

Compliance Areas and Contacts

*ComplianceAreas	Primary Contact	Secondary Contact	Compliance Expectation
ACT & WorkKeys Participation	Beth Fultz bfultz@ksde.org	Lee Jones ljones@ksde.org	<ul style="list-style-type: none"> Systems offer the opportunity for students to participate in ACT and WorkKeys
Anti-Bullying Policy and Plan	Shanna Bigler sbigler@ksde.org	Kent Reed kreed@ksde.org	<ul style="list-style-type: none"> Anti-bullying policy implementation of a plan to address bullying
Assessments	Hayley Steinlage Hasteinlage@ksde.org	Julie Ewing jewing@ksde.org	<ul style="list-style-type: none"> Participation (95%) Students taking statewide assessments in the core academic areas of mathematics, science, reading, writing and social studies (K.S.A. 72-6479 (c))
Child Abuse and Neglect Mandated Reporter Training	Shanna Bigler sbigler@ksde.org	Kent Reed kreed@ksde.org	<ul style="list-style-type: none"> Written Policy Developed and Implemented Training for all employees addressing child abuse and neglect reporting requirements for suspected physical, mental or emotional abuse or neglect or sexual abuse.
Child Nutrition and Wellness	Cheryl Johnson csjohnson@ksde.org	Jill Ladd jladd@ksde.org Julie Henry JHenry@ksde.org	<ul style="list-style-type: none"> Progress toward implementation of Kansas Wellness Policy Model Guidelines per KSA 72-5128. In compliance with all federal guidelines for Child Nutrition Programs administered which can include National School Lunch Program, School Breakfast Program, Afterschool Snack Program, Child & Adult Care Food Program, At Risk After School Meals, Summer Food Service Program, Seamless Summer Option, Special Milk Program, Fresh Fruit & Vegetable Program. Meet Kansas Food Safety Training Requirements.
Dyslexia	Laurie Curtis lcurtis@ksde.org	Joann McReil jmcrell@ksde.org	<ul style="list-style-type: none"> Use of universal screener for Dyslexia that provide specific sub scores relative to on grade level performance. K-2 utilize specific screeners to report spring scores: K-Phoneme Segmentation, 1st – Nonsense Word Fluency, and 2nd – Oral Reading Fluency Rate.

Compliance Areas and Contacts

			<ul style="list-style-type: none"> Professional development centered on dyslexia, structured literacy, and/or tiered frameworks of support.
Early Childhood	Amanda Petersen apetersen@ksde.org	Jordan Christian jchristian@ksde.org	<ul style="list-style-type: none"> Participation in Kindergarten Readiness screening (ASQ) ESEA Section 1119 – Meets the federal requirement that each school district receiving Title I funds must develop agreements and carry out coordination with Head Start and, if feasible with other early childhood programs.
Educator Mentoring and Induction Plan	Ed Kalas ekalas@ksde.org	John Girodat jgirodat@ksde.org	<ul style="list-style-type: none"> All districts have to submit a mentoring plan for the purpose of providing a mentor program for upgrading an initial to a professional license for their teachers/school specialists and administrators. NOT just those whose mentor will be receiving stipends. The district can designate that they are using an outside their district provider for their mentoring or that they are using a district developed plan.
Individual Plan of Study (IPS)	Natalie Clark nclark@ksde.org	Stacy Smith slsmith@ksde.org	<ul style="list-style-type: none"> IPS Mandate
Jason Flatt Act	Shanna Bigler sbigler@ksde.org	Kent Reed kreed@ksde.org	<ul style="list-style-type: none"> 72-6284 Suicide awareness and prevention programming to all school staff parent or legal guardian notification that training materials at trainings are available Programming to include at a minimum: at least one hour of training each calendar year a building crisis plan developed for each school building that includes: <ul style="list-style-type: none"> steps for recognizing suicide ideation, appropriate methods of interventions; and a crisis recovery plan.

Compliance Areas and Contacts

KIDS – DQC	Kathi Grossenbacher kgrossenbacher@ksde.org	Sarah Palubinski Christopher Ortega	<ul style="list-style-type: none"> • KIDS Data Training
KIDS Reporting	Kathi Grossenbacher kgrossenbacher@ksde.org	Sarah Palubinski spalubinski@ksde.org Christopher Ortega cortega@ksde.org	<ul style="list-style-type: none"> • KIDS Collection – October 1st “exit” is cutoff for previous school year
Licensure	Shane Carter scarter@ksde.org	TBA	<ul style="list-style-type: none"> • Completion of the following reports: <ul style="list-style-type: none"> ○ Vacancy Report ○ Licensed Personnel Report
Professional Development Plan	Ed Kalas ekalas@ksde.org	John Girodat jgirodat@ksde.org	<ul style="list-style-type: none"> • A submitted Five Year Professional Development Plan for state approval
Special Education (IDEA)	Bert Moore bmoore@ksde.org	Kerry Haag khaag@ksde.org	<ul style="list-style-type: none"> • Meet the Individuals with Disabilities Education Act (IDEA) general supervision requirements. • Districts correct all identified noncompliance through correction of noncompliance process within one year of identification for the following file reviews, Federal Fiscal, Indicator 13 Secondary Transition, Indicator 11 Initial Evaluation, Indicator 12, Transition C to B, and IDEA/Gifted. • Meet special education timely and accurate data submissions and internal controls • Substantially compliant for the following State Performance Plan (SPP) compliance indicators: <ul style="list-style-type: none"> Indicator 4B: Suspension/Expulsion Indicator 9: Disproportionate Representation Indicator 10: Disproportionate Representation-Disability Category Indicator 11: Initial Evaluation timeline Indicator 12: Preschool Transition, Part C to Part B Indicator 13: Secondary Transition

Compliance Areas and Contacts

Title Services	Tate Toedman ttoedman@ksde.org	Doug Boline dboline@ksde.org	<ul style="list-style-type: none">Improving Academic Achievement of Disadvantaged Students, Public Law 114-95 the Elementary and Secondary Education Act of 1965 (ESEA) reauthorized by Every Student Succeeds Act of 2015 (ESSA), schools identified for ESSA and requirements being met.
----------------	--	---	--