



900 S.W. Jackson Street, Suite 600  
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[www.ksde.org](http://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, NOVEMBER 9, 2021 MEETING AGENDA

10:00 a.m.	1. Call to Order — Chair Jim Porter	
	2. Roll Call	
	3. Mission Statement, Moment of Silence and Pledge of Allegiance	
	4. Approval of Agenda	
	5. Approval of October Minutes	pg 6
10:05 a.m.	6. Commissioner's Report— Dr. Randy Watson	
10:30 a.m.	7. Citizens' Open Forum	pg 29
10:40 a.m. (AI)	8. Act on recommendations for Kansas Education Systems Accreditation	pg 30
10:45 a.m. (RI)	9. Receive Accreditation Review Council recommendations for KESA	pg 51
10:55 a.m. (AI)	10. Act on ESSER II and EANS II expenditure plans from public and private systems for use of federal COVID-19 relief funds	pg 76
11:05 a.m. (IO)	11. Overview of ESSER III	pg 77
11:15 a.m.	Recess open meeting until 1:30 p.m.	

(continued)

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

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

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

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

Next Meeting: Dec. 14 and 15, Topeka.

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

11:25 a.m.	12. Convene a hearing under the Kansas Administrative Procedure Act for case 21-PPC-01	pg 78
	a. Complainant oral argument – 15 minutes	
	b. Respondent oral argument – 15 minutes	
11:55 a.m.	Recess the hearing for case 21-PPC-01 until 4:40 p.m.	
	Lunch	
	Return to open meeting	
1:30 p.m. (IO)	13. Presentation from Miss Kansas 2021 Taylor Clark introducing her music education social impact initiative	pg 79
1:55 p.m. (IO)	14. Recognition of Confidence in Kansas Public Education's ABC Award Recipient	pg 80
2:15 p.m. (AI)	15. Act on higher education preparation program standards for Deaf / Hard of Hearing	pg 81
2:25 p.m. (IO)	16. Quarterly update from Special Education Advisory Council	pg 116
2:55 p.m.	Break	
3:10 p.m. (IO)	17. Legislative Matters—Interim Committee Reports	pg 117
3:25 p.m. (AI)	18. Discuss and Act on State Board of Education Legislative Positions	pg 118
4:25 p.m. (AI)	19. Consent Agenda	
	a. Receive monthly personnel report	pg 119
	b. Act on personnel appointments to unclassified positions	pg 120
	c. Act on recommendations for Visiting Scholar licenses	pg 121
	d. Act on recommendations of the Licensure Review Committee	pg 122
	e. Act on recommendations for licensure waivers	pg 128
	f. Act on recommendations for funding ESSER III Before and After School grants	pg 137
	g. Act on recommendations for funding the 2022 Volunteer Generation Fund grant awards	pg 138
	h. Act on license for new driver training school	pg 139
	i. Act on request from USD 250 Pittsburg to hold a bond election	pg 140
	j. Act on request from USD 250 Pittsburg for capital improvement (bond and interest) state aid	pg 142
	k. Act to amend contract with Greenbush Education Service Center for the purpose of teacher recruitment and retention initiatives	pg 144

4:35 p.m.	Recess open meeting	
4:40 p.m.	Reconvene the quasi-judicial functions of the State Board subject to KAPA	
5:00 p.m.	Return to open meeting	
5:05 p.m. (AI)	20. Act on recommendations of the Professional Practices Commission	pg 145
5:10 p.m.	<b>RECESS</b>	



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## WEDNESDAY, NOVEMBER 10, 2021 MEETING AGENDA

- |                 |  |        |
|-----------------|--|--------|
| 9:00 a.m.       | 1. Call to Order - Chair Jim Porter  |        |
|                 | 2. Roll Call   |        |
|                 | 3. Approval of Agenda  |        |
| 9:05 a.m. (IO)  | 4. Kansans Can Highlight — Civic Engagement application of skills and knowledge  | pg 172 |
| 10:15 a.m. (IO) | 5. Child Nutrition Program Update  | pg 173 |
| 10:40 a.m.      | Break  |        |
| 10:50 a.m.      | 6. Chair Report and Requests for Future Agenda Items<br>(AI) a. Act on Board travel<br>b. Committee Reports<br>c. Board Attorney's Report<br>d. Requests for Future Agenda Items | pg 174 |
| 11:30 a.m.      | 7. Executive session for personnel matters of non-elected personnel  | pg 175 |

### ADJOURN





# KANSAS STATE BOARD OF EDUCATION

## MISSION

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

## VISION

Kansas leads the world in the success of each student.

## MOTTO

Kansans CAN.

## SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

A successful Kansas high school graduate has the

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

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

## OUTCOMES FOR MEASURING PROGRESS

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



## MINUTES



Kansas State Board of Education

Tuesday, October 12, 2021

### **CALL TO ORDER**

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

(00:14:07)

### **ROLL CALL**

All Board members were present:

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

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

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

### **APPROVAL OF AGENDA**

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

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

### **APPROVAL OF THE SEPTEMBER MEETING MINUTES**

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

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

### **KANSAS STATE HIGH SCHOOL ACTIVITIES ASSOCIATION ANNUAL REPORT**

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

(00:17:58)

### **CITIZENS' OPEN FORUM**

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

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

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

(00:56:50)

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

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

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

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

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

**BREAK**

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

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

(01:25:29)

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

**LUNCH**

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

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

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

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

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

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

(04:23:47)

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

**BREAK**

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

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

(05:15:43)

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

#### **RECEIVE RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEMS ACCREDITATION**

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

(05:22:49)

#### **INFORMATION ON KESA REGIONAL SCHOOL IMPROVEMENT MODEL**

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

(05:28:40)

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

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

#### **MOTIONS**

(05:59:06)

(05:59:56)

### **ACTION ON REQUESTS FOR ORAL ARGUMENT**

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

#### **MOTION**

(05:59:06)

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

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

(06:17:37)

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

#### **BREAK**

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

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

(06:55:36)

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

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

(07:25:27)

## **ACTION ON CONSENT AGENDA**

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

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

*authorized the Commissioner of Education to negotiate and*

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

#### **SEPARATE ACTION ON CONSENT AGENDA ITEMS**

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

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

#### **RECESS**

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

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

**RECESS**

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Jim Porter, Chair

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Peggy Hill, Secretary

## ESSER II Overview and Table of Contents

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

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



## ESSER II Change Request Overview and Table of Contents

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

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

## EANS II Overview and Table of Contents

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

## MINUTES



Kansas State Board of Education

Wednesday, October 13, 2021

### CALL TO ORDER

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

(00:14:43)

### ROLL CALL

All Board members were present:

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

### APPROVAL OF AGENDA

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

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

### REPORT ON HIREPATHS AND EXPLORATION OF POSTSECONDARY OPTIONS

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

(00:17:22)

### CHAIRMAN'S REPORT

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

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

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

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

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

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

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

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

**Requests for Future Agenda Items —**

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

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

Board members took a break until 10 a.m.

**BREAK**

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

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

(01:14:49)

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

**ADJOURNMENT**

The meeting adjourned at noon.

**ADJOURN**

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

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Jim Porter, Chair

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Peggy Hill, Secretary

## MINUTES



Kansas State Board of Education

Tuesday, September 14, 2021

### CALL TO ORDER

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

(00:14:21)

### ROLL CALL

The following Board members were present:

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

Members Ann Mah and Jim McNiece were absent.

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

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

### APPROVAL OF AMENDED AGENDA

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

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

### APPROVAL OF THE AUGUST MEETING MINUTES

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

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

### COMMISSIONER'S REPORT

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

(00:17:50)

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

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

#### **CITIZENS' OPEN FORUM**

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

(00:53:30)

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

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

(00:55:52)

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

**MOTION**  
(01:15:06)

#### **ACTION ON RECOMMENDATION FOR KANSAS EDUCATION SYSTEMS ACCREDITATION**

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

**MOTION**  
(01:18:45)

#### **RECEIVE RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEMS ACCREDITATION**

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

(01:19:58)

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

### **ACTION ON HIGHER EDUCATION EDUCATOR PREPARATION PROGRAM STANDARDS FOR SCHOOL PSYCHOLOGIST**

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

(01:23:45)

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

**MOTION**  
(01:28:57)

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

**BREAK**

### **PREVIEW OF GREAT IDEAS IN EDUCATION CONFERENCE: UNFINISHED LEARNING**

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

(01:39:41)

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

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

(01:48:02)

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

**LUNCH**

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

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

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

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

#### **DISCUSSION ON STATE BOARD OF EDUCATION LEGISLATIVE PRIORITIES FOR 2022**

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

(03:47:19)

#### **INFORMATION ON AMERICAN RESCUE PLAN—HOMELESS CHILDREN AND YOUTH PROGRAM**

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

(04:32:39)

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

**BREAK**

#### **INFORMATION ON ELEVATE LEADERSHIP PROGRAM TO SUPPORT SCHOOL ADMINISTRATORS**

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

(05:21:14)

#### **ACTION ON CONSENT AGENDA**

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

**MOTION**  
(05:57:12)

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



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

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

#### **SEPARATE ACTION ON CONSENT AGENDA ITEM**

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

**MOTION**  
(05:57:25)

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

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

**MOTION**  
(05:58:18)

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

**MOTION**  
(05:58:59)

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

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

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

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

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

**Requests for Future Agenda Items —**

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

**EXECUTIVE SESSION**

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

**MOTION**

Open session resumed at 4:55 p.m.

**EXTENSION OF EXECUTIVE SESSION #1**

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

**MOTION**

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

**RECESS**

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Jim Porter, Chair

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Peggy Hill, Secretary

## ESSER II Overview and Table of Contents

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

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

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

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

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

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1	229	Blue Valley	21,779	8%	\$ 6,535,801	\$ 6,533,840	100%	\$ 6,535,801	\$ 6,535,801	\$ 1,961	100%	\$ 300
2	246	Northeast	433	71%	\$ 582,331	\$ 582,331	100%	\$ 582,331	\$ 582,331	\$ -	100%	\$ 1,345
3	285	Cedar Vale	136	56%	\$ 167,826	\$ 83,913	50%	\$ 167,826	\$ 167,826	\$ 83,913	100%	\$ 1,232
4	298	Lincoln	318	58%	\$ 246,941	\$ 246,941	100%	\$ 246,941	\$ 246,941	\$ -	100%	\$ 777
5	313	Buhler	2,216	35%	\$ 891,835	\$ 891,835	100%	\$ 891,835	\$ 891,835	\$ -	100%	\$ 403
6	402	Augusta	1,984	37%	\$ 975,501	\$ 479,589	49%	\$ 932,315	\$ 932,315	\$ 452,726	96%	\$ 470
7	420	Osage City	674	46%	\$ 496,759	\$ 346,202	70%	\$ 496,759	\$ 496,759	\$ 150,557	100%	\$ 737
8	445	Coffeyville	1,659	77%	\$ 2,303,652	\$ 2,303,652	100%	\$ 2,303,652	\$ 2,303,652	\$ -	100%	\$ 1,389
9	473	Chapman	1,064.70	42%	\$ 551,938	\$ 310,673	56%	\$ 551,938	\$ 551,938	\$ 241,265	100%	\$ 518
10	479	Crest	232.10	51%	\$ 150,050	\$ 150,050	100%	\$ 150,050	\$ 150,050	\$ -	100%	\$ 646
11	508	Baxter Springs	799	53%	\$ 868,582	\$ 847,902	98%	\$ 772,124	\$ 772,124	\$ (75,778)	89%	\$ 966
<b>Total</b>			<b>31,295</b>	<b>20%</b>	<b>\$ 13,771,216</b>	<b>\$ 12,776,928</b>	<b>93%</b>	<b>13,631,572</b>	<b>\$ 13,631,572</b>	<b>\$ 854,644</b>	<b>99%</b>	<b>\$ 436</b>

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# MINUTES



Kansas State Board of Education  
Wednesday, September 15, 2021

## CALL TO ORDER

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

(Recording  
delayed)

## ROLL CALL

The following Board members were present:

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

Members Ann Mah and Jim McNiece were absent.

## APPROVAL OF AMENDED AGENDA

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

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

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

**MOTION**  
(00:07:24)

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

Members Ann Mah and Jim McNiece were absent.

The meeting was in recess until 10 a.m.

## JOINT ANNUAL MEETING WITH THE KANSAS BOARD OF REGENTS

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

(00:41:47)

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

#### **REPORTS FROM COMMISSIONER WATSON AND PRESIDENT FLANDERS**

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

#### **INFORMATION ON FAFSA CHALLENGE**

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

#### **OPEN DISCUSSION**

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

#### **ADJOURNMENT**

The meeting adjourned at 11:32 a.m.

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

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Jim Porter, Chair

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Peggy Hill, Secretary





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

**Item Title:** Citizens' Open Forum

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

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

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

**Notes about Citizens Open Forum and Safety Protocol:**

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

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8

**Staff Initiating:**  
Jeannette Nobo

**Director:**  
Mischel Miller

**Commissioner:**  
Randy Watson

**Meeting Date:** 11/9/2021

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**Item Title:**

Act on recommendations for Kansas Education Systems Accreditation

**Recommended Motion:**

It is moved that the Kansas State Board of Education accept the recommendation of the Accreditation Review Council and award the status of accredited to St. John Elementary and the status of conditionally accredited to Annoor Islamic.

**Explanation of Situation Requiring Action:**

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

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

Z0029-9895 St. John Elementary - Accredited  
Z0065-9898 Annoor Islamic - Conditionally Accredited

Staff will be available for any questions.

# Accreditation Summary

**Date:** 10/07/2020

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

**City:** Kansas City

**Superintendent:** Vincent Cascone

**Principal:** Chris Reffett

**OVT Chair:** Nancy Bolz

## Executive Summary/AFI

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

### ARC Comment

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

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

### ARC Comment

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

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

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

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

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

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

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

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

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

## Areas for Improvement

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

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

## 2. MTSS

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

## 3. Lexia Grades 4-8

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

#### 4. ALEKS and Kahn Academy

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

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

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

#### 6. Students with Complex Learning Needs

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

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

#### **ARC Comment**

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

Interventions listed were:

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

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

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

#### **ARC Comment**

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

Their stated interventions were:

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

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

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

#### **Areas for Improvement**

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

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

#### 7. Process for Analyzing Goals

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

#### 8. Professional Development Days

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

#### 9. School Advisory Council

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

#### 10. Overall Learning Expectations

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



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

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

#### **ARC Comment**

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

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

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

#### **ARC Comment**

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

#### **Board Outcomes**

##### **Social-Emotional Growth**

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

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

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

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

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

#### **Kindergarten Readiness**

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

#### **Individual Plans of Study**

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

#### **High School Graduation Rate**

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

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

#### **Postsecondary Success**

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

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

#### **ARC Comment**

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

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

#### **ARC Comment**

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

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

#### **ARC Comment**

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

## **ARC Recommendation**

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

#### **Justification**

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

#### **Strengths**

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

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

#### **Challenges**

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

## **System Appeal**

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

#### **Appeal Summary**

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

# Final Recommendation

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

## Justification

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

### AFI – MTSS Process

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

### AFI – Goals

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

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



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

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

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

Demographics



276 Students

African American 1.81%  
Hispanic 15.94%  
Other 9.42%  
White 72.83%

Academically Prepared for Postsecondary Success

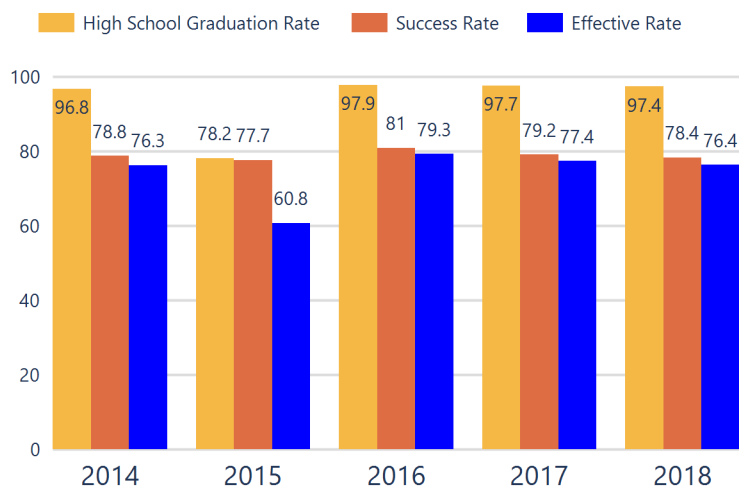
The percentage of students who scored at Levels 3 and 4 on the state assessment.

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

District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



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

Five-Year Graduation Avg

**94%**

Five-Year Success Avg

**79%**

Five-Year Effective Avg

**74%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**61.1 - 66.7%**

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

N/A

State: School ESSA Expenditures Per Pupil

88.3

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

N/A

State:  
\$12,193

95.2%

State:  
94.5

11.0%

State:  
13.9

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

N/A

State:  
1.3



### School Academic Success

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

#### ALL STUDENTS

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

#### FREE AND REDUCED LUNCH STUDENTS

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

#### STUDENTS WITH DISABILITIES

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

#### AFRICAN-AMERICAN STUDENTS

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

#### HISPANIC STUDENTS

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

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

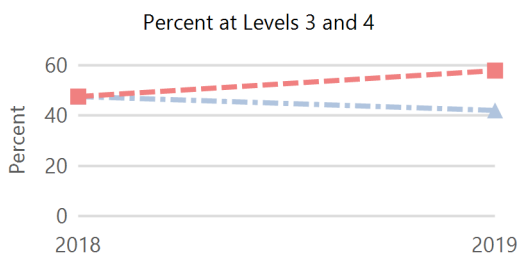
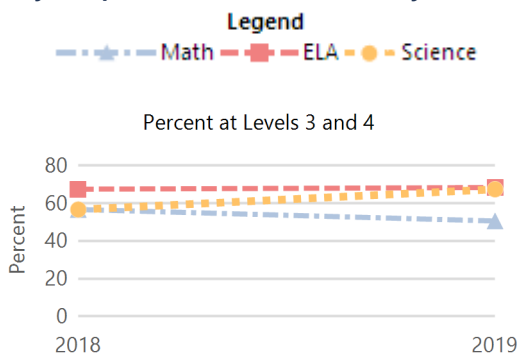
### ACT Performance (2020 School Year)

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

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success

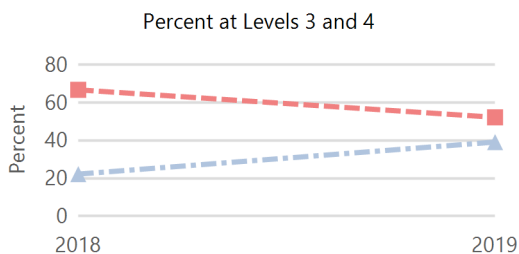


Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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



### Building

State

20.4

# Accreditation Summary

**Date:** 07/13/2021

**System:** 0064-9898 Annoor Islamic School

**City:** Wichita

**Superintendent/Principal:** William Barton

**OVT Chair:** Zaheer Arastu

## Executive Summary/AFI

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

### ARC Comment

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

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

### ARC Comment

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

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

The ratings in this area were as follows:

#### Tiered Framework of Support

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

#### Family, Communities and Business Partnerships

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

#### Diversity, Equity and Inclusion

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

#### Communication and Basic Skills

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

#### Civic and Social Engagement

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

#### Physical and Mental Health

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

#### Arts and Cultural Appreciation

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

#### Postsecondary and Career Preparation

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

### Areas for Improvement

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



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

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

### Areas for Improvement

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

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

### ARC Comment

Indicators include:

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

### Areas for Improvement

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

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

### **ARC Comment**

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

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

### **ARC Comment**

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

### **Board Outcomes**

#### **Social-Emotional Growth**

Annoor Islamic School admits to needing to further develop social-emotional growth. They have used the Gallup Student Poll to measure "hope" and administered some Cognia social-emotional surveys related to how students feel at school and their relationships. Cognia surveys were also utilized to survey parents' and teachers' perspectives on student social and emotional progress. It is unclear how the data collected is being used.

#### **Kindergarten Readiness**

The ASQ test for kindergarten students is used to gather data for readiness. There are collaborative meetings between the PreK teachers and the kindergarten teachers to provide qualitative data. Annoor Islamic School admits that they need to collect long-term data related to kindergarten readiness in order to identify how best to serve all students.

#### **Individual Plans of Study**

The system admits that this is a weakness. An IPS is in place for high school students, but they are just beginning implementation of an IPS for middle school students.

#### **High School Graduation Rate**

Three students have graduated from Annoor Islamic High School. All three met the graduation requirements for the state of Kansas.

#### **Postsecondary Success**

All three graduates of Annoor Islamic School are successful. Two of the three are currently enrolled in college, and one is attending community college.

## Areas For Improvement

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

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

### ARC Comment

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

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

### ARC Comment

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

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

### ARC Comment

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

## ARC Recommendation

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

### Justification

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

## **Strengths**

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

## **Challenges**

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



## Annoor Islamic School - Z0064

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

District Accreditation Status: **Accredited**

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

Grades: **PK-12**

Superintendent:

### Demographics



121 Students

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

### Academically Prepared for Postsecondary Success

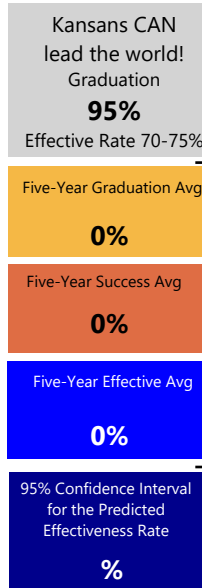
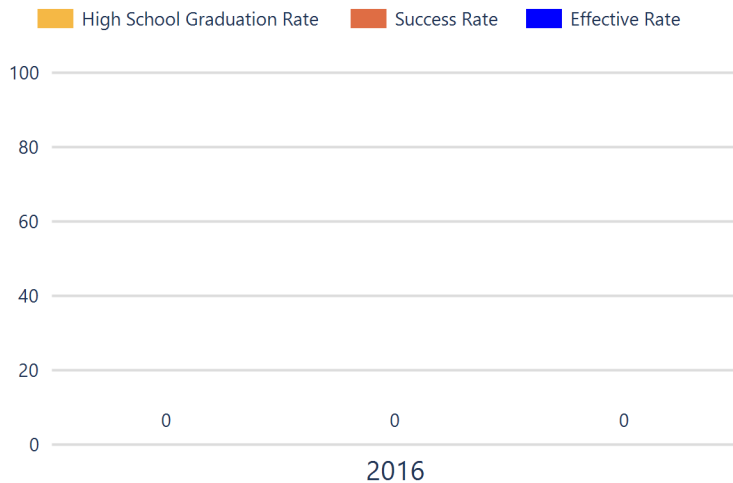
The percentage of students who scored at Levels 3 and 4 on the state assessment.

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

### District Kansans Can Star Recognition

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

### District Postsecondary Effectiveness



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

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

#### GRADUATION RATE

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

N/A

State: 88.3

#### District ESSA Expenditures Per Pupil

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

N/A

State: \$12,193

#### ATTENDANCE RATE

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

74.5%

State: 94.5

#### CHRONIC ABSENTEEISM

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

100.0%

State: 13.9

#### DROPOUT RATE

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

N/A

State: 1.3

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



### District Academic Success

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

#### ALL STUDENTS

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

#### FREE AND REDUCED LUNCH STUDENTS

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

#### STUDENTS WITH DISABILITIES

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

#### AFRICAN-AMERICAN STUDENTS

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

#### HISPANIC STUDENTS

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

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

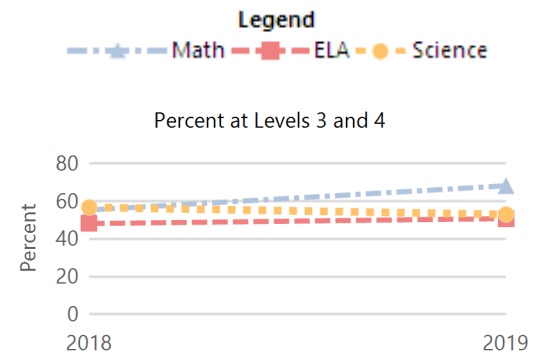
### ACT Performance (2020 School Year)

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

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success

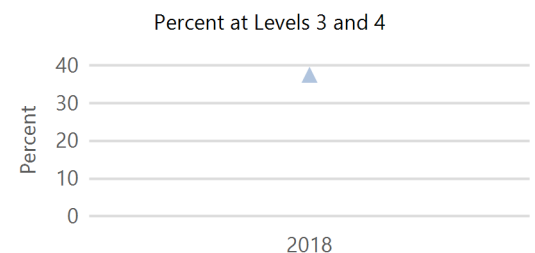


Percent at Levels 3 and 4

\*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.

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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

State 20.4



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

**Item Title:** Receive Accreditation Review Council recommendations for KESA

**From:** Jeannette Nobo

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

The Accreditation Review Council met in April, June, July and September to review all systems. As of this date, the State Board of Education has been presented with 36 of the 39 systems scheduled for an accreditation status recommendation.

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

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

The systems presented this month are:

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

Staff will be available for questions.

# Accreditation Summary

**Date:** 06/18/2021

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

**City:** Kansas City

**Principal:** Jane Sullivan

**Superintendent:** Vincent Cascone

**OVT Chair:** Nancy Bolz

## Executive Summary/AFI

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

### ARC Comment

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

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

### ARC Comment

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

Cognia review ratings are:

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

The ratings in this area were as follows:

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

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



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

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

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

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

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

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

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

### ARC Comment

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

### Areas for Improvement

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

**Timeline** 06-01-2022

**System Response** We are gathering data and reviewing it at this time. We will be setting our goals using that data.

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

#### **ARC Comment**

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

#### **Areas for Improvement**

**Comment** Improvement Goals - None listed

**Rationale** The Every Institution Every Year report has a place for goal, but none were listed.

**Tasks** Same as for section three. State Accreditation requires systems to utilize its system data to determine and address goals (at least two) for the purpose of improvement and student learning.

**Timeline** 06-01-2022

**System Response** We are currently gathering the data and reviewing it to create our goals.

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

#### **ARC Comment**

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

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

#### **ARC Comment**

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

#### **Board Outcomes**

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

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

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

#### **ARC Comment**

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

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

#### **ARC Comment**

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

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

#### **ARC Comment**

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

## ARC Recommendation

---

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

### Justification

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

### Strengths

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

### Challenges

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

## System Appeal

---

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

### Appeal Summary

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

## Final Recommendation

---

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

### Justification

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



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

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

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

### Demographics



265 Students

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

### Academically Prepared for Postsecondary Success

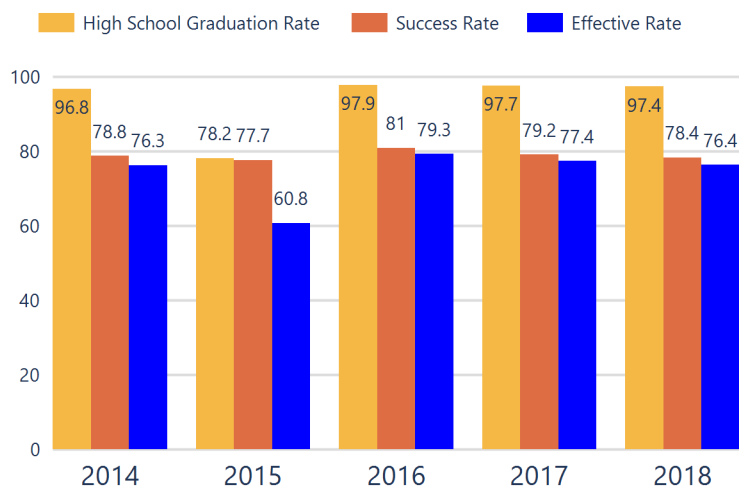
The percentage of students who scored at Levels 3 and 4 on the state assessment.

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

### District Kansans Can Star Recognition

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

### District Postsecondary Effectiveness



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

Five-Year Graduation Avg

**94%**

Five-Year Success Avg

**79%**

Five-Year Effective Avg

**74%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**61.1 - 66.7%**

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

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

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

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

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

#### GRADUATION RATE

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

#### ATTENDANCE RATE

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

#### CHRONIC ABSENTEEISM

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

#### DROPOUT RATE

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

N/A

#### State: School ESSA Expenditures Per Pupil

88.3

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

N/A

State:  
\$12,193

96.4%

State:  
94.5

4.1%

State:  
13.9

6.4%

State:  
1.3

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



## School Academic Success

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

### ALL STUDENTS

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

### FREE AND REDUCED LUNCH STUDENTS

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

### STUDENTS WITH DISABILITIES

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

### AFRICAN-AMERICAN STUDENTS

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

### HISPANIC STUDENTS

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

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

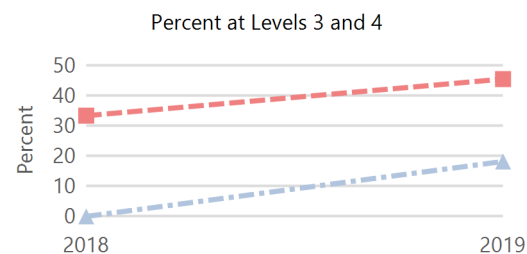
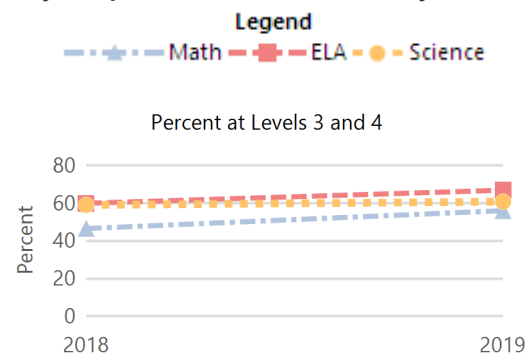
## ACT Performance (2020 School Year)

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

Note: Not all eligible students completed an ACT.



## Academically Prepared for Postsecondary Success

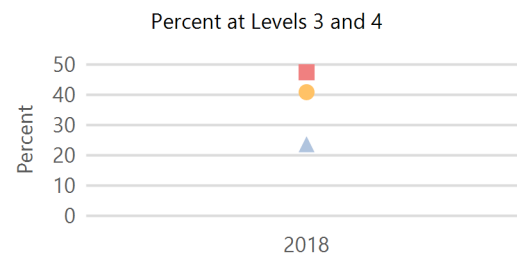


Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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



## Building

State 20.4

# Accreditation Summary

**Date:** 06/18/2021

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

**City:** Kansas City

**Principal:** Michele Watson

**Superintendent:** Vincent Cascone

**OVT Chair:** Nancy Bolz

## Executive Summary/AFI

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

### ARC Comment

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

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

### ARC Comment

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

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

### ARC Comment

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

## Areas for Improvement

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

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

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

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

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

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

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

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

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



2020-2021 The highest percentage of students achieving above the state assessed benchmark for ELA was 87% (Grade 4); Math was 91% (3rd grade) and Science 91% (5th grade). Conversely in that same period, the lowest percentage of students achieving above the state assessed benchmark for ELA was 41% (6th grade), 44% (6th grade), and Science 54% (8th grade.)

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

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

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

#### **ARC Comment**

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

#### **Areas for Improvement**

<b>Comment</b>	Goal setting of measurable Improvement goals
<b>Rationale</b>	Goal setting allows a system to think and identify what they want to achieve in their future. Measurable goals provide a destination of what is to be achieved and allows the system to determine and track progress.
<b>Tasks</b>	Same as in section three (3) - Develop an improvement plan based on a needs assessment of the system that will identify areas of focus to help improve the system and meet school and state outcomes.
<b>Timeline</b>	06-02-2022
<b>System Response</b>	<p>Goal 2 (Rigor)</p> <p>4. Please review the artifact entitled "Strategic Plan". It was noted in the Accreditation Summary that SMART goals were not included in the strategic plan in place for the reaccreditation cycle. That is correct; however, we have rewritten the strategic plan to include the specific, measurable, attainable, relevant and time-based components.</p>

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

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

### **ARC Comment**

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

### **System Response**

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

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

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

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

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

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

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

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

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

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

Institution IEQ 346.00 CIN 5 Year IEQ Range 278.34 – 283.33

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

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

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

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

#### **ARC Comment**

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

## **Board Outcomes**

### **Social-Emotional Growth**

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

### **Kindergarten Readiness**

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

### **Individual Plans of Study**

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

**High School Graduation Rate**

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

**Postsecondary Success**

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

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

**ARC Comment**

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

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

**ARC Comment**

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

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

**ARC Comment**

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

## ARC Recommendation

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

### Justification

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

### Strengths

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

### Challenges

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

## System Appeal

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

### Appeal Summary

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

## Final Recommendation

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

### Justification

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

AFI – Goals

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



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

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

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

### Demographics



337 Students

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

### Academically Prepared for Postsecondary Success

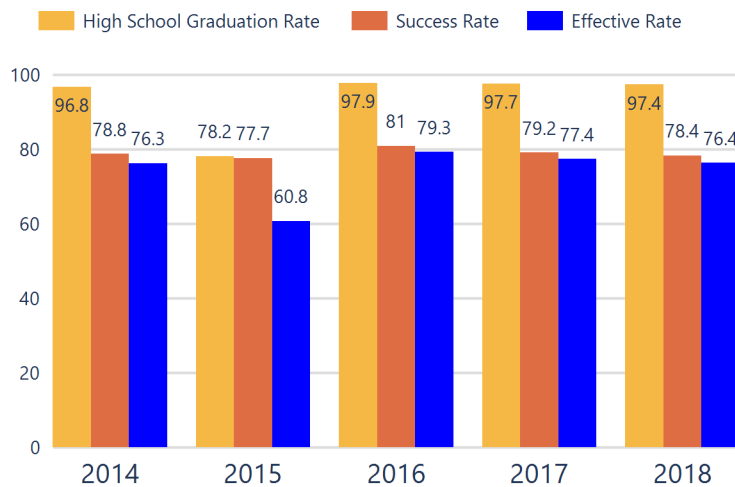
The percentage of students who scored at Levels 3 and 4 on the state assessment.

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

### District Kansans Can Star Recognition

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

### District Postsecondary Effectiveness



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

Five-Year Graduation Avg

**94%**

Five-Year Success Avg

**79%**

Five-Year Effective Avg

**74%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**61.1 - 66.7%**

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

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

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

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

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

#### GRADUATION RATE

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

#### ATTENDANCE RATE

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

#### CHRONIC ABSENTEEISM

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

#### DROPOUT RATE

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

N/A

#### State: School ESSA Expenditures Per Pupil

88.3

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

N/A

State:  
\$12,193

96.9%

State:  
94.5

4.7%

State:  
13.9

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

N/A

State:  
1.3



### School Academic Success

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

#### ALL STUDENTS

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

#### FREE AND REDUCED LUNCH STUDENTS

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

#### STUDENTS WITH DISABILITIES

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

#### AFRICAN-AMERICAN STUDENTS

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

#### HISPANIC STUDENTS

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

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

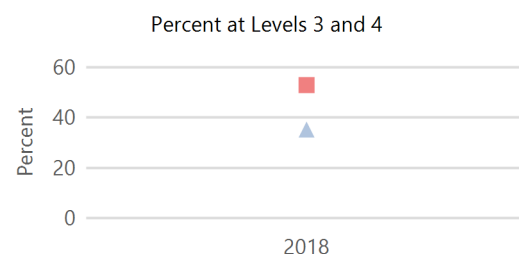
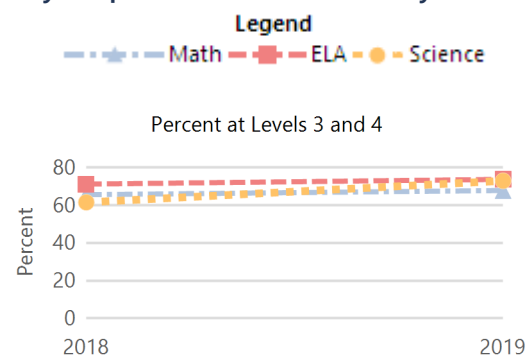
### ACT Performance (2020 School Year)

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

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success

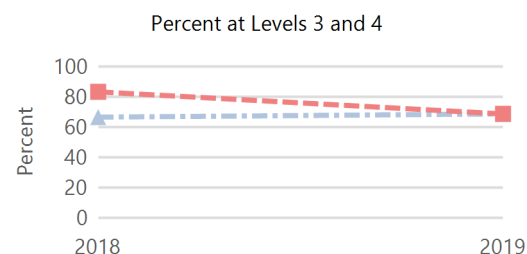


Percent at Levels 3 and 4

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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.



### Building

State 20.4



# Accreditation Summary

**Date:** 06/17/2021

**System:** D0381 Spearville (0000)

**City:** Spearville

**Superintendent:** Daryl Stegman

**OVT Chair:** Justin Coffey

## Executive Summary/AFI

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

### ARC Comment

There are no compliance areas noted by KSDE.

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

### ARC Comment

- Tiered Framework of Supports: Spearville assesses their students reading levels by using the MAPS Growth Reading test at least three times a year and STAR test quarterly. The intervention routine is two weeks of reading/two weeks of mathematics. Spearville staff created an Intervention Guidelines and Procedures process to ensure fidelity of their system, this includes data analysis. The system has been using data to inform student groupings as well as intervention programming.

- Stakeholder Engagement: The system engages with families and the community in a variety of ways. The staff reads to the community on Sunday, for a bedtime story. The system is also planning a community field trip day to tour the businesses and local attractions.

- Diversity, Equity, and Access: The system complies with all IDEA requirements. Their curriculum is focused on teaching diversity and inclusion for various cultures and backgrounds, this includes the music teacher and the curriculum implemented in their classroom.

- Communication and Basic Skills: Spearville has implemented a variety of online platforms to communicate/engage the community with upcoming events and special programming. The middle/school high school has a weekly survey where staff provide feedback regarding communication and areas for improvement.

- Civic and Social Engagement: The system has focused on civic and social engagement by partnering with local agencies and providing opportunities for volunteerism by community members within the school.

- Physical and Mental Health: Spearville has implemented the SAEBERS data collection tool to assess student risk behaviors and to implement specific SEL lessons based on the data collected from the tool. The system has focused on social-emotional learning and has had a variety of staff members engage in professional learning to increase capacity regarding social-emotional learning. The system has also increased P.E. class time, created more opportunities for play, and physical activity through special programming.

- Arts and Cultural Appreciation: All students K-12 have some type of music class; art is offered in all schools as well. Thematic units are taught to create opportunities for individual expression. Special projects allow students to engage in learning opportunities for arts and cultural appreciation.

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

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

**ARC Comment**

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

**Areas for Improvement**

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

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

**ARC Comment**

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

**Areas for Improvement**

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

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

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**

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

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**

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

#### **Board Outcomes**

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

#### **Areas for Improvement**

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

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

**ARC Comment**

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

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

**ARC Comment**

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

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

**ARC Comment**

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

## ARC Recommendation

---

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

**Justification**

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

**Strengths**

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

**Challenges**

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

# System Appeal

---

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

## Appeal Summary

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

## Final Recommendation

---

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

## Justification

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

AFI – Goal 1 and 2

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

AFI – Individual Plans of Study

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



## Spearville USD 381

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

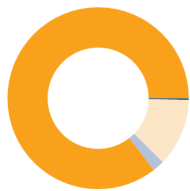
District Accreditation Status: **Accredited**

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

Grades: **PK-12,NG**

Superintendent: **Daryl Stegman**

### Demographics



339 Students

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

### Academically Prepared for Postsecondary Success

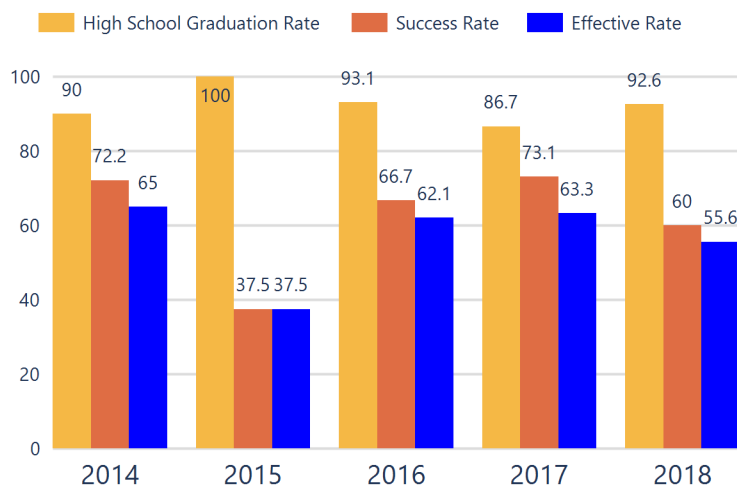
The percentage of students who scored at Levels 3 and 4 on the state assessment.

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

### District Kansans Can Star Recognition

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

### District Postsecondary Effectiveness



Kansans CAN lead the world!  
Graduation

**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**92%**

Five-Year Success Avg

**63%**

Five-Year Effective Avg

**58%**

95% Confidence Interval for the Predicted Effectiveness Rate

**57.3 - 61.7%**

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

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

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

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.

**94.7%**

State: 88.3

### District ESSA Expenditures Per Pupil

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

**\$12,617**

State:

\$12,193

**95.0%**

State: 94.5

**10.7%**

State: 13.9

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

**N/A**

State: 1.3



### District Academic Success

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

#### ALL STUDENTS

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

#### FREE AND REDUCED LUNCH STUDENTS

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

#### STUDENTS WITH DISABILITIES

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

#### AFRICAN-AMERICAN STUDENTS

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

#### HISPANIC STUDENTS

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

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

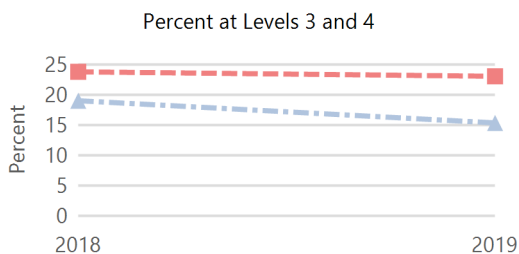
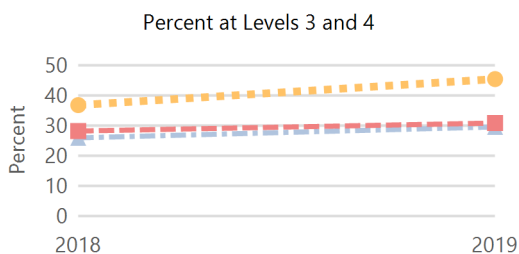
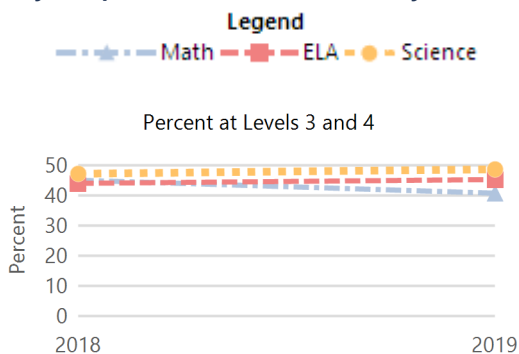
### ACT Performance (2020 School Year)

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

Note: Not all eligible students completed an ACT.

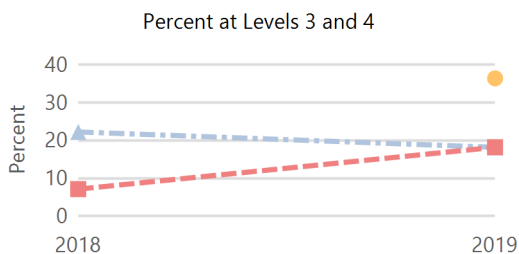


### Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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



District	19.8
State	20.4

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 10

**Staff Initiating:**

Doug Boline and  
Tate Toedman

**Deputy Commissioner:**

Brad Neuenswander

**Commissioner:**

Randy Watson

**Meeting Date:** 11/9/2021

---

**Item Title:**

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

**Recommended Motion:**

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

AND

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

**Explanation of Situation Requiring Action:**

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

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

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

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

In addition, an update on the EANS II state application status will be provided.



**Agenda Number:** 11

**Meeting Date:** 11/9/2021



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

**Item Title:** Overview of ESSER III

**From:** Brad Neuenswander

KSDE staff will provide an overview of the ESSER III timeline and process, along with an update on how schools are initially using their federal ESSER funds. In addition, staff will provide updates on the state set-aside funds and initiatives to support school districts in response to COVID-19.

*(ESSER is the Elementary and Secondary School Emergency Relief federal aid)*

**Agenda Number:** 12

**Meeting Date:** 11/9/2021



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

**Item Title:** Convene a hearing under the Kansas Administrative Procedure Act for case 21-PPC-01

*Explanation provided with Item 20, page 145.*

- a. Complainant oral argument – 15 minutes
- b. Respondent oral argument – 15 minutes

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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

**Subject:** Presentation from Miss Kansas 2021 Taylor Clark introducing her music education social impact initiative

Taylor Clark, Miss Kansas 2021, will present the benefits of music to education, health and community in an engaging and exciting manner. Taylor will share her story of personal discovery through growing up in music programs and the Miss Kansas Organization, and how these experiences helped her to find her voice, discover her passions for her future career as a teacher, and grow in her personal confidence and public speaking skills.

On July 10, Taylor Clark of St. John, Kansas, a senior at Kansas State University majoring in Music Education, was crowned Miss Kansas 2021. As Miss Kansas, Taylor will make more than 400 appearances during her year of service, many of them motivational presentations to students in Kansas schools. Taylor's social impact initiative is *Sound for Common Ground: Music Connects*. Her focus for this initiative is to break down barriers and have courageous conversation around inequities, hardships and unforeseen circumstances. Throughout her year of service, Taylor will work to connect her social impact initiative with the Miss America and Miss Kansas organizations. She will serve as an ambassador, representing the organization across Kansas.

**Agenda Number:** 14

**Meeting Date:** 11/9/2021



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

**Item Title:** Recognition of Confidence in Kansas Public Education's ABC Award Recipient

**From:** Denise Kahler

The Confidence in Public Education Task Force is a non-profit corporation whose primary purpose is to strengthen confidence in Kansas public education and to increase awareness of the positive aspects of public education in this state. Each year, the Task Force presents the ABC Award to an individual or organization that has provided a long-term contribution, had a significant impact, or demonstrated an uncommon commitment to public education across the state.

Confidence in Public Education Task Force Chair G.A. Buie will join the Board for the announcement and presentation of the 2021 recipients of the ABC Award.

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

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

Catherine Chmidling

**Director:**

Mischel Miller

**Commissioner:**

Randy Watson

**Meeting Date:****11/9/2021****Item Title:**

Act on higher education program standards for Deaf / Hard of Hearing

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the new educator preparation program standards for Deaf / Hard of Hearing, Birth through Third grade, Pre-K-12.

**Explanation of Situation Requiring Action:**

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

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

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

Kansas Licensure Standards for

**Deaf or Hard-of-Hearing**

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

June, 2021

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

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

**STANDARD 1      Characteristics/Legal/Historical/Philosophical**

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

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



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

## **Function 1.2**

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

<b>Content Knowledge</b>	<b>Professional Skills</b>
CK 1.2.1 Understands the cultural vs medical perspectives for DHH individuals, considering the characteristics of DHH learners when identifying needs and determining appropriate strategies and learning environments when planning and providing instruction	PS 1.2.8 Applies an appropriate cultural awareness vs medical perspective of DHH individuals, considering characteristics of DHH learners, to help identify needs and determine appropriate strategies and learning environments when planning and providing instruction
CK 1.2.2 Knows the characteristics, strengths, and challenges of all DHH learners including those with co-occurring conditions (e.g., cognitive, learning disabilities, giftedness, behavior/emotional, autism, deaf+)	PS 1.2.9 Explains the characteristics of all DHH learners including those with co-occurring conditions (i.e., deaf+) in terms of cognitive, pre-academic, academic, social, behavioral, and adaptive behaviors
CK 1.2.3 Understands the aspects of differentiation, intervention strategies, and theories based on the characteristics of all DHH learners	PS 1.2.10 Integrates the needs of the DHH learner, based on data, to analyze, practice and differentiate instruction accordingly
CK 1.2.4 Knows the characteristics of DHH learners in terms of cognitive, pre-academic, academic, social, behavioral, and adaptive behavior and the impact on learning	PS 1.2.11 Explains the characteristics of DHH learners in terms of cognitive, pre-academic, academic, social, behavioral, and adaptive behavior and the impact on learning
CK 1.2.5 Understands current evidence-based research regarding the cause of disabilities as well as advancements in treatments, therapies,	PS 1.2.12 Uses current evidence-based developmental, educational, and medical research to develop appropriate instructional plans and

interventions (e.g., early visual language exposure), and instructional strategies (e.g., bilingual strategies) for DHH learners' education needs	interventions to provide effective educational instruction to DHH learners
CK 1.2.6 Identifies co-occurring conditions and their effects on development, including impact of cognitive, pre-academic, academic, social, behavioral, and adaptive behaviors on DHH learners' educational progress and social functioning	PS 1.2.13 Explains the impact of DHH learner's characteristics on cognitive, pre-academic, academic, social, behavioral, and adaptive behaviors on educational progress and social functioning
CK 1.2.7 Understands the relationship of cultural beliefs, traditions, and values of the DHH learner, family, and community on the provision of education and/or special education services	PS 1.2.14 Demonstrates respect of the cultural beliefs, traditions, and values of the DHH learner and family during identification, placement, and provision of education and/or special education services

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

<p>CK 1.3.4</p> <p>Understands how case law and federal and state legislation affect current educational practices, teacher requirements, developmental and educational interventions, and DHH learner outcomes, both evidence-based and non-evidence-based</p>	<p>PS 1.3.8</p> <p>Explains how case law and federal and state legislation apply to current education practices (both evidence-based and non-evidence-based), teacher requirements, developmental and educational interventions and DHH learner outcomes</p>
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<p><b>Function 1.4</b></p> <p>The educator of DHH learners understands the legal rights of families</p>	
Content Knowledge	Professional Skills
<p>CK 1.4.1</p> <p>Understands the definition of “parent” in state and federal statutes and knows the rights afforded parents/legal guardians, DHH learners, and professional team members under general and special education law</p>	<p>PS 1.4.7</p> <p>Explains general, special, and deaf education legal rights and responsibilities afforded to parents/legal guardians, DHH learners, and professional team members in understandable terms</p>
<p>CK 1.4.2</p> <p>Knows early intervention and general, special, and deaf education processes and procedures regarding collaboration, consultation and teaming to serve and benefit DHH learners</p>	<p>PS 1.4.8</p> <p>Communicates early intervention and general, special, and deaf education procedures, program needs, processes and outcomes to family members, school and community members who serve DHH learners</p>
<p>CK 1.4.3</p> <p>Understands the meaning and purpose of parental consent that is needed for every special education action in accordance to state and federal laws, especially as they pertain to DHH learners</p>	<p>PS 1.4.9</p> <p>Explains the meaning and intent of parent consent that is needed for every special education action in accordance with state and federal laws, especially as they pertain to DHH learners</p>
<p>CK 1.4.4</p> <p>Understands parent rights and the reasons for these rights in relation to timelines for early intervention, the initial evaluation, re-evaluation, identification, education services, education placement, and other procedural safeguards as written in state or federal laws, especially as they pertain to DHH learners</p>	<p>PS 1.4.10</p> <p>Demonstrates knowledge of parent rights including notification for timelines for early intervention, initial evaluation, re-evaluation, identification, education services, education placement, and other procedural safeguards as written in state or federal laws, especially as they pertain to DHH learners</p>
<p>CK 1.4.5</p> <p>Understands parent rights and procedural safeguards, and the intent of these elements (especially as they pertain to DHH learners), that include formal complaints, mediation, and due process hearings as stated in state and federal laws, as well as resources to obtain additional information and support (e.g., parent information centers)</p>	<p>PS 1.4.11</p> <p>Provides explanations of parent right and procedural safeguards including the intent of these rights/safeguards (especially as they pertain to DHH learners) that include formal complaints, mediation, and due process hearing as stated in state and federal laws, as well as resources to obtain additional information and support (e.g., parent information centers)</p>

<p>CK 1.4.6</p> <p>Understands that the “person acting as a parent” with whom the DHH learner lives, or a person who is legally responsible for the welfare of the DHH learner, is the legal decision maker for the DHH learner</p>	<p>PS 1.4.12</p> <p>Recognizes and interacts with the “person acting as a parent” with whom the DHH learner lives, or a person who is legally responsible for the welfare of the DHH learner, is the legal decision maker for the DHH learner</p>
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**STANDARD 2      Assessment**

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

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

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

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

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

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

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

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



<p>CK 2.4.3</p> <p>Understands techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments</p>	<p>PS 2.4.9</p> <p>Uses techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments</p>
<p>CK 2.4.4</p> <p>Knows strategies for DHH learner assessment to manage transitions in educational placements, environments, school and life changes, and settings (e.g., new school settings, teachers, school environments, etc.)</p>	<p>PS 2.4.10</p> <p>Uses strategies for DHH learner assessment to manage transitions in educational placements, environments, school and life changes, and settings (e.g., new school settings, teachers, school environments, etc.)</p>
<p>CK 2.4.5</p> <p>Understands the use of DHH learner assessment data to guide early intervention, instruction, and transitional planning (including Individual Plan of Study) and post school outcomes to meet the DHH learner's needs</p>	<p>PS 2.4.11</p> <p>Utilizes appropriate formative, summative, and diagnostic assessment of expanded core curriculum, visual and spoken language skills, literacy skills, auditory skills, self-advocacy, self-determination, functional listening, self-care skills, and student safety to guide early intervention, instruction, and transitional planning (including Individual Plan of Study) and post school outcomes to meet the DHH learner's needs</p>
<p>CK 2.4.6</p> <p>Knows the meaning of results in lay terms in relation to statewide assessments, formative and summative evaluations, and DHH learner progress as well as understanding the need for empowering families about the DHH learner's developmental and educational needs and subsequent outcomes</p>	<p>PS 2.4.12</p> <p>Explains the meaning of results in lay terms in relation to statewide assessments, formative and summative evaluations, and DHH learner progress with the intent of further empowering families to the DHH learner's developmental and educational needs and subsequent outcomes</p>

**STANDARD 3      Child Development and Learning**

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

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

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

### **Function 3.2**

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

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

### **Function 3.3**

The educator of DHH learners uses the knowledge of development to create healthy, respectful, supportive, and challenging learning environments for all DHH learners

<b>Content Knowledge</b>	<b>Professional Skills</b>
<p>CK 3.3.1</p> <p>Knows basic methods for promoting the development of DHH learner's self-regulatory skills</p>	<p>PS 3.3.8</p> <p>Applies principles of effective classroom management to establish clear rules and standards of behavior (e.g., daily routines, setting up classroom rules, providing choices, logical consequences) for DHH learners</p>
<p>CK 3.3.2</p> <p>Understands the importance of a language-rich and literacy-rich environment to support and expand DHH learner's communication through ASL, English literacy, listening, spoken language, and other modes</p>	<p>PS 3.3.9</p> <p>Creates a language-rich and literacy-rich environment for DHH learners and implements components of literacy throughout the environment (e.g., by using printed material, dramatic play, environmental print, listening center, writing materials) to model ASL, English literacy, listening, spoken language, and other modes during daily routines</p>
<p>CK 3.3.3</p> <p>Understands the importance of a culturally sensitive, including deaf culture, learning environments for DHH learners and their families</p>	<p>PS 3.3.10</p> <p>Uses a variety of materials and strategies to support a multicultural, including deaf culture, and anti-bias curriculum for DHH learners in the classroom (e.g., pictures, books, and cultural artifacts) and with families</p>
<p>CK 3.3.4</p> <p>Knows how to create a learning environment that encourages DHH learners to work productively and cooperatively with each other to achieve learning goals</p>	<p>PS 3.3.11</p> <p>Plans and selects activities and materials that incorporate team building, cooperative learning, respect and personal responsibility (e.g., morning meeting, positive reinforcements, classroom jobs) for DHH learners</p>
<p>CK 3.3.5</p> <p>Knows that the DHH learner's learning environment should include safety procedures and precautions</p>	<p>PS 3.3.12</p> <p>Identifies procedures that ensure the DHH learner's learning environment is a safe place (e.g., scanning for safety hazards, playground routines, fire drills)</p>
<p>CK 3.3.6</p> <p>Understands the importance of visual access to language and technology rich learning environment for DHH learners</p>	<p>PS 3.3.13</p> <p>Develops technology enriched learning environments that uses appropriate digital tools, assistive technology, augmentative and alternative communication systems and other resources as needed for DHH learners</p>
<p>CK 3.3.7</p> <p>Possesses the knowledge and skills needed to promote DHH learner's physical and psychological health, safety, and sense of security</p>	<p>PS 3.3.14</p> <p>Applies the knowledge and skills needed to promote DHH learner's physical and psychological health, safety, and sense of security</p>

**STANDARD 4      Planning & Instruction with Evidence-Based Strategies**

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

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

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

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

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

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

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



**STANDARD 5      Professional Collaboration**

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

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

<b>Function 5.2</b> The educator of the DHH learners demonstrates effective communication skills to implement the IFSP, IEP, deliver instruction, and evaluate IFSP/IEP implementation	
<b>Content Knowledge</b>	<b>Professional Skills</b>
CK 5.2.1	PS 5.2.3

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

**STANDARD 6      Family & Community Engagement**

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

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

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

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

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

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

<p>CK 6.4.6</p> <p>Understands the role of liaison to the parents and the community to serve and benefit the DHH learner</p>	<p>PS 6.4.12</p> <p>Provides regular communication with families (e.g., newsletter, home visits, community events, classroom celebrations) to serve and benefit the DHH learner</p>
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**STANDARD 7 Behavior & Classroom Management**

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

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

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

CK 7.2.2 Knows and understands the process for establishing ongoing interaction of DHH learners with peers (DHH and hearing), family members, and others	PS 7.2.4 Utilizes appropriate behavior management techniques to establish and maintain socially acceptable behavior and communication for DHH learners
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<b>Function 7.3</b> The educator of DHH learners demonstrates sensitivity to cultural factors that would influence classroom management	
<b>Content Knowledge</b>	<b>Professional Skills</b>
CK 7.3.1 Understands unique and cultural factors related to deaf gain/hearing loss that may influence the management of home, classrooms and other environments that include DHH learners	PS 7.3.3 Selects, adapts, and implements intervention and classroom strategies that reflect understanding of each DHH learner's needs, including deaf culture
CK 7.3.2 Knows and understands processes for managing behavior of DHH learners	PS 7.3.4 Utilizes appropriate behavior management techniques to establish and maintain socially acceptable behavior for DHH learners

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



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

**STANDARD 8      Transition**

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

<b>Function 8.1</b> The educator of DHH learners demonstrates knowledge and skills to support, plan, and implement transition from Part C to Part B services; preschool to elementary settings; elementary to middle/secondary settings; and secondary to community, vocation, or post-secondary educational settings	
<b>Content Knowledge</b>	<b>Professional Skills</b>
CK 8.1.1 Understands the use of DHH learner assessment data and knows strategies for DHH learner assessment, to guide transitional planning in educational placements, environments, school and life changes, and settings (e.g., new school settings, teachers, etc.), and post-secondary outcomes to meet the DHH learner's needs	PS 8.1.8 Uses assessment data to develop transition plans (i.e., Part C to Part B services; preschool to elementary settings; elementary to middle/secondary settings; and secondary to community, vocation, or post-secondary educational settings) including determination of assistive technology and goals, benchmarks, and short-term objectives
CK 8.1.2 Understands the impact of being DHH on planning for the transition from Part C to Part B services, early childhood to elementary, elementary to middle school, and middle/secondary settings, including services provided by governmental and nongovernmental agencies and individuals	PS 8.1.9 Plans for the transition from Part C to Part B services, early childhood to elementary, elementary to middle school, and middle/secondary settings, including services provided by governmental and nongovernmental agencies and individuals, based on the unique needs of the DHH learner
CK 8.1.3 Understands the impact of being DHH when planning for the transition from secondary to postsecondary education, college and career readiness settings, including services provided by governmental and nongovernmental agencies and individuals, based on the unique needs of the DHH learner	PS 8.1.10 Develops postsecondary transition plans based on the unique needs of the DHH learner that prepare the DHH learner for postsecondary education, college and career readiness settings, including services provided by governmental and nongovernmental agencies and individuals, based on the unique needs of the DHH learner
CK 8.1.4 Understands techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments	PS 8.1.11 Uses techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments
CK 8.1.5 Understands the importance of communication and collaboration with IFSP providers, IEP	PS 8.1.12 Communicates and collaborates with IFSP providers, IEP team members and other

team members and other professionals in planning for the DHH learner's continuum from early intervention to post-secondary transition settings	professionals in planning for the DHH learner's continuum from early intervention to post-secondary transition settings
CK 8.1.6 Knows and understands strategies for supporting the DHH learner in managing transitions in educational placements, environments, school and life changes, and settings (i.e., new school settings, teachers, interpreters [if needed], post school environments, etc.)	PS 8.1.13 Plans and implements transitions across service continua through collaboratively employing strategies for supporting the DHH learner in managing transitions in educational placements, environments, school and life changes, and settings (i.e., new school settings, teachers, interpreters [if needed], post school environments, etc.)
CK 8.1.7 Understands the DHH learner's need to self-advocate through all settings and to gain appropriate services (i.e., IEP services, Section 504 Plans and accessibility services required by ADA) at the post-secondary and career levels	PS 8.1.14 Structures the DHH learner's environment to self-advocate in all settings to enable the learner to self-advocate for appropriate services at the post-secondary and career levels

<b>Function 8.2</b> The educator of DHH learners demonstrates knowledge and skills to access information and appropriate resources to support all transitions.	
<b>Content Knowledge</b>	<b>Professional Skills</b>
CK 8.2.1 Knows resources and other information related to career preparation and post-secondary programs including instructional strategies/assessments to promote planning for transition to post-school settings for the DHH learner	PS 8.2.6 Demonstrates knowledge of resources related to career preparation and post-secondary programs including instructional strategies/assessments to promote planning for transition to post-school settings for the DHH learner
CK 8.2.2 Knows of available resources including those that support family empowerment, as well as the DHH learner's cultural background, to support transitional services and the impact those resources can have on the planning and support in all transitions from birth to adulthood for the DHH learner	PS 8.2.7 Demonstrates knowledge of available resources including those that support family empowerment, as well as the DHH learner's cultural background, to support transitional services and the impact those resources can have on the planning and support in all transitions from birth to adulthood for the DHH learner
CK 8.2.3 Understands the types and importance of information available from family, school personnel, the legal system, and community service agencies, and is aware of sources of interpreter services and/or other unique services, networks, and organizations for DHH	PS 8.2.8 Communicates with family, school personnel, the legal system, and community service agencies, and utilizes interpreter services and/or other unique services, networks, and organizations for DHH learners involving transition support from early intervention (e.g.,

learners involving transition support from early intervention (e.g., Part C services) to school, throughout P-12 education, and then for career, vocational, and post-secondary transition support	Part C services) to school, throughout P-12 education, and then for career, vocational, and post-secondary transition support
CK 8.2.4 Knows a variety of instructional strategies to promote identification of DHH learner's interests and preferences in order for the learner to be an active participant in creating post-secondary goals for transition to post school settings	PS 8.2.9 Uses a variety of instructional strategies to promote identification of DHH learner's interests and preferences in order for the learner to be an active participant in creating post-secondary goals for transition to post school settings
CK 8.2.5 Knows the importance of collaborating with parents, other family members when planning for transitions for DHH learners	PS 8.2.10 Collaborates with parents and other family members, when planning for transitions for DHH learners

**STANDARD 9      Professional & Ethical Practice**

The educator of DHH learners knows about and upholds ethical standards and professional guidelines and behaves as an ethical member of the education profession; is a continuous, collaborative learner who engages in reflective practice to analyze and evaluate the implications of current trends and issues in deaf education to make informed ethical decisions; and advocates for sound educational practices and policies and maintains activity in the deaf community

<b>Function 9.1</b> The educator of DHH learners knows about and upholds ethical standards and professional guidelines and behaves as an ethical member of the education profession	
<b>Content Knowledge</b>	<b>Professional Skills</b>
CK 9.1.1 Understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use in deaf education	PS 9.1.3 Accesses and manages information and data in an appropriate, professional and ethical manner as it pertains to deaf education
CK 9.1.2 Understands ethical responsibly in a professional context (e.g. due process, confidentiality, accurate record keeping, required reporting)	PS 9.1.4 Appropriately applies codes of ethics, professional standards of practice, and relevant law and policy in deaf education

<b>Function 9.2</b> The educator of DHH learners is a continuous, collaborative learner who engages in reflective practice to analyze and evaluate the implications of current trends and issues in deaf education to make informed ethical decisions	
<b>Content Knowledge</b>	<b>Professional Skills</b>
CK 9.2.1 Understands that the field of deaf education is continuously developing and changing and the importance of engaging in continuous learning as an educator of DHH learners	PS 9.2.5 Sees self as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice and meet the developmental level of each DHH learner
CK 9.2.2 Exhibits knowledge, skills, and work processes representative of an innovative professional serving DHH learners in a global and digital society	PS 9.2.6 Demonstrates fluency in technology systems; models and facilitates effective use of current and emerging digital tools and uses contemporary tools and resources to maximize learning of DHH learners
CK 9.2.3 Recognizes the role of reflective practice for improvement of curriculum and instruction for DHH learners	PS 9.2.7 Demonstrates purposeful reflective practice to guide instruction (e.g. critical, pedagogical, surface, self-reflection, self-evaluation) and is open to adjustment and revision of lessons based on DHH learner needs and changing circumstances

CK 9.2.4 Understands the importance of integrating the knowledge, reflective, and critical perspectives on deaf education	PS 9.2.8 Applies knowledge of contemporary theory and research to construct learning environments that provide achievable and “stretching” experiences for each DHH learner, including DHH learners with co-occurring conditions
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<b>Function 9.3</b> The educator of DHH learners advocates for sound educational practices and policies and maintains activity in the deaf community	
<b>Content Knowledge</b>	<b>Professional Skills</b>
CK 9.3.1 Recognizes the benefits that professional learning communities in the field of deaf education can provide (e.g. quality standards, conferences, research)	PS 9.3.5 Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving in deaf education
CK 9.3.2 Understands the importance and role of research-driven practice in deaf education	PS 9.3.6 Takes responsibility for contributing to and advancing the profession of deaf education
CK 9.3.3 Has an awareness of all appropriate professional organizations, current publications and journals, appropriate trainings relevant to the field of deaf education and supports for DHH learners and their families	PS 9.3.7 Accesses professional resources and participates in activities of professional organizations for current trends and issues in deaf education, standards for ethical practice and ongoing professional learning experiences
CK 9.3.4 Understands the importance of maintaining interactions with the deaf community, participating in opportunities to maintain and improve ASL, and enhancing knowledge of deaf culture	PS 9.3.8 Actively seeks interaction with the deaf community, participates in training programs to maintain and improve ASL and bilingual strategies for DHH learners, and continue to enhance understanding of deaf culture

## APPENDIX OF TERMS

ASL	American Sign Language
Bilingual education	The use of American Sign Language (ASL) and English to address the comprehensive needs of deaf/hard of hearing (DHH) learners to be fluent in receptive/expressive signing, English (reading/writing), and, when appropriate, listening and spoken language skills
DHH	Deaf/hard of hearing Deaf culture uses the designation of “DHH” before the person marker. Therefore, we are recognizing and utilizing this cultural expression.
Deaf gain	Reframing deaf as a form of sensory and cognitive diversity that has the potential to contribute to the greater good of humanity (H-Dirksen Bauman, 2009). Contrasted with the perception of “lack of” or “loss”, this term focuses on the potential of benefitting society as a whole.
Learner	Learners from birth to secondary school completion, including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin
LRE for DHH learners	A <b>L</b> anguage- <b>R</b> ich <b>E</b> nvironment in an accessible language is required for adequate learning opportunities for DHH learners in a least restrictive environment. IDEA states IEP teams must “consider the communication needs of the child and in the case of a child who is deaf or hard of hearing, consider the child’s language and communication needs, opportunities for direct communications with peers and professional personnel in the child’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child’s language and communication mode.” (Part 300/D/300.324/a/2/iv)

**Agenda Number:** 16

**Meeting Date:** 11/9/2021



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

**Item Title:** Quarterly update from Special Education Advisory Council

**From:** Bert Moore

The State Board of Education will receive an update on the current work of the Special Education Advisory Council (SEAC). Presenters will be Bert Moore, Director of Special Education and Title Services at KSDE, and Jennifer King, Chair of SEAC.

SEAC's mission is to work collaboratively to provide leadership for continuous improvement of educational systems to ensure equity and enhance learning for all students in Kansas. State Board member Jim McNiece is an ex-officio member of SEAC, serving as liaison between the two groups.

The purpose of the SEAC is to provide policy guidance to the State Board with respect to special education and related services for children with exceptionalities in the state. The Council meets as mandated by both the state and federal legislation. Council membership is made up of stakeholders throughout the state with the majority being individuals with disabilities and parents of children with disabilities. The State Board of Education approves appointments to vacated positions on the Council.

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



**Agenda Number:** 17

**Meeting Date:** 11/9/2021



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**Item Title:** Legislative Matters -- Interim Committee Reports

**From:** Craig Neuenswander

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

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

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18

Meeting Date: 11/9/2021

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**Item Title:**

Act on State Board of Education Legislative Positions

**Recommended Motion:**

It is moved that the legislative positions for the Kansas State Board of Education be adopted as discussed for the 2022 session.

**Explanation of Situation Requiring Action:**

The Kansas State Board of Education develops education-related legislative priorities to help identify the Board's position, by general consensus, on topics impacting K-12 schools. The State Board's Legislative Liaisons Deena Horst and Ben Jones have led discussions on establishing the Board's legislative priorities for the 2022 session, considering existing and potential issues. The next draft will be presented for further discussion and action.



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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
<b>Total New Hires</b>	4	3	1	3								
Unclassified	3	3	1	3								
Unclassified Regular (leadership)	1	0	0	0								
<b>Total Separations</b>	2	3	6	4								
Classified	0	0	0	0								
Unclassified	2	3	5	4								
Unclassified Regular (leadership)	0	0	1	0								
<b>Recruiting (data on 1st day of month)</b>	2	9	7	6								
Unclassified	2	9	7	5								
Unclassified Regular (leadership)	0	0	0	1								

Total employees 240 as of pay period ending 10/16/2021. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 b.

**Staff Initiating:**

Marisa Seele

**Director:**

Wendy Fritz

**Commissioner:**

Randy Watson

**Meeting Date:** 11/9/2021

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**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:

Ron Gish to the position of Special Investigator on the General Counsel team, effective Oct. 3, 2021, at an annual salary of \$53,040. This position is funded by the State General Fund.

Amy Rzaczkynski to the position of Education Program Consultant on the Special Education and Title Services team, effective Oct. 18, 2021, at an annual salary of \$56,118.40. This position is funded by the State General Fund and the IOEA Admin fund.

Matthew Hrabe to the position of Auditor on the Fiscal Auditing team, effective Oct. 31, 2021, at an annual salary of \$43,992. This position is funded by the State General Fund and the School Food Service fund.

**REQUEST AND RECOMMENDATION FOR BOARD ACTION****Agenda Number: 19 c.****Staff Initiating:**

Shane Carter

**Director:**

Mischel Miller

**Commissioner:**

Randy Watson

**Meeting Date:****11/9/2021****Item Title:**

Act on recommendations for Visiting Scholar licenses

**Recommended Motion:**

It is moved that the Kansas State Board of Education accept the recommendations of Randy Watson, Commissioner of Education, regarding Visiting Scholar licenses.

**Explanation of Situation Requiring Action:****Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program  
Marjorie Holloway**

Blue Valley USD 229 is requesting that Marjorie Holloway be granted renewal of a Visiting Scholar license valid for the 2021-22 school year. Ms. Holloway will continue to be responsible for the course Clinical Experience: CNA.

The course receives college credit through Johnson County Community College, College Now Program. The CAPS schedule offers morning and afternoon sessions (six periods) of 2.5 hours every day for a full semester, replicated second semester. Ms. Holloway participated in appropriate professional learning while employed in this position during the past eight school years.

Marjorie Holloway continues to provide a unique educational opportunity for students in the CAPS program. I recommend that the request for renewal of a Visiting Scholar license valid for the 2021-22 school year for Marjorie Holloway be approved, based on continuing to meet all three of the established criteria, and appropriate professional learning during her years of teaching as a Visiting Scholar.

**Wichita County USD 467  
Carson Norton**

The Wichita County school district requests that Carson Norton be granted renewal of a Visiting Scholar license valid for the 2021-22 school year. The district will assign Mr. Norton to teach a full schedule of Art (grades 7-12) at the Junior Senior High School. He completed appropriate professional learning activities during his last two years as a Visiting Scholar.

Carson Norton's artistic abilities and professional work experiences allow him to provide a unique learning experience to the middle and high school art students in Wichita County schools.

His talents and distinctions in the field of art are demonstrated by his exhibitions and displays,

(continued)

especially the commissioned bronze pieces on permanent display around the state. He has demonstrated his success in teaching both traditional and non-traditional students as an adjunct art instructor and in other teaching opportunities. He meets the criteria of significant experiences as an artist and outstanding talent and distinction in the field of art. I recommend that the request for renewal of a Visiting Scholar license valid for the 2021-22 school year for Carson Norton be approved, based on meeting two of the three established criteria, and completion of appropriate professional learning.

**Criteria for a Visiting Scholar license:**

- Advanced course of study or extensive training in the area of licensure requested
- Outstanding distinction or exceptional talent in the field
- Significant recent occupational experience which is related to the field

**REQUEST AND RECOMMENDATION FOR BOARD ACTION****Agenda Number: 19 d.****Staff Initiating:**

Shane Carter

**Director:**

Mischel Miller

**Commissioner:**

Randy Watson

**Meeting Date:****11/9/2021****Item Title:**

Act on recommendations of the Licensure Review Committee

**Recommended Motion:**

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

**Explanation of Situation Requiring Action:**

Recommendations of the Licensure Review Committee need approval of the State Board of Education. Licenses will be issued to those applicants whose appeals are granted. Requests and the LRC's recommendations for this month are as follows:

**Case 3404**

Applicant requested an initial Kansas licensure for elementary education K-6, high incidence special education PK-12 and ESOL PK-12. Review for the teaching license is required due to completion of an alternative teacher preparation program for teaching through Region 13 Service Center. The Licensure Review Committee recommended approval of an Initial license for elementary education, based on educational background including achievement of the Texas license through The Region 13 alternative program; and experiences in the classroom with students. The applicant met to discuss with the Committee at a personal appearance, deficiencies in the high incidence content standards and how her knowledge was acquired. The Licensure Review Committee recommended approval of a provisional license for high incidence special education based on: educational background. Applicant is currently enrolled in a master's degree high incidence special education program at the University of Northern Colorado, and is expected to complete the program around June 30, 2022. Moved by Dan, seconded by Ruth and approved unanimously.

**Case 3405**

Applicant requested initial Kansas licensure for elementary education K-6 and art PreK-12. Review was required due to completion of an alternative teacher preparation program for teaching through Texas Region 11 Service Center. The Licensure Review Committee recommended approval of an Initial license for art, PreK-12, based on: a degree in fine arts; achievement of the Texas license through the Region 11 alternative program; and three years of experience teaching art. The applicant met to discuss with the Committee at a personal appearance, any experience in an elementary classroom, and deficiencies in the elementary content standards and how her knowledge was acquired. The Licensure Review Committee recommended approval of an initial

(continued)

license with and endorsement of Art Prk-12 and non-approval of an Initial license with an endorsement for elementary K-6 based on no experience teaching in an elementary K-6 classroom and lack of knowledge addressing elementary education content standards 1-7. Moved by Dan, seconded by Tricia and approved unanimously.

#### **Case 3411**

Applicant requested the addition of a PreK-12 high incidence special education endorsement to a valid Kansas license. Review was due to adding the endorsement to an Oklahoma certificate by testing only. Special education can't be added to a Kansas license by testing only. The applicant provided the Committee with corrected/completed experience verification forms and met to discuss with the Committee at a personal appearance, her teaching experiences specifically relative to special education. The Licensure Review Committee recommended approval of the addition of an endorsement for High Incidence Special Education K-6 and High Incidence Special Education 6-12 to a valid Kansas license based on: educational background including completion of an alternative preparation program to achieve the Oklahoma license; years of experience teaching in the special education field, and based on completed professional development training related to the special education field. Moved by Dan, seconded by Anita, and approved unanimously.

#### **Case 3412**

Applicant requested the addition of a K-6 and 6-12 high incidence special education endorsement to a valid Kansas license. Review was due to adding the endorsement to a Missouri certificate by testing only. Special education can't be added to a Kansas license by testing only. The applicant met to discuss with the Committee at a personal appearance, deficiencies in the high incidence content standards and how her knowledge was acquired and clarification of teaching experiences specifically relative to special education. The Licensure Review Committee recommended approval of a Provisional license with endorsement for K-6 and K-12 high incidence special education, with full licensure contingent upon completion of an approved high incidence program through a Kansas university based on a plan of study determined by the university. Moved by Cody, seconded by Brittany and approved unanimously.

#### **Case 3400**

Applicant requested a professional level building leadership license, a professional level teaching license, and an initial district leadership license. Review was required for acceptance of years of non-accredited experience as appropriate and equivalent to allow issuance of the teaching license and/or the building leadership license at the professional license level. Achievement of a professional level license is also a requirement for issuance of a district leadership license. The applicant met with the Committee during a personal appearance to discuss and clarify the history of teaching and administrative experiences, including discrepancies and gaps in the experience. The applicant summarized her experiences during discussion, but discrepancies remained. The

(continued)



applicant provided updated experience forms to the Licensure Review Committee. The Licensure Review Committee recommend approval of a professional Kansas teaching license with an Elementary K-6 endorsement and an initial school leadership licenses with endorsements for building leadership PreK-12 and district leadership PreK-12 based on years of accredited experience, completion of a building leadership master's degree program through the University of New Mexico, completion of a district leadership PhD program through New Mexico State University, and attaining licensure in New Mexico. Moved by Ashlie, seconded by Anita and approved unanimously.

**Case 3403**

Applicant requested initial Kansas licensure for elementary education K-6. Review for the teaching license is required due to completion of an alternative teacher preparation program for teaching through Texas Teachers of Tomorrow. The Licensure Review Committee recommended approval of an initial Kansas teaching license with an endorsement for elementary education K-6 based on achievement of the Oklahoma license through an alternative program and accredited experience teaching elementary education. Moved by Dan, seconded by Anita, and approved unanimously.

**Case 3416**

Applicant requested initial Kansas licensure for elementary education K-6. Review for the teaching license is required due to completion of an alternative teacher preparation program for teaching the Oklahoma Development Program Path for Paraprofessionals. The Licensure Review Committee recommended approval of a professional Kansas teaching license with an endorsement for elementary education K-6 based on achievement of the Oklahoma license through an alternative program and accredited experience teaching elementary education. Moved by Dan, seconded by Anita, and approved unanimously.

**Case 3417**

Applicant requested initial Kansas licensure for early childhood PreK-3. Review for the teaching license is required due to completion of an alternative teacher preparation program for teaching through the Oklahoma Career Development Program. The Licensure Review Committee recommended approval of an Initial license for early childhood based on achievement of the Oklahoma license through an alternative program and accredited teaching experience. Moved by Brittany, seconded by Anita, and approved unanimously.

**Case 3418**

Applicant requested the addition of an endorsement for high incidence special education PreK-12 to a valid Kansas license. Review is due to adding the endorsement to a Colorado certificate by testing only. Special education can't be added to a Kansas license by testing only. Licensure Review Committee recommended approval of an added endorsement for PreK-12 high incidence special

(continued)

education to a valid Kansas license based on earning a master's of science degree at Missouri State University in a deaf and hard of hearing preparation program and accredited teaching experience in the field of special education. Moved by Brittany, seconded by Ruth, and approved unanimously

**Case 3419**

Applicant requested the addition of an endorsement for high incidence special education K-6 and 6-12 to a valid Kansas license. Review is due to adding the endorsement to a Missouri certificate by testing only. Special education can't be added to a Kansas license by testing only. The Licensure Review Committee recommended approval of a Provisional license with an endorsement of high incidence special education K-6 and 6-12 with full licensure contingent upon completion of an approved high incidence program through a Kansas university based on a plan of study determined by the university. Moved by Dan, seconded by Anita, and approved unanimously

**Case 3420**

Applicant requested the addition of an endorsement for high incidence special education PK-12 to a valid Kansas license. Review is due to adding the endorsement to an Oklahoma certificate by testing only. Special education can't be added to a Kansas license by testing only. The Licensure Review Committee recommended approval of a Provisional license with an endorsement of high incidence special education K-6 and 6-12 with full licensure contingent upon completion of an approved high incidence program through a Kansa university based on a plan of study determined by the university. Moved by Brittany, seconded by Cody, and approved unanimously.

**Case 3421**

Applicant requested an initial Kansas license for library media specialist. Review is due to not meeting requirements for a professional level Kansas teaching license. The Licensure Review Committee recommended approval an Initial license school specialist license with an endorsement in Library Media Specialist, based on education background and accredited experience as a library media specialist. Moved by Dan, seconded by Cody, and approved unanimously.

**Case 3422**

Applicant requested an initial Kansas license for library media specialist. Review is due to not holding a professional level Kansas teaching license. The Licensure Review Committee recommended approval an Initial license school specialist license with an endorsement in Library Media Specialist, based on education background and accredited experience as a library media specialist. Moved by Dan, seconded by Brittany and approved unanimously.

**Case 3423**

Applicant requested a Kansas license for PreK-12 building leadership. Review for the building license is required due to not holding a valid out of state license for building leadership. The

(continued)

Licensure Review Committee recommended approval of Professional building leadership license Prek-12 based on completion of an approved building leadership program, accredited experience serving in a building leadership position, and extenuating circumstances that prevented applicant from renewing the expired out of state license. Moved by Dan, seconded by Brittany and approved unanimously.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 e.

Staff Initiating:

Shane Carter

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 11/9/2021

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### **Item Title:**

Act on recommendations for licensure waivers

### **Recommended Motion:**

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

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

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

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

**Licensure Waivers**
**Item 19 e. Attachment**

<b>District</b>	<b>Dist Name</b>	<b>First</b>	<b>Last</b>	<b>Subject</b>	<b>Recomm.</b>
D0103	Cheylin	Hannah	Leonard	Low Incidence Special Ed.	Approved*
D0115	Nemaha Central	Hannah	Sanders	High Incidence Special Ed.	Approved
D0231	Gardner Edgerton	Amber	Nichols	High Incidence Special Ed.	Approved**
D0259	Wichita	Jarred	Gaskill	Math	Approved
D0259	Wichita	Heather	Brown	High Incidence Special Ed.	Approved**
D0259	Wichita	Janet	Ralston	High Incidence Special Ed.	Approved*
D0259	Wichita	Joanne	Fluker	High Incidence Special Ed.	Approved**
D0259	Wichita	Adam	Jilka	Low Incidence Special Ed.	Approved**
D0259	Wichita	Ali	Wagner	Low Incidence Special Ed.	Approved**
D0259	Wichita	Bregail	Evans	Low Incidence Special Ed.	Approved
D0259	Wichita	Amanda	Cook	High Incidence Special Ed.	Approved*
D0259	Wichita	Britney	Purdum	High Incidence Special Ed.	Approved*
D0259	Wichita	Estrella	Watkins	High Incidence Special Ed.	Approved*
D0259	Wichita	Janet	Tull	High Incidence Special Ed.	Approved*
D0259	Wichita	Jessica	Holdt	High Incidence Special Ed.	Approved**
D0259	Wichita	Kaitlyn	Bumgarner	High Incidence Special Ed.	Approved**
D0259	Wichita	Marsha	Geer	High Incidence Special Ed.	Approved**
D0259	Wichita	Robert	Tinker	High Incidence Special Ed.	Approved**
D0259	Wichita	Alexander	Kimmel	Low Incidence Special Ed.	Approved**
D0259	Wichita	Amy	Woodard	Low Incidence Special Ed.	Approved**
D0259	Wichita	Emilie	Kennedy-Ternes	Low Incidence Special Ed.	Approved
D0259	Wichita	Gregory	Lies	Low Incidence Special Ed.	Approved
D0259	Wichita	Jessica	Aaby	Low Incidence Special Ed.	Approved**
D0259	Wichita	Korina	O'Connor	Low Incidence Special Ed.	Approved
D0259	Wichita	Shanda	Jones	Low Incidence Special Ed.	Approved
D0259	Wichita	Shara	Splichal	Low Incidence Special Ed.	Approved*
D0259	Wichita	Stacy	Satterfield	Low Incidence Special Ed.	Approved*
D0259	Wichita	Jessica	Vogt	English as a Second Language	Approved**
D0259	Wichita	Nicole	Sullivan	Deaf or Hard of Hearing	Approved
D0259	Wichita	Erika	Roberts	Gifted	Approved*
D0259	Wichita	Amber	Waterbury	Library Media Specialist	Approved*
	*First Renewal			**Final Renewal	

Page 2					
D0259	Wichita	Charity	Carter	Library Media Specialist	Approved*
D0259	Wichita	Erin	Pelz	Library Media Specialist	Approved
D0259	Wichita	Jessica	Schmidt	Library Media Specialist	Approved**
D0259	Wichita	Kelly	Cotton	Library Media Specialist	Approved**
D0383	Manhattan-Ogden	Jacob	Mischlich	High Incidence Special Ed.	Approved
D0383	Manhattan-Ogden	Richard	Carlson	High Incidence Special Ed.	Approved
D0383	Manhattan-Ogden	Tiffany	Harms	High Incidence Special Ed.	Approved**
D0389	Eureka	Christina	Harrison	Early Childhood Special Ed.	Approved*
D0418	McPherson	Keri	Duree	Gifted	Approved
D0437	Auburn Washburn	Carlin	Smith	High Incidence Special Ed.	Approved*
D0450	Shawnee Heights	Alex	Raines	High Incidence Special Ed.	Approved
D0450	Shawnee Heights	Jessica	Schasteen	High Incidence Special Ed.	Approved
D0457	Garden City	Tracy	Meinzer	Library Media Specialist	Approved
D0457	Garden City	Reagan	Hill	Low Incidence Special Ed.	Approved
D0458	Basehor-Linwood	Melissa	Keuchel-Edmonds	Early Childhood Special Ed.	Approved*
D0458	Basehor-Linwood	Sharon	Wilkes	Early Childhood Special Ed.	Approved*
D0458	Basehor-Linwood	Katie	Manthe	High Incidence Special Ed.	Approved
D0458	Basehor-Linwood	Amie	Avery	Gifted	Approved
D0464	Tonganoxie	Madelyn	Lewis	High Incidence Special Ed.	Approved
D0475	Geary County Schools	Lindsay	Bange	High Incidence Special Ed.	Approved
D0475	Geary County Schools	Kassandra	Dunlap	High Incidence Special Ed.	Approved*
D0475	Geary County Schools	Stephanie	Lukens	High Incidence Special Ed.	Approved
D0475	Geary County Schools	Abby	Vest	High Incidence Special Ed.	Approved
D0475	Geary County Schools	Angela	Martinez	High Incidence Special Ed.	Approved*
D0475	Geary County Schools	Brenda	Eckart	High Incidence Special Ed.	Approved*
D0475	Geary County Schools	Emilia	Mendiola-Walsh	High Incidence Special Ed.	Approved*
D0495	Ft Larned	Amanda	Johnson	High Incidence Special Ed.	Approved*
D0497	Lawrence	Michelle	Brady	High Incidence Special Ed.	Approved
D0497	Lawrence	Seth	Swartzendruber	Low Incidence Special Ed.	Approved
D0497	Lawrence	Drew	Darmon	Gifted	Approved
D0497	Lawrence	Jaclynn	Williams	Gifted	Approved*
	*First Renewal			**Final Renewal	

Page 3					
D0500	Kansas City	Brandy	Hempen	High Incidence Special Ed.	Approved**
D0501	Topeka Public Schools	Erica	Mason	High Incidence Special Ed.	Approved
D0501	Topeka Public Schools	Alicia	Schoenberger	High Incidence Special Ed.	Approved
D0501	Topeka Public Schools	Josephine	Riley	Visual Impaired	Approved**
D0501	Topeka Public Schools	Jaime	Snyder	High Incidence Special Ed.	Approved
D0512	Shawnee Mission Public Schools	Melissa	McBrayer	High Incidence Special Ed.	Approved**
D0512	Shawnee Mission Public Schools	Suzanne	Snell	High Incidence Special Ed.	Approved**
D0512	Shawnee Mission Public Schools	Natalie	Heins	Low Incidence Special Ed.	Approved*
D0512	Shawnee Mission Public Schools	Melissa	Molteni	Library Media Specialist	Approved
D0512	Shawnee Mission Public Schools	Mary	Paris	High Incidence Special Ed.	Approved*
D0512	Shawnee Mission Public Schools	Abbi	Peoples	Library Media Specialist	Approved*
D0512	Shawnee Mission Public Schools	Laura	Moore	Library Media Specialist	Approved
D0512	Shawnee Mission Public Schools	Jodi	Miller	High Incidence Special Ed.	Approved*
D0512	Shawnee Mission Public Schools	Kasey	Orlik	High Incidence Special Ed.	Approved*
D0512	Shawnee Mission Public Schools	Kimberly	Taylor	High Incidence Special Ed.	Approved*
D0512	Shawnee Mission Public Schools	Melissa	Calvin	High Incidence Special Ed.	Approved*
D0512	Shawnee Mission Public Schools	Shelda	Goodwin	High Incidence Special Ed.	Approved*
D0512	Shawnee Mission Public Schools	Twyla	Lomen	High Incidence Special Ed.	Approved*
D0602	Northwest KS Ed. Service Center	Courtney	Berning	High Incidence Special Ed.	Approved*
D0602	Northwest KS Ed. Service Center	Kimberly	Davis	High Incidence Special Ed.	Approved*
D0602	Northwest KS Ed. Service Center	Amity	Ihrig	Low Incidence Special Ed.	Approved*
D0602	Northwest KS Ed. Service Center	Olivia	Fellhoelter	Deaf or Hard of Hearing	Approved*
D0602	Northwest KS Ed. Service Center	Colby	Soldan	High Incidence Special Ed.	Approved**
	*First Renewal			**Final Renewal	

Page 4					
D0610	Reno County Ed. Cooperative	Debra	Glass	High Incidence Special Ed.	Approved*
D0610	Reno County Ed. Cooperative	Naomi	Cartmell	High Incidence Special Ed.	Approved
D0610	Reno County Ed. Cooperative	Xavier	Hoover	High Incidence Special Ed.	Approved
D0611	High Plains Ed. Cooperative	Amy	Freeman	Gifted	Approved
D0611	High Plains Ed. Cooperative	Barbara	Concannon	Gifted	Approved
D0611	High Plains Ed. Cooperative	Susanna	Yust	Gifted	Approved
D0611	High Plains Ed. Cooperative	Abigail	Clemmons	High Incidence Special Ed.	Approved**
D0611	High Plains Ed. Cooperative	Courtney	Harwager	High Incidence Special Ed.	Approved**
D0611	High Plains Ed. Cooperative	Jana	Werner	High Incidence Special Ed.	Approved
D0611	High Plains Ed. Cooperative	Makala	Leichtenberg	High Incidence Special Ed.	Approved*
D0611	High Plains Ed. Cooperative	Priscilla	Hollingsworth	High Incidence Special Ed.	Approved*
D0611	High Plains Ed. Cooperative	Shelley	Gaddis	High Incidence Special Ed.	Approved*
D0611	High Plains Ed. Cooperative	Tonya	Alm	High Incidence Special Ed.	Approved
D0613	Southwest Kansas Area Cooperative	Kyndra	Friend	High Incidence Special Ed.	Approved
D0613	Southwest Kansas Area Cooperative	Sam	Austin	High Incidence Special Ed.	Approved
D0613	Southwest Kansas Area Cooperative	Tessa	Hiatt	Low Incidence Special Ed.	Approved*
D0613	Southwest Kansas Area Cooperative	Autumn	Biltz	High Incidence Special Ed.	Approved
D0613	Southwest Kansas Area Cooperative	Emily	Dizmang	High Incidence Special Ed.	Approved
D0613	Southwest Kansas Area Cooperative	Kylie	Cherry	High Incidence Special Ed.	Approved
D0613	Southwest Kansas Area Cooperative	Ryan	Marcum	High Incidence Special Ed.	Approved
	*First Renewal			**Final Renewal	



Page 5					
D0728	Goddard Special Ed. Cooperative	Haylee	VanCuran	High Incidence Special Ed.	Approved
D0728	Goddard Special Ed. Cooperative	Lee	Baldwin	High Incidence Special Ed.	Approved
D0728	Goddard Special Ed. Cooperative	Hannah	Eyhorn	High Incidence Special Ed.	Approved
D0728	Goddard Special Ed. Cooperative	Melissa	Smith	High Incidence Special Ed.	Approved*
D0728	Goddard Special Ed. Cooperative	Tammy	Cook	High Incidence Special Ed.	Approved*
D0728	Goddard Special Ed. Cooperative	Hannah	Kenney	Low Incidence Special Ed.	Approved
D0729	Maize Special Ed. Cooperative	Melissa	May	High Incidence Special Ed.	Approved*
D0729	Maize Special Ed. Cooperative	Chaniece	Johnson	Gifted	Approved
D0729	Maize Special Ed. Cooperative	Christina	Brenneman	High Incidence Special Ed.	Approved
D0729	Maize Special Ed. Cooperative	Daniel	Heath	High Incidence Special Ed.	Approved
D0729	Maize Special Ed. Cooperative	Kadra	Boulware	Early Childhood Special Ed.	Approved
D0729	Maize Special Ed. Cooperative	Katherine	Hobert	High Incidence Special Ed.	Approved
D0729	Maize Special Ed. Cooperative	Sara	Kinsey	High Incidence Special Ed.	Approved*
D0729	Maize Special Ed. Cooperative	Cassie	Woodard	Low Incidence Special Ed.	Approved
D0729	Maize Special Ed. Cooperative	Ginny	Nickel	Low Incidence Special Ed.	Approved*
D0729	Maize Special Ed. Cooperative	Sara	Gilchrist	Low Incidence Special Ed.	Approved
D0729	Maize Special Ed. Cooperative	Brittany	Merrell	High Incidence Special Ed.	Approved
D0259	Wichita	Krista	Schrag	Library Media Specialist	Approved*
D0259	Wichita	Leah	Wipf	Library Media Specialist	Approved
D0259	Wichita	Rachael	Johnson	Library Media Specialist	Approved**
D0259	Wichita	Rebecca	Janssen	Library Media Specialist	Approved*
D0259	Wichita	Trisha	McKenney	Library Media Specialist	Approved*
	*First Renewal			**Final Renewal	

Page 6					
D0259	Wichita	Renee	Conway	High Incidence Special Ed.	Approved
D0260	Derby	Alicia	Thompson	High Incidence Special Ed.	Approved
D0260	Derby	Jenny	Beenken	Low Incidence Special Ed.	Approved
D0260	Derby	Lacey	Browning	High Incidence Special Ed.	Approved
D0260	Derby	April	Halcomb	High Incidence Special Ed.	Approved*
D0260	Derby	Audrey	Allen	High Incidence Special Ed.	Approved**
D0261	Haysville	Bethany	Craig	High Incidence Special Ed.	Approved
D0261	Haysville	Kimberly	Hicks	High Incidence Special Ed.	Approved
D0290	Ottawa	Rebecca	Kuntz	High Incidence Special Ed.	Approved
D0305	Salina	Angela	Mitchell	High Incidence Special Ed.	Approved*
D0305	Salina	Mackenzie	Forbes	High Incidence Special Ed.	Approved
D0305	Salina	Heidi	McCready	Visual Impaired	Approved
D0305	Salina	Christina	Nay	Gifted	Approved
D0305	Salina	Marissa	Waddel	High Incidence Special Ed.	Approved
D0305	Salina	Richelle	Ross	High Incidence Special Ed.	Approved*
D0321	Kaw Valley	Miranda	Luke	Gifted	Approved*
D0330	Mission Valley	Paige	Meek	Early Childhood Special Ed.	Approved
D0336	Holton	Mandy	Saxton	High Incidence Special Ed.	Approved*
D0345	Seaman	Konner	Patterson	High Incidence Special Ed.	Approved
D0345	Seaman	Jessica	Weishaar	Early Childhood Special Ed.	Approved**
D0345	Seaman	Stephanie	Davies	Early Childhood Special Ed.	Approved**
D0364	Marysville	Ali	Stohs	Early Childhood Special Ed.	Approved
D0364	Marysville	William	Cauble	High Incidence Special Ed.	Approved
D0364	Marysville	Megan	Blacketer	High Incidence Special Ed.	Approved
D0372	Silver Lake	Denise	Koelzer	Early Childhood Special Ed.	Approved*
D0372	Silver Lake	Joan	Donovan-Thomas	Early Childhood Special Ed.	Approved*
D0373	Newton	Amber	Rizzo	High Incidence Special Ed.	Approved*
D0373	Newton	Corbin	Berner	High Incidence Special Ed.	Approved*
D0373	Newton	Ashley	Forbes	Low Incidence Special Ed.	Approved
D0373	Newton	Timothy	Warsnak	Gifted	Approved
D0373	Newton	Jacquelyn	Seirer	High Incidence Special Ed.	Approved
	*First Renewal			**Final Renewal	

Page 7					
D0373	Newton	Xavier	Madrigal	High Incidence Special Ed.	Approved*
D0383	Manhattan-Ogden	Christine	Warren	High Incidence Special Ed.	Approved**
D0620	Three Lakes Ed. Cooperative	Tyler	Buche	High Incidence Special Ed.	Approved*
D0620	Three Lakes Ed. Cooperative	Tonya	Eastman	High Incidence Special Ed.	Approved*
D0620	Three Lakes Ed. Cooperative	Nancy	Robinson	High Incidence Special Ed.	Approved*
D0620	Three Lakes Ed. Cooperative	Cassandra	Clark	High Incidence Special Ed.	Approved
D0620	Three Lakes Ed. Cooperative	Jess	Lewis	High Incidence Special Ed.	Approved*
D0620	Three Lakes Ed. Cooperative	Richard	Smith	High Incidence Special Ed.	Approved*
D0629	Smoky Hill/Central KS Educ Service	Carissa	Browman	High Incidence Special Ed.	Approved
D0638	Butler Co Special Ed. Interlocal	Kristi	Visor	High Incidence Special Ed.	Approved*
D0638	Butler Co Special Ed. Interlocal	Samantha	Mattingly	High Incidence Special Ed.	Approved
D0638	Butler Co Special Ed. Interlocal	Hannah	Mason	High Incidence Special Ed.	Approved**
D0638	Butler Co Special Ed. Interlocal	Hillary	Raple	Gifted	Approved*
D0708	Hays West Central KS Special Ed. Coop.	Hannah	Wince	Gifted	Approved
D0708	Hays West Central KS Special Ed. Coop.	Peyton	Harris	High Incidence Special Ed.	Approved
D0708	Hays West Central KS Special Ed. Coop.	Reece	Petty	High Incidence Special Ed.	Approved
D0708	Hays West Central KS Special Ed. Coop.	Tina	Vitztum	High Incidence Special Ed.	Approved**
D0720	East Central KS Special Ed. Coop.	Blain	Ohlmeier	High Incidence Special Ed.	Approved
D0720	East Central KS Special Ed. Coop.	Jordan	Hall	High Incidence Special Ed.	Approved
D0720	East Central KS Special Ed. Coop.	Helen	Woolsey	Early Childhood Special Ed.	Approved*
D0720	East Central KS Special Ed. Coop.	Jesse	Chapman	High Incidence Special Ed.	Approved**
	*First Renewal			**Final Renewal	

Page 8					
D0720	East Central KS Special Ed. Coop.	Melissa	George	Gifted	Approved*
D0720	East Central KS Special Ed. Coop.	Noah	Scott	High Incidence Special Ed.	Approved
D0724	Special Services Coop of Wamego	Shannon	Leitch	High Incidence Special Ed.	Approved
D0724	Special Services Coop of Wamego	Justin	Smith	High Incidence Special Ed.	Approved*
D0724	Special Services Coop of Wamego	Andrew	Mosby	Gifted	Approved*
D0724	Special Services Coop of Wamego	Julie	Meinhardt	Gifted	Approved
D0724	Special Services Coop of Wamego	Heather	Niehues	High Incidence Special Ed.	Approved
D0724	Special Services Coop of Wamego	Kaylee	Suhr	High Incidence Special Ed.	Approved
D0727	Ark Valley Special Ed. Cooperative	Cameron	Peak	High Incidence Special Ed.	Approved*
D0727	Ark Valley Special Ed. Cooperative	Ronald	Sarnacki	High Incidence Special Ed.	Approved
D0727	Ark Valley Special Ed. Cooperative	Sabrina	Madison	High Incidence Special Ed.	Approved*
D0727	Ark Valley Special Ed. Cooperative	Sarah	Warren	Low Incidence Special Ed.	Approved*
D0727	Ark Valley Special Ed. Cooperative	Lorie	Schaller	High Incidence Special Ed.	Approved**
D0727	Ark Valley Special Ed. Cooperative	Cami	Kingsley	Low Incidence Special Ed.	Approved
D0727	Ark Valley Special Ed. Cooperative	Malinda	Bender	Gifted	Approved
	*First Renewal			**Final Renewal	

**REQUEST AND RECOMMENDATION FOR BOARD ACTION****Agenda Number: 19 f.****Staff Initiating:**

Christine Macy

**Director:**

Bert Moore

**Commissioner:**

Randy Watson

**Meeting Date:****11/9/2021****Item Title:**

Act on recommendations for funding ESSER III Before and After School Grants

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve recommendations for funding the ESSER III Before and After School grants in an amount not to exceed \$2,200,000 for the period July 1, 2021 – Sept. 30, 2024.

**Explanation of Situation Requiring Action:**

Two percent of ESSER III funds awarded to Kansas are to expand state-administered before, after and summer programming to help mitigate learning loss due to the COVID-19 pandemic. School districts, community-based and faith-based organizations applied to receive funds for providing academic, social-emotional learning, physical activity, etc. to students in need.

At this time, a total of 11 districts and organizations applied for funds. The following list of applicants are recommended for funding in the total amount not to exceed \$2.2 million.

USD 218 Elkhart	\$300,000
USD 252 Southern Lyon	\$300,000
USD 396 Douglass	\$ 45,018
USD 462 Central	\$249,201
USD 480 Liberal	\$300,000
USD 491 Eudora	\$305,036
USD 498 Valley Heights	\$ 85,095
Boys & Girls Club of Hutchinson	\$128,160
Boys & Girls Club of Topeka	\$225,000
Cherry Street Youth Center	\$ 54,834
Reading Roadmap, Inc.	\$ 65,264

**REQUEST AND RECOMMENDATION FOR BOARD ACTION****Agenda Number:** 19 g.**Staff Initiating:**

Jessica Noble

**Director:**

Mischel Miller

**Commissioner:**

Randy Watson

**Meeting Date:****11/9/2021****Item Title:**

Act on recommendations for funding the 2022 Volunteer Generation Fund grant awards

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the 2022 Kansas Volunteer Generation Fund subgrantees as recommended by the Kansas Volunteer Commission.

**Explanation of Situation Requiring Action:**

The Kansas Volunteer Commission recommends the following subgrantees be considered for the 2022 Volunteer Generation Fund grant. These funds come from AmeriCorps.

Subgrantees and award amounts are:

<b>VOLUNTEER ORGANIZATION</b>	<b>AWARD AMOUNT</b>	<b>MATCH</b>
Barton County College	\$20,000	\$20,000
CASA of Johnson and Wyandotte Counties	\$20,000	\$20,000
CASA of the 17th Judicial District	\$15,000	\$15,000
Cross-Lines Community Outreach	\$15,395	\$15,395
Douglas County CASA	\$17,000	\$17,000
Elizabeth B. Ballard Center	\$15,000	\$15,000
Flint Hills Volunteer Center	\$20,000	\$20,000
Peace Connections	\$15,020	\$15,020
Rosedale Development Association	\$20,000	\$20,000
United Way of Douglas County	\$15,000	\$15,000
United Way of Greater Topeka	\$19,861	\$19,861
Willow Domestic Violence Center	\$15,000	\$15,000
Youth Horizons	\$20,000	\$20,000

**REQUEST AND RECOMMENDATION FOR BOARD ACTION****Agenda Number:** 19 h.**Staff Initiating:**

Robyn Meinholdt

**Director:**

Mischel Miller

**Commissioner:**

Randy Watson

**Meeting Date:****11/9/2021****Item Title:**

Act on license for new driver training school

**Recommended Motion:**

It is moved that the Kansas State Board of Education issue a license to the recommended Kansas Driver Training School Police Athletic League (PAL) of KCK, Kansas City, Kansas for the period Nov. 9, 2021 to Dec. 31, 2021.

**Explanation of Situation Requiring Action:**

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

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 i.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 11/9/2021

Craig Neuenswander

Craig Neuenswander

Randy Watson

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### **Item Title:**

Act on request from USD 250 Pittsburg, Crawford County, to hold a bond election

### **Recommended Motion:**

It is moved that the Kansas State Board of Education issue an Order authorizing USD 250 Pittsburg, Crawford County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

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

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 250 Pittsburg, Crawford County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 250 plans to use the bond proceeds (not to exceed \$16,500,000) to pay the costs to construct, equip and furnish renovations and improvements to the existing Pittsburg Community Middle School, and purchase any necessary property adjacent to the Middle School. Project includes construction of a three-level Performing Arts Center, with classrooms, science lab, flex spaces, offices, conference rooms and multi-purpose area.

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

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.



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

<b>Unified School District 250 Pittsburg</b>	<b>County: Crawford</b>
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1. Current equalized assessed tangible valuation *	<u>\$183,088,345</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$25,632,368</u>	
4. State Aid Percentage	<u>26%</u>	21-22 St Aid %

\* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$36,215,000</u>	<u>19.8%</u>
6. Amount of bond indebtedness requested	<u>\$16,500,000</u>	<u>9.0%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$52,715,000</u>	<u>28.8%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$25,632,368</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$27,082,632</u>	<u>14.8%</u>

### Forms Requested

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

October 22, 2021  
Date

October 22, 2021  
Date

Dale Brungardt  
Director, School Finance

Craig Neuenswander  
Deputy Commissioner

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 j.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 11/9/2021

Craig Neuenswander

Craig Neuenswander

Randy Watson

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### **Item Title:**

Act on request from USD 250 Pittsburg, Crawford County, to receive Capital Improvement (Bond and Interest) State Aid

### **Recommended Motion:**

It is moved that the Kansas State Board of Education issue an Order authorizing USD 250 Pittsburg, Crawford County, to receive capital improvement (bond and interest) state aid as authorized by law.

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

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 250 Pittsburg, Crawford County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held Oct. 26, 2021.

USD 250 plans to use the bond proceeds (not to exceed \$16,500,000) to pay the costs to construct, equip and furnish renovations and improvements to the existing Pittsburg Community Middle School, and purchase any necessary property adjacent to the Middle School. Project includes construction of a three-level Performing Arts Center, with classrooms, science lab, flex spaces, offices, conference rooms, and multi-purpose area.

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

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.

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

<b>Unified School District 250 Pittsburg</b>	<b>County: Crawford</b>
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1. Current equalized assessed tangible valuation *	<u>\$183,088,345</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$25,632,368</u>	
4. State Aid Percentage	<u>26%</u>	21-22 St Aid %

\* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$36,215,000</u>	<u>19.8%</u>
6. Amount of bond indebtedness requested	<u>\$16,500,000</u>	<u>9.0%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$52,715,000</u>	<u>28.8%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$25,632,368</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$27,082,632</u>	<u>14.8%</u>

### Forms Requested

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

October 22, 2021  
Date

October 22, 2021  
Date

Dale Brungardt  
Director, School Finance

Craig Neuenswander  
Deputy Commissioner

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 k.

Staff Initiating:

Brad Neuenswander

Deputy Commissioner:

Brad Neuenswander

Commissioner:

Randy Watson

Meeting Date:

11/9/2021

### **Item Title:**

Act to amend the contract with Southeast Kansas Education Service Center - Greenbush for the purpose of teacher recruitment and retention initiatives

### **Recommended Motion:**

It is moved that the Kansas State Board of Education act to amend the contract with Southeast Kansas Education Service Center - Greenbush to increase the current contract by an amount not to exceed \$450,000 through Sept. 30, 2024.

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

"Educate Kansas" is the newly rebranded job posting board for Kansas Educators. Previously, it was the website "Kansas Teaching Jobs.com," or sometimes known as "KEEB, Kansas Education Employment Board." Southeast Kansas Education Service Center - Greenbush has managed this job posting board on behalf of KSDE TASN since 2007. "Educate Kansas" is funded by federal dollars through the Individuals with Disabilities Education Act (IDEA), so the primary focus of the TASN 3.0 project is to recruit special education teachers and related service providers. However, the resource is available to be used by all districts in the state to post jobs in all areas of school employment.

To meet the goals of this project, the following areas of improvement have been identified:

- Professionally developed recruitment videos will be released monthly featuring currently practicing teacher leaders to promote teaching as a profession. These videos will be designed specifically to inspire various audiences to recruit from, including high school and college students as well as adults who may be interested in becoming a teacher.
- In addition to the videos, there will be a written story and photo gallery featuring teachers and describing the intrinsic and extrinsic rewards of being a teacher in Kansas.
- To expand the reach, there will be a targeted and aggressive social media campaign to highlight the good work of Kansas schools and attract individuals considering becoming an educator in Kansas. This will include social media campaigns designed specifically to reach the right audiences of both in-state and out-of-state individuals who would consider moving to Kansas, ultimately extending the recruitment campaign nationwide.
- Additional personnel to support increased presence at career fairs where both high school and college students are exploring potential careers.
- Personnel will be available to collaborate more intensely with Kansas universities.
- Improvements will be made to the process of pulling job openings from other job posting sites. Some school districts prefer to use their own talent management system, and it is a goal for them to seamlessly integrate with the "Educate Kansas" website in order for them to better advertise their open positions.

**REQUEST AND RECOMMENDATION FOR BOARD ACTION****Agenda Number:** 20**Staff Initiating:**

Scott Gordon

**Director:**

Scott Gordon

**Commissioner:**

Randy Watson

**Meeting Date:** 11/9/2021

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**Item Title:**

Act on the recommendations of the Professional Practices Commission

**Recommended Motion:**

It is moved that the Kansas State Board of Education revoke the license in case 21-PPC-01.

OR

It is moved that the Kansas State Board of Education adopt the findings of the Professional Practices Commission and suspend the license in case 21-PPC-01 through June 30, 2022.

**Explanation of Situation Requiring Action:**

On June 18, 2021, the Professional Practices Commission conducted an evidentiary hearing regarding a Complaint filed by the Kansas State Department of Education requesting revocation of the license in case 21-PPC-01. The Complaint alleges that the Licensee's conviction for a felony offense (DUI) warrants the revocation of her professional teaching license. At the conclusion of that hearing, the Professional Practices Commission found Licensee had engaged in professional misconduct due to her felony conviction but recommends a suspension of her license until June 30, 2022. Subsequently, the Kansas State Department of Education filed a Petition asking the Kansas State Board of Education to make its own finding that a felony conviction warrants revocation rather than a suspension. That petition, the Licensee's response to that Petition, and the PPC's Initial Order are included in the materials.

The Kansas State Department of Education, by and through its attorney R. Scott Gordon, will provide up to 15 minutes of oral argument in support of its Petition. The Licensee, by and through her attorney Kimberly Streit Vogelsberg, will provide up to 15 minutes of oral argument in support of her response to the Petition.

All original exhibits are available from KSDE's Office of General Counsel. A recording of the hearing may be seen online at <https://www.youtube.com/watch?v=PBpKGky2E8A>. The hearing starts at 26:50.

BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of  
the License of  
[REDACTED]

21-PPC-01

**Petition for Review of  
The Professional Practices Commission Initial Order**

COMES NOW the Kansas State Department of Education (“KSDE”) by and through its attorney R. Scott Gordon to respectfully ask the Kansas State Board of Education (“State Board”) to make its own findings regarding the licensure of [REDACTED] (“Licensee”). Specifically, KSDE disagrees with the recommendations of the Professional Practices Commission and believes Licensee’s misconduct warrants revocation rather than a one-year suspension. In resolving this matter, the State Board need address only one straightforward issue – all else being peripheral:

**Issuing A License Within Five Years of a Felony Conviction.** State law prevents the State Board from issuing or renewing the license of any person convicted of a felony within five years of conviction or the commission of the act for which they were convicted.<sup>1</sup> Here, a licensed teacher committed a felony in 2019 for which she was convicted on January 27, 2021. Will the State Board impose a less-severe penalty to a licensed teacher than it would to someone applying for their very first teaching license?

**Summary of Facts**

The facts of this case are well documented in the June 18, 2021 Order of the Professional Practices Commission and are hereby incorporated by reference.<sup>2</sup> In summary, the Licensee has been licensed as a teacher since 1998. Between July of 2017 and February of 2019, she was arrested

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<sup>1</sup> K.S.A. 72-2165(c)

<sup>2</sup> The Initial Order was signed and served on September 10, 2021, but the Commission’s findings were announced at the conclusion of the June 18<sup>th</sup> hearing.

three times for Driving Under the Influence of alcohol. Her third arrest resulted in a felony conviction. It is worth noting that at the time of her felony offense, the Licensee's child was in the vehicle with her. Video of Licensee's arrest shows she was barely able to walk or to answer questions asked by law enforcement. Shortly after her arrest, Licensee's breath test showed a .140 blood alcohol concentration level – almost twice the legal limit.

KSDE filed a Complaint on March 31, 2021, seeking revocation of Licensee's license to teach. A hearing was conducted by the Professional Practices Commission on June 18<sup>th</sup>, 2021, during which both KSDE and Licensee were provided the opportunity to present evidence. After hearing testimony and reviewing the evidence, the Professional Practices Commission deliberated and voted 6-0 to recommend suspension of Licensee's professional license until June 30, 2022.

### **Argument**

Kansas state law requires proof of no less than five years' rehabilitation from either the date of the misconduct or – in the case of a conviction – the date of conviction before someone is eligible to receive a new or renewed license. This is reflected in both statute and regulation.<sup>3</sup> One consideration often made by the Professional Practices Commission during its review of applications or Complaints is whether the person was in a position of public trust at the time of the misconduct. This is an important consideration, because traditionally the State Board holds those who already hold a license to a higher standard than those seeking to be licensed for the first time<sup>4</sup>. Here, the Professional Practices Commission's recommendation reflects a change in policy and in priority. Here, the recommendation functionally holds the Licensee to a lower standard by giving the

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<sup>3</sup> K.S.A. 72-2165(c). K.A.R 91-22-1a(g)(2)'s requirement of "at least five years...elapsed from the date of conviction" assumes that a license was revoked or denied due to said conviction.

<sup>4</sup> "Educators, as licensed professionals, are held to a higher standard. Educators are in a position of public trust and are role models not only for the students but for the community" 17-PPC-04.

Licensee a lighter sentence than someone applying for a new or renewed license could legally receive.

This is not to discount or disparage the careful consideration given by the Professional Practices Commission to the facts and circumstances of this particular case. Nor is this an argument that Licensee did not provide some evidence of rehabilitation. However, comments made by both the Licensee during her testimony and written in the Professional Practices Commission's Initial Order should give the State Board reasons to be concerned.

The State Board should be concerned that during her testimony, Licensee explained that in an effort to maintain her sobriety, she voluntarily wears a device on her ankle to detect alcohol consumption. She testified to having worn that ankle bracelet for some time and indicated she planned to wear it for the foreseeable future until she felt she no longer needed it. She testified to having worn it (or similar devices) while teaching, and that she intended to continue to wear it while teaching. The State Board should share the Professional Practices Commission's concern as to what might happen if that device were removed and if the Licensee might relapse.

The State Board should be concerned that when asked, Licensee was unable to answer the question as to whether teachers should be held to a higher standard. That awareness should be expected of anyone licensed by the State Board -- especially after engaging in professional misconduct.

Most importantly, the State Board should be concerned that the Professional Practices Commission's recommendation removes the State Board's only means of recourse if the Licensee's rehabilitation efforts fall flat. Suspension of a license is for a set period of time, without further review by either the Professional Practices Commission or the State Board. Revocation gives the Licensee an opportunity to reappear before the State Board to demonstrate that her long-term



rehabilitative efforts have been successful. Revocation gives the State Board the opportunity to see there are no longer reasons to be concerned.

For all of these reasons, the Kansas State Department of Education respectfully proffers the attached Proposed Findings of Fact and Conclusions of Law. The Kansas State Department of Education asks the State Board to adopt those Findings in support of its decision to revoke the license in 21-PPC-01.

The Kansas State Department of Education also requests an opportunity to appear before the Kansas State Board of Education for oral argument in support of this Motion.



R. Scott Gordon,  
KSSC #23858

### CERTIFICATE OF SERVICE

I hereby certify that on this **20th** day of September, 2021, a true and correct copy of the above and foregoing was filed with the Secretary to the Kansas State Board of Education and one copy emailed to:

Kimberly Streit Vogelsberg  
Counsel for Respondent  
Kimberly.vogelsberg@knea.org



---

R. Scott Gordon, KS #23858  
General Counsel  
Kansas State Department of Education

**BEFORE THE KANSAS STATE BOARD OF EDUCATION**

In the Matter of  
the License of  
[REDACTED]

PPC No. 21-PPC-01

**FINAL ORDER**

NOW, on this \_\_\_\_ day of \_\_\_\_\_ 2021, the above-captioned matter comes for consideration by the Kansas State Board of Education (Board). Appearing for the Board are Chairman, Jim Porter and members, Betty Arnold, Jean Clifford, Michelle Dombrosky, Melanie Haas, Deena Horst, Ben Jones, Jim McNiece, Ann Mah and Janet Waugh.

WHEREUPON the Professional Practices Commission (Commission) considered the matter on March 31, 2021. [REDACTED] in person and with counsel Kimberly Streit Vogelsberg. The Kansas State Department of Education appeared through its attorney, R. Scott Gordon. After reviewing the evidence upon deliberation, the Commission voted **6- 0** to recommend [REDACTED] license be suspended until June 30, 2021.

WHEREUPON the Board reviewed the Commission's Initial Order and after considering the presentation by Jennifer Holt, Commission Chair, who was available to answer the Board's questions, and upon receipt of the Kansas State Department of Education's Request to Not Follow the Recommendation of the Professional Practices Commission as well as response by counsel for [REDACTED], the State Board makes the following findings:

**Findings of Fact**

1. As of the date of the Complaint filed in this matter, [REDACTED] held a professional teaching license, having been licensed since September 24, 1998.
2. On or about July 24, 2017 [REDACTED] was arrested and charged with Driving Under the Influence of Alcohol or Drugs in the Municipal Court of the City of Wichita, Kansas, case number 17C050271. [REDACTED] entered into a diversion which was granted on January 8, 2018.
3. On or about December 26, 2018 [REDACTED] was arrested and charged with Driving Under the Influence of Alcohol or Drugs in the Municipal Court of the City of Wichita, Kansas, case number 18C083622.
4. On or about January 2, 2019 a motion was filed to revoke the diversion in 17C050271. On February 25, 2019 the motion was granted and [REDACTED] diversion was terminated.
5. On February 23, 2019 [REDACTED] received a citation for a third Driving Under the Influence of Alcohol or Drugs charge. [REDACTED] was charged with felony Driving Under the Influence of Alcohol or Drugs in Sedgwick County District Court, case number 19CR3154.

6. On August 8, 2019 [REDACTED] was convicted for the offenses of driving under the influence of alcohol in the Municipal Court of the City of Wichita, Kansas, cases 17C050271 and 18C083622.
7. [REDACTED] pled guilty to and was convicted of felony driving under the influence of alcohol, in violation of K.S.A. 8-1567(a)(2)(b)(I)(D), in Sedgwick County District Court, case number 19CR3154, on December 10, 2020.
8. [REDACTED] was sentenced in Sedgwick County District Court, case number 19CR3154, on January 27, 2021. [REDACTED] was sentenced to twelve months in jail but was allowed to serve forty-eight (48) consecutive hours followed by 2,160 hours of house arrest, subject to attending therapy and work.
9. [REDACTED] testified during the hearing of the Commission that she started attending alcoholics anonymous meetings on February 24, 2019 and had attended 659 meetings as of the date of the hearing.
10. [REDACTED] testified she had not consumed alcohol since February 23, 2019.
11. [REDACTED] was court ordered to wear a SCRAM 1 bracelet while on house arrest. [REDACTED] obtained a second SCRAM bracelet to detect alcohol consumption on February 25, 2019.
12. At the time of the hearing of the Commission, [REDACTED] has an interlock device on her vehicle. The device was installed on or about June 7, 2019.
13. [REDACTED] testified that teaching was more than just a job for her and she felt that she could be a better teacher due to these incidents because she has more compassion, empathy and humility.
14. [REDACTED] acknowledged her child was with her in the vehicle when she was arrested for driving under the influence of alcohol on February 23, 2019. [REDACTED] testified the child had been at a party, which she believed was going to be a sleepover, and called asking her for a ride. [REDACTED] testified she was not in the frame of mind to make a good choice and that she believes no one should drive a child after they have been drinking.

#### Conclusions of Law

- I. The Kansas State Board of Education ("State Board") is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas. Kan. Const., Art. VI and K.S.A. 2017 Supp. 72-255.
2. K.A.R. 91-22-1a(a) provides, in pertinent part, that "[a]ny license issued by the state board may be suspended or revoked, or the license holder may be publicly censured by the state board for misconduct or other just cause" including: "( 1) Conviction of any crime punishable as a felony."
3. [REDACTED] was charged with and convicted of driving under the influence of alcohol in violation of K.S.A. 8-1567(a)(2)(b)(I)(D) and that such conviction was for a felony offense. [REDACTED] acknowledged the wrongfulness of what she had done and provided extensive testimony of the steps she has taken since February 23, 2019 to treat her disease and to avoid similar conduct in the future.

4. K.A.R. 91-22-1a(g) sets forth what must be satisfied for a teacher that has had their license denied or revoked based on a violation of the provisions in subsection (a) of the same regulation to apply for a new license

5. Although not required in this matter, the Commission felt it was appropriate to consider the factors set forth in K.A.R. 91-22-1a(g)(l) in determining if [REDACTED] should have her teaching license suspended or revoked or if there was sufficient evidence that she had been rehabilitated.

7. In considering the factors in relation to the facts in this matter, the Commission felt that [REDACTED] demonstrated fitness to retain her license to teach. The State Board disagrees that sufficient evidence of rehabilitation was presented to justify a 1 year suspension as opposed to the requested revocation.

8. Among other factors the Commission identified that [REDACTED] expressed remorse and recognition of the wrongfulness of her actions. The Commission also felt that she was forthcoming and truthful in her testimony. The State Board has no reason to believe [REDACTED] was not forthcoming or truthful in her testimony.

9. The PPC did express concern with the fact that [REDACTED] may have not been completely open with the school district or her supervisor(s). There was testimony regarding who [REDACTED] had told about her situation; however, the PPC was unable to determine with any certainty whether Gossage's new supervisor or the superintendent of the school district are aware or fully aware of the circumstances surrounding [REDACTED] teaching license. The State Board shares this concern, and believes that lack of assurance from [REDACTED] during her hearing to be evidence of a lack of rehabilitation.

10. [REDACTED] testified before the Commission that she wears a SCRAM bracelet for detecting any alcohol usage, in addition to the bracelet she was court ordered to wear as part of her house arrest. The State Board is concerned that such a device would still be need to be worn by someone in a position of public trust.

11. The PPC expressed concern as to what might happen once the SCRAM bracelet(s) were removed and if [REDACTED] might relapse. The PPC acknowledged that not enough time had gone by to make sure [REDACTED] would not have a relapse. For this reason, the PPC was not sure whether [REDACTED] would be a suitable role model for students. The State Board shares this same concern. The State Board finds that because state law requires an applicant for a new or a renewed license to show at least five years' worth of rehabilitation following the conviction for a felony offense, a minimum of five years' worth of rehabilitation should be required from any licensed teacher wishing to maintain their license.

12. Although the PPC recommends a suspension of [REDACTED] license until June 30, 2022, the State Board finds that to be insufficient in light of the concerns described above.

IT IS THEREFORE CONCLUDED by the Kansas State Board of Education [REDACTED]  
[REDACTED] license is hereby revoked.

This Final Order is made and entered this \_\_\_\_\_ day of \_\_\_\_\_ 2021.

Kansas State Board of Education

\_\_\_\_\_  
BY: Jim Porter, Chairman  
Signed March \_\_\_\_, 2021

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

In the Matter of the )  
Professional License )  
Of [REDACTED] )

Case No. 21-PPC-01

OAH No. 21-ED-0007ED

**RESPONSE TO PETITION FOR REVIEW**

Licensee, [REDACTED], by and through her attorney, Kimberly Streit Vogelsberg of the Kansas National Education Association, responds to the Kansas State Department of Education's ("KSDE") Petition for Review of the Professional Practices Commission Initial Order ("Petition"). [REDACTED] requests the opportunity for oral argument before the Kansas State Board of Education ("State Board") and requests the State Board adopt the Initial Order of the Professional Practices Commission ("PPC") because the PPC's well-reasoned, balanced, and unanimous recommendation follows Kansas law and is based on a first-hand assessment of the facts of this case and the experience and knowledge of members of the education profession.

**Background**

Kansas state law determines teacher licensure. After commission of some severe crimes, like rape or murder, the law prevents issuance or renewal of a license indefinitely. K.S.A. 72-2165(a) and (c). For other less severe crimes, like a felony DUI, the law prevents the State Board from *issuing* or *renewing* a license for a period of five years after the conviction or commission. K.S.A. 72-2165(b)(8) and (c). Noticeably absent is a mandate to *suspend* or *revoke* a license after a felony DUI, since the mandate applies only to *issuing* or *renewing* a license.

This discretion when determining discipline of an existing license after a felony DUI is granted by the State Board's own regulations. Pursuant to the rules and regulations adopted by the State Board, the PPC is responsible for disciplinary and advisory functions after hearing from those whose licenses are at issue. K.S.A. 72-2313; K.S.A. 72-2317.

The PPC consists of nine members, appointed by the State Board. K.S.A. 72-2310(a). Candidates must be certificated—now licensed—and actively practicing in Kansas. They must have been in active practice for the three years immediately preceding their appointment to the PPC and have at least five years of total professional education experience. K.S.A. 72-2310(b). Appointments must include both teaching and administrative positions from the different levels of public schools. K.S.A. 72-2310(d). Presumably, this varied makeup is to ensure that the integrity of the teaching profession is upheld by a variety of experienced members from within the profession who understand the various responsibilities of the profession.

K.A.R. 91-22-1a(a)(1) gives the State Board the authority to suspend or revoke existing licenses for conviction of any crime punishable as a felony. This would include a third DUI, which is the felony that [REDACTED] committed. Again, it is important to note the law does *not* mandate revocation or even discipline in such a case. K.A.R. 91-22-1a(a)(1) (stating the State Board “may” discipline licenses after conviction of a felony).

The law provides for the exercise of discretion. Any denial or suspension of a license after commission of a felony requires an opportunity for a hearing to be conducted before the PPC. K.A.R. 91-22-1a(h). The hearing must provide a licensee with due process. See K.S.A. 72-2314 (listing the responsibility and authority of the PPC



to conduct hearings and requiring hearings to comply with the provisions of the Kansas administrative procedure act); K.A.R. 91-22-22 (outlining hearing procedure). After conducting the hearing, the PPC renders an initial order for the State Board's consideration. K.S.A. 72-2313.

In this case, the PPC conducted a hearing on June 18, 2021, after a complaint was filed due to [REDACTED] conviction for a felony DUI. The PPC issued its Initial Order on September 10, 2021, and recommended [REDACTED] license be suspended through June 30, 2022. (PPC Initial Order.)

#### Issue

Will the State Board impose a less-severe penalty to a licensed teacher than it would to someone applying for their very first teaching license? (KSDE Petition, p. 1.)

[REDACTED] submits that the State Board may impose a less severe penalty on a licensed teacher than on someone applying for a first teaching license and—based on the specific facts of this case—it should impose a suspension rather than a revocation.

#### Legal Argument

In this case, the PPC carefully reviewed the evidence and considered the facts and arguments as presented to it by the parties. Relying on its legal discretion and based on PPC members' positions of expertise and their collective professional experience in education, the PPC deliberated and unanimously decided that this case warranted a suspension through June 30, 2022. (PPC Initial Order.)

[REDACTED] asks that the State Board adopt this Initial Order as its Final Order. [REDACTED] argues that the procedure in Kansas law requires a hearing and permits the members of the PPC to craft a recommendation based on the particular facts and arguments presented in each individual case. The purpose of the law is to provide for

careful consideration of the facts of each case before the PPC and to provide for individualized and appropriate decisions rather than bright-line rules or policies that do not consider the unique circumstances of each case.

If KSDE or the State Board desires to remove the legal ability of the PPC to conduct a hearing and make a recommendation for discipline specific to each individual case, the proper process lobbying for change in statute or promulgating a new regulation with proper notice and comment from the public. And end-run around that process by refusing to consider the unique facts presented at each individual hearing and, instead, applying a blanket policy would be an injustice under—if not a violation of—Kansas law.

The State Board should not adopt KSDE's proposition of revoking an existing license under K.A.R. 91-22-1a simply because the license is subject to provisions in K.S.A. 72-2165. K.A.R. 91-22-1a permits discretion in disciplining cases. The State Board has a legal duty to conduct a hearing and to decide on the basis of that hearing. K.A.R. 91-22-1a(h). And, as the PPC unanimously recommended for this particular case, based on its collective experience and its unique position of having heard the evidence first-hand, the facts in this case do not warrant a revocation.

#### Factual Argument

When a decision in a legal proceeding depends on the specific facts that occurred in that case, the decision-maker conducting the hearing is in the best position to make factual findings and decisions regarding credibility. *In re K.P.*, 44 Kan. App. 2d 316, 318, 235 P.3d 1255 (2010) ("The district court is in the best position to make findings on the best interests of the child, and its judgment will not be disturbed in the absence of an abuse of judicial discretion."). The disciplinary proceedings heard by the

PPC are similarly fact-dependent and the PPC is in the best position to make findings of fact based on the testimony at the hearing. Absent some compelling reason to deviate from the decision, the State Board should adopt the PPC's factual findings in its Initial Order. There is no compelling reason not to adopt the facts as determined by the PPC in this case.

As indicated in both the PPC's Initial Order and KSDE's proposed Final Order attached to its Petition, the facts are as follows: [REDACTED] admits to having committed a felony DUI and admits her teenage son was a passenger in the car at the time. She took responsibility for her actions and stated no one should drive a child after they have been drinking. She expressed recognition of—and remorse for—her wrongdoing.

After the commission of her felony DUI on February 23, 2019, [REDACTED] quit drinking. She maintained her sobriety and attended over 650 Alcoholics Anonymous meetings between February 23, 2019, and the PPC hearing on June 18, 2021. She used an Interlock device on her vehicle and wore a Secure Continuous Remote Alcohol Monitor bracelet in addition to her court-ordered monitoring bracelet for her house arrest.

The PPC found that [REDACTED] was forthcoming and truthful. (PPC Initial Order, Conclusions of Law, Paragraph 8.) The PPC also found that [REDACTED] could suitably be placed in a position of trust and that she “may be a suitable role model for students.” (PPC Initial Order, Conclusions of Law, Paragraph 12.)

To assure she would be a suitable role model in the classroom, the PPC declined to revoke her license but instead recommended an approximate one-year suspension, until June 30, 2022, during which [REDACTED] could demonstrate her ability to

maintain her sobriety. (PPC Initial Order.) Although the PPC was concerned about a relapse, it was, at the same time, “not concerned that [REDACTED] previous conduct would resurface in the context of school. (PPC Initial Order, Conclusions of Law, Paragraph 11.)

The PPC’s Initial Order is thorough, accurate, balanced, and reasonable. Further, the PPC’s decision was unanimous. (PPC Initial Order, p. 1.) The PPC heard first-hand the positions of the parties and the [REDACTED] explanations and PPC members possesses the “boots on the ground” experience to evaluate this case.

In its Petition, KSDE argues that [REDACTED] was unable to answer the question of whether teachers should be held to a higher standard and implied that she lacked “awareness” of being held to a higher standard. (KSDE Petition, p. 3.) [REDACTED] [REDACTED] argues her testimony *does* reflect the high regard she holds for teachers and that while she does not hold teachers to the standard of perfection, she does understand the standards of the profession. After having indicated that teaching is a calling, she said: “It’s more than [a calling]. It’s a profession. It’s an art. It’s a love. It’s a compassion for other individuals and a way to help people in their lives to become better human beings—to make better choices in their lives.”

She then said, “I find teachers from all kinds of life situations, I don’t think teachers have to be perfect. I don’t think teachers have to have standards that are impossible. I think teachers are people that have an ability to communicate and to have emotion and compassion for other people and to guide them in ways that are more positive and, uh, towards making more positive better choices for other people’s lives.” (Recording of [REDACTED] June 18, 2021, PPC hearing, at 2:32:40, <https://www.youtube.com/watch?v=PBpKGky2E8A>.)

KSDE argues that the State Board should be concerned if [REDACTED] relapses. (KSDE Petition, p. 3.) But the PPC addressed this concern with a one-year suspension so that [REDACTED] could demonstrate the ability to maintain sobriety before re-entering the teaching profession. Furthermore, the PPC found that even if a relapse occurred, a reoccurrence of her previous conduct would not likely “resurface in the context of school.” (PPC Initial Order, Conclusions of Law, Paragraph 11.)

KSDE also argued that the State Board should be concerned that a suspension “removes the only means of recourse if [REDACTED] rehabilitation efforts fall flat.” (KSDE Petition, p. 3.) To the contrary, Kansas law permits consideration of a complaint if and when [REDACTED] conduct warrants such complaint. K.A.R. 91-22-5a. If [REDACTED] engages in conduct warranting additional discipline, another complaint may be filed.

Finally, [REDACTED] argues that KSDE’s Petition places too much emphasis on her possible relapse or maintenance of sobriety. Consuming alcohol is not an illegal activity for teachers. Being an alcoholic does not in and of itself prevent licensure or warrant discipline. A misdemeanor DUI is not a reason for teacher licensure discipline, and consuming alcohol over the age of 21 is not a crime. [REDACTED] license is at issue because a third conviction for driving while driving is a *felony*. KSA 8-1567; K.S.A. 72-2165; K.A.R. 91-22-1a. If [REDACTED] relapses but does not drive while under the influence of alcohol, her relapse is merely a private health issue—one suffered by members of many professions.

[REDACTED] knows her sobriety is important and has demonstrated her many efforts to achieve and maintain her sobriety. If the State Board watches her hearing and her testimony before the PPC, [REDACTED] is confident that the State Board would

agree that she has demonstrated remorse, commitment to continued rehabilitation, and maintenance of her sobriety and her mental health. (Recording of [REDACTED] June 18, 2021, PPC hearing, <https://www.youtube.com/watch?v=PBpKGky2E8A>).

Most importantly, though, the PPC, relying on its members' experience and its knowledge of the profession and being in the best position to evaluate [REDACTED] truthfulness and sincerity, found her credible and determined an approximate one-year suspension was sufficient time to address any remaining concerns.

In summary, the PPC's factual analysis of this case and carefully reasoned recommendation of a suspension through June 30, 2022, is based on the evidence presented at the hearing, a first-hand assessment of credibility, and the experience of members of the teaching profession. The PPC dutifully and wisely balanced [REDACTED] [REDACTED] strong rehabilitation efforts, her remorse and acceptance of responsibility, and her commitment to teaching with the severity of her crime and the amount of time that had passed. The PPC's decision does not warrant being overturned by the State Board.

### Conclusion

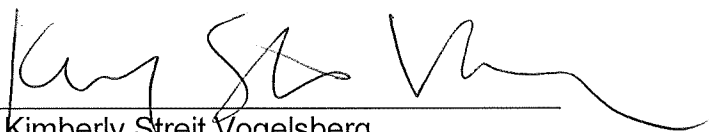
In this case, Kansas law does not *require* disciplinary action but allows the exercise of discretion when imposing discipline on [REDACTED]. Having heard the evidence and arguments first-hand in a lengthy hearing, the PPC *unanimously* issued an Initial Order and recommended that the facts of this case warrant a suspension until June 30, 2022.

Because the PPC's recommendation not only complies with current statutes and regulations but is also well-reasoned and balanced, the State Board has no reason to disregard the PPC's recommendation as requested by KSDE. Instead, [REDACTED]

requests the State Board honor the experience, time spent, and careful consideration of the PPC in making its decision and adopt the PPC's carefully reasoned recommendation. [REDACTED] respectfully requests that the State Board deny KSDE's Petition for Review, or, in the alternative, after review, reject KSDE's proposed Order and adopt the PPC's Initial Order.

[REDACTED] also respectfully requests the opportunity to to appear before the Kansas State Board of Education and present arguments in support of [REDACTED] position and to stand for questions.

Respectfully Submitted,  
KANSAS NATIONAL EDUCATION ASSOCIATION

By:   
Kimberly Streit Vogelsberg  
Supreme Court Registration No. 25011  
715 SW 10th Avenue  
Topeka, Kansas 66612-1686  
Phone: (785) 232-8271  
Fax: (785) 290-0375  
Email: kimberly.vogelsberg@knea.org  
*Attorney for Lara Gossage*

## CERTIFICATE OF SERVICE

I certify that on September 30 2021, a true copy of the attached Response to Petition for Review was delivered in the manner indicated to the following persons:

*Electronically filed:*

Loren Snell  
Administrative Law Judge  
Office of Administrative Hearings  
1020 S. Kansas Avenue  
Topeka, KS 66612  
Phone: 785-296-2433

*Emailed:*

R. Scott Gordon  
Office of General Counsel  
Kansas State Department of Education  
900 SW Jackson Street, Suite 102  
Topeka, KS 66612  
Phone: 785-296-3204  
Email: sgordon@ksde.org

*Hand-Delivered:*

Marisa Seele  
Kansas State Department of Education  
c/o Secretary of the Professional Practices Commission  
900 SW Jackson  
Topeka, KS 66612

Peggy Hill  
Kansas State Board of Education  
c/o Secretary of the State Board of Education  
900 SW Jackson  
Topeka, KS 66612

  
Dorothy Emory  
KNEA Confidential Executive Assistant



BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION  
PROFESIONAL PRACTICES COMMISSION

In the Matter of  
the License of

Case No. 21-PPC-01

OAH No. 21ED0007 ED

**INITIAL ORDER**

**Decision**

Having heard the testimony of the witnesses, considered the evidence presented, reviewed the applicable statutes, regulations and policies, and otherwise being duly and fully informed in the premises of this matter, the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) on a vote of 6 to 0 recommends to the Kansas State Board of Education that the Complaint filed by KSDE seeking to revoke the teaching license of [REDACTED] be denied and that in the alternative [REDACTED] license be suspended through June 30, 2022.

**Statement of Case**

This matter comes on for hearing before the Commission upon the Complaint filed by the KSDE on March 31, 2021 seeking revocation of [REDACTED] teaching license.

The hearing was held on June 18, 2021. Appearing for the Commission were Chairperson, Jennifer Holt, and members Eric Filippi, Aaron Edwards, Stan Ruff, Caroline Spaulding, and Kimberly Gilman.

[REDACTED] appeared in person and with counsel Kimberly Streit Vogelsberg, Kansas National Education Association.

KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon.

**Evidentiary Rulings**

A Prehearing Order was issued on June 14, 2021 in response to [REDACTED] objection to exhibit(s) offered by KSDE. Said Prehearing Order is incorporated herein by reference. Other than [REDACTED]'s renewed objections, no additional objections were made by the parties and the order admitting exhibits stands, subject to any redactions ordered.

Exhibit I consisted of videos taken by law enforcement during the traffic stop that occurred on February 23, 2019. When the videos in Exhibit I were played the public portion of the hearing was paused due to the private nature of some of the information potentially contained in the videos.

## Findings of Fact

1. As of the date of the Complaint filed in this matter, [REDACTED] held a professional teaching license, having been licensed since September 24, 1998.
2. On or about July 24, 2017 [REDACTED] was arrested and charged with Driving Under the Influence of Alcohol or Drugs in the Municipal Court of the City of Wichita, Kansas, case number 17C050271. (Exhibit C) [REDACTED] entered into a diversion which was granted on January 8, 2018.
3. On or about December 26, [REDACTED] was arrested and charged with Driving Under the Influence of Alcohol or Drugs in the Municipal Court of the City of Wichita, Kansas, case number 18C083622. (Exhibit F)
4. On or about January 2, 2019 a motion was filed to revoke the diversion in 17C050271. On February 25, 2019 the motion was granted and [REDACTED]'s diversion was terminated. (Exhibit D)
5. On February 23, 2019 [REDACTED] received a citation for a third (3<sup>rd</sup>) Driving Under the Influence of Alcohol or Drugs charge. [REDACTED] was charged with felony Driving Under the Influence of Alcohol or Drugs in Sedgwick County District Court, case number 19CR3154. (Exhibit G)
6. On August 8, 2019 [REDACTED] was convicted for the offenses of driving under the influence of alcohol in the Municipal Court of the City of Wichita, Kansas, cases 17C050271 and 18C083622. (Exhibits 2 and E)
7. [REDACTED] pled guilty to and was convicted of felony driving under the influence of alcohol, in violation of K.S.A. 8-1567(a)(2)(b)(1)(D), in Sedgwick County District Court, case number 19CR3154, on December 10, 2020. (Exhibit A)
8. [REDACTED] was sentenced in Sedgwick County District Court, case number 19CR3154, on January 27, 2021. (Exhibit A) [REDACTED] was sentenced to twelve months in jail but was allowed to serve forty-eight (48) consecutive hours followed by 2,160 hours of house arrest, subject to attending therapy and work.
9. [REDACTED] testified she started attending alcoholics anonymous meetings on February 24, 2019 and had attended 659 meetings as of the date of the hearing. (Exhibit 7)
10. [REDACTED] testified she had not consumed alcohol since February 23, 2019.
11. [REDACTED] was court ordered to wear a SCRAM<sup>1</sup> bracelet while on house arrest. [REDACTED] obtained a second SCRAM bracelet to detect alcohol consumption on February 25, 2019. (Exhibit 5)

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<sup>1</sup> Secure Continuous Remote Alcohol Monitor.

12. [REDACTED] has an interlock device on her vehicle. The device was installed on or about June 7, 2019. (Exhibit 6)

13. [REDACTED] testified that teaching was more than just a job for her and she felt that she could be a better teacher due to these incidents because she has more compassion, empathy and humility.

14. [REDACTED] acknowledged her child was with her in the vehicle when she was arrested for driving under the influence of alcohol on February 23, 2019. [REDACTED] testified the child had been at a party, which she believed was going to be a sleepover, and called asking her for a ride. [REDACTED] testified she was not in the frame of mind to make a good choice and that she believes no one should drive a child after they have been drinking.

### Conclusions of Law

1. The Kansas State Board of Education (“State Board”) is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas. Kan. Const., Art. VI and K.S.A. 2017 Supp. 72-255.

2. K.A.R. 91-22-1a(a) provides, in pertinent part, that “[a]ny license issued by the state board **may** be suspended or revoked, or the license holder may be publicly censured by the state board for misconduct or other just cause” including: “(1) Conviction of any crime punishable as a felony.”.

3. [REDACTED] acknowledged she was charged with and convicted of driving under the influence of alcohol in violation of K.S.A. 8-1567(a)(2)(b)(1)(D) and that such conviction was for a felony offense. [REDACTED] acknowledged the wrongfulness of what she had done and provided extensive testimony of the steps she has taken since February 23, 2019 to treat her disease and to avoid similar conduct in the future. [REDACTED] explained the circumstances that led to her citation and the conviction and took responsibility for her actions, including taking responsibility for having her child in the car at the time of the criminal violation.

4. K.A.R. 91-22-1a(g) sets forth what must be satisfied for a teacher that has had their license denied or revoked based on a violation of the provisions in subsection (a) of the same regulation to apply for a new license

5. Although not required in this matter, the Commission felt it was appropriate to consider the factors set forth in K.A.R. 91-22-1a(g)(1) in determining if [REDACTED] should have her teaching license suspended or revoked or if there was sufficient evidence that she had been rehabilitated.

6. The Commission, in determining whether to recommend to the Board that an individual’s application should be granted, is required to determine the extent of the applicant’s efforts at rehabilitation as well as the fitness of the applicant to be a member of the teaching profession. *Wright v. State Bd. of Educ.*, 268 P.3d 1231 (Kan.App. 2012). The Commission has utilized these same principles in determining if a teacher’s license should be revoked.

7. In considering the factors in relation to the facts in this matter, the Commission felt that [REDACTED] demonstrated fitness to retain her license to teach.

8. Among other factors the Commission identified that [REDACTED] expressed remorse and recognition of the wrongfulness of her actions. The Commission also felt that she was forthcoming and truthful in her testimony.

9. The PPC did express concern with the fact that [REDACTED] may have not been completely open with the school district or her supervisor(s). There was testimony regarding who [REDACTED] had told about her situation; however, the PPC was unable to determine with any certainty whether [REDACTED] new supervisor or the superintendent of the school district are aware or fully aware of the circumstances surrounding [REDACTED] teaching license.

10. [REDACTED] testified to the treatment and rehabilitation she had undergone, including having attended 659 alcoholic anonymous meetings since her arrest on February 23, 2019. [REDACTED] wears a SCRAM bracelet for detecting any alcohol usage, in addition to the bracelet she was court ordered to wear as part of her house arrest.

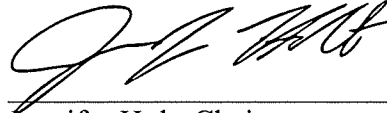
11. The PPC expressed concern as to what might happen once the SCRAM bracelet(s) were removed and if [REDACTED] might relapse. The PPC acknowledged that not enough time had gone by to make sure [REDACTED] would not have a relapse. For this reason, the PPC was not sure whether [REDACTED] would be a suitable role model for students. At the same time, the PPC was not concerned that [REDACTED] previous conduct would resurface in the context of school. It was also noted by the PPC that [REDACTED] had taught school after her first two (2) convictions, until January of 2021, and did so while wearing an ankle bracelet GPS location monitoring device.

12. [REDACTED] testified she has a new social network, having changed her friend group, allowing her to avoid being in a similar position in the future. The Commission felt that [REDACTED] remained suitable to be placed in a position of trust and may be a suitable role model for students.

13. While the Commission disagreed with the KSDE recommendation that [REDACTED] license be revoked, the Commission did conclude that some discipline was warranted and should be imposed.

14. On a vote of six (6) in favor and zero (0) opposed, the Commission recommends to the Kansas State Board of Education that the Complaint filed by KSDE seeking to revoke the teaching license of [REDACTED] be denied and that in the alternative [REDACTED] license be subject to suspension for a definite period of time to conclude on June 30, 2022. The Commission figured [REDACTED] would remain on house arrest for approximately 160 more hours and then would have one (1) year to demonstrate her ability to maintain her sobriety before being allowed back in the classroom.

**IT IS SO ORDERED.**



Jennifer Holt, Chairperson  
Professional Practices Commission

**NOTICE**

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

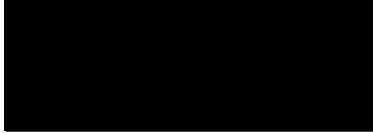
You may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below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

Marisa Seele  
Secretary, Kansas State Board of Education  
900 SW Jackson Street,  
Topeka, Kansas 66612

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

**Certificate of Service**

On September 10, 2021, I certify that a copy of the foregoing was placed in the United States first class mail, postage prepaid, addressed to:



and, I further certify that I caused a copy of the foregoing to be served electronically through OAH's e-filing system to:

Kimberly Streit Vogelsberg  
Kansas NEA Staff Attorney  
Kansas National Education Association  
715 SW 10th Ave.  
Topeka, KS 66612-1686

R. Scott Gordon, Attorney  
Kansas State Department of Education  
900 SW Jackson, Ste. 102  
Topeka, KS 66612  
Tel: (785) 296-3204

A handwritten signature in blue ink, appearing to read "Kemp Stan", written over a horizontal line.

Staff Person  
Office of Administrative Hearings  
1020 S. Kansas Avenue  
Topeka, KS 66612  
Tel: (785) 296-2433  
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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, NOVEMBER 10, 2021 MEETING AGENDA

- |                 |   |
|-----------------|---|
| 9:00 a.m.       | 1. Call to Order - Chair Jim Porter   |
|                 | 2. Roll Call  |
|                 | 3. Approval of Agenda   |
| 9:05 a.m. (IO)  | 4. Kansans Can Highlight — Civic Engagement application of skills and knowledge |
| 10:15 a.m. (IO) | 5. Child Nutrition Program Update   |
| 10:40 a.m.      | Break   |
| 10:50 a.m.      | 6. Chair Report and Requests for Future Agenda Items                            |
|                 | (AI) a. Act on Board travel   |
|                 | b. Committee Reports  |
|                 | c. Board Attorney's Report  |
|                 | d. Requests for Future Agenda Items   |
| 11:30 a.m.      | 7. Executive session for personnel matters of non-elected personnel             |

**ADJOURN**



900 S.W. Jackson Street, Suite 102  
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**Item Title:** Kansans Can Highlight - Civic Engagement Application of Skills and Knowledge

**From:** Jessica Noble, Nathan McAlister

The KSDE Civic Engagement initiative is focused on the Six Proven Practices for Effective Civic Learning published by the Education Commission of the States. Schools that have demonstrated high quality implementation of these proven practices can apply to be part of the Civic Advocacy Network. Schools can win the Civic Advocacy Network award or receive a Promising Practice in a particular Proven Practice. Districts are eligible to receive Star Recognition in civic engagement based on the percentage of schools in the district that are part of the Civic Advocacy Network.

Twenty-nine schools have earned the Civic Advocacy Network award over the past four years and 11 districts received Star Recognition in Civic Engagement in 2021.

Atchison County (USD 377) Jr/Sr High School received a Promising Practice in Practice #1: Provide instruction in government, history, law, and democracy in 2020. The district received bronze Star Recognition in Civic Engagement in 2020.

South Barber (USD 255) High School received a Civic Advocacy Network award in 2019. The district received bronze Star Recognition in Civic Engagement in 2020.

One unique example of civic engagement is participation in the Kansas Honor Flight Program. Three districts will speak about their Honor Flight program, which transports America's veterans to Washington, D.C. to visit the memorials dedicated to honor those who have served and sacrificed for their country. The districts that will be presenting to the Board are USD 252 South Lyon County, USD 335 Jackson Heights and USD 320 Wamego.

In 2021, USD 252 South Lyon County became the first district in Kansas to earn the Civic Advocacy Network award in all of their schools and gold Star Recognition in Civic Engagement.



**Agenda Number:** 5

**Meeting Date:** 11/10/2021



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**Item Title:** Child Nutrition Program Update

**From:** Cheryl Johnson

School meals are available to all students free of charge this school year. Through a number of USDA waivers and program flexibilities, school foodservice programs are supporting student health and academic success by ensuring access to nutritious meals every day. Unfortunately, providing these meals has become significantly more difficult this year due to nationwide disruptions to school foodservice manufacturing, supply and distribution channels. In addition to supply-chain disruptions, many districts are struggling with hiring enough staff to operate their foodservice program. The Child Nutrition and Wellness team will update the State Board on the status of these challenges and highlight efforts underway to assist Kansas Child Nutrition Program Sponsors.

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



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

These updates will include:

- a. Act on Board Travel Requests
- b. Committee Reports
- c. Board Attorney's Report
- d. Requests for Future Agenda Items

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

**Item Title:**

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

**Recommended Motion:**

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

The open meeting will resume in the Board Room, Suite 102, at the designated time.