board.
 - 2. There shall be a standing State Board Policy Committee which shall be elected by the State Board at its organizational meeting. Three members shall serve on this committee.
 - 3. There shall be two Legislative Liaisons who shall be elected by the State Board at its organizational meeting.

C. Appointments to Temporary Committees of the State Board:

The chair and members of each temporary committee of the State Board shall be nominated by the chair or vice-chair of the State Board from a list of those Board members who have expressed an interest in serving on the committee and shall be elected by the State Board.

D. Appointments to Other Committees:

The State Board may appoint persons to committees on which State Board members do not serve in accordance with the following guidelines:

- a. Prior to making an appointment, the State Board may receive nominations from statewide organizations, individuals, or State Board members.
- b. Nominations may remain open until the time of appointment.
- c. In appointment of members, the State Board may provide representation as required by law and seek broad representation by giving consideration to various appropriate factors, including the following:
 - geographic representation;
 - representation by school district enrollment;
 - representation by school level;
 - representation by various educational stakeholders; and
 - special knowledge or expertise.

Adopted: August 9, 1989

Amended: March 13, 1990; July 10, 1991; October 13, 1992; March 10, 1998;

December 12, 2001; September 9, 2003; December 10, 2003; March 11, 2014; August 8, 2017;

January 15, 2019; March 11, 2020; April 12, 2022; **October 11, 2022**

POLICY: OPERATION OF THE STATE BOARD OF EDUCATION**Policy Type: Governance Process**

1. Meetings

A. Regular Meetings

The State Board shall hold a regular meeting each month as provided by law.

No later than January each year, the Board shall adopt by resolution specifying (1) the hour of commencement, (2) the day of the week, (3) the week of the month, and (4) locations for meetings for the entire year. (K.S.A. 72-249) This shall include meetings to be held on the campus of each state school governed by the Board.

B. Other Meetings

The State Board may provide by resolution for (1) additional regular meetings; (2) special meetings; or (3) recessed or adjourned meetings. (K.S.A. 72-249)

Special meetings may be called by the chair or upon the request of four Board members submitted to the chair.

Telephone, remote or virtual conference meetings may be called by the chair or at the request of four Board members.

C. Notification of Meetings

Notice of regular meetings shall be sent at least seven days in advance to members of the State Board and others who have requested notification.

When the regular meeting date, time or place is changed by resolution, or when additional regular meetings, special meetings, recessed or adjourned meetings are called, the secretary to the Board shall notify members of the Board and others who have requested notification, at least five days before such meetings.

However, when the chair deems the need for an emergency meeting, the chair may call a meeting. In such event, reasonable notice shall be given to those parties named herein.

A party receiving notice of any conference shall be advised that this will be an open meeting and the discussion and action will be livestreamed by the Kansas State Department of Education and location for access provided.

If State Board meetings are canceled due to extenuating circumstances the State Board chair or the chair's designee shall notify other members of the State Board, the news media and others who have requested such notification.

- D. All official business of the State Board shall be transacted as provided by state law.
- E. Agenda
 - (1) Construction
 - (a) A State Board meeting agenda shall be prepared by the chair of the State Board, the vice chair of the State Board and Commissioner.
 - (b) Any member of the State Board may request that an item related to State Board goals be placed on the agenda by submitting a request to the chair in advance of the agenda preparation. Any such item shall be considered for the State Board agenda.
 - (c) In addition, a member of the State Board may request that any matter be placed on a future agenda of the State Board at a regular meeting. The request shall be discussed at a meeting of the State Board.

If consensus cannot be reached, the request shall be approved or disapproved by a vote of the State Board.
 - (2) Advance Delivery

The agenda for each meeting, along with complete supporting informational material and recommendations, shall be available to each member of the State Board at least seven days before such meeting.

(3) Distribution

The agenda of each meeting shall be distributed in advance to persons to appear before the State Board and others who have requested notification of meetings.

One copy of the agenda shall be available on the day of the meeting for persons attending the State Board meeting.

F. Meeting Conduct

(1) Order of Business

The order of business of all meetings may be as follows:

- (a) Call to Order
- (b) Roll Call
- (c) Moment of Silence
- (d) Pledge of Allegiance
- (e) Approval of Agenda
- (f) Approval of Minutes of the Previous Meeting
- (g) Citizens' Open Forum – (See Policy No. 1012)
- (h) Agenda Items
- (i) Consent Agenda
- (j) Recess until Day 2
- (k) Call to Order
- (l) Roll Call
- (m) Approval of Agenda
- (n) Agenda Items
- (o) Adjournment

(2) Procedure

Official action by the State Board shall be by motion duly made and seconded. Allowable motions include the principle or initial motion on a matter; a motion to amend an initial motion; a substitute motion to an initial motion; a motion to table a matter; and a motion to remove a matter from the table. Other action regarding any matter may be taken upon an affirmative vote of six members of the Board.

It shall be the practice of the Board to take action only on those items that are noted on the agenda as action items. However, the Board, upon motion duly made and seconded, and upon an affirmative vote of seven members of the Board, may take action on any matter on the Board's agenda, whether such matter is designated as an action item, receive item, discussion item or information item.

Routine, procedural or noncontroversial action items may be placed on the consent agenda.

For items that require clarification, or for which a Board member has a question, that clarification should be requested well before the Board meeting. An item should not be pulled from the consent agenda just to have a question answered. That sort of information gathering should happen before the meeting.

If there is an item about which a Board member disagrees, or believes the item requires discussion, then a request is made at the beginning of the Board meeting during the Approval of the Agenda to pull that item from the consent agenda.

G. Records and Minutes

- (1) The secretary to the State Board shall take minutes at each Board meeting, shall record the actions of the State Board, and shall officially certify the minutes of each meeting. (K.S.A. 72-250)
- (2) On any motion before the State Board, a recorded vote shall be taken and made a part of the public record. (K.S.A. 72-251) The name of any member voting against a motion or abstaining shall be recorded in the minutes.

- (3) Additions and/or corrections may be made to the minutes by a majority vote of the State Board.

Adopted: August 9, 1989

Amended: March 10, 1998; September 14, 1999; October 12, 1999; May 10, 2000; September 9, 2003; July 11, 2005; November 14, 2007; November 10, 2009; October 17, 2002; March 11, 2014; August 8, 2017; March 11, 2020; **October 11, 2022**

POLICY: BOARD MEMBER TRAVEL

Policy Type: Governance Process

The purpose of Board member travel is to accomplish the mission and goals of the Board, and to assist individual Board members in the development and improvement of boardsmanship skills.

Objectives of travel:

- (1) To participate in regular monthly and special meetings of the Board.
- (2) To travel in-district to maintain communication with constituents.
- (3) To attend in-state organization meetings; to develop and improve boardsmanship skills; to participate in assigned in-state committee meetings; and to meet with the legislature.
- (4) To attend meetings of national organizations to represent the Board, to develop and improve boardsmanship skills; and to participate in assigned national organizations' activities and/or study groups.

Pursuant to state law, each State Board member is entitled to the same compensation, travel expenses and subsistence allowance as provided for members of the legislature for attendance at meetings authorized by the State Board.

For more information see Guideline I, Approval of Meeting Attendance (Board Member Travel).

Adopted: August 9, 1989

Amended: March 13, 1990; July 10, 1991; October 13, 1992; March 10, 1998; March 11, 2014; **October 11, 2022**

POLICY: CITIZENS' OPEN FORUM**Policy Type: Governance Process**

The Citizens' Open Forum is an opportunity for the general public to provide input on educational issues in the state of Kansas which are germane to the business of the board. Addressing the Board is a privilege and not a right. The Citizens' Open Forum may be held shortly after the meeting is called to order on the first day of each two-day meeting of the State Board of Education. Procedures for the Citizens' Open Forum are as follows:

- (1) Each speaker shall be allowed to speak for three minutes.
- (2) State Board of Education members may ask clarifying questions of the person making the presentation. The speaker will have up to one minute to respond. The presiding officer may grant additional time at his/her discretion.
- (3) By consent of the Board, the agenda time may be extended. While offering a limited public forum is important to the Board, it is also necessary to ensure that the Board allows enough time to conduct its regular business.
- (4) Information may be submitted to the Board in written form. Thirteen (13) copies should be provided.
- (5) At the discretion of the chair and with regards to the timeliness of the agenda, the Citizens' Open Forum may be closed and reopened at a later time or date to be announced.
- (6) Any person wishing to speak shall sign in prior to the commencement of the Citizens' Open Forum and shall complete a presenter's card, giving his or her name and address, the subject of the comments (which must be confined to topics which are germane to the business of the board), and the name of any group he or she is representing. Speakers shall be recognized according to the order in which they signed in.
- (7) Presentations containing information or comments related to KSDE personnel may be referred for review in executive session.

- (8) Following the Citizens' Open Forum, the Chair will acknowledge the participants and announce that the State Board will determine if any of the issues will be addressed at a future meeting.

Adopted: August 9, 1989

Amended: March 10, 1998; April 12, 2000; Nov. 14, 2001; Nov. 14, 2007; March 11, 2014;
March 11, 2020; **October 11, 2022**

POLICY: PUBLIC HEARINGS**Policy Type: Governance Process**

The purpose of a Public Hearing is to obtain comments from proponents and opponents on a specific topic that requires such a hearing before a decision is made. Notice of a Public Hearing must be published in advance of the hearing.

Procedures for any Public Hearing of the State Board are as follows:

- (1) Any person having an interest in the subject of the hearing shall have a right to provide oral and written testimony to the State Board on the subject of the hearing.
- (2) Any person wishing to speak at the hearing shall sign in prior to the commencement of the hearing by providing his/her name, address and identifying whether he/she represents an opinion of a group.
- (3) The presiding officer will conduct the hearing. Speakers shall be recognized according to the order in which they signed in. Statements should be limited to five minutes to encourage speakers to be focused and direct, and to permit more people to testify.
- (4) If written testimony is submitted, 13 copies should be provided.
- (5) State Board of Education members may ask clarifying questions of the person making the presentation. The speaker will have up to one minute to respond. The presiding officer may grant additional time at his/her discretion.
- (6) The Public Hearing is not a debate, but an orderly gathering of facts on a particular subject matter. The presiding officer shall rule on comments that are too lengthy. Irrelevant or repetitious testimony is discouraged.
- (7) These Public Hearing procedures shall be printed and be made available upon request.

- (8) The chair shall advise persons in attendance of these Public Hearing procedures.

Following each Public Hearing, all comments received shall be analyzed and considered.

COMMUNITY FORUMS

The Board may elect to host informal community forums at locations around the state to receive public input on various education topics. Such events would be at the discretion of the Board and should not be confused with required Public Hearings. The community forum format would be established prior to the event, depending upon time, location and agenda.

Adopted: August 9, 1989

Amended: March 10, 1998; March 14, 2000; November 14, 2007; March 11, 2014

BOARD-STAFF LINKAGE

POLICY: DELEGATION TO THE COMMISSIONER**Policy Type: Board-Staff Linkage**

The responsibility of the Board is to establish policies, leaving implementation to the Commissioner. Board policies relating to the work of the staff on behalf of the State Board direct the Commissioner to achieve certain results or limit the Commissioner to act within acceptable boundaries. All Board authority delegated to staff is delegated through the Commissioner, so that all authority and accountability of staff can be phrased--insofar as the Board is concerned--as authority and accountability of the Commissioner.

1. The Commissioner is authorized to make all decisions, take all actions and develop all activities which are consistent with the Board's policies. The Board, by amending its policies, may expand or constrict the areas of the Commissioner's delegated authority. However, the Board will respect the Commissioner's choices so long as the delegation continues. This does not prevent the Board from obtaining information about activities in the delegated areas.
2. The Commissioner serves the State Board. Therefore, no Board member, officer or committee shall exercise authority over the Commissioner. Board members should make requests to the Commissioner through the Board Chair.
3. The Commissioner shall not perform, allow or cause to be performed any act which is unlawful, insufficient to meet commonly accepted business and professional ethics or the "prudent person" test or is contrary to explicit Board constraints on executive authority. The Commissioner may refuse requests requiring material resources.
4. The Commissioner may employ persons in agency positions subject to confirmation by the State Board.
5. Assistant commissioners (deputy commissioners) will be appointed by the State Board as required by K.S.A. 72-373.

Adopted: August 9, 1989

Amended: March 10, 1998; March 11, 2014; April 17, 2018; March 11, 2020; **October 11, 2022**

**POLICY: MONITORING AND EVALUATING
COMMISSIONER PERFORMANCE**

Policy Type: Board-Staff Linkage

1. A formal, cumulative evaluation of the Commissioner shall be performed not more than six months after the Commissioner is appointed by the State Board of Education. Thereafter, a formal, cumulative evaluation of the Commissioner shall be performed annually by the State Board. Monitoring of the Commissioner's performance will focus on areas of job responsibilities, department performance in response to Board initiatives and policies, and leadership competencies as compared to Board goals and objectives and as stated in the position description for the Commissioner of Education. The purpose of monitoring is to determine the degree to which the Commissioner's performance fulfills the responsibilities for which the Commissioner is accountable. The position description for the Commissioner shall be presented biennially as part of new Board member orientation.
2. The Commissioner's performance may be monitored by the following:
 - A. Monthly observations of, and communications with, the Commissioner.
 - B. Executive reports from the Commissioner.
 - C. Board member report where a Board member, a committee of the Board or the Board as a whole reviews information, activities or circumstances to determine accomplishment of responsibilities.
3. The Board, at any time, may request a monitoring report or external audit of the Commissioner's performance.
4. To assist the State Board in performing its evaluation, the Commissioner shall:
 - A. Submit to the Board a list of performance objectives to be considered and approved by the State Board in January of each calendar year.
 - B. In October, the Commissioner shall provide to the Board a summary of progress on the Board goals. The Commissioner may also obtain feedback from KSDE staff and provide the compiled results to the State Board.

For Additional Information, See *Procedure B: Conducting Annual Evaluations of Commissioner, Board Attorney and Board Secretary* of the Guidelines.

Adopted: August 9, 1989

Amended: March 10, 1998; November 14, 2001; September 9, 2003; November 14, 2007;
September 10, 2008; October 17, 2012; March 11, 2014; August 8, 2017; **October 11, 2022**

3000

COMMISSIONER DUTIES

POLICY: COMMUNICATION AND COUNSEL TO THE BOARD**Policy Type: Commissioner Duties**

The Commissioner shall not intentionally cause or allow the Board to be uninformed or misinformed. The Commissioner shall not accept, on behalf of the State Board, policy or administrative duties concerning any program which has not been assigned to the State Board by law, without the prior approval of the State Board.

The Commissioner shall inform the State Board of any program assigned by law to the State Board or to the State Department of Education and shall advise the State Board of the anticipated impact of the program's assignment to the Board or the Department.

Adopted: August 9, 1989

Amended: March 10, 1998; October 12, 1999; September 9, 2003; **October 11, 2022**

POLICY: STAFF TREATMENT**Policy Type: Commissioner Duties**

With respect to employment and treatment of staff, the Commissioner shall allow:

1. An appropriate grievance procedure for the staff.
2. Staff to grieve to the Board when the following conditions are met:
 - a. internal grievance procedures have been exhausted; and,
 - b. the employee states reasonable grounds to believe:
 - (i) that Board policy has been violated to his/her detriment; or
 - (ii) that Board policy does not adequately protect his/her human rights.

Adopted: August 9, 1989
Amended: March 10, 1998; September 14, 1999; July 15, 2009; March 11, 2014; August 8, 2017;
October 11, 2022

**POLICY: FINANCIAL PLANNING AND LEGISLATIVE
RECOMMENDATIONS**

Policy Type: Commissioner Duties

With respect to planning fiscal initiatives and legislative recommendations, the Commissioner may not jeopardize the integrity of the Department. Accordingly, he or she may not cause or allow:

1. Material deviation from Board-stated policies or priorities in the allocation of funds among competing budgetary needs.
2. Action contrary to the State Board's legislative recommendations.

Adopted: August 9, 1989

Amended: March 10, 1998; **October 11, 2022**

POLICY: EMERGENCY EXECUTIVE SUCCESSION**Policy Type: Commissioner Duties**

With respect to protecting the Board from sudden loss of chief executive services, the Commissioner shall provide for executive backup. Accordingly, the Commissioner shall have no fewer than two other executives (deputy commissioners) familiar with Board and Commissioner issues and processes.

Adopted: August 9, 1989

Amended: March 10, 1998; March 11, 2020; **October 11, 2022**



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

Item Title: Receive Accreditation Review Council Recommendations for Kansas Education Systems (KESA)

From: Jay Scott

This school year, 2021-2022, ninety-two (92) systems (80 public, 1 state, and 11 private) are scheduled for accreditation. Of these 92 systems, 37 entered the KESA process as year one. Thirty-five did not take a pause year, while two systems paused and then requested to be accredited with its cohort. All remaining systems, entered as year two systems; meaning if the pause would not have been available, they would have been scheduled for accreditation in 2020-2021.

Beginning this month and through the month of October, it is expected that the State Board will receive the Accreditation Review Council's (ARC) accreditation recommendation for all 92 systems. The State Board will have the opportunity to receive the ARC's recommendation (Executive Summary) a month prior to taking action on the accreditation recommendation.

In September, the ARC met and took its action on the accreditation recommendation for two (2) public, one (1) state and one (1) private systems. These four systems are:

USD 377 Atchison County

USD 468 Healy

S0521 Lawrence-Gardner High School

Z0032 Lakemary Center-Paola

Kansas leads the world in the success of each student.



Atchison Co Comm Schools USD 377

306 Main Street, Effingham, KS 66023-0289
(913) 833-5050
www.usd377.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Andrew Gaddis**

Demographics

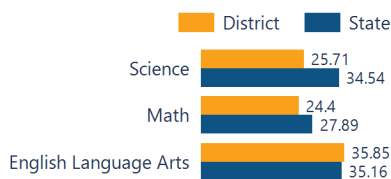


468 Students

African American 0.21%
Hispanic 2.35%
Other 3.85%
White 93.59%

Academically Prepared for Postsecondary Success

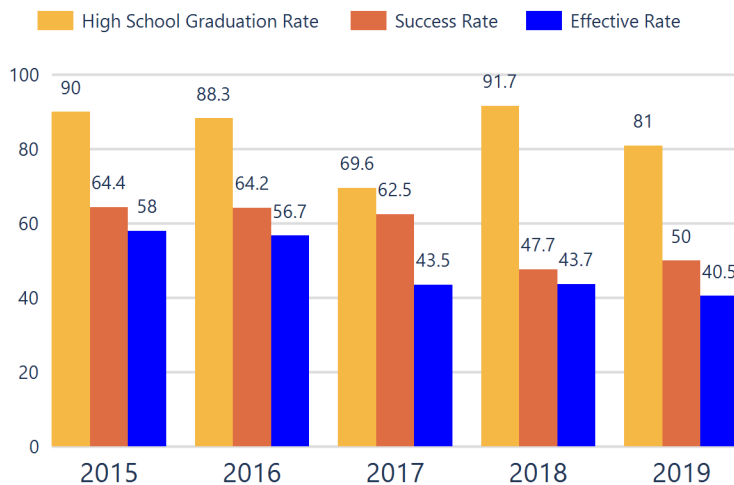
The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

84.6%

Five-Year Success Avg

58.2%

Five-Year Effective Avg

49.2%

95% Confidence Interval
for the Predicted
Effectiveness Rate

42.7 - 47.0%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

81.8%

State: 88.1

District ESSA Expenditures Per Pupil

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

\$14,527

State:

\$12,863

95.8%

State: 93.8

9.9%

State: 17.5

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

2.1%

State: 1.7

Atchison Co Comm Schools USD 377

K.S.A. 72-5178 Accountability Report 2020-2021



District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	31.57	33.83	39.37	N/A	N/A	N/A	35.27	34.26	47.61
Level 2	45.48	35.33	29.13	N/A	N/A	N/A	40.31	29.88	26.66
Level 3	21.05	27.44	22.04	N/A	N/A	N/A	19.37	29.08	17.14
Level 4	1.87	3.38	9.44	N/A	N/A	N/A	5.03	6.77	8.57

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	40.17	44.44	51.92	N/A	N/A	N/A	47.16	42.00	56.52
Level 2	42.73	32.47	30.76	N/A	N/A	N/A	42.45	34.00	21.73
Level 3	15.38	20.51	15.38	N/A	N/A	N/A	6.60	22.00	19.56
Level 4	1.70	2.56	1.92	N/A	N/A	N/A	3.77	2.00	2.17

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	60.46	67.44	61.90	N/A	N/A	N/A	59.64	60.37	64.28
Level 2	25.58	13.95	14.28	N/A	N/A	N/A	26.31	15.09	17.85
Level 3	11.62	13.95	4.76	N/A	N/A	N/A	8.77	16.98	3.57
Level 4	2.32	4.65	19.04	N/A	N/A	N/A	5.26	7.54	14.28

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

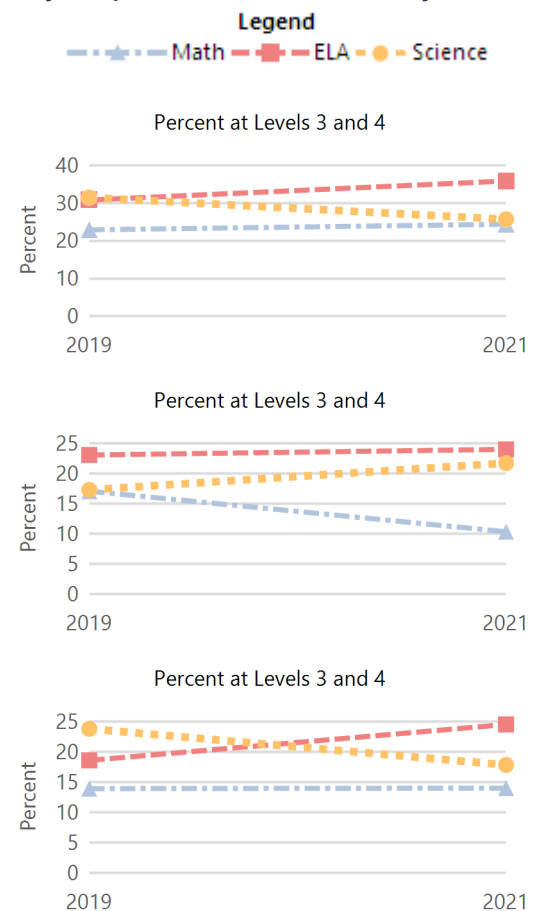
ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



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

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

District	18.8
State	19.8

Accreditation Summary

Date: 05/17/2022

System: D0377 Atchison Co Comm Schools (0000)

City: Effingham

Superintendent: Andrew Gaddis

OVT Chair: Melissa Kennedy

Executive Summary/AFI

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

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines for compliance.

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

ARC Comment

Tiered Framework of Supports -

Unhappy with their data, the system began a partnership with TASN at both the elementary and secondary levels to develop a more robust MTSS process. New curricula were identified and implemented as well as additional interventionist being hired.

Family, Business, and Community Partnerships -

The system continues to implement practices that integrate all stakeholders (parents, businesses, and the community).

Diversity, Equity, and Access -

Despite the lack of large diversity within the schools, the district has shown that the needs of all groups have been represented in the improvement process. The culture of the system and schools is aligned with the vision and evident in the improvement process.

Communication and Basic Skills -

Needs Analysis and Goals -

USD 377 has shown evidence that the curricula supports structures in communication and basic skills are ongoing.

Civic and Social Engagement -

USD 377 has shown evidence that the curricula supports structures in Civic and Social engagement. The system utilizes several service opportunities to give back to the community and annually celebrate its member's commitment to the Armed Forces.

Physical and Mental Health -

Curriculums in place are PATHS for elementary and Lions Quest for grades 7-12. The system is working with TASN to execute the Fastbridge SAEBRS (BSEL) assessment and analyze data accordingly.

Arts and Cultural Appreciation -

USD 377 has shown evidence that the curricula supports structures in arts and cultural appreciation including opportunities for choir, band, and art. Cultural appreciation exploration through curriculum occurs at both levels of ES and JH. French I & II added in 2020-2021.

Postsecondary and Career Preparation -

The district's post-secondary effectiveness rate has decreased, throughout the course of the five-year cycle. Although the lack of enrollment and/or return to post-secondary schooling dropped in 2020-2021 as a result of the pandemic, the system acknowledges that work must be done to address this.

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

ARC Comment

Goal: USD 377 will develop systematic processes for evaluating and updating the curriculum as well as develop instructional strategies based on the science of reading to ensure systemic growth and increased student achievement in reading. Student achievement will be measured by those meeting benchmarks for the grade level(s) on the Kansas State Assessment. Our goal is to increase the percentage of students in levels 3/4 on the Kansas State Reading Assessment for each grade level.

The system's data is inconclusive as to the level of success of measures put into place. It should be noted: Both Goals and implemented practices were changed in year four.

Areas For Improvement

Comment	More Clear Goal
Rationale	Remove the wordiness and get to the point. Specifically, what are you focused on? It feels like there are multiple measures occurring within this one goal with the bottom line of improving reading scores.
Tasks	Just revise this goal to be more concise and specific.
Timeline	01-01-2023
System Response	Thank you for consideration of our appeal. Please see the appeal artifact titled Background and then the Artifact titled AFI 3: Goal ONE

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

ARC Comment

USD 377 will systematically interpret data to identify individual student needs to ensure growth and close the achievement gap in reading for all students. MultiTiered Systems of Support will be used to increase individual student learning. This will be measured by those meeting benchmarks for the grade level(s).) Our goal is to decrease the number of students needing Tier 2 and Tier 3 instruction in Reading

Again, with year four changes not enough time has been allowed to determine the success of the initiatives.

Areas For Improvement

Comment	New Goal
Rationale	This goal is practically the same as Goal 1 (Reading).
Tasks	A second goal needs to be written separately from Goal 1. They cannot be both about improving reading scores. Perhaps, review the Needs Assessment and determine a data point to focus on for this

	school year.
Timeline	01-01-2023
System Response	Thank you for consideration of our appeal. Please see the appeal artifact titled Background and then the Artifact titled AFI 4: Goal 2

5. Evidence is **not** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

ARC Comment

The system is utilizing ESSER funds to support the intervention positions and sees the value in the program. When ESSER funds expire, it is assumed they will allocate funds to continue funding the teaching positions but this was never stated in their documentation.

Areas For Improvement

Comment	State specific policies, procedures, or regulations developed.
Rationale	Accreditation requires these as a part of the process but they are not specifically mentioned.
Tasks	Include policies, procedures, and regulations enacted.
Timeline	01-01-2023
System Response	Thank you for consideration of our appeal. Please see the appeal artifact titled Background and then the Artifact titled AFI 5: Policies, Procedures and Regulations guiding the System for the Purpose of Long Term Sustainability.

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

ARC Comment

Some gains are present. The downward trend in post-secondary success is a concern.

Board Outcomes

Social-Emotional Growth

USD 337 has increased their efforts to support students in the course of this 5 year cycle by hiring an SRO officer, Social Worker, and therapist to support students. When the cycle began instruction on social and emotional learning was not intentional nor was it evidence based. Throughout the course of the cycle the adoption of Lions Quest 7-12 was embedded as well as SAEBRS. The district has also begun monitoring attendance, course grades, office referrals, and reviewing the results to help determine interventions. Updated KCTC and SAEBRS data will be beneficial to analyze for a more accurate picture of current Social-Emotional Growth.

Kindergarten Readiness

Throughout the KESA cycle, U.S.D. 377 began utilizing and participating in the norming process with FastBridge to screen Pre-k students, they have implemented the ASQ requirements, and provided access to Tiny K and a sped 3 year old program. The 4 yr old preschool has increased in enrollment from only offering 1 section in 2018 to being close to capacity in 2 sections in 2021-2022.

Individual Plans of Study

The system begins implementation of IPS during the 7th grade year and reports using Xello. All students have an IPS by the end of 8th grade and must present their plan to parents/guardians at conferences. The IPS is reviewed by the student, advisor, and counselor to make any modifications necessary and are stored on Google Drive for both student and staff access throughout the year. This year USD 377 has 21 students taking CTE courses through Highland Community College.

High School Graduation Rate

The USD 377 Graduation rate was 69.6% in 2017. This is well below where the district has traditionally been, which had been between 80%-90%. Some changes in how the written board policy has been enforced and implemented led to a better prepared graduate. The reported 2020 Graduation Rate was 95.5% and the 5 year average is 84.6% according to the accountability report.

Postsecondary Success

Overall, the system has seen a decline in postsecondary success as defined per KSDE. Local technical colleges and postsecondary programs saw a decrease in returning enrollees post pandemic.

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

ARC Comment

Updates were shared with district and building level SITE councils, as well as with the Board of Education and targeted parent groups.

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

ARC Comment

USD 377 reached out to TASN for guidance in adopting a very rigorous and embedded MTSS process that continues to develop and move forward.

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

ARC Comment

Although the responsibility of implementation is evident at the building level, it would be beneficial to involve more staff/stakeholders in the KESA process to ensure shared ownership.

ARC Recommendation

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

Justification

- The Goal areas needs to be addressed. Both goals address reading scores (which did show improvement) but the requirement is two goals.
- Any Policies & Procedures developed and enacted during the cycle need to be discussed.

Strengths

The system report is well written and the system has clearly worked to improve during the process. They appear to have been implementing the KESA process with fidelity.

Challenges

The OVT report lacked detail. We relied heavily on the system report for this summary. Specifics from OVT visits need to be shared as a part of that report with an eye to the specific items for accreditation.

System Appeal

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

Appeal Summary

USD 377 believes that the ARC did not get a good representation of the work that was conducted during the KESA cycle. USD 377 believes that the documentation that is being provided will provide insight into the work that was and continues to be done for our students. Thank you for consideration of our appeal.

Final Recommendation

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

Justification

The additional information provided by this system, together with the adjustments made and actions taken, established a much clearer picture of the growth of this organization and the student improvement due to the actions they have undertaken.



Healy Public Schools USD 468

5006 North Dodge Rd, Healy, KS 67850
(620) 398-2248
usd468.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12**

Superintendent: **Jeff Jones**

Demographics

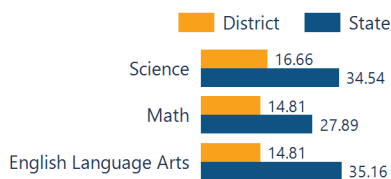


42 Students

African American 0.00%
Hispanic 30.95%
Other 0.00%
White 69.05%

Academically Prepared for Postsecondary Success

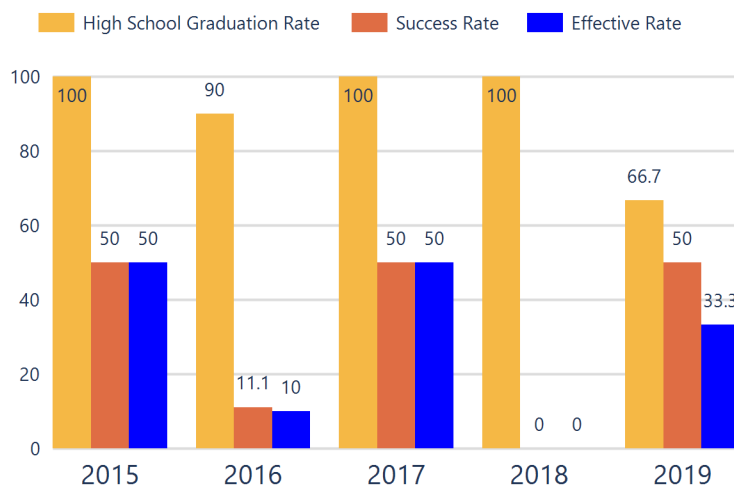
The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



Kansans CAN
lead the world!

Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

93.1%

Five-Year Success Avg

33.3%

Five-Year Effective Avg

31.0%

95% Confidence Interval
for the Predicted
Effectiveness Rate

37.2 - 41.0%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

50.0%

State:
88.1

96.1%

State:
93.8

2.2%

State:
17.5

N/A

State:
1.7

District ESSA Expenditures Per Pupil

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

\$19,196

State:
\$12,863

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



District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	31.57	21.05	38.46	N/A	N/A	N/A	59.25	55.55	58.33
Level 2	57.89	42.10	38.46	N/A	N/A	N/A	25.92	29.62	25.00
Level 3	10.52	36.84	23.07	N/A	N/A	N/A	11.11	14.81	16.66
Level 4	0.00	0.00	0.00	N/A	N/A	N/A	3.70	0.00	0.00

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	28.57	21.42	N/A	N/A	N/A	N/A	61.90	61.90	N/A
Level 2	64.28	57.14	N/A	N/A	N/A	N/A	19.04	28.57	N/A
Level 3	7.14	21.42	N/A	N/A	N/A	N/A	14.28	9.52	N/A
Level 4	0.00	0.00	N/A	N/A	N/A	N/A	4.76	0.00	N/A

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

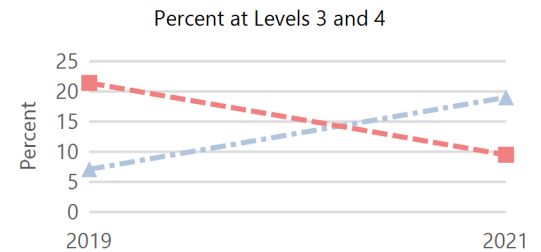
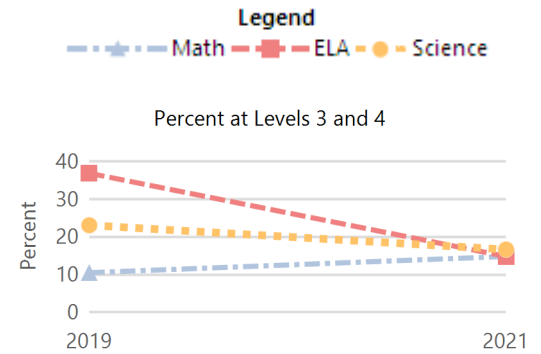
ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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Percent at Levels 3 and 4

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

District	17.5
State	19.8

Accreditation Summary

Date: 09/23/2021

System: D0468 Healy Public Schools (0000)

City: Healy

Superintendent: Jeff Jones

OVT Chair: Kim Batman

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Tiered System of Support:

The elementary school implemented a Tiered System of Support inconsistently during the first couple of years of the cycle. The elementary school used the Tiered System of Supports consistently the last three years. The Tiered System of Support was implemented in Year 4 and improved in Year 5 at the high school level. In Year 4, students self-selected support. In Year 5, the HS began using data to encourage students to attend support sessions in areas where students struggle. The district will continue to examine its Tiered System of Support structure and refine it going into the next cycle.

Family, Business, and Community Partnerships:

The district has a long history of including all stakeholders in the education process. Although the first years of the cycle included many opportunities, the district worked to increase these even during the COVID pandemic. Wacky Wednesdays were implemented once per month in Year 4 and were expanded to twice per month in Year 5. During these events, experts from within the surrounding community present various educational opportunities and occupations that are not covered in the regular school curriculum to Healy students. USD 468 has a history of uniting with community businesses and organizations to deliver optimal educational opportunities for our students. Community Partnerships also extend beyond our small community to regional partners.

Diversity, Equity, and Access:

Very little was reported in this area. The system did state that the students accepted in their community a student who was mocked for their alternative lifestyle.

Communication and Basic Skills:

Students were provided with the opportunity to speak with the entire school with being able to lead the Pledge of Allegiance. The students wrote letters to each other across divisions during the COVID shutdown. Elementary students wrote to soldiers stationed in Europe. The majority of the High School students attended the League Leadership Conference, where they learned about clear communications, and all STUCO members attended the Regional STUCO Conference where they learned about the importance of communicating. ACT Prep Workshop for juniors and seniors in High School. Students often lead and are the focus of public events such as the Veterans ceremony and graduation, providing them with real opportunities to hone their public speaking skills. English and Social Science classes provide frequent opportunities for students to further hone their written and verbal communications

skills and to receive formal feedback.

Civic and Social Engagement:

This district has always valued community engagement. This was strained during COVID. Even during that period, the district found ways to engage. The past year witnessed the following additional and/or recovered activities: Letters to Soldiers added to our activities from previous years. Continued Veteran's Day activities resumed with lunch for Veterans. The district/students have a Thanksgiving Day meal. Also, included renewing Grandparents Day for elementary students along with many community service projects such as removing community Christmas decorations, assisting with the renovation of bleacher seating, and Christmas cookie outreach to Senior citizens. Junior High/High school students will have the opportunity to participate in monthly game/movie nights where families are encouraged to join in. The high school students have First Responders Day, a senior citizen music tour to Dighton and Scott City facilities.

Physical and Mental Health:

Limited at the beginning of the cycle. As part of the MHIT grant, the district has increased its capacity to help the students. Mental health access has increased steadily over the last 5 years. The district has ready access to multiple outside resources. They have a mental health liaison available to the students, staff, and families and are working more closely with COMPASS than they had been during the first three years of the cycle. Also, an area mental health expert is providing mental health and SEL mini-lessons to the elementary students once a week. This started in Year 4 and has continued in year 5. SEL monthly character traits were adopted. The high school and middle school SEL curricula were adopted and taught in Year 4. This was switched to a KSDE-approved curriculum in Year 5 (Kansas Can Competency Framework). Individual counseling continues to be available to students on a weekly basis through the service center.

Arts and Cultural Appreciation:

This has generally been a strong feature in our curriculum. The students participate in many music programs and competitions. Students also had the opportunity to attend musicals at Fort Hays State University. During the pandemic, the students virtually attended a Friends University musical as well as the KMEA Convention President's concert.

Postsecondary and Career Preparation:

At the beginning of this cycle, there was no counseling for post-secondary or career preparation. Over the past couple of years, this has increased tremendously. IPS records were kept by the administrator but were hardly used with students. This has switched to an electronic format that is used by students with a teacher in charge (Xello). The teacher frequently attends professional development to increase the value of IPS, and especially the Xello component, for our students. Weekly college information is collated by the service center counselor and is emailed to students.

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

ARC Comment

Goal 1: Relationships: To effectively communicate as an instructional team about the KESA process to improve student success.

Due to frequent staff and administration turnover, the system needs multiple members of the team versed in the KESA process. There have been gains in this area during year five.

Areas For Improvement

Comment	Goals
Rationale	The system needs to provide measurable goals rather than just a stated goal area.
Tasks	Moving into the next cycle, the system needs to develop a well defined measurable goal that will impact student learning.
Timeline	06-30-2023
System Response	I apologize if we were unclear. I have added two documents to the artifacts that I labeled as appeal documentation. I also scanned them in and added them at the end of this process as requested. The first is our working goals sheet. We used that document to keep track of our goals, to clarify them, and to change them as needed. We identified specific Action Steps and dates under each goal, making them SMART goals. I am not sure that the OVT ever saw this worksheet, which we developed with the assistance of our service center. I also added the Challenge Award of Merit that we received for the previous year's state assessments as evidence of improvement from our goal implementation. After the KESA reports were submitted, Healy received the state assessment scores. Many classes have only one child testing, but one grade level had enough students that I could average the scores and not fear that anyone could identify individual students. The fifth grade ELA scores increased from 1.5 to 2. The fifth grade math scores did the same, 1.5 to 2. The fifth grade science scores averaged 2.83. We are convinced that these increases are attributable to the goals and steps that we took to close the gaps that we found in our curriculum. I ask that, based on the goal sheets, the Challenge Award of Merit, and the latest state assessment scores, you please reconsider your recommendation of conditionally accredited. Thank you.

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

ARC Comment

Goal Two: Relevance: Staff will begin to review and evaluate instructional strategies and vertically aligned curriculum as outlined by the KS state standards.

Areas For Improvement

Comment	Goal
Rationale	The system needs to provide measurable goals rather than just a stated goal area.
Tasks	Moving into the next cycle, the system needs to develop a well defined measurable goal that will impact student learning.
Timeline	06-30-2023
System Response	I pasted the same information in this box that I posted in the previous box. I do note that, reading the evidence in #6, our kids are very successful, especially as postgraduates. Thank you. The system will ensure that the goals are shared explicitly with the OVT during the upcoming cycle.

I apologize if we were unclear. I have added two documents to the artifacts that I labeled as appeal documentation. The first is our goals. We used that document to keep track of our goals, to clarify them, and to change them as needed. We identified specific Action Steps and dates under each goal, making them SMART goals. I am not sure that the OVT ever saw this worksheet. I also added the Challenge Award of Merit as evidence of improvement from our goal implementation. After the KESA reports were submitted, Healy received the state assessment scores. Many classes have only one child testing, but one grade level had enough students that I could average the scores and not fear that anyone could identify individual students. The fifth grade ELA scores increased from 1.5 to 2. The math scores did the same, 1.5 to 2. The science scores averaged 2.83. We are convinced that these increases are attributable to the goals and steps that we took to close the gaps that we found in our curriculum. I ask that, based on the goal sheets, the Challenge Award of Merit, and the latest state assessment scores, you please reconsider your recommendation of conditionally accredited. Thank you.

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

ARC Comment

The system works with its local board to ensure procedures and policies exist to support improvement efforts and some have been implemented. The system appears to have sufficient financial and human resources to support the effective implementation of its continuous improvement plan.

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

ARC Comment

Data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining. The system understands and can explain its data results for some State Board outcomes. The system is beginning to collect evidence, data and is working on a plan to address all five (5) State Board outcomes to create change.

Board Outcomes

Social-Emotional Growth

There were no social/emotional plans in year 1 or 2. In year 3 a buddy program was instituted with buddy lunch and activities weekly. Year 4 was curtailed, but the buddy program continued with buddy letters in lieu of personal contact. In year 5, they are back to weekly lunches, and Wacky Wednesday buddy projects and activities. Character traits were instituted at the beginning of the second semester of the 3rd year and continue. The elementary students are in their second year of the 180 Days of Character curriculum. Secondary students used the "Heels and High School" curriculum in year 4, with a team of four teachers sharing in lesson presentations. Year 5 changed to KSDE recognized curriculum within the College and Career Competency Framework with one teacher leading. Year 5 has had some inconsistencies in regular meetings with students and needs reevaluation for effectiveness. Administration changes in year 3 began a positive atmosphere as stated by students.

Kindergarten Readiness

All kindergarten students (100%) complete the ASQ. Families are encouraged to complete earlier evaluations such as ASQ-3 but most opt to not do this.

Individual Plans of Study

During the first 3 years of the current cycle, Administration completed paper copies of IPS for each High School student, using the Matchmaker, Ability Profile, and Learning Style quizzes in Career Cruising to help determine the wants and aptitudes of individual students. The Individual Plans of Study were shown and discussed with students yearly and updated as needed. No electronic portfolio was maintained. In January of 2021, 100% of 7th-8th grade students started working with Xello, which was formerly Career Cruising. The decision was made to switch to Xello because students can easily view and update information using this platform, and it is an effective tool to help students determine career interests and skills. They worked through grade level teacher guided lessons related to skills and abilities needed for future careers and college choices that they are interested in while also taking quizzes to help them see how well they match up with their current and future choices of careers, as well as their learning and personality styles. For the 2021-22 school year 100% of high school students and 6th grade students, in addition to 7th-8th grade students, are currently working in Xello. By May 2022, 100% of all students will have completed the Xello lessons and updated their storyboards and their IPS form. IPS forms will continue to be updated and discussed with students.

High School Graduation Rate

Every class in the district consists of 1 to six students. When a single student drops out, this skews the data wildly. With such a low student population and such high-risk factors, high school graduation rates are not a good measure of success for this district.

Postsecondary Success

The OVT reported that the past two years, all but one of the graduates are continuing their studies or have passed the Paraprofessional assessment, or both. That one graduate is gainfully employed. The current success will help develop a climate of academic achievement and greater possibility of success after graduation. The district is currently examining further options for postsecondary certification for their students.

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

ARC Comment

During the first three years of the cycle, only one certified staff member worked on KESA. When that staff member left, much of the work was lost. For the final two years, the entire certified staff was involved in the process. The system is missing other stakeholder involvement.

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

ARC Comment

The OVT reports that the system was always responsive to suggestions.

The OVT feels the systems needs someone to help lead and guide them through the process.

The system was always positive.

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

ARC Comment

Strengths: New leadership in the system was an asset as he rallied the troops, so to speak, and got them on the same page. The staff is willing to pitch in and help with the KESA process as long as they have guidance and direction. The community is very supportive and active in the school and will help when needed.

Concerns: Superintendent is taking a new position, so the system will once again start with new leadership. It was difficult to maintain any consistency as an OVT team and as a system due to a change of leadership. Low enrollment makes it difficult to report data. They did not receive any help this year from SWPRSC.

ARC Recommendation

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

Justification

After the five-year cycle, the system needs to narrow the goals and focus on specific data. The system did not have well-defined measurable goals that impacted student learning.

Strengths

- Supportive board of education and supportive community
- Technology with new computers being purchased
- Relationship among the students is strong and encouraged

Challenges

- USD 468 has between one and six students per grade level, this makes it a challenge to look at data.
- USD 468 needs to increase its workings around diversity, equity, and access
- All stakeholders need to be involved in the KESA process.
- Their data is all over the place.

System Appeal

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

Appeal Summary

We did have clear, specific goals, but these apparently were not shared with the OVT. We addressed curriculum gaps. Our state assessment scores increased the past two years.



Department of Corrections - S0521

714 SW Jackson #300, Topeka, KS 66603
(785) 207-8239

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **7-12,NG**

Superintendent:

Demographics

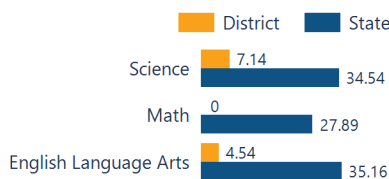


90 Students

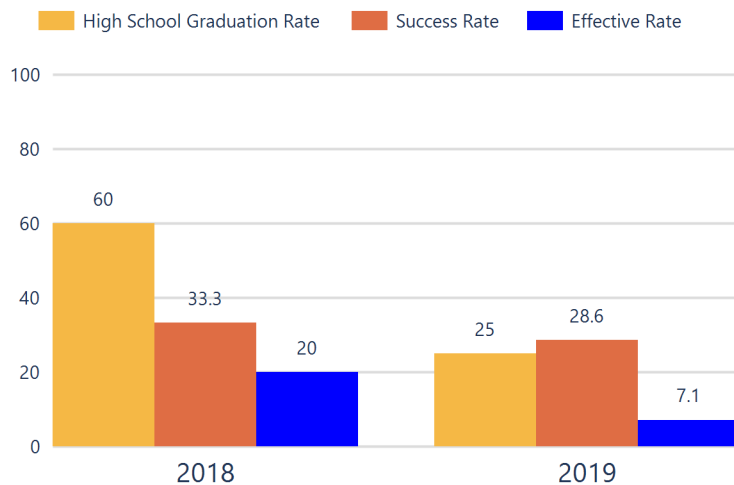
African American 33.33%
Hispanic 23.33%
Other 2.22%
White 41.11%

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

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

Five-Year Graduation Avg

27.9%

Five-Year Success Avg

29.4%

Five-Year Effective Avg

8.2%

95% Confidence Interval for the Predicted Effectiveness Rate

3.43 - 16.4%

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

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

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2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

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

GRADUATION RATE

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

23.1%

State: 88.1

District ESSA Expenditures Per Pupil

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

N/A

State: \$12,863

ATTENDANCE RATE

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

100.0%

State: 93.8

CHRONIC ABSENTEEISM

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

0.0%

State: 17.5

DROPOUT RATE

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

42.2%

State: 1.7

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



District Academic Success

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ALL STUDENTS

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	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	92.30	85.18	52.38	N/A	N/A	N/A	90.90	77.27	28.57
Level 2	7.69	11.11	38.09	N/A	N/A	N/A	9.09	18.18	64.28
Level 3	0.00	3.70	4.76	N/A	N/A	N/A	0.00	4.54	7.14
Level 4	0.00	0.00	4.76	N/A	N/A	N/A	0.00	0.00	0.00

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	92.30	85.18	52.38	N/A	N/A	N/A	90.47	76.19	28.57
Level 2	7.69	11.11	38.09	N/A	N/A	N/A	9.52	19.04	64.28
Level 3	0.00	3.70	4.76	N/A	N/A	N/A	0.00	4.76	7.14
Level 4	0.00	0.00	4.76	N/A	N/A	N/A	0.00	0.00	0.00

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	100.00	100.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	0.00	0.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	0.00	0.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	0.00	0.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

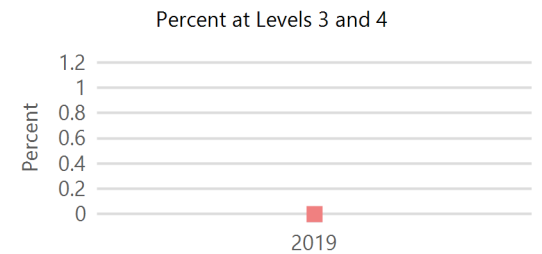
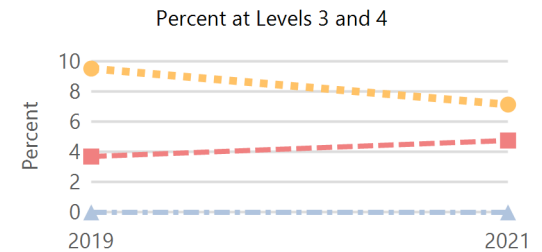
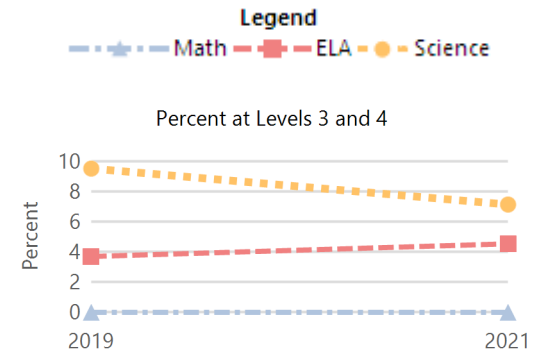
ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

District

State 19.8

Accreditation Summary

Date: 04/25/2022

System: S0521 Department of Corrections (0000)

City: Topeka

Superintendent:

OVT Chair: Susan Wildeman

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Some foundational areas are much more heavily addressed than others. The system has a very unique situation in the population of students that they serve, the ever changing students and the ever present judicial side that has to be taken into account.

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

ARC Comment

The system lacks any clear goals. The OVT reported that their goal was relationships, but there is no other information provided about the goal and no way to measure the goal throughout the cycle.

Areas For Improvement

Comment	Goals
Rationale	The system needs to provide measurable, articulated goals rather than just a stated goal area.
Tasks	Moving into the next cycle there needs to be actual measurable goals.
Timeline	05-01-2023
System Response	<p>Our first goal area was relationships. Overall, we wanted to improve relationships between students and staff members as measured by a decrease in VRs (Verbal Reprimands on KKCC's Behavior Matrix).</p> <p>Our lead goal was to decrease the average number of VRs students receive from an average of 26.31 per student in 2019 to an average of 20 per student in 2022.</p> <p>At LGHS, there are three levels of discipline log entries—discipline referrals (DRs), summary judgments (SJs), and verbal reprimands (VRs). All three types are entered in PowerSchool so collecting and monitoring them is relatively easy.</p>

During the 2019-2020 school year, there were 143 DRs, 535 SJs, and 5,032 VRs for a total of 5,710 recorded incidents. With a total population of 217 students, that worked out to an average of 26.31 per student.

During the 2020-2021 school year, there were 13 DRs, 22 SJs, and 839 VRs for a total of 874 recorded incidents. With a total population of 200 students, that worked out to an average of 4.37 per student.

During the 2021-2022 school year, there were 32 DRs, 50 SJs, and 1,087 VRs for a total of 1,169 recorded incidents. With a total population of 185 students, that worked out to an average of 6.32 per student.

The numbers show a dramatic drop from 2019-2020 to this past school year. Part of that drop may be due to the fact that there was less in-person school during 2020-2021. However, part of the change was also because of the emphasis among LGHS staff members on using strategies they learned in Responsibility Centered Discipline and improved communication between the school staff at LGHS and the security staff at KJCC with a focus of everyone working together to meet student needs.

Please see the file: LGHS Discipline Log 7-14-2022 that was uploaded as an artifact.

STRATEGIES

We have expanded the student behavior form (ABC Form) to monitor student weekly attendance, behavior, and course/grade progress.

We have also introduced restorative justice practices at LGHS. Students receive instruction in this and other SEL topics during classes. Students also have an opportunity to practice restorative justice while in group therapy sessions and when reconnecting with teachers following being removed from class due to behavior issues.

We will continue to improve communication among various teams at LGHS—corrections officers, corrections counselors (CCIs), living unit staff members, families, and school staff members to support the needs of students.

We also plan to continue Responsibility Centered Discipline training for new employees who join the LGHS staff.

FUTURE

We want to continue to improve relationships among students and staff members by using the KJCC Disciplinary Matrix to encourage students to earn points through positive behavior that results in greater academic success and fewer discipline issues during their time in the correctional system.

As we move into the next cycle of KESA, we plan to change this measure to one that better reflects our efforts to keep students in the regular classroom and fewer instances where they are removed from class because of behavior problems. Focusing on having fewer

students being removed from the regular classroom is a better reflection of the strategies we are using in our behavior plan.

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

ARC Comment

The system lacks any clear goals. The OVT reported that their goal was relevance, but there is no other information provided about the goal and no way to measure the goal throughout the cycle.

Areas For Improvement

Comment	Goal Areas
Rationale	There are no measurable goals which in turn leads to no substantial data to show any growth in the goal area.
Tasks	Moving into the next cycle there needs to be clear and concise goals.
Timeline	05-01-2023
System Response	Our second goal area was relevance. We wanted to make our courses and curriculum more relevant to students in order to increase the number of credits earned by students during their time at LGHS. If students better understand how the courses will help them later in life, we think they will put in more effort and better work.

Our lead goal was to increase the number of credits earned per student during their stays from an average of 3.5 per student to an average of 4 per student. (The average student stay is 102 school days or approximately 47.5% of the 215 student contact days.)

LGHS operates on a 21 credit diploma, and the objective is to take students from wherever they are when they enter the facility and move them as close as possible to the 21 credits needed to graduate before they leave the school.

During the 2019-2020 school year, 217 students spent time at LGHS and earned a total of 762.5 credits. That means the average student was at LGHS for 107 school days and during that period of time earned 3.5 credits on average.

During the 2020-2021 school year, 200 students spent time at LGHS and earned a total of 276.5 credits. That means the average student was at LGHS for 91 school days and during that period of time earned 1.4 credits on average.

During the 2021-2022 school year, 185 students spent time at LGHS and earned a total of 354.75 credits. That means the average student was at LGHS for 108 school days and during that period of time earned 1.9 credits on average.

The numbers show a drop from 2019-2020 to 2020-21 and a half credit increase from 2020-2021 to 2021-2022 which is still below the goal of 4 credits per student. However, there are several factors that affected those numbers. First, COVID has severely impacted the last

two school years. During each of those years, there were facility lockdowns where students were quarantined on the living units where they spent significant time doing individualized work and were not in the regular school. This has resulted in less access to teachers for assistance and less access to online curriculum and other resources. Second, between 2019-2020 and 2021-2022, there has been a transition in online curriculum from Plato and Odysseyware to Apex Learning which required some adjustment by students and staff members alike. Finally, the 2021-2022 numbers do not include credits issued by Washburn Tech for vocational courses because those credits have not been verified by Washburn yet. Once those credits are verified, we expect the average number to be above 2.0.

Please see the file: LGHS Credits Earned Summary....7-14-2022 that was uploaded as an artifact.

STRATEGIES

Upon arrival at LGHS, students go through a series of assessments to determine how they learn and if any intervention steps are needed. They also go through a thorough transcript review and create an Individual Plan of Study (IPS) with the Academic Coordinator to identify and outline their academic and career goals. The IPS is shared with LGHS staff members and used in advisory classes as well.

If learning deficiencies are identified, LGHS uses Achieve3000 and iReady to support students in developing stronger academic skills that allow them to successfully complete credits towards graduation.

The change in online curriculum should help as well. Apex Learning is more engaging for students and requires more interaction with the class material with the goal of improving student learning.

As COVID precautions and the facility security guidelines allow, we are also transitioning back to students being in classes based on content area and not with their living unit cohort which will provide more individualized instruction in specific content areas.

During advisory periods, teachers are working with students to make connections between what is in IPSs and what students are doing in classes which should help improve relevance as well.

FUTURE

We want to continue to improve the relevance of what students are doing at LGHS to what will make them successful when they leave the facility. To help with this goal, we will continue utilizing IPSs and advisory classes along with the more engaging curricular materials.

We will also continue to work with Washburn Tech to offer courses that students can take to not only earn credits but that also allow them to earn credentials and certificates that will help them get jobs when they are released from KJCC.

5. Evidence is **generally** documented that policies, procedures, and regulations guiding

the system for the purpose of long term sustainability have been created and or updated.

ARC Comment

The plans are in place for sustainability, the ARC would like to see actual measurable goals that then can be followed throughout the new cycle.

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

ARC Comment

The system struggles in some areas while excelling in others even without accurate data.

Board Outcomes

Social-Emotional Growth	The high needs of their student population make SEL and behavior a priority for this system. They have implemented a positive rewards system that works well with their population. They have classes on anger management and dealing with confrontation. This has obviously been a focus for LGHS.
Kindergarten Readiness	NA due to only housing grades 7-12
Individual Plans of Study	LGHS has done a good job of creating an IPS. Each student in their care has very unique situations and is coming with there own needs. Each student is met upon entry to determine the best course of action for them and continues to meet for follow-ups throughout their time at LGHS
High School Graduation Rate	While this is a hard number for the system to figure due to their ever changing population, they have had drops from 2020 to 2021. These numbers are drastically below the state average. There is a very large discrepancy between the data presented by the system and the data shown by the state. The state reports a 23.1% graduation rate while the system is reporting an 87% graduation rate. There is no evidence to support where this higher number is coming from.
Postsecondary Success	LGHS has a five year effectiveness rate of 8.2%, which is well below the state goal. However their effectiveness rate is well within their projected 95% confidence interval. Again, the data is hard to track for a system such as this one.

Areas For Improvement

Comment	Graduation Rate
Rationale	The system will need to be able to show where their graduation rate data is coming from since it is such a discrepancy from what the state shows.
Tasks	Provide rationale for the data given.
Timeline	10-01-2022
System Response	The four-year Adjusted Cohort Graduation Rate for LGHS was 40% in 2020 and then 23.1% in 2021. This rate is below the state average and the state goal of 95%. As mentioned previously, one of our goals is for students to increase the number of credits students earn towards

graduation. Over the past several years, the primary challenge has been due to COVID-19 and the need to isolate students even more than normal (due to the uniqueness of our program) and also due to rolling enrollment we experience based on different students exiting and entering the program on a weekly basis. Of concern in the 2021 data compared to the 2022 data was the decline in graduation rate for several disaggregated groups – Hispanic, African-American, Free and Reduced Lunch, and Students with Disabilities. As mentioned earlier in this report during the 2021-2022 school year as part of our KESA plan, we have put in place stronger systems for supporting special education students in our program. Our population is diverse and as a result, we need to continue to develop strong systems of support for all students. Additionally, over the past year, we have provided staff members with more professional development in the areas of behavior and SEL. In our advisory program, we are also working on restorative justice as a means of encouraging students to continue to work hard and strive to meet their individual academic and career goals. Our population of students has a strong need for positive behavioral support in order to maintain progress toward graduation.

In regards to the 87% graduation rate that was entered in the portal as part of the original KESA submission, we think that stems from a conversation that may have been misinterpreted by the OVT chair. We agree that the overall graduation rate is what is shown in the KSDE AMOSS reports, and we don't see a discrepancy. However, we do have a higher success rate with students who enter the facility with the average number of credits a student his or her age would typically have in a regular Kansas high school. So for those students who are 17 years old, on track, and at the facility for at least the average length of stay many do leave LGHS with either a high school diploma or GED.

7. System stakeholders relevant to each part of the KESA process were **not** involved during the accreditation cycle.

ARC Comment

While the system does a great job internally with apprising stake holders and including parents, there is no evidence of outside stake holders being involved in the process.

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

ARC Comment

The OVT reports that the system was responsive to the needs and suggestions of the OVT.

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

ARC Comment

The system followed KESA to the best of their ability.

ARC Recommendation

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

Justification

After 5 years of the KESA cycle, the system comes with no measurable goals which in turn means there is no data to support growth in the goal areas.

Strengths

Over the last 5 years, LGHS has continually made progress toward their goals of educating their student body to meet their needs and to prepare them for success in life. The system has improved all areas of instruction through additional programming and staffing; continually adding community partnerships that allow students to learn job skills; and developing a sense of pride in students so they feel successful.

Challenges

This system has some very unique challenges:

- More accurate data should be provided.
- Stakeholders should be included from within the community.
- Goals should be written that are both measurable and attainable.

System Appeal

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

Appeal Summary

As the ARC pointed out, our goals were not in the correct location in the KESA portal. The goals have been in the AFI part of the portal along with explanations, strategies, and plans for the future.

The ARC pointed out a discrepancy in the graduation rate, and this too has been addressed in the AFI part of the portal.

Final Recommendation

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

Justification

While S0521 provided goals in their appeal documentation, these goals were nowhere to be found in the original paperwork. The opinion of the ARC is that the goals were created after the conditional accreditation status was given to the system. Also, when looking at the goals written the data sent to support the goal of graduation rate was actually in contradiction to the goal. Students are earning less credits each year.

While the ARC does understand that S0521 is in a very unique situation and did explain their data discrepancy in graduation rate, the ARC does not feel that the conditional accreditation status should be changed.

The ARC recommends that the system do a full needs assessment and write measurable and attainable goals as they move into their next KESA cycle.



Lakemary Center Paola - Z0032

100 Lakemary Drive, Paola, KS 66071
(913) 557-4000
www.lakemary.org

System Accreditation Status: **N/A**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **1-12**

Superintendent: **Matt Meek**

Demographics

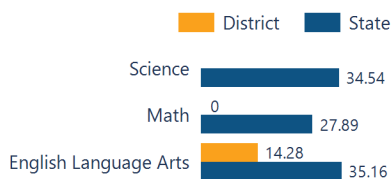


87 Students

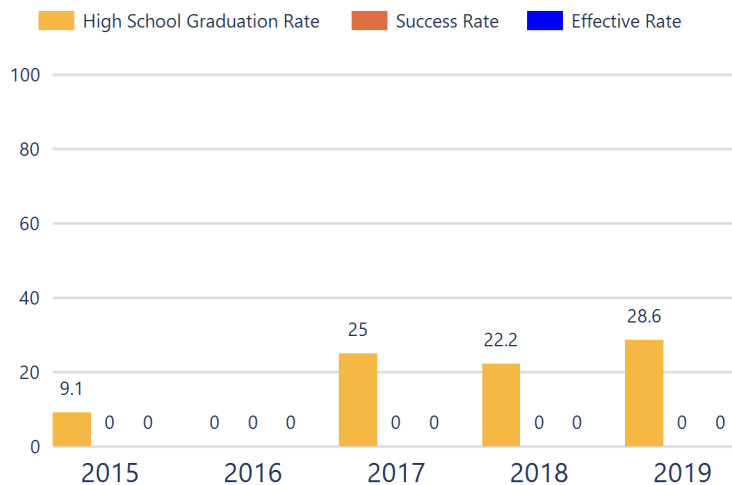
African American 12.64%
Hispanic 8.05%
Other 12.64%
White 66.67%

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

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

Five-Year Graduation Avg

15.8%

Five-Year Success Avg

0.0%

Five-Year Effective Avg

0.0%

95% Confidence Interval for the Predicted Effectiveness Rate

%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

5.9%

State: 88.1

96.7%

State: 93.8

8.6%

State: 17.5

1.4%

State: 1.7

District ESSA Expenditures Per Pupil

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

N/A

State: \$12,863

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



District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	58.97	43.90	80.00	N/A	N/A	N/A	53.84	42.85	N/A
Level 2	25.64	21.95	13.33	N/A	N/A	N/A	46.15	42.85	N/A
Level 3	12.82	31.70	6.66	N/A	N/A	N/A	0.00	14.28	N/A
Level 4	2.56	2.43	0.00	N/A	N/A	N/A	0.00	0.00	N/A

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	58.33	46.15	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	41.66	46.15	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	0.00	7.69	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0.00	0.00	N/A

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	58.97	43.90	80.00	N/A	N/A	N/A	53.84	42.85	N/A
Level 2	25.64	21.95	13.33	N/A	N/A	N/A	46.15	42.85	N/A
Level 3	12.82	31.70	6.66	N/A	N/A	N/A	0.00	14.28	N/A
Level 4	2.56	2.43	0.00	N/A	N/A	N/A	0.00	0.00	N/A

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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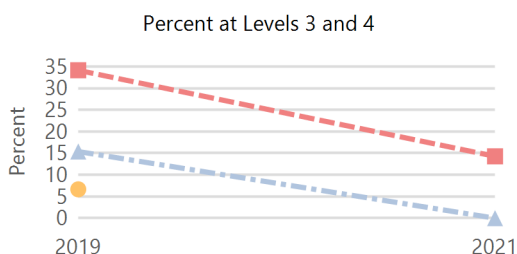
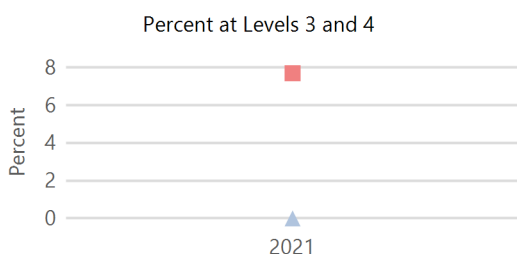
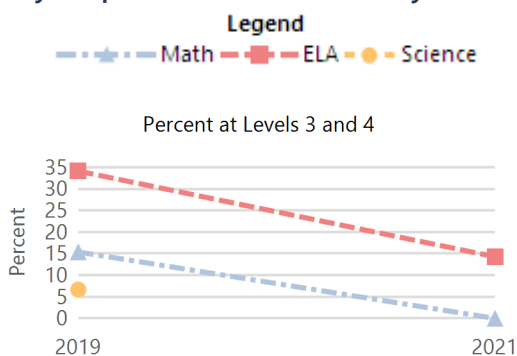
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Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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District

State 19.8

Accreditation Summary

Date: 07/08/2022

System: Z0032 Lakemary Center Paola (4727)

City: Paola

Superintendent: Matt Meek

OVT Chair: Victoria Vossler

Executive Summary/AFI

1. Compliance areas are **not** addressed.

ARC Comment

Per KSDE, at least one area of Compliance is not being met. This is a work in progress for the system.

Areas For Improvement

Comment	Compliance Areas
Rationale	Per KSDE there has been insufficient evidence of compliance provided by the system. The system has been unable to fulfill compliance requirements and/or has ignored a maximum of three requests made to work towards compliance.
Tasks	Work closely with KSDE to ensure compliance issues are addressed.
Timeline	04-24-2023
System Response	After looking at AMOSS (Complete Student Test Report) and working with Julie Ewing and Cary Rogers at KSDE, we found numerous clerical errors in reporting that were corrected before the July 15th deadline. After meeting with the team from KSDE and USD #368 on August 3rd, we noticed the only student listed as not tested is not one of our residential students and should have been reported to their home school district. After working through these numerous clerical issues, we are 100% compliant. Lakemary will work to correct issues with testing, reporting and compliance for the next KESA cycle.

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

ARC Comment

Some Foundational Structures are evident in the system and there are pockets of implementation and sustained efforts. There is evidence that work is being done and plans are being actively put into action.

Tiered Framework of Supports

- Within each of the different organizational structures of Lake Mary, there are tiered supports based on the intent/function of the program and then based on the needs of the individual. In visiting with staff and stakeholders it is clear they are committed to a shared purpose and direction.

Family, Business, and Community Partnerships

- The students who attend school, the students placed in the PRTE, and the adults who are residential come from all over the state of Kansas as well as the country. Family and district involvement is key to

the success of the individual as well as if possible returning students to their home district. Staff are seeking opportunities for collaboration and shared leadership among all stakeholders.

Diversity, Equity, and Access

- The policies and procedures in place and the organizational structure of the various aspects of Lake Mary ensure equity of opportunities and support growth.

Communication and Basic Skills

- Communication skills are a huge part of the teaching and learning process at Lake Mary. Several SLPs are on staff who continually work directly with students and also with support staff to ensure fidelity to the processes to help students gain independence through communication. Opportunities are provided to apply what has been learned in a variety of settings.

Civic and Social Engagement

Lake Mary participates in community events and social events when appropriate and possible.

Physical and Mental Health

- The physical and mental health of all students, residents, and staff are important to the overall success and positive learning and work environment. Lake Mary's leadership advocates for the school's vision and overall improvement in all aspects.

Arts and Cultural Appreciation

Lake Mary gets students and residents out into the community when possible and shares cultural experiences in the community.

Postsecondary and Career Preparation

Lake Mary partners with other organizations to provide work experiences.

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

ARC Comment

Reduction in ESI by 15% (20%?)

In places throughout the system's reports, the goals went from seven to two. And while nowhere are the goals specifically stated in the required SMART format, you can surmise the basic idea of their goals. While it is implicitly listed as a reduction in ESI incidents by 15% in the Year 3 System report, it is also listed as a 20% reduction elsewhere. Either way, the system reports a 51% reduction for this past school year which is an amazing feat.

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

ARC Comment

Increase structured teaching methods

Although initially listed in earlier years, there is no mention of a second goal in the 5-year OVT report or the system report that could be identified. There was a mention of moving from a vice-principal to an instructional coach but no data or additional dialogue was provided.

Areas For Improvement

Comment	Two clearly defined Goals written in a measurable SMART format.
Rationale	Basic requirement of the accreditation process.
Tasks	Clearly define what goals you have been working on, state them explicitly, and provide the evidence you have of the work done and the results of that work.
Timeline	01-02-2023
System Response	We understand this is an area for work and data collection. We will work with our Building Leadership team to create a way in which to gather data to show impact of the training.

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

ARC Comment

Beyond a "commitment to continuous improvement," there is little indication of policy and procedure adjustments to the system's operations beyond the change to an instructional coach from the vice-principal model.

6. The evidence submitted to the Accreditation Review Council indicates the system does **not** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

It is unclear whether these matrices are appropriate for this system. Based on the state Accountability Report, this system fails to meet many of the identified data points.

Board Outcomes

Social-Emotional Growth	Social-Emotional Growth – Focus has been on helping students express ideas and feelings. (Lakemary is a psychiatric residential treatment facility and school.)
Kindergarten Readiness	N/A
Individual Plans of Study	Individual Plans of Study – The IEP's and the treatment plans (therapists) act in this capacity. This indicates there is NOT an IPS process in place.
High School Graduation Rate	High School Graduation – Students either age out and receive their diploma or potentially return to home district for graduation.
Postsecondary Success	No data available.

Areas For Improvement

Comment	Determine how these areas can satisfactorily be met with your student base and situation.
Rationale	Current data--or lack thereof--prevent you from satisfactorily completing this area.
Tasks	Discussions with KSDE on the compatibility of your system to the KSBOE Goals.
Timeline	01-02-2023

System Response

High School Graduation Rate: High School Graduation:

The complexity and uniqueness of Lakemary is evident and doesn't align with regular public education graduation or graduation rates. There are many variables that into the differences between Lakemary and other public schools.

The first variable, these students are most likely not Kansas residents. Our students are participating in graduation ceremonies like every other Kansas student in May. Unlike every other KS school, once our student graduate from Lakemary doesn't mean they have exited education services. Many of these students discharge from our psychiatric residential treatment facility and transfer into another facility or day service program in another state without exiting education services and or programming

Another variable, In Kansas, students must exit services the June 30th after their 21st birthday. In other states such as California, Washington, Illinois, and Alaska they will receive services up until the day before their 22nd birthday. We currently hold these certificates until we get notices that they fully exited services.

Thirdly, when we report graduation to KIDS collection there are two boxes to check. Either:

- Graduated left services
- Graduated or left state

This doesn't allow us to make the necessary or accurate reporting we need to give to the state.

2017-2022 Graduation plan by state for all students who have graduated Lakemary.

States Adult Day Program 18-21 Post Grad Program Unemployed

Living at home State Hospital

Kansas 13 4 4 1

Missouri 6

Illinois 2

Pennsylvania 1

Hawaii 1

California 3 2

Washington 1

Totals 27 6 4 1

Post-Secondary Success

Many of our children who leave Lakemary and return to their home state after graduation and have exited services will either go to live with family, be placed in an assisted living adult group facility or state hospital. Most will never live fully independent lives, go to college or can make a living wage. They can however, live a meaningful life within their individual community. They can utilize the below mentioned areas to live as independent as possible.

From the time each student enrolls at Lakemary we are focused on building independent living and job skills to meet the needs of their own ability level. Each child learns meaningful life skills life and work-related skills to be a successful adult. Each student attends our Building Essential Skill for successful Transitions (BEST) classroom. In this classroom, our students are learning independent living and vocational skills such as:

- Hygiene and cleanliness
- Meal planning
- Grocery Shopping
- Preparing, following recipes, cooking, and serving food
- Cleaning, household chores
- Washing, drying, and folding laundry
- Budgeting
- Writing check, paying bills
- How to look up and apply for a job
- Job interview skills
- Mock interviews
- Task analysis

Another strong area of vocational supports for our students are in house and off campus jobs. We utilize five job coaches who manage our students in a variety of different ways on the job site. Job coaches work independently with these students with employability skills, shadowing, collecting data and on the job communication. Our students work both paid and non-paid jobs on campus and in the community. Here are some examples of jobs students work.

Off Campus Jobs

- Price Chopper Grocery Store
- Spudley's Restaurant
- Simple Simons Pizza
- Sonic – Osawatomie, Louisburg, Spring Hill locations
- Paola Vet Clinic
- Prairie Paws Animal Shelter – Ottawa KS
- Wild Cactus Hair Salon – Osawatomie KS
- New Horizons Horse Ranch
- Paola Inn and Suites
- Subway
- Filling vending machines, Paola High School

On Campus Jobs

- Shed
- Shredding paper (paid)
- Medical records
- Custodial duties – sweeping, vacuuming, mopping
- Laundry – washing, drying, sorting towels and clothes
- Shopping for adult services
- Ranch (paid) – feeding animals, cleaning cages and stalls, composting, collecting eggs and produce
- Sorting and delivering mail
- Filling vending machines, Lakemary staff lounge

We have started our AIM post graduate program for students with

special needs. This program is designed to help our postgraduates to live a joy filled independent life. The AIM goal is for students to be able to utilize their skills, abilities, interests, and experiences to locate a job in the community. Students will learn the necessary actions to take to become valued and successful employees and ways to become responsible members of their communities. Acquisitions of workplace readiness training, continuation of life skills and working towards independent living. At this program, students will work on hands on transition IEP goals, these goals will include:

- post-secondary training
- community access
- communication skills
- social skills
- Facilitate job shadowing and mock interviews
- work/job related skills
- recreation/leisure skills
- independent living skills
- community employment opportunities

Vocational experience and employable skills

- administrative
- clerical
- office operations
- childcare
- food service
- laundry service
- retail sales
- technology
- housekeeping
- maintenance
- recycling
- custodial
- landscaping and lawn service

Currently, we have three on site paid shred jobs. 50% of our student population in our AIM Post Graduate Program are completing off campus jobs in the community. The other half will be working on jobs in and around the Lakemary campus.

To prove Post-Secondary success, we will be collecting data for each student enrolled in our AIM program. This data will tell the data story for each child and the progress they are making for life skill learning and vocational training and job skill development.

Data Collection Criteria:

- Paid on campus jobs
- Job Training in the community
- Job Training on campus (basic & advanced)

These data collection sheets are uploaded in the artifacts.

Comment

Individual Plans of Study (IPS) [[[THIS AFI CAN BE DELETED AS I FOUND AN ADDITIONAL SECTION ON IPS IN THE SYSTEM'S REPORT.]]]

Rationale	It is unclear from the reports whether you possess and actual IPS process.
Tasks	Ensure your current IPS process is as required and if so, provide the appropriate documentation.
Timeline	01-02-2023
System Response	From the ARC – Individual Plans of Study (IPS) [[[THIS AFI CAN BE DELETED AS I FOUND AN ADDITIONAL SECTION ON IPS IN THE SYSTEM'S REPORT.]]]

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

ARC Comment

In terms of stakeholders and collaboration, Lake Mary has found the balance between students, staff, parents, and the community. To accomplish this the leadership team has been transparent in its actions and understands the interdependence of these groups.

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

ARC Comment

Very open and honest dialogue.

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

ARC Comment

The Fidelity of an intervention or strategy's implementation reflects how that intervention or strategy is, or is not, used in actual practice. It looks at the actions staff can take to increase the likelihood it is used as it was designed/intended. The data analysis helps the team to do this and make changes along the way.

ARC Recommendation

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

Justification

Several areas either lack documentation or do not have the needed structure to be considered in compliance.

Strengths

The system's new administration appears to be very committed to improvement and willing to do whatever is necessary to comply with the accreditation process.

Challenges

Determining where areas exist that will be problematic in matching up with the state board goals and determining how best to meet those expectations will be the key.

System Appeal

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

Appeal Summary

After review of the Arc Summative Report, we feel that the uniqueness of Lakemary School has NOT been accurately shared. We need to clarify the complexity of Lakemary School; we are a private school that works closely with USD #368 Paola through a memorandum of understanding. Our certified and classified staff, along with building administrator are USD 368 employees whereas our support staff (paraprofessionals) whom we call BHT's (Behavioral Health Technicians) are Lakemary Center employees.

55% of our student body are placed at our Psychiatric Residential Treatment Facility from 19 states across the country including Kansas children. These children are sent here through foster care, wards of the state, home school districts and or insurance because of their intense behaviors and trauma history. To admit into our facility, students must have both an intellectual and psychiatric disability to be placed at Lakemary Center. We are the only school in the state to meet the needs of these students. The other 45% of our student population are our Day Students. These children are bused to Lakemary from their local public-school districts.

The goals of the KS State BOE align very well with regular public education and its students. It does not however align with the uniqueness of our children we serve at Lakemary School.

As you can see from the narrative above, Lakemary School is a truly unique school who works with students with unique needs not only in Kansas, but also the nation. Our students are successful, but their success looks totally different from the regular population, therefore we must measure our success differently than other schools.

Final Recommendation

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

Justification

Although initially listed in earlier years, there was no mention of a second goal in the 5-year OVT report or the system report that could be identified. Additionally, no data or additional dialogue was provided.

AFI - Directed them to clearly define what goals they had been working on, to state them explicitly, and to provide the evidence they have of the work done and the results of that work.



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Topeka, Kansas 66612-1212

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Janet Waugh
District 1

Melanie Haas
District 2

Michelle Dombrosky
District 3

Ann E. Mah
District 4

Jean Clifford
District 5

Dr. Deena Horst
District 6

Ben Jones
District 7

Betty Arnold
District 8

Jim Porter
District 9

Jim McNiece
District 10

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

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

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

Agenda Number: 12

Meeting Date: 10/11/2022



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Topeka, Kansas 66612-1212
(785) 296-3201
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Item Title: Update on Teacher Vacancy and Supply Committee and Highlights of Annual Licensed Personnel Report

From: Shane Carter

The Kansas State Board of Education tasked the Teacher Licensure team, the Teacher Vacancy and Supply Committee (TVSC), and members of the Professional Standards board to identify and recommend actions to address substitute teacher shortages. Staff will provide an update of the group's work, and advise the board of on-going teacher recruitment and retention initiatives.

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

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Item Title: Continued Discussion on Proposed Graduation Requirements

From: Dr. Randy Watson

The Graduation Requirements Task Force was established in June 2021. The purpose of the Graduation Requirements Task Force was to examine graduation requirements in Kansas from at least three lenses:

- 1 - Identify courses to add or delete from current requirements (if any).
- 2 - Review ways to demonstrate mastery of skills and competencies.
- 3 - Study need for value-added assets in addition to a high school diploma.

During the May 2022 Board meeting, members of the Task Force provided an update of their work and covered the mastery of skills, competencies and value assets recommendations. The proposed graduation requirements based on the Task Force's findings and subsequent recommendations were presented at the September Board meeting. It was determined then that further discussion amongst the Board was necessary.

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Agenda Number: 14

Meeting Date: 10/11/2022



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Item Title: Presentation from Ayanna Hensley, Miss Kansas 2022

From:

Miss Kansas, Ayanna Hensley, is a graduate of Fort Hays State University, with a degree in Biology and minor in English. Her social impact initiative as Miss Kansas 2022 is ACEs Low: Overcoming Adverse Childhood Experiences. As an individual directly affected by severe trauma, Ayanna knows what a child needs to overcome their realities and to break their generational cycles. She is working to educate by sharing that it is crucial for people of all ages to understand the importance of creating and supporting one-to-one mentoring relationships that ignite the power and promise of youth.

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Item Title: Receive Kansas Advisory Council for Indigenous Education-Working Group (KACIE-WG) Mascot Reform Statement and Recommendations to the Kansas State Board of Education and Kansas Board of Regents

From: Ann Mah, Board Member, KACIE-WG representative

The Board will review the KACIE-WG Mascot Reform Statement and Recommendations. Members of the Working Group and other stakeholders will present information regarding the recommendations for the Board's consideration.

Kansas Advisory Council for Indigenous Education - Working Group
Mascot Reform Statement and Recommendation to Kansas State Board of Education and
Kansas Board of Regents
Approved 9.16.22

As the Kansas Advisory Council for Indigenous Education Working Group, we affirm the rights of Indigenous peoples¹, communities, and nations to have a voice in how they are represented within our institutions of education. There are over 10,000 American Indian/Alaska Native (AI/AN) students attending public schools across almost every district in our state, and we recognize how historic policies of removal and relocation in Kansas have created a situation in which we share responsibilities for education decision making across federal, state, local and tribal agencies. Furthermore, we recognize the unique status of Native nations with sovereign and inherent rights to be involved in the education of their citizens. Therefore, we affirm our shared responsibility with Native nations and communities to ensure we are providing a culturally appropriate learning environment for not only AI/AN students, but all students.

In the wake of recent dialogue with leaders from the Native nations currently residing within the borders of Kansas, as well as leaders of American Indian education programs and organizations, we strongly recommend that institutions of education affiliated with the Kansas State Board of Education (KSBOE) and Kansas State Department of Education (KSDE), as well as the Kansas Board of Regents (KSBOR), retire American Indian-themed mascots and branding in our state². Furthermore, we commend the schools in Kansas that have already undertaken these endeavors, and we also recognize that this will likely affect KSBOE and KSDE more significantly than KBOR due to the number of institutions found in each system that are currently engaging in the practice.

Rationale:

American Indian mascots and branding practices are part of the educational atmosphere in our schools, and our students, teachers, administrators, and community members learn from them in problematic ways. These practices teach narrow-minded stereotypes that represent American Indians as exotic, warlike people who are stuck-in-the-past, making it difficult for people to understand how American Indians exist in contemporary ways. These practices have been shown through research to be harmful to American Indian students' self-esteem, as well as limit the way that they might see their future achievement-related possible selves (Fryberg et al., 2008). This negative outcome holds true even when the imagery is intended to honor American Indian peoples. The American Psychological Association as early as 2005 described how these practices

¹ We recognize that broad terms like Indigenous, American Indian, and/or Native American, and specific tribal affiliations are used differently in every community, and there are ongoing debates about which terms should be prioritized. As an example, terms like "Indian," "Tribal," and "Native American" are codified into federal law, policies, and bureaucracies, while terms like "Indigenous" tend to be used more often in modern academic research and scholarship. Furthermore, tribally specific phrases such as "tribe" or "nation" vary across communities. Whenever possible, we prefer to use what is preferred by your local Native nations. For the purposes of this document, however, we use various terms because we are speaking to a broad audience across the state that uses a variety of terminologies to describe Indigenous populations.

² We emphasize that this specific recommendation is aimed at schools using American Indian people (Redskins, Warriors, Chieftains, Braves, etc.) for the purposes of mascots and branding. Yet, schools that use other American Indian imagery, such as Thunderbirds, should engage in dialogue about the appropriateness of this practice. As an example, while Thunderbirds are affiliated with a variety of Native cultures, the imagery often associated with Thunderbird branding is more commonly tied to spiritual and/or artistic expression from Native nations and artists in the Pacific Northwest. Some of those images may be considered sacred symbols that have been taken and misused without any dialogue with relevant nations or communities associated with that imagery.

“undermine educational experiences of all communities – especially those who have had little or no contact with Indigenous peoples” and create “unwelcoming and ...hostile learning environments for Native Americans” (p.1). Additionally, other research has shown how exposure to American Indian-themed mascots increases the likelihood that students stereotype other ethnic groups (Kim-Prieto et al., 2010).

We recognize that the choice to continue these practices, even when intending to honor, often has a ripple effect to other schools through sports competitions and league rivalries. As an example, one school may choose to keep American Indian-themed imagery as part of their brand, and also work to educate the students and community about how to express school spirit in respectful ways. However, these images and branding practices evoke the worst versions of these stereotypes in the bleachers and pep rally signs of rival schools, usually under the guise of school spirit and friendly competition. Specifically, these mascots prompt students to dress in fake stereotypical Indian clothes, to make fake Indian noises and chants, and write jokes about “sending them back on the trail of tears” and “scalping the Indians” on pep rally banners. Furthermore, these branding practices prompt non-American Indians to claim Native cultural symbols in unwelcome ways. Beyond the problematic practice of imitating American Indian chanting or singing through stereotypical caricatures, this branding practice also encourages students, staff, and community members to claim to be “tribal elders,” host “tribe time,” call younger generations “papooses,” make inappropriate “powwow” references, or create other unwelcome practices. In other words, these stereotypical branding practices ripple outward and affect Native students, faculty, and staff attending schools that do not have American Indian-themed mascots. These are not acceptable behaviors in Kansas schools, particularly as they relate to KSDE’s emphasis on improving social-emotional learning. We condemn any practice related to these types of behaviors.

Furthermore, we recognize the unfortunate reality that most of our teachers, administrators, and school board members working in schools that use this form of branding and imagery are not affiliated with American Indian communities; yet they are also the individuals making decisions about retiring and/or keeping American Indian imagery and branding. **As the Kansas Advisory Council for Indigenous Education Working Group, which includes American Indian representatives from our Native nations currently residing in Kansas and other Indian education leaders throughout our state, we ask that our state leadership do what is within its power to help eliminate the use of American Indian-themed mascots and branding in our schools.**

With this recommendation, we understand that many institutions of education may need some time to engage in community education and stakeholder dialogue to understand this issue more deeply, while also addressing concerns related to rebranding costs. Knowing this, we ask that KSBOE and KBOR take the following actions:

- 1. Affirm this statement.**
- 2. Review KBOR, KSBOE, and KSDE policies with specific attention to how the practice of using American Indian-themed mascots and branding may be in conflict with goals related to student learning and well-being.**
- 3. Ask that schools review their policies, as well as improvement plans, to determine if they are in conflict with goals related to student learning and well-being. This includes schools that may not have an American Indian-themed mascot or brand, yet are still affected by the mascots and branding of other institutions.**

- 4. Ask that schools with American Indian-themed mascots and branding retire these practices as soon as possible. When more in-depth community engagement and long-term planning is necessary, ask these institutions to develop plans to retire these practices within the next 3-5 years.**
- 5. Develop a support network for schools that may need help transitioning away from American Indian-themed mascots and branding. This includes helping school leaders have access to content area experts, as well as helping them connect with other school leaders who have already been involved in transitioning away from American Indian-themed mascots and branding. KACIE-WG is willing to support these efforts, as well.**
- 6. Explore funding opportunities to help institutions transition away from American Indian-themed mascots and branding issues.**

As found below in this document, this stance on American Indian-themed mascots aligns with similar statements from the Kansas Association for Native American Education (KANAE), the National Congress of American Indians (NCAI), the National Indian Education Association (NIEA), the American Psychological Association (APA), the Kansas Governor's Commission on Racial Equity and Justice, along with hundreds of other organizations nationwide. The NCAI, in particular, is tracking state level activity on mascots nationwide (NCAI, 2022), showing how states and districts are confronting this issue and retiring these practices. They are tracking the many districts that have retired these mascots, including Kansas schools, and they also show how some states have banned the use of Native mascots by passing laws. As an example, Maine passed a law in 2019 prohibiting this practice, and Maine now has zero schools in their state using American Indian mascots or branding. We recognize that not all American Indians agree on this issue, but recent research from Fyberg, Eason and Brady (2021) indicated that the more strongly individuals identified as Native American and the more they are engaged and active within Native communities, the more strongly they opposed Native-themed mascots. Considering this, as well as the request to retire these practices from the leaders of our Native nations in Kansas, and the clear opposition from American Indian professional organizations, we are asking that our institutions of education in Kansas retire these practices as we all do the continuous work of improving our schools. In other words, American Indian leaders in our state have indicated that these are their wishes, even if non-Native educators' and community members' intent is to honor them.

As indicated by the NIEA statement on mascots, an important distinction needs to be made, however, when Bureau of Indian Education schools (administered by federal and tribal governments) choose to employ this type of branding. In these unique cases, there is a layer of self-determination and representation that is absent from most other schools making decisions about Native-themed branding. These schools are run by American Indian community leaders, and within them they offer a much more culturally relevant and robust learning environment that connects their Native students to Indigenous customs, languages, arts, sovereignties, and much more. In other words, it is their choice to represent themselves in this way, and they have the local knowledge and cultural expertise to ensure their learning environments go much deeper than a stereotypical moniker as learning unfolds every day in their institutions of education. Because educational institutions in Kansas under the federal umbrella are out of the jurisdiction of KSBOE, KSDE, and KBOR, this advisory council believes their local governing structures comprised of all-Indian boards, should have the authority to make those decisions.

Furthermore, we recognize that the stereotypes inherently associated with American Indian mascots and branding are also found in our curricular systems, as well as textbooks and other media used in our schools. We, as the Kansas Advisory Council for Indigenous Education Working Group, recognize that there is a parallel need for curricular reforms, which we intend to address moving forward through ongoing dialogue with American Indian nations, communities, and stakeholders.

We look forward to our ongoing collaborative work as we all work to improve how our educational systems serve all our students.

Other Institutional Statements on Mascots

Kansas Association for Native American Education (KANAE):

<https://coe.ksu.edu/collaborations/partnerships/kanae/documents/KANAE-Statement-American-Indian-Mascots-Branding.pdf>

National Congress of American Indians (NCAI):

<https://www.ncai.org/policy-issues/community-and-culture/anti-defamation-mascots/resolutions>

AND

<https://www.ncai.org/proudtobe>

National Indian Education Association (NIEA):

<https://www.niea.org/niea-resolutions-2013/support-for-the-elimination-of-race-based-native-logos-mascots-and-names>

American Psychological Association (APA):

<https://www.apa.org/about/policy/mascots.pdf>

Kansas Governor's Commission on Racial Equity & Justice (2021 Report – see p. 25)

https://governor.kansas.gov/wp-content/uploads/2022/02/CREJ-Report-December-2021_FINAL_Print.pdf

For a much more complete list of institutions that have come out against American Indian mascots and branding, see:

<https://www.changethemascot.org/supporters-of-change/>

References

American Psychological Association. (2005). Summary of the APA Resolution Recommending Retirement of American Indian Mascots. <http://www.apa.org/pi/oema/resources/indian-mascots.aspx>

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_Overview and Numbers.pdf](https://www.ncai.org/NCAI_School_Mascot_Tracking_Database_-_Overview_and_Numbers.pdf)



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 Topeka, Kansas 66612-1212
 (785) 296-3201
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Item Title: Personnel Report

From: Marisa Seele, Wendy Fritz

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

Total employees 253 as of pay period ending 09/17/2022. 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: 16 b.

Staff Initiating:

Marisa Seele

Director:

Wendy Fritz

Commissioner:

Randy Watson

Meeting Date: 10/11/2022

Item Title:

Act on personnel appointments to unclassified positions.

Recommended Motion:

It is moved that the Kansas State Board of Education confirm the personnel appointments of individual(s) to unclassified positions at the Kansas State Department of Education as presented.

Explanation of Situation Requiring Action:

The following personnel appointments are presented this month:

Sami Reed to the position of Administrative Specialist on the Special Education and Title Services team, effective September 14, 2022, at an annual salary of \$39,520. This position is funded by the ESSER Admin, EANS Admin, Title I School Improvement Admin, and Idea Early Childhood Discretionary Fund.

Tanae Olson to the position of Administrative Specialist on the Teacher Licensure team, effective September 21, 2022, at an annual salary of \$39,520. This position is funded by the Teacher Licensure Fund.

Benjamin Wolf to the position of Applications Developer on the Information Technology team, effective September 26, 2022, at an annual salary of \$73,486.40. This position is funded by the Technology Innovation Grant and the State General Fund.

Gail Tripp to the position of Senior Administrative Specialist on the Special Education and Title Services team, effective September 26, 2022, at an annual salary of \$35,360. This position is funded by the Out-of-school, Migrant, and Consolidated Pool Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 c.

Staff Initiating:

Jay Scott

Director:

Commissioner:

Randy Watson

Meeting Date: 10/11/2022

Item Title:

Amend request to contract for Adaptive Schools Training.

Recommended Motion:

It is moved that the Kansas State Board of education authorize the Commissioner of Education to initiate the contract bid process with Carol Simoneau for the purpose of professional development training for schools focusing on developing collaborative cultures and high functioning teams in an amount not to exceed \$250,000.00. Developing professional training for 2022-23, 2023-24 school year not to exceed \$60,000.00, 2024-25, 2025-26, 2026-27 not to exceed \$60,000.00 per school year.

Explanation of Situation Requiring Action:

The Accreditation and Design team requests the initiation of a contract with individual(s) or organization(s) to provide professional development for school and district leaders focused on building collaborative cultures and high functioning teams as part of the school improvement and accreditation.

Throughout the pandemic, schools have faced constant challenges. Ever changing health regulations and recommendations, teacher shortages, substitute teacher shortages, students in quarantine, illnesses and even deaths have been some of the challenges Kansas schools have had to navigate. All of these challenges naturally impact student learning and social-emotional health in negative ways. As the pandemic continues, school leaders and teachers must grow their skills in working through adaptive challenged collaboratively and effectively.

KSDE is adapting the Kansas Education System Accreditation (KESA) process by piloting a regional model of training and support for the school leaders (administrators and teacher leaders). One of the critical aspects of this regional support model is to prepare school leaders for the adaptive challenges now and in the future.

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number:** 16 d.**Staff Initiating:**

Beth Fultz

Director:

Tierney Kirtdoll

Commissioner:

Randy Watson

Meeting Date: 10/11/2022

Item Title:

Amend the state assessment contract with the Achievement and Assessment Institute at the University of Kansas.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract amendment with the Achievement and Assessment Institute at the University of Kansas to include focused interim assessment blocks in grades 3 – 8 in math and English language arts.

The contract amount shall not to exceed one million five hundred thousand dollars through June 30, 2025.

Explanation of Situation Requiring Action:

The purpose of the focused interim assessment blocks is to capture and report in real time student mastery of the content that has been taught. The assessments will provide more engaging tasks where student performance can be more fully explored and understood with respect to the defined competency. Student misunderstandings or misconceptions can be addressed immediately, and students can monitor how their competency improves through instruction and effort.

The new focused interim assessments will complete our balanced assessment approach for assessing student achievement. AAI will be responsible for all phases of assessment development, delivery, and reporting.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 e.

Staff Initiating:

Shane Carter

Director:

Leah Zeller

Commissioner:

Randy Watson

Meeting Date: 10/11/2022

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.

*First Renewal

**Final Renewal.

org no	org name	enrollment	first name	last name	subject	recommendation
D0500	Kansas City	0	Amy	Wilkinson	High Incidence Special Education	Approved
D0500	Kansas City	0	Brandi	George	High Incidence Special Education	Approved
D0500	Kansas City	0	Janise	Moultrie	High Incidence Special Education	Approved
D0500	Kansas City	0	Kimberly	Buck	High Incidence Special Education	Approved
D0500	Kansas City	0	Kristin	Shuck	High Incidence Special Education	Approved
D0607	Tri County Special Education Coop	0	Lee	Odell	High Incidence Special Education	Approved*
D0607	Tri County Special Education Coop	0	Isaac	Mullins	High Incidence Special Education	Approved
D0609	Southeast KS Education Serv Center	0	Robert	Obanion	Low Incidence Special Education	Approved*
D0609	Southeast KS Education Serv Center	0	Shelley	Allen	Low Incidence Special Education	Approved*
D0609	Southeast KS Education Serv Center	0	Jerri	Haymaker	Deaf or Hard of Hearing	Approved**
D0609	Southeast KS Education Serv Center	0	Rita	Karleskint	Deaf or Hard of Hearing	Approved
D0609	Southeast KS Education Serv Center	0	Zachary	Sachs	Gifted	Approved*
D0609	Southeast KS Education Serv Center	0	Esther	Davis	High Incidence Special Education	Approved*
D0610	Reno County Education Cooperative	0	Debra	Glass	High Incidence Special Education	Approved**
D0610	Reno County Education Cooperative	0	Leroy	Wheeler	High Incidence Special Education	Approved*
D0615	Brown Co KS Special Ed Coop	0	Cathleen	Grissom	High Incidence Special Education	Approved
D0615	Brown Co KS Special Ed Coop	0	Sharon	Goering	High Incidence Special Education	Approved

D0617	Marion County Special Education	0	Cierra	Goodwin	High Incidence Special Education	Approved
D0620	Three Lakes Educational Cooperative	0	Richard	Smith	High Incidence Special Education	Approved**
D0620	Three Lakes Educational Cooperative	0	Troy	Hutton	High Incidence Special Education	Approved
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	0	Amanda	Kreider	High Incidence Special Education	Approved
D0702	Twin Lakes Education Cooperative	0	Anna	Knepper	High Incidence Special Education	Approved**
D0702	Twin Lakes Education Cooperative	0	Ronald	Thompson	High Incidence Special Education	Approved*
D0707	Barton Co Coop. Program of Special Services	0	Stacy	Kahnt	High Incidence Special Education	Approved*
D0707	Barton Co Coop. Program of Special Services	0	Ashley	Davis	High Incidence Special Education	Approved*
D0707	Barton Co Coop. Program of Special Services	0	Craig	Fletchall	High Incidence Special Education	Approved
D0707	Barton Co Coop. Program of Special Services	0	Sarah	Ellegood	High Incidence Special Education	Approved
S0604	School for Blind	0	Nicole	Drake	Visual Impaired	Approved*
S0604	School for Blind	0	Sarah	Engle	Visual Impaired	Approved
D0203	Piper-Kansas City	0	Jack	Sampel	Gifted	Approved
D0207	Fort Leavenworth	0	Tammy	Irminger	Library Media Specialist	Approved
D0234	Fort Scott	0	Sabrina	Keating	Gifted	Approved
D0245	LeRoy-Gridley	0	Kristan	Hammond	Spanish	Approved
D0259	Wichita	0	Dante	Camacho	General Business Topics	Approved
D0259	Wichita	0	Emily	Bowers	High Incidence Special Education	Approved
D0259	Wichita	0	Laurie	McNeil	High Incidence Special Education	Approved*
D0259	Wichita	0	Tyler	Garner	High Incidence Special Education	Approved

D0259	Wichita	0	Ashley	Jacobs	Low Incidence Special Education	Approved
D0259	Wichita	0	Christianna	Marcy	Low Incidence Special Education	Approved
D0259	Wichita	0	Joe	Barthell	Low Incidence Special Education	Approved
D0259	Wichita	0	Tammy	Wood	Low Incidence Special Education	Approved
D0259	Wichita	0	Tara	Phillips	Low Incidence Special Education	Approved
D0259	Wichita	0	Tracy	Morris	Low Incidence Special Education	Approved
D0259	Wichita	0	Tasha	Newingham	Early Childhood/Pre- School	Approved
D0259	Wichita	0	Jennifer	Meek	Gifted	Approved
D0259	Wichita	0	Blake	Beard	High Incidence Special Education	Approved
D0259	Wichita	0	Megan	Burden	High Incidence Special Education	Approved
D0259	Wichita	0	Robyn	Zebedee	High Incidence Special Education	Approved
D0259	Wichita	0	Sara	Dwyer	High Incidence Special Education	Approved
D0259	Wichita	0	Tandee	Rousselle	High Incidence Special Education	Approved
D0259	Wichita	0	Terri	Gibb	High Incidence Special Education	Approved
D0259	Wichita	0	Victoria	Parish	High Incidence Special Education	Approved
D0259	Wichita	0	Tiffany	Kargbo	Low Incidence Special Education	Approved
D0259	Wichita	0	Laura	Fallin	English as a Second Language	Approved
D0259	Wichita	0	Sarah	Elsukar	Gifted	Approved
D0259	Wichita	0	Candice	Croomes	Library Media Specialist	Approved

D0259	Wichita	0	Hillary	Thackery	Library Media Specialist	Approved
D0259	Wichita	0	Nicole	White	Library Media Specialist	Approved
D0290	Ottawa	0	Kelsey	Crosser	High Incidence Special Education	Approved
D0290	Ottawa	0	Breanna	Doubrava	Early Childhood Special Education	Approved
D0308	Hutchinson Public Schools	0	Alexandra	Rodriguez	High Incidence Special Education	Approved
D0353	Wellington	0	Ryan	Swiggart	High Incidence Special Education	Approved**
D0353	Wellington	0	Kelsey	Whaley	High Incidence Special Education	Approved**
D0383	Manhattan-Ogden	0	Jamie	Schnee	Low Incidence Special Education	Approved
D0500	Kansas City	0	Steven	Skoczek	High Incidence Special Education	Approved*
D0500	Kansas City	0	Jamie	Xiong	English Language Arts	Approved
D0500	Kansas City	0	Allison	Demeo	High Incidence Special Education	Approved

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 f.

Staff Initiating:

Shane Carter

Director:

Leah Zeller

Commissioner:

Randy Watson

Meeting Date: 10/11/2022

Item Title:

Act on new appointments to the Professional Standards Board.

Recommended Motion:

It is moved that the Kansas State Board of Education act on the following recommended new appointments to the Professional Standards Board, effective upon appointment through June 30, 2025:

Roy Freeman to his first partial term representing Teacher, Public Middle School
Sara McCarter to her first partial term representing Teacher, Special Education

Explanation of Situation Requiring Action:

Explanation of Situation Requiring Action:

It is requested that the Kansas State Board of Education appoint members of the Professional Standards Board (PSB) as stipulated under the statute, K.S.A. 72-8508, which states: "members of the professional standards board and the professional practices commission shall be appointed for three-year terms and no person shall be appointed to serve longer than two full terms in addition to any term of a period less than three years."

Recommended nominees to fill category vacancies are:

• Roy Freeman Middle School Math Teacher, Hutchinson Middle School (SBOE District 7)

• Sara McCarter, Special Education Teacher, West Elementary School (SBOE District 6)

Nomination forms and candidate resumes are attached as well as the PSB roster.



Nominees for Professional Standards Board, Professional Practices Commission, Licensure Review Committee

Teacher Licensure & Accreditation | KSDE | Landon State Office Building | 900 SW Jackson Street, Suite 106 | Topeka, Kansas 66612-1212 | Phone: 785-296-2288 | www.ksde.org

NOMINEE-COMplete THIS FORM AND ENCLOSE A COPY OF RESUME OR VITA

NAME OF BOARD/COMMISSION/COMMITTEE:

- ☒ Professional Standards Board ☐ Licensure Review Committee ☐ Professional Practices Commission
☐ Regulations Committee ☐ Evaluation Review Committee ☐ Policies and Procedures Committee

Nominated by (organization) Kansas National Education Association Date 2/21/2022

Nominee's Name Roy Freeman Occupational Title 8th Grade Math Teacher
Place of employment (Facility) USD 308 Hutchinson Middle School Address 200 W 14th
City Hutchinson State KS Zip 67502
Home address 7205 Redwood Dr
City Hutchinson State KS Zip 67502
Home e-mail freemanrjf@gmail.com Work e-mail freeman.roy@usd308.com
Work Phone (620) 615- 4800 Home Phone (620) 314- 7876
Fax Number () -
State Board District (that you work in) 7

Please state briefly:

Qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: **currently certified and actively practicing in the immediately preceding three years, or serving as a member of the faculty of an institution of post-secondary education. PTA and KASB representatives are excluded from meeting these qualifications.**

I am a certified teacher in the State of Kansas since 2006. I have served as a Middle School Math Teacher since 2006 at HMS 8. I have been a member of HNEA since beginning at USD 308, served on the negotiations team since 2014, and as its lead since 2016. Leadership positions vary from small to leading larger groups of individuals.

Working and educational experience which might be pertinent to this appointment.

Negotiations team since 2014, lead negotiator since 2016.

Serve on the HMS 8 Redesign team as well as the HMS 8 Building Leadership team.

See multiple other current and past leadership positions on resume.

Nominee represents school district or post-secondary institution size of:

- ☐ 0-400 ☐ 400-1200 ☐ 1200-2500 ☒ 2500-5000 ☐ 5000 and over

(To be completed by KSDE personnel)

Nominee will help provide representation of differing size school districts or post-secondary institutions to the committee.

☐ Yes ☐ No

Nominee represents an area that provides a geographical balance to the committee.

☐ Yes ☐ No

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612-1212, (785) 296-3201

Roy "Jud" Freeman

7205 Redwood Dr.
Hutchinson Ks. 67502
freemanrjf@gmail.com
6203147876

Objective: Seeking a position on the Kansas Professional Standards Board

Education: **Bethany College, Lindsborg, Ks.** December, 2005
Bachelor of Arts Degree
Major: Elementary Education
Endorsement: Middle Level Math
Emphasis: Social Studies
Cumulative GPA: 3.49/4.0 scale
Wartburg Theological Seminary, Center for Youth Ministries, Dubuque, Ia.
Certified Youth Minister January, 2005
International Baccalaureate
Middle Years Program May, 2008
McPherson College, McPherson, Ks.
Masters of Arts Degree December, 2019
Major: Curriculum and Instruction

Teaching Experience:

Hutchinson Middle School **August, 2006- Present**
Math/Algebra/Geometry Teacher
Lindsborg High School March, 2006
Long term Substitute
To teach Freshmen Algebra
Student Teaching
Marquette Elementary, 3rd grade August-October, 2005
• Lead lessons in all subjects related to grade level.
• Taught Every Day Mathematics to students.
Lindsborg Middle School, 7th-8th Math October-December, 2005
• Provided class and individual instruction to students.
• Constructed and evaluated lessons that were taught.

Honors, Activities and Leadership:

Davis Foundation Nominee	2020-2021
Davis Foundation Nominee	2018-2019
KESA/Redesign Team	2020-Present
HMS Building Leadership Team (BLT)	2019-Present
District Advisory Council	2017-2019
Math Task Force	2016-Present
HMS 8 Building Leadership Team	2016-2018
HNEA Negotiations Team Lead Negotiator	2016-Present
Student Advisory Council	2015-2018
HNEA Negotiations Team	2014-Present
Profession Development Committee (PDC)	2015- Present
Davis Foundation Nominee	2011-2012



Nominees for Professional Standards Board, Professional Practices Commission, Licensure Review Committee

Teacher Licensure & Accreditation | KSDE | Landon State Office Building | 900 SW Jackson Street, Suite 106 | Topeka, Kansas 66612-1212 | Phone: 785-296-2288 | www.ksde.org

NOMINEE-COMplete THIS FORM AND ENCLOSE A COPY OF RESUME OR VITA

NAME OF BOARD/COMMISSION/COMMITTEE:

- ☒ Professional Standards Board ☐ Licensure Review Committee ☐ Professional Practices Commission
☐ Regulations Committee ☐ Evaluation Review Committee ☐ Policies and Procedures Committee

Nominated by (organization) KNEA Date 03/14/2022

Nominee's Name Sara McCarter Occupational Title Special Education Teacher
Place of employment (Facility) West Elementary School Address 1911 Sixth Street
City Wamego State Kansas Zip 66547
Home address 7610 Ashby Road
City Wamego State KS Zip 66547
Home e-mail sarabeth103@yahoo.com Work e-mail mccarters@usd320.com
Work Phone (785)456-8333 Home Phone (785)844-1620
Fax Number (785)456-7267
State Board District (that you work in) District 6

Please state briefly:

Qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three years, or serving as a member of the faculty of an institution of post-secondary education. PTA and KASB representatives are excluded from meeting these qualifications.

Currently certified and working as a public school teacher in the area of special education.

Working and educational experience which might be pertinent to this appointment.

This is my 20th year of teaching in Kansas public school systems. I have worked with kindergarten through eighth grade both in the regular classroom and in special education classroom. I have completed a Master's Degree in Curriculum Instruction and Special Education in Autism. I have also received certification as a Reading Specialist.

Nominee represents school district or post-secondary institution size of:

- ☐ 0-400 ☐ 400-1200 ☒ 1200-2500 ☐ 2500-5000 ☐ 5000 and over

(To be completed by KSDE personnel)

Nominee will help provide representation of differing size school districts or post-secondary institutions to the committee.

Yes No

Nominee represents an area that provides a geographical balance to the committee.

Yes No

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612-1212, (785) 296-3201

Sara B. McCarter

7610 Ashby Road, Wamego, KS * (785) 844-1620 * sarabeth103@yahoo.com

PROFILE

Highly motivated and dedicated teacher that demonstrates effective communication skills to work with a variety of students, co-workers, and parents. My on-going professional learning has assisted in creating effective lessons using evidence-based strategies to assist all learners in reaching their highest potential.

EDUCATION

<i>University of Kansas, Lawrence, KS</i>	May 2021
Master's of Science in Special Education in Autism with Behavior Emphasis	
<i>Emporia State University, Emporia, KS</i>	May 2013
Certification: Reading Specialist	GPA 3.92 (4.0 scale)
<i>Emporia State University, Emporia, KS</i>	December 2008
Master of Science in Curriculum and Instruction	
Certification: English as a Second Language	GPA 3.86 (4.0 scale)
<i>Emporia State University, Emporia, KS</i>	August 2003
Bachelor of Science in Education, Elementary Education (K-9), Middle School Mathematics (5-9), Special Education (Mental Retardation K-9)	
	GPA 3.90 (4.0 scale)

TEACHING EXPERIENCE

<i>West Elementary School</i>	1911 Sixth Street, Wamego, KS 66547	August 2015-present
<ul style="list-style-type: none">• Special Education Teacher for students in 3rd to 5th grade• Taught students with learning disabilities, emotional needs, Autism, multiple disabilities• Coordinated meetings with families, teachers, and specialists• Collaborated with families, teachers, and specialists on lessons and progress		
<i>Wamego Middle School</i>	1701 Kaw Valley Road, Wamego, KS 66547	August 2012-May 2015
<ul style="list-style-type: none">• Taught students in 6th to 8th grade with high needs, resource math, life skills classes		
<i>Washburn Rural Middle School</i>	5620 SW 61 st St. Topeka, KS	August 2007-June 2012
<ul style="list-style-type: none">• Taught 7th-8th grade Students with Severe Multiple Handicaps		
<i>Hope Junior High</i>	200 North Poplar, Hope, KS	August 2005-May 2006
<ul style="list-style-type: none">• Taught 6th -8th Grade Math, section of 6th grade Reading, 8th grade reading, and 7th grade Social Studies		
<i>Flint Hills Special Education Cooperative</i>	Emporia KS	August 2003-May 2005
<ul style="list-style-type: none">• Taught K-4 Special Education Students at Walnut Elementary School in Emporia, KS• Taught K-6 Special Education Students at Hamilton Elementary in Hamilton, KS		

Professional Standards Board

Membership Set by Regulation

21 Members, 1 SBoE liaison

Current Members	Position	Size of District	Term Origin Date	Term Ends	Board District
Berferhofer, Jill Blue Valley USD 229 12501 W 175 th St. Overland Park, KS 66221	Teacher, Public Middle School	5,000+	June 30, 2021	June 30, 2024 (1 st)	3
Carlson, Cameron- Chair 1000 Green St. Atchison, KS 66002	Administrator, Private High School	NA	July 1, 2018	June 30, 2024 (2 nd)	NA
Clifford, Jean State Board of Education- 5 102 Drury Lane Garden City, KS 67846	<i>KSBE Liaison</i>	NA	January 2021 (appointed by SBoE)		NA
Duewel, Dr. Rena Turner 202 2540 Junction Rd Kansas City, KS 66106	Administrator, High School Public	1200- 2500	June 30, 2021	June, 30, 2024 (1 st)	1
Finkeldei, Jamie Associate Superintendent Catholic Diocese of Wichita 424 N. Broadway Wichita, KS 67202	Administrator, Non-Public school	5,000+	August 12, 2015 (completing partial 1 st term)	June 30, 2024 (2 nd)	7 8 10
Vacant	Administrator, Middle Level Public				
Gonzales, Barbra Olathe Public Schools USD 233 14090 S. Black Bob Road Olathe, KS 66062	Administrator Career Technical Education	5,000+	June 30, 2021	June, 30, 2024 (1 st)	3
Vacant	Administrator, Public Elementary School				
Jurich, Patty 3314 N. 128th Court Kansas City, KS 66109	Member, Kansas PTA	NA	July 1, 2018	June 30, 2023 (2 nd)	NA
Sara McCarter 7610 Ashby Road Wamego, KS 66547	Teacher, Special Education		November 1, 2022	June 30, 2025 (1)	6

Emily Riner Board of Education, USD 343 205 W. Bridge St. Perry, KS 66073 =	Local Public School		July 1, 2017	June 30, 2023 (2 nd)	1
Nelson, Jori Brookwood Elementary USD 512 3411 W 103 rd St. Leawood, KS 66206	Teacher, Public Elementary School	5,000+	June 30, 2021	June, 30, 2024 (1 st)	1 2 3
Oborny, Kristy- Executive USD 489 Hays, O'Loughlin Elem. 1401 Hall St Hays, KS 67601	Teacher, Public Elementary school	7,022	September 12, 2017 (completing partial term)	June 30, 2023 (2 nd)	5
Reed, Michael Chaparral High School USD 361 124 North Jennings Anthony, KS 67003	Teacher, CTE	400-1200	June 30, 2021	June, 30, 2024 (1 st)	10
Schmitz, Elizabeth 'Libby' Saint Thomas Aquinas High School 11411 Pflumm Rd. Overland Park, KS 66215	Teacher - Accredited K- 12 Non-Public		January 15, 2019	June 30, 2022 (1 st full)	4
Steinlage, Shana- Executive Marshall-Nemaha Ed Ser Coop 316 Main Street Seneca, KS 66538	Administrator, Special Education		July 1, 2018	June 30, 2024 (2 nd)	6
Truelove, Jim Pittsburg State University 115 Hughes Hall 1701 S. Broadway Pittsburg, KS 66762	Unit Head, IHE Public	NA	July 1, 2019	June 30, 2022 (1 st)	NA
Weir, Shelly- Executive Blue Valley North High School 12200 Lamar Ave. Overland Park, KS 66209	Teacher, Public Secondary School	5000 +	December 11, 2019	June 30, 2022 (1 st partial)	2
Wrigley, Phillip Topeka High School 800 SW 10 th Street Topeka, KS 66612	Teacher, Public High School	5000 +	July 1, 2020	June 30, 2023 (1 st)	4
Wyrick, John Labette County USD 506 901 East 5 th Street Altamont, KS 67330	Administrator, Chief Public School	1,600	December 11, 2019	June 30, 2022 (1 st partial)	9
Young, Alicia Wichita Public Schools 412 S. Main Wichita KS 67202	Teacher, Public Secondary School	3,013	July 1, 2017	June 30, 2023 (2 nd)	7 8 10

Roy Freeman 7205 Redwood Dr. Hutchinson KS 67502	Teacher, Public Middle School		November 1, 2022	June 30, 2025(1)	6
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REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number: 16 g.****Staff Initiating:**

Bert Moore

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date: 10/11/2022

Item Title:

Act on recommendation to appoint new Special Education Advisory Council member.

Recommended Motion:

It is moved that the Kansas State Board of Education appoint Linsey Graf to the Special Education Advisory Council representing an Administrator of Programs for Exceptional Children.

Explanation of Situation Requiring Action:

The Special Education Advisory Council is composed of no more than 21 individuals involved in or concerned with the education of children with exceptionalities. K.S.A. 72-3408(a). The membership must be representative of the state population and include representation from specific groups including two Administrators of Programs for Exceptional Children. K.S.A. 72-3408(b)(1)(F). A majority of the SEAC members shall be individuals with disabilities or parents of children with disabilities ages birth through 26. K.S.A. 72-3408(a). Lindsey Graf is the parent of a student with a disability and meets the majority requirement.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 h.

Staff Initiating:

Jon Harding

Director:

Commissioner:

Randy Watson

Meeting Date: 10/11/2022

Item Title:

Authorize out-of-state tuition contracts for students attending Kansas State School for the Blind

Recommended Motion:

It is moved that the Kansas State Board of Education authorize contracts for out-of-state tuition for the 2022-2023 school year for students attending the Kansas State School for the Blind.

Explanation of Situation Requiring Action:

It is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind (KSSB) to enter into contracts for out-of-state tuition with the school districts listed below.

KSSB will receive tuition payments from:

Raymore-Peculiar School District; Peculiar, Missouri - 1 day student + .2 residential - \$48,000

Lawson School District; Lawson, MO – 1 day student - \$40,000

Center School District; Kansas City, MO – 1 day student -\$40,000

Hickman Mills School District; Kansas City, MO – 1 day student + .8 residential - \$56,000

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 i.

Staff Initiating:

Jon Harding

Director:

Commissioner:

Randy Watson

Meeting Date: 10/11/2022

Item Title:

Authorize KSSB to contract with Bishop Ward High School for advance placement courses for KSSB students.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to initiate a contract with Bishop Ward High School to provide advanced placement classes for KSSB students in an amount not to exceed \$15,000.

Explanation of Situation Requiring Action:

In order to provide advanced placement courses for students unavailable at KSSB, it is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to initiate a contract with Bishop Ward High School in an amount not to exceed \$15,000.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 j.

Staff Initiating:

Jon Harding

Director:

Commissioner:

Randy Watson

Meeting Date: 10/11/2022

Item Title:

Authorize KSSB to renew contract with Providence Medical Center for PT and OT services

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to renew a contract with Providence Medical Center for physical therapy and occupational therapy services in an amount not to exceed \$95,000.

Explanation of Situation Requiring Action:

In order to provide occupational therapy and physical therapy services for the 2022-2023 school year, it is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to renew a contract with Providence Medical Center in an amount not to exceed \$95,000.

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number:** 16 k.**Staff Initiating:**

Jon Harding

Director:**Commissioner:**

Randy Watson

Meeting Date: 10/11/2022**Item Title:**

Authorize KSSB to renew contract with Quantum Resource Professionals for Speech Language Pathology Services.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to enter into contract with Quantum Resource Professionals to provide SLP services for students who attend KSSB.

Explanation of Situation Requiring Action:

In order to provide SLP services for KSSB students for the 2020-2021 school year, it is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to enter into contract with Quantum Resource Professionals in an amount not to exceed \$90,000

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 I.

Staff Initiating:

Jon Harding

Director:

Commissioner:

Randy Watson

Meeting Date: 10/11/2022

Item Title:

Authorize KSSB to renew contract with Accessible Arts, Inc. for related services and facilities use

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to renew a contract with Accessible Arts, Inc. for arts-related services for students attending KSSB in exchange for KSSB facility use and statewide outreach services in the Arts (drama, movement, dance, visual arts, music) for Kansas individuals with disabilities in an amount not to exceed \$134,000.

Explanation of Situation Requiring Action:

The Kansas State School for the Blind desires to renew the contract with Accessible Arts, Inc. for student services and for KSSB facility use. The not-to-exceed amount of \$134,000 for statewide outreach is state general fund money that flows through the KSSB budget for Accessible Arts, Inc.



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

Janet Waugh
District 1

Melanie Haas
District 2

Michelle Dombrosky
District 3

Ann E. Mah
District 4

Jean Clifford
District 5

Dr. Deena Horst
District 6

Ben Jones
District 7

Betty Arnold
District 8

Jim Porter
District 9

Jim McNiece
District 10

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

These updates will include:

- A. Act on Board Travel
- B. Legislative Liaison Report
- C. Committee Reports
- D. Board Attorney's Report
- E. Requests for Future Agenda Items

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



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Topeka, Kansas 66612-1212
(785) 296-3203
www.ksde.org

Janet Waugh
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Melanie Haas
District 2

Michelle Dombrosky
District 3

Ann E. Mah
District 4

Jean Clifford
District 5

Dr. Deena Horst
District 6

Ben Jones
District 7

Betty Arnold
District 8

Jim Porter
District 9

Jim McNiece
District 10

WEDNESDAY, OCTOBER 12, 2022

MEETING AGENDA

9:00 a.m.

1. Call to Order – Chair Jim Porter

2. Roll Call

3. Approval of Agenda

9:05 a.m. (IO)

4. Presentation from the 2022 Kansas Teacher of the Year

9:35 a.m. (IO)

5. Update from Kansas School for the Deaf

10:00 a.m.

Break

10:10 a.m. (IO)

6. Update from Kansas State School for the Blind

10:35 a.m. (IO)

7. Annual Report from Kansas State High School Activities Association

11:00 a.m.

Break

11:15 a.m. (DI)

8. KESA Retreat/Working Lunch

2:00 p.m.

ADJOURN

Agenda Number: 4

Meeting Date: 10/12/2022



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

Item Title: 2022 Kansas Teacher of the Year Team Presentation

From: Denise Kahler

At its October meeting, the Kansas State Board of Education will have the opportunity to hear from seven members of the 2022 Kansas Teacher of the Year Team.

2022 Kansas Teacher of the Year

- Susanne Stevenson, ESOL Instructional Coach, Dodge City USD 443

2022 Kansas Regional Teachers of the Year

- Amber Carithers, teaches 10-12 grade English language arts at Hutchinson High School, Hutchinson USD 308.
- Natalie Johnson-Berry, Dean of Students and Restorative Justice Coordinator, Kansas City USD 500
- Amanda Ketterling, Library Media Specialist, Bonner Springs Elementary School, Bonner Springs USD 204.
- Lisa Martinez, assistant principal, Dual Language Magnet School, Topeka, USD 501
- Kristin Salazar, 9-12 grade business and CTE teacher at Eisenhower High School, Goddard USD 265
- Laurie Thisius, a fourth-grade teacher at Cheney Elementary School, Cheney USD 268

*Megan O'Neill, moved to Florida.

These exemplary teachers will briefly introduce themselves and then share with Board members a recap of their year. They will be available to respond to questions from Board members following their presentation.



KANSAS SCHOOLS FOR THE DEAF AND THE BLIND

STATEWIDE RESOURCES ON DEAFNESS AND BLINDNESS

www.KSSDB.org

KANSAS SCHOOL FOR THE DEAF

450 EAST PARK ST. · OLATHE, KS 66061-5497
PHONE: 913-791-0573 FAX: 913-791-0577

KANSAS STATE SCHOOL FOR THE BLIND

1100 STATE AVE. · KANSAS CITY, KS 66102-4411
PHONE: 913-281-3308 FAX: 913-281-3104

Item Title: Update from Kansas School for the Deaf

From: Superintendent Luanne Barron

Statutes place the control and supervision, rules and regulations of the Kansas State School for the Deaf (76-1001a.) and Kansas State School for the Blind (76-1101a.) under the Kansas State Board of Education.

Kansas School for the Deaf Superintendent Luanne Barron will provide updates to the State Board.





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Item Title: Update from Kansas State School for the Blind

From: Superintendent Jon Harding

Statutes place the control and supervision, rules and regulations of the Kansas State School for the Deaf (76-1001a.) and Kansas State School for the Blind (76-1101a.) under the Kansas State Board of Education.

Kansas State School for the Blind Superintendent Jon Harding will provide updates to the State Board on activities and initiatives at KSSB.





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Subject: Annual Report from Kansas State High School Activities Association

Bill Faflick, Executive Director of the Kansas State High School Activities Association (KSHSAA), will present the organization's annual report of operation to the State Board of Education. He will review highlights and challenges of the past year in both activities and athletics.

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