KESA Compliance for Norton 211

Compliance: Definitions, Review Process, and Role in Accreditation

General Definitions:

- In compliance - all required components as defined by the compliance area are in place
- Working towards compliance - "warning"; a system has two years to resolve their compliance issues.
  - Two years maximum for "working towards compliance"; if, in the third year, the system hasn't improved, the status will change to "not in compliance."
    - Example - October 2022 Working Towards, October 2023 Working Towards, October 2024 Not In Compliance
  - Note - For some compliance areas, you must be in compliance or working toward compliance annually. If you are not in compliance within the school year, you will be marked as out of compliance.
- Not in compliance - compliance issues still exist after two years of "working towards compliance" or the system has not resolved compliance within the school year as called for in certain compliance areas (e.g. Special Education, Title, and Child Nutrition and Wellness)

Who is ultimately responsible for making the decision on "In, Working Towards, Not" Compliance?

- The Lead for each compliance area will make the annual determination in the fall regarding each system's compliance standing. Systems marked as 'working toward compliance' will be reexamined in the spring to ensure compliance is met in every area by each system.

What will be the Accreditation & Design Team's response to "Not in compliance"?

- Once a system is marked as Not in compliance and the A & D is made aware, as soon as possible, the AD team will submit the system to the Accreditation Review Council (ARC) for a review. If the system in question is currently fully accredited, our guidance to the ARC would be to recommend the system be moved to conditionally accredited.

Compliance Areas Reviewed for Accreditation

ACT and WorkKeys Participation

Anti-Bullying Policy and Plan & Child Abuse and Neglect Mandated Reporter Training & Jason Flatt Act

Assessments

Child Nutrition and Wellness

Dyslexia

Educator Mentoring and Induction Plan

Individual Plan of Study (IPS)

KIDS - Data Quality Certified

KIDS Reporting

Kindergarten Readiness Snapshot

Licensure

Professional Development Plan

Special Education (IDEA)

Title Services

Note -

While there are many more things that a system must do to meet state and federal requirements, the areas outlined above and described in detail throughout this document, are the areas that can impact a system's accreditation status if the system is out of compliance.

Compliance Areas, Contacts, Rationale, and Expectations

Compliance Area - ACT & WorkKeys Participation

Contacts -

Primary: Julie Ewing (jewing@ksde.org)
Secondary: Lee Jones (ljones@ksde.org)

Compliance Expectation:

Systems offer the opportunity for students to participate in ACT and WorkKeys.

In Compliance	Working Towards	Not Compliant
District has an active user in the ACT testing portal and has either tested students or verified no testing for the year.	District has an active user in the ACT testing portal, but no testing or verification of no testing has been completed.	District does not have an active user in the ACT testing portal and no testing or verification of no testing has been completed.

Compliance Area – Anti-Bullying Policy & Plan / Child Abuse & Neglect Planning / Jason Flatt Act

Contacts -

Primary: Trish Backman (tbackman@ksde.org)
Secondary: Kent Reed (kreed@ksde.org)

Compliance Expectation:

- Anti-bullying policy
    - Implementation of a plan to address bullying.
- Training for all employees addressing child abuse and neglect reporting requirements for suspected physical, mental, or emotional abuse or neglect or sexual abuse. ○ Written Policy Developed and Implemented
- 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: steps for recognizing suicide ideation, appropriate methods of interventions, and a crisis recovery plan.

In Compliance	Working Towards	**Not Compliant**
District has indicated through assurances that requirements have been met on SO66.	District is working with KSDE staff on specific pieces of the requirements and did not indicate met requirements on SO66.	District did not mark Assurances on SO66 and is not cooperating or working with KSDE staff to gain compliance.

Compliance Area - Assessments

Contacts -

Primary: Hayley Steinlage (hasteinlage@ksde.org)
Secondary: Julie Ewing (jewing@ksde.org)

Compliance Expectation:

In Compliance	Working Towards	**Not Compliant**
Participation (95%) based on Section 1111(c)(4)(E) of ESEA has been met. Students are taking statewide assessments in the core academic areas of mathematics, science, reading, writing and social studies (K.S.A. 72-6479 (c).	As compliance is based on the previous year of testing, systems will either be "In Compliance" or "Not in Compliance". Systems will be in "Not in Compliance" status for the following year in which they do not meet these requirements. Systems can work towards establishing testing and increasing participation to move to "In compliance" status in the following year.	Federal requirement of 95% participation requirement for statewide assessments of all students has not been met. State requirement of statewide testing in core academic areas has not been met.

Compliance Area – Child Nutrition and Wellness

Contacts -

Primary: Cheryl Johnson (csjohnson@ksde.org)
Secondary: Kelly Chanay (kchanay@ksde.org)
Karen Campbell (kcampbell@ksde.org)

Compliance Expectation:

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.

Wellness Policy Model Guidelines:
https://cnw.ksde.org/snp/food-service-facts/chapters/chapter-21-local-school-wellness-policies

Here is the link for Food Safety Requirements:
https://cnw.ksde.org/snp/food-service-facts/chapters/chapter-22-food-safety-sanitation

In Compliance	Working Towards	Not Compliant
Administrative Review is Closed -School District is in Compliance, and the School District has made progress in at least one area of School Wellness Policy, and Food Safety Training is up to date per state requirement.	Administrative Review is open with corrective action due required by due date, or School District is working toward implementing at least one new school wellness policy, or Employees are scheduled to take the required food safety class but not complete to date.	Administrative Review Open and not able to be closed due to a required nutrient analysis of recalculation of meals served from the previous school year, or Wellness Impact Tool shows no progress toward implementing the Kansas Model Wellness Policy Guidelines, or Food Safety Training has not been completed as required.

Compliance Area - Dyslexia

Contacts -

Primary: Dr. Laurie Curtis (lcurtis@ksde.org)
Secondary: Joann McRell (jmcrell@ksde.org)

Rationale:

To identify students who may be at risk for reading failure, systems will use a universal screener that provides specific sub scores relative to determining risk. K-3 utilizes specific screeners to report spring scores: K - Phoneme Segmentation, 1st – Nonsense Word Fluency, 2nd – Oral Reading Fluency (rate and accuracy), 3rd - Oral reading fluency (rate and accuracy), and 8th grade comprehension.

To provide professional development centered on dyslexia, structured literacy, and/or tiered frameworks of support is required.

Compliance Expectation:

Universal Screening (Dyslexia Initiative) Spring Data uploaded to KIDS

In Compliance	Working Towards	Not Compliant
All students K-8 are screened three times a year on a nationally normed, valid and reliable universal screener that provides the subtests that have been identified by the SBOE (letter/sound naming, phoneme segmentation, nonsense word fluency, oral reading fluency, comprehension) Scores (high risk/ some risk (40th percentile) all scores are uploaded in the spring for the following grades. K- Phoneme Segmentation 1- Nonsense Word Fluency 2 -Oral Reading Fluency (rate and accuracy) 3- Oral Reading Fluency (rate and accuracy) 8 Comprehension	All students K-8 (fall 9th grade) are screened three times a year on a nationally normed, valid and reliable universal screener that provides the subtests that have been identified by the SBOE (letter/sound naming, phoneme segmentation, nonsense word fluency, oral reading fluency, comprehension) Scores (high risk/ some risk (40th percentile) some scores are uploaded in the spring for the following grades. K- Phoneme Segmentation 1- Nonsense Word Fluency 2 -Oral Reading Fluency (rate and accuracy) 3- Oral Reading Fluency (rate and accuracy) 8 Comprehension	Universal screening scores are not provided for students and there is evidence that screening of K-8 +9th grade (fall) students was not conducted.

Compliance Area - Dyslexia (continued)

KSDE Required Training for Dyslexia

In Compliance	Working Towards	Not Compliant
All new teachers (or teachers new to a district) who have not previously received the KSDE initial required training and who are endorsed: • Elementary education • Early childhood unified • High incidence SPED (K 12) • ELA 5-12 • Reading Specialist • School Psychologist received the KSDE required Dyslexia Training Online Modules as found here and are reported on the SO66 report. (Still need to have this year's new teachers trained-scheduled for Spring '24.	Not all of the new teachers (or teachers new to a district) who have not previously received the KSDE initial required training and who are endorsed: • Elementary education • Early childhood unified • High incidence SPED (K 12) • ELA 5-12 • Reading Specialist • School Psychologist received the KSDE Required Dyslexia Training Online Modules as found here and/ OR report of training is not noted on the SO66 report.	The new teachers (or teachers new to a district) who have not previously received the KSDE initial required training and who are endorsed: • Elementary education • Early childhood unified • High incidence SPED (K 12) • ELA 5-12 • Reading Specialist • School Psychologist were not provided by the KSDE Required Dyslexia Training Online Modules as found here. Report of training is not noted on the SO66 report.

KSDE Required Annual Structured Literacy Training

In Compliance	Working Towards	Not Compliant
All teachers who are endorsed: • Elementary education • Early childhood unified • High incidence SPED (K 12) • ELA 5-12 • Reading Specialist • School Psychologist are documented as participating in annual structured literacy/ dyslexia training as determined by their district and defined here and reported on the SO66 report.	Not all of the teachers who are endorsed: • Elementary education • Early childhood unified • High incidence SPED (K 12) • ELA 5-12 • Reading Specialist • School Psychologist were provided annual structured literacy/ dyslexia training as determined by their district as defined here and/ OR report of training is not noted on the SO66 report.	There was no annual structured literacy training provided for teachers who are endorsed: • Elementary education • Early childhood unified • High incidence SPED (K 12) • ELA 5-12 • Reading Specialist • School Psychologist as defined here. The question related to the above training is not completed on the SO66 report.

Compliance Area – Educator Mentoring and Induction Planning Contacts -

Primary: Ed Kalas (ekalas@ksde.org)

Secondary: Shane Carter (scarter@ksde.org)

Rationale:

All districts must 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.

Compliance Expectation:

In Compliance	Working Towards	Not Compliant
The following four plans, whether separate or combined, are KSDE approved: • Teacher • Specialist • Building Leader • District Leader Any KSDE-approved plan from an outside provider (educational service centers or approved mentoring service) is current.	Not all of the four mentoring plans (teacher, specialist, building leader, and district leader) are KSDE-approved. Any plan from an outside provider (educational service center or approved mentoring service) is not current. Examples of actions for this designation: KSDE still reviewing plan.	Not all of the four mentoring plans (teacher, specialist, building leader, and district leader) are KSDE-approved. Any plan from an outside provider (educational service center or approved mentoring service) is not current. Examples of actions for this designation: KSDE still reviewing plan.

Compliance Area – Individual Plan of Study

Contacts -

Primary: Natalie Clark (ndclark@ksde.org)
Secondary: Helen Swanson (hswanson@ksde.org)

Rationale:

All students, beginning in middle school, will develop an IPS based on their career interests. An IPS is both the product a student develops and a process the school implements to guide students in developing future plans. A student's IPS is developed cooperatively between the student, school staff members, and family members.

Compliance Expectation:

There are four minimum components of a student's IPS:

- A graduated series of strengths finder and career interest inventories to help students identify preference toward career clusters.
- Eighth- through 12th-grade course-builder function with course selections based on career interests.
- A general postsecondary plan (workforce, military, certification program, two- or four year college).
- A portable electronic portfolio.

The vision requires that every middle and high school student in Kansas will have an IPS.

Question 7 (7-11).

What level of implementation is your building at?

7. Relating Academic/Interests Assessment to Career
8. Interest, Ability, Profilers and Skills Assessments
9. Course Mapped to Interests
10. Postsecondary Plan
11. Exportable, Electronic Portfolio

No Evidence = 0 / Implementing = 1 / Transitioning = 2 / Modeling = 3

Compliance Area – Individual Plan of Study (continued)

In Compliance	Working Towards	Not Compliant
All four minimum components of a student's IPS are in place for every middle and high school student. [A Spring Survey on Individual Plan of Study (IPS) Implementation is sent to buildings that include students in 7th grade and up.]	A Spring Survey on Individual Plan of Study (IPS) Implementation is sent to buildings that include students in 7th grade and up. The survey results are cleaned and analyzed by R and E. The CTE Team reviews the survey results to determine buildings/districts that may have a score below a 1.0 on required elements or any zeros on required elements. Districts are contacted and asked to participate in an IPS PLN to work on components with one or more zeros. If the districts do not respond when contacted or do not sign up to participate to work towards improvement, they would be categorized as working towards compliance.	A Spring Survey on Individual Plan of Study (IPS) Implementation is sent to buildings that include students in 7th grade and up. The survey results are cleaned and analyzed by R and E. The CTE Team reviews the survey results to determine buildings/districts that may have zeros on required elements. Districts that responded with all zeros are not compliant.

Compliance Area – KIDS - DQC

Contacts -

Primary: Kathi Grossenbacher (kgrossenbacher@ksde.org)
Secondary: Christopher Ortega (cortega@ksde.org)

Compliance Expectation:

In Compliance	Working Towards	Not Compliant
District has completed data quality certification training for all staff collecting and reporting student data. District staff complete recertification annually beginning the year after initial certification. Training information and registration are in the KSDE Training Portal Information is also sent via the KIDS Listserv on a weekly basis. To be added to the listserv, send a request to KIDS@ksde.org Jared Pickerell is annually certified and is contracted by D-West to assist with this.	District is scheduled for data quality certification training. Some staff have not completed annual recertification. District has a plan in place to recertify staff who have completed the initial data quality training. Staff are in the process of completing recertification.	District has not completed data quality certification training for all staff collecting and reporting student data. No staff have completed annual recertification.

Compliance Area – KIDS - Reporting

Contacts -

Primary: Kathi Grossenbacher (kgrossenbacher@ksde.org)
Secondary: Christopher Ortega (cortega@ksde.org)

Compliance Expectation:

The KIDS Submission Details Documents for each collection are here:
https://kidsweb.ksde.org/Documents

In Compliance	Working Towards	Not Compliant
Student data submissions (KIDS Collection) are submitted on or before the deadline of each collection. Student data submissions appear accurate. All student data submission criteria are met. *Examples include: • Reviewing assessment data during the correction window and submitting KIDS records to correct errors. • Logging in to Dropout Graduation Summary Report (DGSR) and submitting KIDS records to correct errors then signing off on the data. • Reviewing KIDS Reports to ensure data is accurately reported.	Student data submissions (KIDS Collection) are not submitted on or before the deadline of each collection; however, the district has a plan in place to ensure future deadlines are met. Student data submissions contain discrepancies that the district is working to correct. Some student data submission criteria aren't met; however, the district has a plan in place to ensure all student data submission criteria are met.	Student data submissions are not submitted nor is corrective action being taken in the district. Student data is inaccurately reported. Student data submission criteria is not met.

Compliance Area – Kindergarten Readiness Snapshot (ASQ) Contacts -

Primary: Amanda Petersen (apetersen@ksde.org)
Secondary: Stacy Clarke (kansasicc@ksde.org)

Rationale:

Engaging families as children transition into kindergarten supports kindergarten readiness and later student success. All Kansas elementary schools are required to partner with families of incoming kindergarten students to complete the Kansas Kindergarten Readiness Snapshot (the ASQ-3 and the ASQ:SE-2), as outlined in K.A.R. 91-31-32: Each education system seeking accreditation shall meet the following requirements…have in place a method of data collection approved by the state board for collecting kindergarten-entry data.

Questionnaires should be completed by the September Count Day. KSDE will establish an October deadline for systems to finalize data in the ASQ Online system. Beginning in the 2023- 2024 school year, KSDE will make its analysis of a system's Kindergarten Readiness Snapshot data, including the system's participation rate for incoming kindergarten students, available to the system in the AMOSS authenticated application. A system's compliance status will then be updated in the KESA authenticated application.

In Compliance	Working Towards	Not Compliant
All Kansas elementary schools are required to partner with families of incoming kindergarten students to complete the Kansas kindergarten Readiness Snapshot (the Ages & Stages Questionnaires®, Third Edition (ASQ-3) and Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ®:SE-2)). A system will be "in compliance" if 50% or more of incoming kindergarten students complete both the ASQ-3 and the ASQ:SE-2.	Between 25% and 50% of incoming kindergarten students complete both the ASQ-3 and the ASQ:SE-2.	Less than 25% of incoming kindergarten students complete both the ASQ-3 and the ASQ:SE-2.

Compliance Area - Licensure

Contacts -

Primary: Shane Carter (scarter@ksde.org)

Secondary: Leslie Bruton (lbruton@ksde.org)

Compliance Expectation:

Systems offer the opportunity for students to participate in ACT and WorkKeys.

In Compliance	Working Towards	Not Compliant
Fall Vacancy Report (FVR): District submits the FVR survey *on time* (on or before mid-September deadline). Spring Vacancy Report (SVR): District submits the SVR *on time* (on or before mid-April deadline).	District submits the FVR survey *late* (after the mid-September deadline).. District *does not submit* the FVR survey AND submits the SVR.	District *does not submit* the FVR survey. District *does not submit* the FVR survey AND *does not submit* the SVR

In Compliance	Working Towards	Not Compliant
Licensed Personnel Report (LPR): District submits the LPR *on time* (on or before mid-April deadline) OR District submitted the LPR *late* last year AND submitted the LPR *on time* this year.	District submits the LPR *late* (after the mid-April deadline) OR District did not submit the LPR last year AND did submit the LPR this year.	District *does not submit* the LPR.

Compliance Area – Licensure (continued)

In Compliance	Working Towards	Not Compliant
Teacher Licensure: At least 95% of core content (math, English, science, and history/ government/social studies) courses are covered by a "Licensed - Qualified" educator. At least 88% of NON-core content (everything but math, English, science, and history/government/social studies) classes are covered by a "Licensed - Qualified" educator.	District does not meet the specified percentage of classes covered by a Licensed-Qualified educator AND has shown at least a 5% increase in the number of classes covered by a Licensed-Qualified educator within two reporting years.	District does not meet the specified percentage of classes covered by a Licensed-Qualified educator AND has not shown at least a 5% increase in the number of classes covered by a Licensed-Qualified educator within two reporting years.

Compliance Area – Professional Development Plan

Contacts -

Primary: Ed Kalas (ekalas@ksde.org)

Secondary: Shane Carter (scarter@ksde.org)

Rationale:

Required by Kansas statute and regulations.

Compliance Expectation:

In Compliance	Working Towards	Not Compliant
The State Board of Education (BOE) approved the plan, and it is current. Any KSDE approved plan from an outside provider (educational service center) is current. You are given this status if your system has met all the above requirements. Doniphan West School district has an outside provider	The plan has expired or the State Board of Education (BOE) did not approve a plan. Any plan from an approved outside provider (educational service center) is not current. You are given this status if your system is working on earning the 'In Compliance' status. Examples of actions considered in assigning this status include the following: • The system has turned in its plan(s) and KSDE is still reviewing. • The system is working with KSDE to finalize a plan for approval. • The system and KSDE determine deadlines/timelines. • Continuous communication between the system and KSDE. • The system is deciding to change from an outside provider plan to one of its own.	The plan has expired or the State Board of Education (BOE) did not approve a plan. Any plan from an approved outside provider (educational service center) is not current. You are given this status if your system is working on earning the 'In Compliance' status. Examples of actions considered in assigning this status include the following: • The system has not submitted plans to KSDE after KSDE requested them. • The system is not working with KSDE to finalize a plan for approval. • The system misses multiple deadlines/timeframes that they agreed to with KSDE. • Little or no communication from the system to KSDE. • The system left its outside provider plan and did not create one of its own.

Compliance Area – Special Education (IDEA)

Contacts -

Primary: Bert Moore (bmoore@ksde.org)
Secondary: Brian Dempsey (bdempsey@ksde.org)

Rationale:

Meet the Individuals with Disabilities Education Act (IDEA) general supervision requirements.

Compliance Expectation:

- 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:
  - 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

In Compliance	Working Towards	Not Compliant
Meet the Individuals with Disabilities Education Act (IDEA) general supervision requirements by timely correcting all identified noncompliance through correction of noncompliance process within one year of identification of noncompliance, including identification of noncompliance through due process and targeted or focused monitoring.	Correcting identified noncompliance through an approved plan within one year of the identified noncompliance.	The district did not correct the identified noncompliance within one year of identification.

In Compliance	Working Towards	Not Compliant
All monitoring information concerning IDEA programs is completed in the Kansas Integrated Accountability System (KIAS), i.e. Alternate Assessment, Fiscal File Review, IDEA and Gifted File Review, Indicator 11-Child Find/Initial Evaluation, Indicator 12-Early Childhood Transition and Indicator 13-Secondary Transition.	All monitoring activities that address self-reported or randomly selected items in the KIAS system are in process.	The district has not submitted required documentation or a plan to address self-reported or randomly selected items.

In Compliance	Working Towards	Not Compliant
Substantially compliant for the State Performance Plan (SPP) Compliance Indicators: Indicator 4B Suspension/Expulsion , Indicator 9-Disproportionate Representation, Indicator 10- Disproportionate Representation by Disability Category, Indicator 11-Child Find/Initial Evaluation, Indicator 12-Early Childhood Transition and Indicator 13- Secondary Transition.	Actively engaged in the required processes, such as root cause or policy analysis, within one year.	The district has not conducted a root cause analysis or policy review within one year, or the district is not actively engaged in the required processes.

In Compliance	Working Towards	Not Compliant
Meet special education timely and accurate data submissions and internal controls.	If identified as substantially noncompliant, actively engaged in a review of policies and procedures for deficient areas and working toward an approved correction of identified policies and procedures.	The district is not actively engaged in a review of policies and procedures, or the district is not working toward an approved correction of identified policies and procedures.

Compliance Area – Title Services

Contacts -

Primary: Tate Toedman (ttoedman@ksde.org)
Secondary: Doug Boline (dboline@ksde.org)

Compliance Expectation:

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.

- ESEA programs include: Title I, Title I Part C - Migrant, Title I Part D - Neglected or Delinquent, Title IIA, Title III, Title III Immigrant, Title IVA, Title IVB, Title V-RLIS, Title V SRSA, Title VIII-Equitable participation in ESEA programs, and Title IX McKinney-Vento.

In Compliance	Working Towards	Not Compliant
All parts of the Local Consolidated Plan (LCP) Suite have been submitted accurately and on time. This includes Assurances, LCP Application, Consortium Assignments, LCP Annual Report, Revision and Carryover, Final Expenditure, and Revision and Carryover Final Expenditure. All monitoring information concerning ESEA programs is completed in the Kansas Integrated Accountability System (KIAS), i.e. Fiscal File Review and ESEA Consolidated Review.	All sections of the LCP are in process but are not up to date. All monitoring activities that address self-reported or randomly selected items in the KIAS system are in process.	The district has not completed the required parts of the LCP System. The district has not submitted required documentation or plan to address self-reported or randomly selected items.