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

TUESDAY, NOVEMBER 14, 2023

MEETING AGENDA

10:00 a.m.		1.	Call to Order – Chair Melanie Haas
		2.	Roll Call
		3.	Mission Statement, Moment of Silence, and Pledge of Allegiance
	(AI)	4.	Approval of Agenda (November 14 and 15, 2023)
	(AI)	5.	Approval of Minutes (October 10 and 11, 2023)
	(AI)	6.	Appointment of Board Secretary
10:05 a.m.	(IO)	7.	Commissioner's Report – Dr. Randy Watson
10:30 a.m.		8.	Citizens' Open Forum
10:45 a.m.	(AI)	9.	Act on Evaluation Review Committee (ERC) Recommendations
11:00 a.m.	(IO)	10.	School Mental Health Advisory Council Update
11:30 a.m.	(IO)	11.	*Kansans Can* Recognition: Silver in Academic Preparedness: USD 474 Haviland and Honey Tree & Branches Academy in Wichita
Noon			**LUNCH** – Board Policy Committee meets
1:30 p.m.	(IO)	12.	Student Showcase: Topeka College Prep Academy, USD 501 Topeka
2:00 p.m.	(RI)	13.	Act on Accreditation Review Council's October Recommendations for KESA

Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, Kansas.
References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only
Services: Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact Deborah Bremer at (785) 296-3203, at least seven business days prior to a State Board meeting.
Website: Electronic access to the agenda and meeting materials is available at www.ksde.org/Board
Next Meeting: December 12 and 13, 2023

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2:15 p.m.	(DI/RI) 14.	Accreditation Framework
3:15 p.m.		**BREAK**
3:30 p.m.	(IO) 15.	Student Showcase: Topeka Center for Advanced Learning and Careers, USD 501
4:00 p.m.	(DI) 16.	Executive Session for Personnel Matters of Non-Elected Personnel
4:45 p.m.		**RECESS**

WEDNESDAY, NOVEMBER 15, 2023
MEETING AGENDA

9:00 a.m.		1.	Call to Order – Chair Melanie Haas
		2.	Roll Call
9:05 a.m.	(RI)	3.	Receive Updated Kansas Early Learning Standards
10:05 a.m.	(AI)	4.	Approval of Kansas Standards for Library and Information Literacy
10:20 a.m.			**BREAK**
10:30 a.m.	(IO)	5.	Research Work TNTP Proposal – Hanover
10:45 a.m.	(IO)	6.	Partnerships with Private Colleges in Kansas
11:20 a.m.	(DI)	7.	2024 Legislative Priorities Discussion
12:00 p.m.	(AI)	8.	Consent Agenda

8. Consent Agenda
   a. Receive monthly personnel report
   b. Act on personnel appointments to unclassified positions
   c. Act on Ed-Flex Waiver for USD 211 Norton Community Schools
   d. Act on recommendations of the Licensure Review Committee
   e. Act on recommendation for Licensure Waivers
   f. Act to approve local professional development plans
   g. Act on 2024 Volunteer Generation Fund Grant Awards
   h. Act on Hutchison Community College SkillsUSA Contract
   i. Act to approve contract for continuation of Migrant Data System
   j. Act on Title IV, Part A Stronger Connection Grant Awards
   k. Act on request from USD 410 Durham-Hillsboro, for capital improvement (bond and interest) state aid
   l. Act on request from USD 410 Durham-Hillsboro, to hold a bond election

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12:15 p.m.	(AI)	9. Chair Report

           A. Remarks from the Chair
           B. Act on Board Travel
           C. Committee Reports
           D. Board Attorney Report
           E. Requests for Future Agenda Items

1:00 p.m.   **ADJOURN**

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MINUTES

Kansas State Board of Education
October 10, 2023

CALL TO ORDER
Chair Melanie Haas called the monthly meeting of the Kansas State Board of Education to order at 10:00 a.m. on Tuesday, October 10, 2023, in the boardroom of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

ROLL CALL
The following Board members were present:

Betty Arnold	Deena Horst
Michelle Dombrosky	Ann Mah
Melanie Haas	Jim McNiece
Dennis Hershberger	Jim Porter
Cathy Hopkins	Danny Zeck

STATE BOARD MISSION STATEMENT, MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE (00:07:40)
Chair Haas read both the Board's Mission Statement and Kansans Can Vision Statement. She then asked for a moment of silence after which the Pledge of Allegiance was recited.

APPROVAL OF AGENDA (00:09:17)
Chair Haas asked to approve the meeting agenda for both Tuesday and Wednesday, noting the consent agenda has been moved from Wednesday to Tuesday. Mrs. Dombrosky requested taking items g and h off the consent agenda and adding time for discussion. Mrs. Hopkins requested taking item c off the consent agenda. Mr. Zeck requested taking b off the consent agenda. Dr. Horst moved, **MOTION** Mr. Porter seconded, to approve the agenda as amended. Motion carried 6-4, Mrs. Dombrosky, Mrs. (00:12:37) Hopkins, Mr. Hershberger, and Mr. Zeck voted no.

APPROVAL OF THE SEPTEMBER MEETING MINUTES
Mrs. Hopkins noted changes to the September minutes to reflect action taken for the EANS I to GEER (00:12:55) funds which will be updated by the board secretary and be added to the materials with a summary memo per meeting discussion. Chair Haas stated in the meeting that she would ensure the change was made before signing the minutes. Mrs. Hopkins moved, Mrs. Arnold seconded, to approve the **MOTION** minutes of the September 12 and 13, 2023 regular Board meeting, as amended. Motion carried 10-0. (00:14:00)

CITIZENS' OPEN FORUM
Chair Haas declared the Citizens' Forum open at 10:08 a.m. There were no speakers this month. The (00:14:30) forum was closed at 10:09 a.m.

ACT ON ESSER III CHANGE REQUESTS FOR USE OF FEDERAL COVID-19 RELIEF FUNDS (00:15:08)
Doug Boline, Assistant Director, Special Education and Title Services, KSDE, discussed with the Board the ESSER materials that were provided to the Board in advance of the meeting.
Federal assistance to schools has been made available through the Elementary and Secondary School Emergency Relief (ESSER) fund. The federal law outlines allowable expenditures related to the COVID-19 pandemic, to support student learning. The Commissioner's Task Force on ESSER and EANS

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Distribution of Money has the responsibility to provide guidance and oversight of school districts' plans (public and private) for expenditure of those federal funds. The Task Force and KSDE staff reviews the applications and expenditure plans to evaluate whether the requests are tied to a pandemic-related need, are reasonable, and meet the allowable uses. Mr. Boline reviewed the changes of ESSER funds in local school districts. He noted that 79% of the statewide expenditures, $6.2 million cumulatively, are going towards teaching and learning.

Mrs. Arnold moved, Mr. McNiece seconded, that the Kansas State Board of Education accept the recommendations of the Commissioner's Task Force on ESSER distribution of money and approve the public school district for ESSER III change requests as presented for use of federal COVID-19 relief funds. Motion carried 9-0-1, Mrs. Dombrosky abstained.

MOTION
(00:17:53)

RECEIVE EVALUATION REVIEW COMMITTEE (ERC) RECOMMENDATIONS

(00:18:46)

Catherine Chmidling, Assistant Director, Accreditation and Design, KSDE, presented the Evaluation Review Committee recommendations regarding educator preparation program approvals for Central Christian College, Emporia State University, Fort Hays State University, Friends University Pittsburg State University and Wichita State University.

Following the institutional application and receipt of a complete program report, a review team of trained evaluators was appointed to review the educator preparation programs for the above institutions based on adopted State Board policies, procedures, and regulations. These are available for review by any member of the State Board.

Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The ERC consists of P12 educators, P12 administrators, and higher ed administrators, and forms a second peer review oversight committee, which reviews each educator preparation provider or individual license/endorsement preparation program's alignment to the appropriate preparation standards.

Ms. Chmidling went through each evaluation and recommendation. These recommendations will be submitted to the November State Board agenda as an Action Item.

There was a brief discussion focused on the integration of structured literacy throughout the educational system.

COMMISSIONER'S ANNUAL REPORT

(00:37:30)

In his annual report to the Kansas State Board of Education, Commissioner of Education Dr. Randy Watson summarized the past year and previewed KSDE's annual report publication, which focuses on the statewide outcomes of the Kansans Can Vision to lead the world in the success of each student. He noted that this annual look back continues at the end of this month with the KSDE conference, which the State Board members are all invited to attend.

In the context of the COVID-19 pandemic, there are concerns about the impact on student achievement. Test scores, ACT, absenteeism, mental health, are among the issues that schools and families continue to struggle with. The demographics of approximately 500,000 Kansas students is changing, White students are slowly declining, and there is a slight decline in African American

students. What has increased is Other (Asian, Native American, and mixed race) and Hispanic students. It was noted that the immigrant and refugee population is changing to more children from Central America and Ukraine. Dr. Watson shared statistics for children in poverty, children learning to speak English, and special education students. Of special note is the rise in special education students, an issue that is central to the present discussion on budgets and school finance.

Dr. Watson stated in terms of learning data, there is both progress and challenge. The goal for high school graduation has increased by 3.2% since 2016. Presently the 2022 graduation rate is 89.3%; the goal is 95%. English language learner graduation has increased by 6.7%, free and reduced lunch (marker for child poverty) increased 4.4% and students with disabilities increased 5.6%. He reviewed post-secondary success and how it is based on the foundation of high school graduation, college degrees, and technical training. An upward trend is the amount of high school students taking post-secondary courses prior to graduation. In 2002 there were 306,904 total credit hours, which averages 9 credit hours per student. A tremendous challenge is the rise in chronic absenteeism. Post covid (2022) 25.7% of students were missing 10% of the days of school. That dropped to (2023) 22.8%, but this is still too high, Dr. Watson shared.

In terms of raising student scoring, the emphasis is to raise children out of level one. More positive, there were increases in level 3 and 4, in grades 3-10. In mathematics, the numbers are moving in the right direction. He stressed that all teachers need to be trained in the science of reading. To conclude he stated the need to: lower chronic absenteeism immediately, move students out of Level 1 by having high expectations and helping students develop the Kansans Can competency skills.

The Board took a 10-minute break.　　　　　　　　　　　　　　　　　　　　**BREAK**

Continuing, Dr. Watson recognized school districts for excellence in graduation levels, academics, post-secondary effectiveness, and civic engagement.

The Board was in recess for lunch until 1:30.　　　　　　　　　　　　　　**LUNCH**

FIREARMS SAFETY CURRICULUM SURVEY REPORT　　　　　　　　　　**PM**
John Calvert, Head School Safety Specialist, Safe and Secure Schools Unit, KSDE, shared the results **SESSION** of the Firearms Safety Training Curriculum Survey collected from 286 USDs in July 2023. Mr. Calvert **(03:36:34)** explained this survey was based on 2023 legislation (SB109), which stated if a district elects to provide firearm safety education it should be based on Eddie Eagle, Hunter Education in Our Schools, or another evidence-based program.

In June 2023, the Board requested a survey be taken in Kansas schools to determine what programs are being offered. 242 districts do not offer any firearms safety training, 38 offer Hunter Education in Our Schools, 3 used Hunter's Education for clubs or trapshooting, 2 used Student Athlete Firearm Education for trapshooting, and 1 used the school resource officer to help teach Eddie Eagle.

ACT ON ACCREDITATION REVIEW COUNCIL'S AUGUST RECOMMENDATONIS FOR KESA　**(03:42:13)**
Dr. Jay Scott, Director, Accreditation and Design, KSDE, asked the board to take action on the systems that were presented last month. In accordance with the Kansas Educational Systems

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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 acting. Last month, five systems were forwarded to the Board for their review of an accredited status recommendation.

The following systems are being presented for action on an accreditation status:
Accredited:
499   Galena
Z0026-3676   St. John's Lutheran Elementary

Conditionally Accredited:
462   Central (Burden)
Z0029-8430   Christ the King (Kansas City)

Dr. Scott noted that Urban Preparatory Academy has been temporarily taken off the list as the administrator of that school has been ill.

Mrs. Arnold moved, Dr. Horst seconded, that the Kansas State Board of Education accept the recommendations of the Accreditation Review Council (ARC) and award the status as recommended by ARC. Motion carried 10-0.

MOTION
(03:49:00)

RECEIVE ACCREDITATION REVIEW COUNCIL'S RECOMMENDATIONS FOR KESA

(03:48:00)

Dr. Jay Scott explained this school year, 2022-2023, 179 systems (157 public, 1 state, and 21 private) are scheduled for accreditation. Of these 179 systems, 174 entered the KESA process as year one and did pause. Five systems are going through their second cycle of accreditation and did not pause; these five systems are also utilizing Cognia.

Beginning in November 2022 and through October 2023, it is expected the Board will receive the Accreditation Review Council's (ARC) accreditation recommendation for all 179 systems. The Board will have the opportunity to receive the ARC's recommendation (Executive Summary) a month prior to taking action on the accreditation recommendation.

Dr. Scott continued presenting on the two systems for the Board to receive as redetermination to be accredited: D0468 Healy and Z0032-4727 Lakemary Center. These systems were both conditionally accredited in 2021, resubmitted information, and subsequently determined by ARC to recommend them as accredited systems to be voted on by the Board in November of 2023. He noted that (for information only) D0480 Liberal and S0521-000 Lawrence Gardner High School would remain "Maintain Conditional" and D0456 Maris Des Cygnes Valley would "Maintain Accredited."

ACCREDITATION FRAMEWORK

(03:59:30)

Dr. Jay Scott presented the proposed changes to KESA. This presentation will be a receive item in November and an action item in December. The focus was on introducing the Board to a new framework for KESA based on fundamental practices. Dr. Ben Proctor, Deputy Commissioner, Division of Learning Services, KSDE, has outlined this framework to the Board in previous meetings.

Dr. Jay Scott shared a new yearly accreditation process, including new KESA checkpoints and

revised roles for each stakeholder (systems, peers, experts, KSDE, ARC, State Board) in the accreditation process. He described how these changes are focused on creating an accreditation system that is focused on fundamentals and contains higher levels of support and accountability on a yearly basis that leads to maximizing opportunities and reducing limitations for students.

The Board is being asked 1) to approve the four fundamentals as a basis for school improvement in Kansas, and 2) approve the annual review process for accreditation. This will be received at the November meeting and acted on in December 2023.

Dr. Proctor shared that the ultimate purpose of this work is not to add more regulation and rules, but it is about people; supporting great teachers and administrators so that kids can learn and grow. Accreditation in Kansas is the responsibility of the State Board of Education. He read the statute that addresses this Board task. He wants to connect school improvement (and define that clearly so it can be pursued) and accreditation.

Dr. Ben Proctor shared the Rose Capacities, (established by the Kansas Supreme Court in Gannon v. Kansas in 2014):
1) oral and written communication skills,
2) knowledge of economic, political, and social systems,
3) understanding governmental processes,
4) self-knowledge of mental and physical wellness,
5) grounding in the arts, appreciation for cultural heritage,
6) training and preparation in academic or vocational fields, and
7) academic or vocational skills to compete.

Dr. Ben Proctor noted how well rounded these capacities are. He explained kids need a foundation to support their ability to learn. His team has elevated four research-based fundamentals:
1) ensuring effective literary instruction,
2) aligning classroom instruction to standards,
3) using data to inform instruction,
4) promoting quality instruction through high expectations.

These are considered the straightest line possible to achieve outcomes for kids.

Dr. Jay Scott spoke about the connection between school improvement and accreditation. During the first phase of KESA there was feedback about how documenting for the purpose of accreditation was taking time from school improvement. Dr. Scott emphasized that everything needs to be about school improvement. Accreditation is synonymous with school improvement. Each state does the accreditation process very differently. The model that is being proposed is different than any other state. This capitalizes on accreditation to improve schools. He concluded by describing the transition from KESA 1.0 to KESA 2.0.

There was a robust discussion with the Board members.

The Board took a ten-minute break.   **BREAK**

Chairman Haas recommended acting on the consent agenda. Four items (b, c, g and h) were   (05:17:05)
removed at the start of today's meeting.

CONSENT AGENDA
    A.   Receive Monthly Personnel Report
    B.   Act on Recommendations for Licensure Waivers
    C.   PACK Act Grants 2023-2024
    D.   Act on Education Flexibility Partnership Waivers

Mr. Porter moved, Mrs. Arnold seconded, to approve the four items on the consent agenda. Motion carried 10-0.

MOTION
(05:18:35)

ITEMS PULLED FROM THE CONSENT AGENDA
    1.   Act on Request to increase eScholar, LLC original payment by $1,511.44. (Originally item 8 h)

Mrs. Dombrosky moved, Mrs. Arnold seconded, that the Kansas State Board of Education authorize an increase of $1,511.44 to cover the multiple variable cost from the original contract dated 6/15/2022 to 6/14/2025. Motion carried 7-2-1, Mrs. Dombrosky and Mr. Zeck voted no, Mrs. Hopkins abstained.

MOTION
(05:18:50)

    2.   Receive Report of Personnel Filling Unclassified Positions. (Originally item 8 b)
There were questions about the funding for these positions.

Mr. Porter moved, Mrs. Arnold seconded, to approve the receiving of the Report of Personnel Filling Unclassified Positions. Motion carried 10-0.

MOTION
(05:24:30)

    3.   Act to initiate contract bid process for investigation of special education formal complaints. (Originally item 8 c)
There was a discussion between Brian Dempsey, Assistant Director, Special Education and Title Services, KSDE, and the Board members. There was some interest in having further information on this topic.

Mrs. Hopkins moved, Dr. Horst seconded, that the Kansas State Board of Education authorize the Commissioner of Education to initiate a bid process to enter into a contract for the purpose of investigating special education complaints with said contract to be for the period of December 1, 2023, through June 30, 2028, and for an amount not to exceed $400,000 out of IDEA VI-B funds. Vendor to be determined. Motion carried 10-0.

MOTION
(05:33:45)

PRESENTATION ON LETRS TRAINING
Tim Hallacy, Superintendent of USD 450, Shawnee Heights, introduced two of his reading teachers: Karen Brantingham, Reading Specialist, and Linda Dishman, Instruction Interventionalist and Milken 2018 winner. They are two of the seventy teachers in USD 450 Shawnee Heights who are being trained in the Science of Reading. Language Essentials for Teachers of Reading and Spelling (LETRS) training is a two-year commitment for teachers.

(05:34:00)

ACT ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION (PPC)   (05:56:00)
Scott Gordon, General Counsel, KSDE, presented actions for the Board based on the
recommendations of the PPC. Mr. Gordon requested the Board act on the application for a
substitute teaching license by case 23-PPC-07. He described the history of this applicant shared the
PPC recommendation to remand this application. Dr. Holt, Chair of the PPC, joined on Zoom. New
letters of recommendation were provided for this applicant that had not been offered during the
meeting with the PPC.

Mrs. Mah moved, Mrs. Hopkins seconded, that the Kansas State Board of Education remand case   **MOTION**
23-PPC-07 to consider any additional evidence submitted by either party and issue findings of fact   (06:09:47)
and conclusions of law. Motion carried 10-0.

Mr. Gordon presented five cases in which the applicants the PPC recommended denial.

                                                                                                        MOTION
Mrs. Mah moved, Dr. Horst seconded, that the Kansas State Board of Education denies or revokes   (06:12:27)
the licenses in the cases of 23-PPC-14; 23-PPC-19; 23-PPC-29; 23-PPC-31; 23-PPC-32. Motion carried
10-0.

Mr. Gordon presented two cases of Voluntary Surrender reviewed by the PPC.

                                                                                                        MOTION
Dr. Horst moved, Mrs. Hopkins seconded, that the Kansas State Board of Education revoke the   (06:13:09)
licenses of 23-PPV-01 and 23-PPC-06. Motion carried 10-0.

FALL VACANCY REPORT UPDATE
Shane Carter, Director, Teacher Licensure, KSDE, shared the vacancy data that is collected each fall   (06:14:33)
and spring from school districts. Spring data was reported during the June 2023 board meeting
and today the Board will receive a vacancy update on data collected August 1, 2023 - September
25, 2023, the beginning of the school year. Mr. Carter shared the Fall 2022, Spring 2023, and the
present numbers prior to 9/25/2023. Vacancy means either an unfilled position or a position filled
by a person who is not appropriately licensed. Fall 2022 total was 1650, Spring 2023 was 1634, and
Fall 2023 was 1810. Mr. Carter specifically pointed out elementary school vacancies were 462,
making it the biggest shortage this fall. Generally special education has been the highest vacancy
area. There was an increase in the lack of applicants in Fall 2023.

CONTENT EXAM APPEAL PROCESS UPDATE
Shane Carter continued with an update on the Professional Standards Board (PSB) which met on   (06:27:59)
September 29, 2023, and finalized the scoring rubric and appeal process approved by the Board at
the August 2023 meeting. At that meeting the Board approved the PSB recommendation to have
an alternative assessment process to verify content knowledge after candidates have tried and not
been able to pass the Praxis content exam a minimum of two times. Points can be awarded for
highest scores and grade point average of teacher preparation college credit hours, as well as the
Keep 2 rubric and an interview conducted by the Licensure Review Committee (LRC). The LRC make
a recommendation to approve or deny appeals for licensure to the State Board. The LRC is made
up of seven individuals from various areas of education. Mr. Carter explained that this content
appeal is only available for teachers who completed teacher training in Kansas, and he covered the
holistic scoring process.

The Board took a short break.   **BREAK**

UPDATE ON LEGISLATIVE INTERIM COMMITTEE

(06:52:15)

Craig Neuenswander, Deputy Commissioner, Fiscal and Administrative Services, KSDE, gave an update on the four-day interim committee, October 2, 3, 9 and 10, 2023. The first two days focused on student outcomes (primarily based on 2022 state assessments) and achievement. There was positive interest in the Science of Reading in both classroom instruction and teacher training. Wichita, Shawnee Mission, Salina, and Wabaunsee school districts testified before the committee and presented reports. The committee reviewed the Legislative Post Audit report on district expenses. The third and fourth day focused on special education, in particular special education law and the school funding formula, and Career Technical Education (with the Board of Regents and KSDE).

Dr. Neuenswander explained the Local Option Budget (LOB), how it is related to the general fund, and how it affects special education funding. Dr. Watson explained the concept of excess costs for special education students. There was a discussion about the Special Education and Related Services Funding Task Force which was set up by the 2023 legislature but not activated.

Overall, Dr. Neuenswander stated as enrollment has been decreasing; special education enrollment has been increasing. Dr. Neuenswander gave a quick overview of a recently released Legislative Post Audit study on K12 cost study.

The Board engaged in a lively discussion on these topics.

FINAL ITEM PULLED FROM CONSENT AGENDA

(07:14:18)

Chair Haas asked the Board to take action on the final item (originally called 8 g) that had been pulled from the consent agenda.

Kathi Grossenbacher, Director of Information Technology, KSDE, explained the request: USD 501 Topeka data center environment will continue to include the following: environmentally controlled and physically secured space for KSDE equipment, back-up generator power, and network connectivity for KSDE at the co-location site. The amount of the contract is not to exceed $12,000.00 over the five years. The duration of the contract will be May 9, 2024, through May 8, 2029.

Mrs. Mah moved, Dr. Horst seconded, that the Kansas State Board of Education will continue co-location of KSDE's disaster recovery service with the USD 501, Topeka.   **MOTION**
Motion carried 9-0-1, Mrs. Dombrosky abstained.   (07:47:30)

RECESS

The meeting recessed at 5:50 p.m. until 9:00 a.m. Wednesday.   **RECESS**

_____   _____
Melanie Haas, Chair   Makayla Auldridge, Interim Board Secretary

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MINUTES

Kansas State Board of Education

Wednesday, October 11, 2023

CALL TO ORDER (00:04:00)
Chair Melanie Haas called the Wednesday meeting of the Kansas State Board of Education to order at 9:00 a.m. Wednesday, October 11, 2023, in the boardroom of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

ROLL CALL
The following Board Members were present:

Betty Arnold	Deena Horst
Michelle Dombrosky	Ann Mah
Melanie Haas	Jim Porter
Dennis Hershberger	Danny Zeck
Cathy Hopkins	Jim McNiece

Chair Haas noted that the agenda for the October 11th Board meeting was approved on the previous day. There was a brief discussion of the chronic absenteeism statistics (by grades) information that has been placed on member desks this morning. There was a conversation about the protocol of moving the Consent Agenda to different days.

PRESENTATION FROM THE 2023 KANSAS TEACHER OF THE YEAR (KTOY) TEAM (00:09:40)
Denise Kahler, Director, Communications and Recognition Programs, KSDE, explained the team started the KTOY 2023 year by presenting to the Board and now, after over 100 presentations and thousands of miles, they are back to sum up what the year has meant to them.

The teacher of the year 2023, Brian Skinner, an interrelated special education English teacher at Newton High School, Newton USD 373, described the end of this year as the closing of a chapter. His motto has been "Education is...what WE make it" which is focused on teamwork. 21 of the visits have been to Kansas colleges to encourage students to enter the teaching profession. He was very impressed with the educators that are soon graduating. The small Kansas colleges have the highest percentage of education students.

Each member of the 2023 KTOY team each spoke about highlights in their own school district.

Pamela Munoz, kindergarten teacher at McCarter Elementary School, Topeka USD 501.
Mallory Keefe, preschool teacher at Cheney Elementary School, Cheney USD 268.
Jessica Gazzano, art and publications teacher at Woodland Spring Middle School, Spring Hill USD 230.
Carly Torres, fifth-grade teacher at Wiley Elementary School, Hutchinson USD 308.
Kendal Norberg, a fourth-grade teacher at Broadmoor Elementary School, Louisburg USD 416.
Erica Huggard, biology, anatomy and physiology teacher at Emporia High School, Emporia USD 253.
Jaimie Swindler, special education teacher, from Ottawa was not able to attend.

The Board members celebrated the past year and expressed gratitude for the excellence of this KTOY

team.

There was a short break.

KANSAS BOARD OF REGENTS (KBOR) LEADERSHIP   (01:12:08)
Carl Ice, Vice Chair, Dr. Cynthia Lane, Board member, Dr. Blake Flanders, President and CEO, Kansas
Board of Regents, and Heather Morgan from Kansas Community Colleges, presented an overview of
three areas that KBOE and KBOR share.

Dr. Cynthia Lane shared the focus on reading in teacher training. She shard KBOR's initiative for pre-
service training in Structured Literacy and the reading training program they are supporting statewide.
The second area Dr. Lane addressed was concurrent/dual enrollment, referred to as Diploma Plus, that
is preparing high school students with more than the standard courses to give them marketable
skills/tools to thrive in today's economy. The third area is the ability to offer general education courses
that can transfer from high school to a post-secondary institution.

UPDATE FROM KANSAS SCHOOL FOR THE DEAF   (01:55:40)
Luanne Barron, Superintendent, Kansas School for the Deaf, provided updates for the past year. Ms.
Barron shared a slide showing many individual tiles created by her students; a variety of hands with an
eye in the middle of them. In two years, her school will be going through the accreditation process for
both KESA 2.0 and CEASD. The school is working hard on a statewide early intervention program for
very young children, Sound Start 0-3 years, which helps guide families to find the right support system
for deaf and hard of hearing children. They are working hard to retain great staff and teachers. Ms.
Barron shared the Olathe 5K event which was very successful. She thanked the Board for their support
with the statewide visibility and support services through offering translation services. There was an
issue with graduates' transcripts being titled "vocational certificate" instead of "graduation certificate."
Superintendent Barron is working on a solution and understanding the history of transcripts.

There was a short break.

UPDATE FROM KANSAS STATE SCHOOL FOR THE BLIND   (02:45:38)
Jon Harding, Superintendent, Kansas School for the Blind (KSSB), reported on the past year at his
school. Mr. Harding stated his school serves all the blind and visually impaired children in Kansas. There
are 1500 statewide students, 800+ who are served by KSSB, and 50 directly enrolled from ages 3-21.
Last year they served 100 school districts, offering assessment, direct teaching, placement,
consultation, and training. They are working towards the KESA 2.0 accreditation. He shared the many
activities, presentations, and conferences they are involved in. One of the challenges he shared is the
accessibility of state assessments.

ANNUAL REPORT FROM KANSAS STATE HIGH SCHOOL ACTIVITIES ASSOCIATOIN   (03:13:44)
Bill Faflick, Executive Director, Kansas State High School Activities Association (KSHSAA), presented the
organization's annual report. He reviewed highlights and challenges of the past year in both activities
and athletics. In addition to the oral presentation, KSHSAA is responsible for providing a copy of reports
and publications issued for the preceding year to the Board office as required by statute. These include
the audit report, directories, journals, minutes from the Board of Directors' meeting, and a synopsis of
major changes by the KSHSAA Board.

Director Faflick introduced Sarah Smith, the newest member of his staff. Ms. Smith has been a physical

education teacher/coach for 19 years, activity director for 6 years, and is thrilled to be part of KSHSAA. Mr. Faflick described the focus of KSHSAA as student health and safety, rules and protocols, purpose driven programs, offering students activities that are safe and inclusive, memorable, and transformational. He shared the issue of student athletes having physical emergencies. He reviewed the new 2023 legislation which allows non-public school students to be involved in public school athletics, and the Fairness in Women's Sports. These two laws are deeply impactful to public school sports. The classification multiplier, protecting sports officials, and concussion management teams were not acted on by the legislature. He shared schools that were honored in arts and sports.

CHAIR REPORT
Chair Haas shared some of her thoughts, including her concern that the Special Education and Related Services Funding Task Force will not be called this year.

(04:04:48)

Action on Board Travel
Mrs. Arnold moved, Mr. Porter seconded, to approve Board travel requests as presented. Motion carried 9-0. (Mrs. Mah was not present.)

MOTION
(04:05:15)

Board Attorney's Report
Mr. Ferguson noted that the Board does not strictly follow Robert's Rules of Order. It is a guide, but not a mandate. Referring to the October 10th discussion about a school not being accredited, he noted that if a school were to be unaccredited, which hasn't ever happened in Kansas, there might be an issue in municipal bond ratings. In terms of the Consent Agenda, he noted the Kansas Open Meeting Act does not speak to minutes or agendas, it only says both should be available if requested. When minutes have been approved by the body then they must be public but draft minutes are not subject to such. In a similar way, an agenda is considered a "draft" until it is approved by the body in the meeting.

Requests for Future Agenda Items
- Mrs. Arnold requested information on violence in schools from the School Mental Health Advisory Council.
- Mrs. Arnold requested a presentation and discussion on Individual Plan of Study (IPS) and effective ways to inspire a strong commitment from districts.
- Mr. Porter would like to discuss the treatment of KSDE staff at the Kansas Legislature and is concerned about the decision not to activate the Special Education and Related Services Funding Task Force.
- Dr. Horst added that there are other educational organizations that have experienced the same disrespect.

ADJOURNMENT
Chair Haas adjourned the meeting at 2:30 p.m. The next regular meeting for the State Board of Education is November 14 and 15, 2023.

(04:28:37)

_____   _____
Melanie Haas, Chair   Makayla Auldridge, Interim Board Secretary

Kansas leads the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **9**

Staff Initiating:	Director:	Commissioner:	Meeting Date: **11/14/2023**
Catherine Chmidling	Shane Carter	Randy Watson	

Item Title:

Act on Evaluation Review Committee (ERC) Recommendations

Recommended Motion:

It is moved that the Kansas State Board of Education accept the following recommendations of the Evaluation Review Committee for preparation program approvals for Central Christian College, Emporia State University, Fort Hays State University, Friends University, Pittsburg State University, and Wichita State University.

Explanation of Situation Requiring Action:

The educator preparation program review processes are guided by Kansas regulations 91-1-235, and 91-1-236, authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution. The current regulations were first adopted in 1997 and 2004, have been revised and updated regularly as needed.

The review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider's specific license/endorsement preparation program for alignment to the license/endorsement preparation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; assessment instruments; collected data, analyses, and interpretations.

Following the institutional application and receipt of a complete program report, a review team of trained evaluators was appointed to review the educator preparation programs for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board.

Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The Evaluation Review Committee consists of P12 educators, P12 administrators, and higher ed administrators, and forms a second peer review oversight committee, which reviews each educator preparation provider or individual license/endorsement preparation program's alignment to the appropriate preparation standards.

The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each education preparation program.

The initial recommendation was submitted to the teacher education institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. For each of the providers, the ERC offered the opportunity for a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the educator preparation provider or program. These final recommendations have been submitted to appropriate representatives of the educator preparation institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for program status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions. These recommendations were presented to the State Board as a Receive item in October.

Action item: ERC recommendation for higher education program approval

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

Board Goals:
Provide an effective educator in every classroom

Recommended Motion:
It is moved that the Kansas State Board of Education accept the following recommendations of the Evaluation Review Committee for preparation program approvals for Central Christian College, Emporia State University, Fort Hays State University, Friends University, Pittsburg State University, and Wichita State University.

Explanation:
The educator preparation program review processes are guided by Kansas regulations 91-1-235, and 91-1-236, authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution. The current regulations were first adopted in 1997 and 2004, have been revised and updated regularly as-needed.

The review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider's specific license/endorsement preparation program for alignment to the license/endorsement preparation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; assessment instruments; collected data, analyses, and interpretations.

Following the institutional application and receipt of a complete program report, a review team of trained evaluators was appointed to review the educator preparation programs for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board.

Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The Evaluation Review Committee consists of P12 educators, P12 administrators, and higher ed administrators, and forms a second peer review oversight committee, which reviews each educator preparation provider or individual license/endorsement preparation program's alignment to the appropriate preparation standards.

The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each education preparation program.

The initial recommendation was submitted to the teacher education institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. For each of the providers, the ERC offered the opportunity for a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the educator preparation provider or program. These final recommendations have been submitted to appropriate representatives of the educator preparation

institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for program status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions. These recommendations were presented to the State Board as a Receive item in October.

September 18, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Central Christian College of Kansas

Introductory Statement:

On September 5, 2023, the Evaluation Review Committee reviewed an application for program approval Central Christian College of Kansas.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

<u>PROGRAM APPROVAL RECOMMENDATIONS</u>

<u>Recommend "Approved" status</u> for Central Christian College program through <u>June 30, 2029:</u>

Physical Education, I, PreK-12
<u>Areas for Improvement:</u>
Standards 1-6
None
> <u>Standard 7 (Met)</u>
> Post rejoinder AFI 7.1: Advocacy has not been clearly addressed.
> **Rationale:** The rejoinder does not make clear how the advocacy component of the standard is addressed by one or more assessments.

September 13, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Emporia State University

Introductory Statement:

On September 5, 2023, the Evaluation Review Committee reviewed applications for new program approvals for Emporia State University.

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

<u>PROGRAM APPROVAL RECOMMENDATIONS</u>

<u>Recommend "New Program Approved with Stipulation" status</u> for Emporia State University new programs through <u>December 31, 2025.</u>:

Elementary Unified, I, K-6 (new)
<u>Areas for Improvement:</u>
Standards 1-11, Sci Reading
None

Innovative Elementary, Limited Elementary Residency Program (LERP), I, PreK-6 (new)
<u>Areas for Improvement:</u>
Standards 1-7, Sci Reading
None

Proposed new programs can be given the status of 'new program approved with stipulation' or 'not approved.'

New programs may be approved-with-stipulation for 2 years during which they are operationalized (extendable to a third year if not yet operationalized). A progress report is due after the second semester of operation to address the new program stipulation.

September 13, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Fort Hays State University

Introductory Statement:

On September 05, 2023, the Evaluation Review Committee reviewed applications for program approvals for Fort Hays State University.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "New Program Approved with Stipulation" status for Fort Hays State University new programs through December 31, 2025.:

Innovative Low Incidence limited residency license (LRL), A, PreK-12 (new)
Areas for Improvement:
Standards 1-7
None

Low Incidence A, PreK-12 (new)
Areas for Improvement:
Standards 1-7
None

   Proposed new programs can be given the status of 'new program approved with stipulation' or 'not approved.'

   New programs may be approved-with-stipulation for 2 years during which they are operationalized (extendable to a third year if not yet operationalized). A progress report is due after the second semester of operation to address the new program stipulation.

<u>Recommend "Approved" status</u> for the following Fort Hays State University continuing programs through <u>December 31, 2029.</u>

Art I, PreK-12, continuing
> <u>Areas for Improvement</u>
> Standards 1-7
> None

Building Leadership, A, PreK-12, continuing
> <u>Areas for Improvement</u>
> Standards 1-7
> None

Chemistry, I, 6-12, continuing
> <u>Areas for Improvement</u>
> Standards 1-8
> None

District Leadership, A, PreK-12, continuing
> <u>Areas for Improvement</u>
> Standards 1-7
> None

Driver Education, A, 9-12, continuing
> <u>Areas for Improvement</u>
> Standards 1-3
> None

Earth and Space Sciences, I, 6-12, continuing
> <u>Areas for Improvement</u>
> Standards 1-9
> None

English for Speakers of Other Languages, A, PreK-12, continuing
> <u>Areas for Improvement</u>
> Standards 1-7
> None

Gifted, A, PreK-12, continuing
> <u>Areas for Improvement</u>
> Standards 1-6
> None

Library Media Specialist, A, PreK-12, continuing
> <u>Areas for Improvement</u>
> Standards 1-6
> None

September 13, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Friends University

Introductory Statement:

On September 5, 2023, the Evaluation Review Committee reviewed applications for program approval for Friends University.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Friends University continuing programs through June 30, 2029:

Art I, PreK-12, continuing
    Areas for Improvement
    Standards 1-7
    None
High Incidence Limited Apprentice I, PreK-12, continuing
    Areas for Improvement
    Standards 1-8, Sci Reading
    None
History, Government, Social Studies I, 6-12, continuing
    Areas for Improvement
    Standards 1-10
    None
Music I, PreK-12, continuing
    Areas for Improvement
    Standards 1-7
    None
Physical Education I, PreK-12, continuing
    Areas for Improvement
    Standards 1-7
    None

September 19, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Pittsburg State University

Introductory Statement:

On September 05, 2023, the Evaluation Review Committee reviewed applications for program approvals for Pittsburg State University.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for the following Pittsburg State University program through December 31, 2025.

Reading Specialist, A, PreK-12, continuing
Areas for Improvement:
Standards 1, Sci Reading
None

> Standard 2 (MET)
> AFI 2.1: Assessment 2 rubric terms aren't defined.
> **Rationale:** Terms such as "some" and "most" aren't measurable.
>
> Standard 3 (MET)
> AFI 3.1: Assessment 3 rubric terms aren't defined.
> **Rationale:** Terms such as "appropriate," "very few," and "most" aren't measurable.
> AFI 3.2: Assessment 4 rubric terms aren't defined.
> **Rationale:** Terms such as "appropriate," "very few," "some," and "most" aren't measurable.
>
> Standard 4 (MET)
> AFI 4.1: Assessment 4 rubric terms aren't defined.
> **Rationale:** Terms such as "some," "frequently," "limited," and "most" aren't measurable.
>
> Standard 5 (MET)

AFI 5.1: Assessment 2 rubric terms aren't defined.
Rationale: Terms such as "some," "somewhat," "appropriate," and "most" aren't measurable.
AFI 5.2: Assessment 4 rubric terms aren't defined.
Rationale: Terms such as "some," "somewhat," and "appropriate" aren't measurable.

Standard 6 (MET)
AFI 6.1: Assessment 3 rubric terms aren't defined.
Rationale: Terms such as "minimal" and "frequently" aren't measurable.

Standard 7 (MET)
AFI 7.1: Assessment 2 rubric terms aren't defined.
Rationale: Terms such as "some" and "most" aren't measurable.
AFI 7.2: Assessment 3 rubric terms aren't defined.
Rationale: Terms such as "some" aren't measurable.

The EPP has stated they plan to submit a revised new program proposal for review in 2024.

Recommend "Approved" status for the following Pittsburg State University continuing programs through December 31, 2030.

Building Leadership A, PreK-12, continuing
        Areas for Improvement
        Standards 1-7
        None
District Leadership, A, PreK-12, continuing
        Areas for Improvement
        Standards 1-7
        None
Early Childhood Unified I, B-K, continuing
        Areas for Improvement
        Standards 1-8
        None
English Language Arts, I, 5-8, continuing
        Areas for Improvement
        Standards 1-7
        None
English Language Arts, I, 6-12, continuing
        Areas for Improvement
        Standards 1-7, Sci Reading
        None
Low Incidence, A, K-6, 6-12, continuing
        Areas for Improvement
        Standards 1-7
        None
Music, I, PreK-12, continuing

Standards 1-7
None
Physical Education, I, PreK-12, continuing
Standards 1-7
None

September 14, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Wichita State University

Introductory Statement:

On September 5, 2023, the Evaluation Review Committee reviewed applications for program approvals for Wichita State University.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "New Program Approved With Stipulation" status for the following Wichita State University new program through December 31, 2025.

Elementary Education Unified (Elem UG), I, K-6 new
Areas for Improvement:
Standards 1-11, Sci Reading
None

> Proposed new programs can be given the status of 'new program approved with stipulation' or 'not approved.'
>
> New programs may be approved-with-stipulation for 2 years during which they are operationalized (extendable to a third year if not yet operationalized). A progress report is due after the second semester of operation to address the new program stipulation.

Recommend "Approved" status for the following Wichita State University continuing programs through December 31, 2029.

Art I, PreK-12, continuing
> Areas for Improvement
> Standards 1-7
> None

Building Leadership, A, PreK-12, continuing

    <u>Areas for Improvement</u>

    Standards 1-7

    None

Chemistry, I, 6-12, continuing

    <u>Areas for Improvement</u>

    Standards 1-8

    None

Early Childhood Unified (UG), I, Birth to Grade 3, continuing

    <u>Areas for Improvement</u>

    Standards 1-8, Sci Reading

    None

Earth & Space Science, I, 6-12, continuing

    <u>Areas for Improvement</u>

    Standards 1-9

    None

English for Speakers of Other Languages, A, PreK-12, continuing

    <u>Areas for Improvement</u>

    Standards 1-7

    None

Reading Specialist, A, PreK12, continuing

    <u>Areas for Improvement</u>

    Standards 1-6, Sci Reading

None

PROGRAM REVIEW PROCESS

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

PROGRAM DECISIONS

New program approval decisions are:
• New Program Approved with Stipulation
• Not Approved.

Renewal program decisions are:
• Approved
• Approved with Stipulation
• Not Approved.

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

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

(a) Application.
(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.
(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following successfully:
(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major;
(B) at least 12 weeks of student teaching; and
(C) a validated preservice candidate work sample.
(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. Any institution may challenge the appointment of a review team member. The institution's challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be only on the basis of a conflict of interest.
(c) Program review process.
(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be

forwarded by the commissioner to an appropriate representative designated by the teacher education institution.

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

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

(e) Request for hearing.

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

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

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

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

(g) Annual report.

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

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

(h) Change of approval status.

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

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

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

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

(a) Application for program renewal.

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

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

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

(B) at least 12 weeks of student teaching.

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

(c) Program review process.

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

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

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

(e) Request for hearing.

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

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

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

(f) Approval status.

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

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

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

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

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

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

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

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

Item Title: School Mental Health Advisory Council Update

From: Trish Backman

Trish Backman, School Mental Health Coordinator at the Kansas State Department of Education will provide an update to the State Board of Education on the School Mental Health Advisory Committee. Her update will include the purpose of the Advisory Committee, past and future meetings, a list of current members and accomplishments of the Advisory Committee.

Kansas leads the world in the success of each student.

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Item Title: Kansans Can Recognition: Silver in Academic Preparedness: USD 474 Haviland and Honey Tree & Branches Academy

From: Denise Kahler

The Kansans Can Star Recognition Program recognizes districts that are achieving at high levels in the outcome areas identified by the Kansas State Board of Education in 2015.

Today, the State Board will have the opportunity to hear from two systems that earned silver stars in the category of Academic Preparedness for 2023.

Haviland, USD 474, Mr. Mike McDermeit, Superintendent
Honey Tree & Branches Academy, Wichita, Ms. Kimberly Fielding, Director and Founder
Representatives from these two systems will present what they are doing to address the academic needs of their students to ensure they are academically prepared for postsecondary success.

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

Item Title: Student Showcase: Topeka College Prep Academy, USD 501 Topeka

From: Denise Kahler

The Topeka Public Schools College Prep Academy provides an opportunity for scholars to graduate from this advanced program prepared to succeed in college and career options of their choice. Through advanced coursework and real-world learning, students strengthen their academic skills in preparation for collegiate success. Additionally, the College Prep Academy helps students develop critical professional skills, such as time management and teamwork. Students visit colleges, intern at businesses, join extracurricular activities and volunteer in the Topeka community. The College Prep Academy team provides a supportive, family-like environment to help students succeed and achieve at high levels.

The State Board will hear from students enrolled in the College Prep Academy who will describe their experiences and how they are shaping their postsecondary aspirations.

Mrs. Adrienne King, teacher
Mr. Meshach McKnight, teacher
Zachary Buffington (also Teacher Pathway)
Nyariel Douglas
Kenslee Young

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Agenda Number: **13**

Staff Initiating:	Director:	Commissioner:	Meeting Date:	11/14/2023
Jay Scott	Jay Scott	Randy Watson		

Item Title:

Act on Accreditation Review Council's October Recommendations for KESA

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Accreditation Review Council and award the status as recommended by the ARC as presented.

Conditionally Accredited: USD 282 West Elk and USD 465 Winfield. **Not Accredited:** X0445-0273 Urban Prep Academy (Wichita). **Accredited after Redetermination**: USD 468 Healy and Z0032-4727 Lakemary Center.

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 acting. Last month, 4 systems were forwarded to the State Board of Education for their review of an accredited status recommendation. One system (Urban Prep) was received by the SBOE in September but was pulled as an action item in October due to extenuating circumstances. Urban Prep is now an action item for November 2023.

The following systems are once again being presented for action on an accreditation status:

Conditionally Accredited:

282   West Elk

465   Winfield

Not Accredited:

X0445-0273   Urban Prep Academy (Wichita)

Redetermination - Accredited:

468   Healy

Z0032-4727   Lakemary Center

Staff will be available for any questions.

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Item Title: Accreditation Framework

From: Jay Scott

In order to maximize opportunities and minimize limitations for our Kansas students, KSDE is proposing to the State Board of Education the following changes to the Kansas Education Systems Accreditation (KESA) model to begin in 2024-2025:

1. Establish the 4 Fundamentals (Structured Literacy, Balanced Assessment, Standards-aligned Instruction, and Quality Instructional Practice) as the basis, in addition to student data and compliance, for being accredited in preK-12 systems in Kansas.

2. Establish an improved annual accreditation system featuring more opportunities for systems to obtain feedback on their progress in the areas of accreditation from their peers, experts, and KSDE. This system would also allow for a more rapid response from KSDE to gaps systems may have in the 4 Fundamentals, Student Data, or Compliance. The ARC would retain their current role of making recommendations of accreditation to the State Board of Education but would only review systems with persistent gaps in any of the three areas of accreditation. The ARC would be another level of support and feedback reserved for systems in need of a deeper review.

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Item Title: Student Showcase: Topeka Center for Advanced Learning and Careers, USD 501 Topeka

From: Denise Kahler

Topeka Center for Advanced Learning and Careers (TCALC) offers nine pathways from which students can choose to focus their studies and explore career opportunities. One of the newest pathways added is Teaching as a Profession. Within this pathway, students learn about human development, educational history and theories, quality teacher traits, planning and preparation, the learning environment, instruction, student achievement, high need areas, diversity, ethics, career planning and job-hunting skills, and professional responsibilities in the workplace.

Today, the State Board will have the opportunity to hear from TCALC students studying within the Teaching as a Profession pathway. Learn about their experiences and how this has shaped their view of the profession and their postsecondary plans.

Renae Easter, student
Misael Hernandez, student

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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.

WEDNESDAY, NOVEMBER 15, 2023
MEETING AGENDA

9:00 a.m.   1. Call to Order – Chair Melanie Haas

    2. Roll Call

9:05 a.m.   (RI)   3. Receive Updated Kansas Early Learning Standards

10:05 a.m.   (AI)   4. Approval of Kansas Standards for Library and Information Literacy

10:20 a.m.   **BREAK**

10:30 a.m.   (IO)   5. Research Work TNTP Proposal – Hanover

10:45 a.m.   (IO)   6. Partnerships with Private Colleges in Kansas

11:20 a.m.   (DI)   7. 2024 Legislative Priorities Discussion

12:00 p.m.   (AI)   8. Consent Agenda
  a. Receive monthly personnel report
  b. Act on personnel appointments to unclassified positions
  c. Act on Ed-Flex Waiver for USD 211 Norton Community Schools
  d. Act on recommendations of the Licensure Review Committee
  e. Act on recommendation for Licensure Waivers
  f. Act to approve local professional development plans
  g. Act on 2024 Volunteer Generation Fund Grant Awards
  h. Act on Hutchison Community College SkillsUSA Contract
  i. Act to approve contract for continuation of Migrant Data System
  j. Act on Title IV, Part A Stronger Connection Grant Awards
  k. Act on request from USD 410 Durham-Hillsboro, for capital improvement (bond and interest) state aid
  l. Act on request from USD 410 Durham-Hillsboro, to hold a bond election

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12:15 p.m.	(AI) 9. Chair Report

(AI)   9.   Chair Report
    A. Remarks from the Chair
    B. Act on Board Travel
    C. Committee Reports
    D. Board Attorney Report
    E. Requests for Future Agenda Items

1:00 p.m. **ADJOURN**

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Item Title: Receive Updated Kansas Early Learning Standards

From: Amanda Petersen

The Kansas Early Learning Standards (KELS) is a document that provides information and guidance to early childhood providers and teachers, including early primary grade teachers, on the developmental continuum of learning for children from birth through kindergarten. The KELS provide information regarding what young children should know and be able to do as a result of engagement with caring knowledgeable adults, evidence-based curriculum, and developmentally appropriate activities. It is a dynamic resource that providers and teachers can use as they plan activities for, choose and implement curriculum, and engage in conversations with young children and their families around early learning. The standards address the areas of: Approaches to Learning, Physical Health and Development, Social and Emotional Development, Communication and Literacy, Mathematics, Science and Creative Arts.

A collaborative group of Kansas early childhood partners worked together to review and complete this fourth revision to the Kansas Early Learning Standards. The first document was completed in 2006 with a second revision done in 2009 and a third revision in 2013.

The Kansas State Board of Education will receive a presentation describing the process to revise the Kansas Early Learning Standards and the proposed updates. In December the State Board will have the opportunity to approve the updated standards.

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Kansas Early Learning Standards

BUILDING THE FOUNDATION FOR SUCCESSFUL CHILDREN

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October 25, 2023

Contents

Kansas Early Learning Standards Committee

Core Team

- Jennifer Adhima, *Kansas Head Start Association*

- Jennifer Francois, Ph.D., *Kansas State University*

- Jennifer Forker, *Hutchinson Community College*

- Michelle Gilbert, *Child Care Aware of Eastern Kansas*

- Misty Goosen, Ed.S., *Kansas Inservice Training System*

- Kimberly Kennedy,
  Kansas Department for Children and Families

- Natalie McClane, *Kansas State Department of Education*

- Amy Meek, *Kansas Children's Cabinet and Trust Fund,
  Director of Early Childhood*

- Jennifer Pishny, *Kansas Child Care Training
  Opportunities Infant Toddler Specialist Network*

- Julie Rand, *619 Coordinator,
  Kansas State Department of Education*

- Heather Schrotberger, *Kansas Head Start Association*

- Tricia Waggoner, *Part C Coordinator,
  Kansas Department of Health and Environment*

Content Standards Specialists:

- Kathi Barton, *Family Child Care*

- Shannon Benoit, *Wichita USD 259*

- Sharon Beougher, *Early Childhood Connections*

- Sheila Bertelsen, *Bright Beginnings-Dodge City
  USD 443*

- Jenny Brase, M.S. ECSE, *Kansas Inservice
  Training System*

- Grace Cott, *Child Care Aware of Eastern Kansas*

- Susan Drewelow, *Child Care Aware of Eastern Kansas*

- Stephanie Wiggins, *Kansas Child Care Training
  Opportunities Infant Toddler Specialist Network*

- Haley Hynek, *Kansas Child Care Training Opportunities*

- Samantha Mothersbaugh, *Growing Futures*

- Stephanie Parks, Ph.D., OTR/L,
  The University of Kansas

- Brooke Weigel,
  Kansas Child Care Training Opportunities

- Karla Winterscheidt, *NEK-CAP Head Start*

- Betsey Litscher, *Bright Circle Preschool*

Kansas University Center for Public Partnership and Research Support Team:

- Jenny Memmott, MME

- Clayton Jarrard

- Julia Gruss

Introduction

Purpose

The Kansas Early Learning Standards (KELS) is a document that provides information and guidance to early childhood providers and teachers, including early primary grade teachers, on the developmental continuum of learning for children from birth through kindergarten. The KELS provide information regarding what young children should know and be able to do as a result of engagement with caring knowledgeable adults, evidence-based curriculum, and developmentally appropriate activities. It is a dynamic resource that providers and teachers can use as they plan activities, choose and implement curriculum, and engage in conversations with young children and their families around early learning. It is important to remember that standards are not to be used as an assessment tool, but rather as a cornerstone to support adults in making appropriate instructional decisions that will benefit our youngest learners.

Adults[1] are responsible for creating an environment that promotes early learning opportunities for the young children for whom they care and educate. Children learn through play and active, hands-on learning. Caregivers must use their knowledge to create experiences that are child-focused and standards-based while also meeting the needs of individual children. For infants and toddlers in particular, these standards must be linked to programs or adult decisions based upon knowledge of child development and individual learning needs, not "required" child behaviors or skills.

For each child to learn, ALL adults must intentionally provide positive, inclusive and nurturing environments that promote learning. The goal of the Kansas Early Learning Document is to provide the resources and support needed to help make this happen.

Background

This is the fourth revision of the Kansas Early Learning Standards. The first document was completed in 2006 with a second revision done in 2009 and a third revision in 2013. As with previous revisions, the work focused on updating the standards based upon new and current knowledge and research. Additionally, specific focus was placed on developmentally appropriate practices, ease of use and accessibility, as well as the incorporation of equity, diversity and inclusion principles. This document is another result of the extensive collaboration that is a part of the Kansas early childhood education community. The early childhood community worked collaboratively and intensively to develop a high-quality and useful document that will be helpful to all early childhood care and education professionals and supportive to the work of the K-3 teaching community.

Guidance from multiple state, local and national sources was sought during the review process updating the Kansas Early Learning Standards. National, state and local resources were used to develop a document that is firmly grounded in research, evidence and developmentally appropriate educational practices.

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1 We are using the term adult to include caregivers, teachers, child care providers and education professionals.

The purpose of the
Kansas Early Learning Standards

The Kansas Early Learning Standards are meant to be a multipurpose tool that can supplement the development of quality early learning environments. As such, the KELS were formed with these goals in mind:

1. To create a continuum that links early development to school readiness and later learning in school and life.

2. To provide a clear overview of milestones in a young child's development, and how experiencing quality early learning opportunities can facilitate this development.

3. To provide guidance for early learning professionals that enhance and support their abilities to create experiences and environments that promote early learning opportunities and support families.

4. To show that during the early years, children acquire skills, knowledge and abilities in all developmental areas (e.g., social-emotional, physical, early literacy, mathematics, music), which are critical for future learning.

Utilizing the Kansas Early Learning Standards should adhere to the following design parameters:

The Kansas Early Learning Standards are designed to:

- Recognize the importance of the early years as learning years.

- Serve as a guide for appropriate curriculum development/ selection.

- Serve as a guide for creating quality learning environments and opportunities.

The Kansas Early Learning Standards are NOT Designed to:

- Serve as a curriculum in an early childhood program or other setting.

- Exclude children from a program, school or activity.

- Serve as an assessment for children, families or programs.

Guiding principles for this document:
(From the 2012 School Readiness Framework)

1. From birth, children are learning. Parents, families and caregivers are children's first teachers.

2. Learning is a lifelong activity, and every environment is a learning environment.

3. A child's success in school and life is everyone's responsibility. Communities, educational environments, families and children should be ready to support success.

4. School readiness involves the whole child in the context of the family and the community. This includes the child's health and development in the following areas: physical, social, emotional, cognitive and general knowledge, communication and literacy.

5. Integrated services are available to children, appropriate to the age, abilities, language, and culture of each child.

6. Schools are ready to support the success of each child, recognizing their wide range of cultural and linguistic backgrounds, learning experiences, and differences in abilities.

7. A strong, direct connection exists in the early years between the quality of children's health and experiences and their later success in school and in life. School readiness in Kansas depends on involvement from public policy, funding and system supports.

The Kansas Multi-Tiered System of Supports (MTSS) facilitates the proper implementation of Kansas Early Learning Standards through evidenced-based instruction and behavioral practices. Such supports are provided in response to the specific instructional and behavioral needs of children and are based on the ongoing and frequent collection of universal screening and progress monitoring data.

Learn more about Kansas MTSS at
https://www.ksdetasn.org/mtss

The School Readiness Framework: A Vision for Kansas

Kansans are dedicated to promoting the success of each child. An essential building block for future academic success is school readiness. Early childhood experiences—from birth to kindergarten entry—that ensure health and physical well-being and the development of cognitive, communication and social-emotional skills are necessary for school success, which has a direct influence on a child's future.

School readiness occurs within a broad context that includes four major components: **1) Community, 2) Educational Environment, 3) Family** and **4) the individual Child.** These four components take into account how support comes from multiple facets of a child's life. Policy, funding and robust systems of support factor into an effective foundation for school readiness. The relationship among these parts in achieving school readiness is shown below in the Kansas School Readiness Framework graphic.

Community:
Ready communities enable each child and family to live in a safe and stable environment that supports their healthy development and learning. Comprehensive, coordinated and accessible services meet the multiple needs of children and families. Communities embrace the concept of providing varied, quality experiences that prepare children for success.

Educational Environment:
Ready educational environments (home-based, center-based and school-based settings) effectively provide evidence-based safe, high-quality learning experiences for every child. Serving children from birth, these experiences support healthy development and learning and actively engage families in their children's education.

System Supports

Community

Educational Environment

Funding

Policy

Family

Child

Family:
Ready families, in a variety of forms, serve as the primary foundation for their children. Ready families provide safe, stable and nurturing environments that promote healthy development and learning.

Child:
Ready children are competent in developmental milestones that are individually and age appropriate. These milestones are in the areas of health and physical well-being, social and emotional competence, cognition and general knowlege, communication and literacy.

Making the Connection

The Kansas Early Learning Standards are structured around domains of learning inclusive of a whole-child perspective. The connection between the foundational concepts and skills described in the Kansas Early Learning Standards, the School Readiness Framework, and the kindergarten through third grade College and Career Ready standards (multiple content areas) is shown below.

Kansas Early Learning Standards	School Readiness Framework: Indicators and Data Elements	Kindergarten through Third Grade: Content Standards
The Kansas Early Learning Standards provide a set of conceptual knowledge and skills that, when taught intentionally and appropriately in a high-quality early learning setting, can promote school readiness and school success.	Indicators and data elements from the School Readiness Framework, Child Component, are based upon the Kansas Early Learning Standards and provide a way to describe the conceptual knowledge and skills that support success in kindergarten and later school years.	K-3 College and Career Standards are aligned with and supported by the foundational (early learning) concepts and skills and the school readiness Indicators and data elements.

Early Childhood Continuum of Learning

K-12 College and Career Ready Standards

Kansas Early Learning Standards

Birth ⟶ Five ⟶ Kindergarten ⟶ Third Grade

Introduction
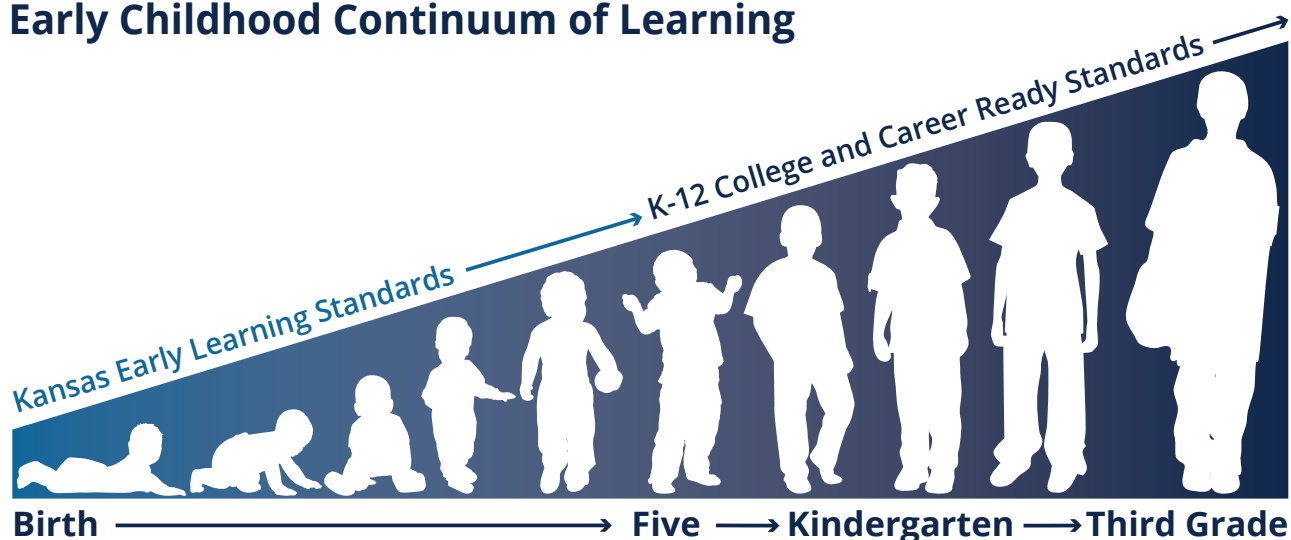
The Kindergarten Transition

The transition to kindergarten can be a difficult event for parents and children. Knowing what kindergarten teachers hope for and expect from the children entering their classroom will help parents and early learning professionals alike to prepare the children in their care for success in kindergarten, school and later life. The Kansas Early Learning Standards in the 2023 revision includes, where possible, the aligned kindergarten grade standards, clearly showing the continuum of learning from birth through kindergarten. It is hoped that this continuum will provide some insight into the learning and development of young children, thus helping adults support the learning and excitement young children feel as they prepare to enter kindergarten.

Kansas schools are required to accept all age-eligible children (5 years by Aug. 31). Kindergarten teachers know that they will have a group of children who have a wide range of abilities and past experiences. Such diversity enriches the excitement and learning in a kindergarten classroom, but can also provide challenges to teachers, administrators and parents. The Kansas Early Learning Standards can help guide best practices that support learning and development in the early years before kindergarten and show the connection to the kindergarten year, promoting appropriate and best practices in the early primary classrooms. The KELS provide support to kindergarten teachers as they strive to meet the learning needs of the children in their classrooms.

Transitioning children and families into kindergarten successfully doesn't happen by accident. It is the result of a quality and productive community partnership and planning process. To support communities in their efforts to develop effective, satisfying and sustainable plans and practices, the Kansas Early Childhood Advisory Council has created a Kindergarten Transitions toolkit. The kit includes resources and a Memorandum Of Understanding (MOU) template that can be tailored to the needs and plans of each individual community.

To access the Kindergarten Transitions Toolkit, go to: **kschildrenscabinet.org/mou-toolkit**

Introduction

Commitment to Responsive and Respectful Early Learning Environments

The Kansas Early Learning Standards (KELS) are statements describing the learning and development of young children, ages birth through 5. Children's participation in high-quality, inclusive early childhood programs and their engagement in intentional learning environments can help facilitate the reaching of these milestones. The KELS provide essential information to support and enhance a child's development and learning by promoting a whole-child approach, upholding the idea that learning and development are interrelated. Further, the Standards acknowledge, honor and embrace the diversity of children and families.

The KELS reflect a wide range of age-appropriate abilities and expectations. At the same time, the KELS create a common language from which parents and professionals can discuss a child's learning and development, providing a framework to help plan for the next stages of growth. The use of these standards will ultimately promote intentional teaching and therefore, improve child outcomes.

Referencing the KELS allows early care and education professionals to improve instructional planning and teaching through alignment of curriculum and other learning activities, providing both uniformity and flexibility. The KELS can be used for intentional instruction and should be individualized to meet the needs of all children. This, in turn, sets the stage for the development or selection of a curriculum that establishes the critical pieces of knowledge, the major concepts and additional skills that should be taught. It should be noted that the KELS should not take the place of a curriculum.

It is essential that programs identify the strengths and abilities of each child to ensure that learning opportunities are maximized and that each child is fully included in every educational experience and activity. Children with disabilities may need more individualized or intensive instruction in order to develop and learn the skills, behaviors and concepts described in the framework. They may require accommodations in the environment or in instructional strategies. Some may require adaptive materials or assistive technology. Programs need to use the framework in close collaboration with specialists identified on a child's Individual Family Service Plan (IFSP), Individualized Education Program (IEP), or 504 plan.

Finally, the KELS promote high-quality early childhood programming for each child in the least restrictive environment. The 2004 IDEA Individuals with Disabilities Act (IDEA) provides the following **regulatory requirement:** Each school district shall be required, to the maximum extent appropriate, to educate children with disabilities with children who are not disabled, and to provide special classes, separate schooling or for the removal of children with disabilities from the regular education environment only when the nature or severity of the disability of the child is such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily. K.S.A. 72-3420 (a). The process for determining the least restrictive environment (LRE) must be individualized for each child with a disability, including preschool age children, children in public schools, private schools or other care facilities. As such, the KELS reflect the framework from which the general curriculum is aligned and, therefore, provide the starting point from which individual adaptations or modifications can be created to meet the special needs of any child.

Supporting Children from Diverse Backgrounds

High-quality, inclusive systems that embrace difference through equitable opportunities and treatment are essential to holistically serving all children. Learning and development are rooted in culture and communities. Traditions, language, race, ethnicity, values, and beliefs are part of children's everyday experience, shaping their identity and influencing their thinking and learning. Equitable learning opportunities embrace the cultural diversity of children and families as a first step for children achieving their full learning potential. Educators and caregivers have the responsibility to respect and support each child's culture, language, and background.

Inclusion of Children With Disabilities in Kansas Early Childhood Programs

Early childhood inclusion is the practice of educating and caring for children with and without disabilities in the same environments. It embodies values, policies and practices that lead to high-quality early childhood programs.

To advance preschool inclusion in Kansas, the Kansas State Department of Education (KSDE) embraces the following five principles based on the federal joint policy statement from the U.S. Department of Health and Human Services/U.S. Department of Education.

1 **Hold high expectations** and **intentionally promote the participation** of preschoolers with disabilities in all learning and social activities.

2 **Use evidence-based practices and supports** to foster the development (cognitive, communication, physical and social-emotional) of all preschoolers.

Read the full federal joint policy from the U.S. Department of Health and Human Services/U.S. Department of Education.

Guidance and federal and state requirements on LRES are located in Chapter 6, Section D, of the Kansas Special Education Process Handbook. This infographic is technical assistance and a reference tool that can be used in conjunction with or in addition to the Kansas Special Education Process Handbook.

3 **Promote friendships** between preschoolers with and without disabilities.

4 **Promote a sense of belonging** for preschoolers with disabilities and their families.

5 **Promote the inclusion of children** regardless of their level of disability (mild to most significant).

Structure of the Document

The Kansas Early Learning Standards are structured to align with the Kansas College and Career Ready Standards (K–12) in developmentally appropriate ways, promoting continuity between early childhood years and the primary grades (K–3). Such continuity can facilitate smooth transitions and clarify communication between programs. The standards are intended to reflect widely accepted, research-based learning and development for children from birth through 5. The domain, age, subheadings and standard provides structure to the information, aiding adults in consulting the KELS when being responsive to the individual needs of young children.

The Kansas Early Learning Standards include seven domains/developmental content areas.

- Approaches to Learning (ATL)
- Physical Development (PHD)
- Social-Emotional Development (SED)
- Communication and Literacy (CL)
- Mathematics (M)
- Science (S)
- Creative Arts (CA)

Past versions of the KELS included a Social Studies domain. These standards were items that also fit well into the social-emotional and science domains or repeated standards that already existed in those areas. In the interest of simplicity and clarity, the KELS Revision Committee decided to integrate existing social studies standards into these other domains.

Example: How to Read the KELS

Approaches to Learning Standards

Content Area

Standard

A. Persistence & Engagement in Learning

Benchmark

1. Engagement and Attention

Young Infant *(by 8 months)*	**Mobile Infant** *(by 18 months)*	**Toddler** *(by 36 months)*
ATL.i.1: Demonstrates awareness of happenings and surroundings. **ATL.i.2:** Controls caregiver's attention by babbling, looking at face, smiling or at times looking away to disengage. **ATL.i.3:** Shows interest in other children.	**ATL.mi.1:** Focuses on an activity but is easily distracted. **ATL.mi.2:** Actively participates in social games with adults, anticipating own turn (e.g., peek-a-boo).	**ATL.t.1:** Begins to maintain focus, despite distractions, during brief delays in task. **ATL.t.2:** Plays side-by-side with another child, at times observing, imitating or engaging child in play. **ATL.t.3:** Continues to play when a caregiver leaves the area.

Indicators

Approaches to Learning

This section focuses on the different ways that children engage in learning. Standards in this section create a foundation for successful learning habits by encouraging persistence, engagement, initiative and problem-solving.

Children develop positive learning habits when familiar experiences are encouraged and supported to reinforce new and more in-depth experiences, ideas and concepts. Providing opportunities for self-directed play allows them to be motivated and practice problem-solving, social interactions, leader-ship and trying new experiences.

Equity and inclusion in early childhood assures access, participation and supports for all children of all abilities and cultural backgrounds. To foster development, a sense of belonging, friendships and respectful relationships for all children, adults must provide a diverse range of learning opportunities, activities, settings and environments.

Key Terms for Approaches to Learning

- **Engagement:** Being in meaningful contact or connection with.
- **Initiative:** Taking action without being told.
- **Competence:** The ability to do something successfully or efficiently.

Equity and inclusion in early childhood assures access, participation and supports for all children of all abilities and cultural backgrounds. To foster development, a sense of belonging, friendships and respectful relationships for all children, adults must provide a diverse range of learning opportunities, activities, settings and environments.

The Kansas Early Learning Standards document is a statewide resource and is not designed or intended to be used as part of the process of developmental screening or assessment.
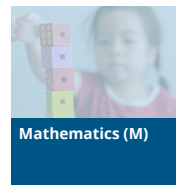
A. Persistence & Engagement in Learning

1. Engagement and Attention

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
ATL.i.1: Demonstrates awareness of happenings and surroundings. **ATL.i.2:** Controls caregiver's attention by babbling, looking at face, smiling or at times looking away to disengage. **ATL.i.3:** Shows interest in other children.	**ATL.mi.1:** Focuses on an activity but is easily distracted. **ATL.mi.2:** Actively participates in social games with adults, anticipating own turn (e.g., peek-a-boo).	**ATL.t.1:** Begins to maintain focus, despite distractions, during brief delays in task. **ATL.t.2:** Plays side-by-side with another child, at times observing, imitating or engaging child in play. **ATL.t.3:** Continues to play when a caregiver leaves the area.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
ATL.p3.1: Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support. **ATL.p3.2:** Ignores distractions briefly when engrossed in an activity. **ATL.p3.3:** Remembers and follows one- or two-step directions.	**ATL.p4.1:** Sustains attention to task despite distractions. **ATL.p4.2:** Gathers information through listening. Remembers what was said in brief group discussion.	No specific standards.

A. Persistence & Engagement in Learning

2. Persistence

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
ATL.i.4: Tries to reproduce interesting and pleasurable effects and events (e.g., swats at mobile, reaches out for objects).	**ATL.mi.3:** Repeats actions intentionally to achieve a goal (e.g., drops food on the floor so adult will engage in the "pick-it-up" game). **ATL.mi.4:** Executes simple two-step plan (i.e., means-to-end task).	**ATL.t.4:** Engages in self-initiated activities for a sustained period of time. **ATL.t.5:** Returns to an activity after being distracted.

Approaches to Learning

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
ATL.p3.4: Practices an activity many times until successful.	**ATL.p4.3:** Stays with a task for at least five minutes. **ATL.p4.4:** Carries out tasks, activities, projects or experiences from beginning to end. **ATL.p4.5:** Remains focused on the task at hand even when frustrated or challenged.	No specific standards.

B. Initiative

1. Curiosity and Initiative

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
ATL.i.5: Shows preferences for certain toys or activities. **ATL.i.6:** Lifts arms toward caregiver to be picked up; explores own fingers and toes.	**ATL.mi.5:** Explores the environment through a variety of senses. **ATL.mi.6:** Chooses toys/things for play.	**ATL.t.6:** Explores materials in the environment to cause a result (e.g., takes things apart, turns faucet on and off, pours water in sandbox to fill a hole). **ATL.t.7:** Expresses preferences for familiar people, books, toys and activities; often insists on some choices. **ATL.t.8:** Asks questions about items/objects.

Approaches to Learning

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
ATL.p3.5: Investigates environment with purpose during play (e.g., opens, closes, fills, empties, builds up and knocks down objects and containers). **ATL.p3.6:** Initiates play with other children and takes on a variety of roles while playing. **ATL.p3.7:** Explores, practices, understands social roles through play.	**ATL.p4.6:** Seeks new and varied experiences and challenges through play. **ATL.p4.7:** Chooses activities to do alone or with others. **ATL.p4.8:** Invites other children to join groups or activities. **ATL.p4.9:** Makes and follows plans for games or activities with other children.	No specific standards.

B. Initiative

2. Sense of Competence

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
ATL.i.7: Repeats an action to get more effect (e.g., kicking in crib to shake mobile or smiling and cooing to get attention). **ATL.i.8:** Comforts self by cooing, babbling, clutching or mouthing favorite object (e.g., blanket or toy).	**ATL.mi.7:** Shows a sense of satisfaction when making things happen (e.g., claps with delight after touching a toy to make the music play). **ATL.mi.8:** Points or protests to indicate likes and dislikes. **ATL.mi.9:** Expresses and responds to a variety of emotions.	**ATL.t.9:** Refers to own abilities when communicating with others (e.g., "I'll do it!" or "Watch me!"). **ATL.t.10:** Begins to show assertiveness (e.g., giving orders to others). **ATL.t.11:** Feels comfortable in a variety of places with familiar adults.

Approaches to Learning

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
ATL.p3.8: Recognizes own abilities and expresses satisfaction when demonstrating them to others. **ATL.p3.9:** Knows self as part of family, culture, spiritual group or community. **ATL.p3.10:** Begins to be able to release and or redirect emotional tensions, becoming more relaxed and cooperative afterward.	**ATL.p4.10:** Shows pride in family composition; recognizes self as important to family and friends. **ATL.p4.11:** Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures). **ATL.p4.12:** Associates emotions with words and facial expressions.	No specific standards.

C. Creativity

1. Problem Solving

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
ATL.i.9: Expresses discomfort when needs are not met. **ATL.i.10:** Looks for caregiver response in new or uncertain situations.	**ATL.mi.10:** Seeks out trusted adult for comfort or support and/or accepts adult assistance. **ATL.mi.11:** Tries to do things on own. **ATL.mi.12:** Begins to exhibit response inhibition (e.g., waits briefly if instructed not to touch something).	**ATL.t.12:** Seeks alternate method when first attempt fails and/or seeks adult assistance. **ATL.t.13:** Observes and imitates how other people solve problems (e.g., blows on warm cereal after seeing someone blow on cereal). **ATL.t.14:** Sometimes remembers and follows simple rules and routines, with adult guidance; stops doing something when directed by an adult.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
ATL.p3.11: Identifies a problem and attempts multiple ways to solve it, including working with others as part of a team, with some adult assistance.

ATL.p3.12: Recognizes making a mistake and sometimes is able to correct it.

ATL.p3.13: Remembers and applies two rules simultaneously (e.g., books go here, trucks there). | **ATL.p4.13:** Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed.

ATL.p4.14: Is able to delay gratification for better payoff later; anticipates consequences of own behavior.

ATL.p4.15: Understands what is real and what is make-believe. | **SECD:K-2 Responsible Decision-Making and Problem-Solving:**

a. Identifies and illustrates safe and unsafe situations.

b. States the difference between appropriate and inappropriate behaviors.

c. Explains the consequences and rewards of individual and community actions.

a. Identifies what activities are scheduled for the day and how much time is spent on each.

b. Identifies and perform steps necessary to accomplish personal responsibilities in scheduled activities.

Develops, implements and models effective problem-solving skills.

1. Develops self-control skills (for example, stop, take a deep breath and relax).

2. Identifies and illustrates the problem.

3. Identifies desired outcome.

4. Identifies possible solutions and the pros and cons of each solution.

5. Identifies and selects the best solution.

6. Puts the solution into action.

7. Reflects on the outcome of the solution. |

C. Creativity

2. Creativity and Flexibility

Young Infant (by 8 months)	Mobile Infant (by 18 months)	Toddler (by 36 months)
ATL.i.11: Shows interest in looking at, feeling or exploring new objects.	**ATL.mi.13:** Makes discoveries about self, others and the environment through play (e.g., loudly bangs a spoon on the table, notices the sound and does it again). **ATL.mi.14:** May apply something already learned to something new (e.g., bangs spoon on table, then bangs spoon on overturned bowl). **ATL.mi.15:** May test caregiver's response to new or uncertain situation (e.g., reaching for forbidden object and then checking adult response).	**ATL.t.15:** Imitates others in using objects in new and/or unanticipated ways during play (e.g., imitates child who puts basket on head as a hat). **ATL.t.16:** May change behavior based on previous learning.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
ATL.p3.14: Creates own ideas for play, using imagination and inventing new ways to use everyday materials. **ATL.p3.15:** Identifies questions and situations that are puzzling or interesting and has ideas for possible solutions. **ATL.p3.16:** Identifies ways to change behavior to respond to desires and needs of others.	**ATL.p4.16:** Invents new activities through play. **ATL.p4.17:** Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/settings. **ATL.p4.18:** Begins to hold an arbitrary rule in mind and follows it to produce a response that differs from natural instinct (e.g., sort animal cards by color rather than by animals).	No specific standards.

Key Terms for Physical Health and Development

- **Gross motor:** Gross motor skills are abilities that let us do tasks that involve large muscles in our torso, legs and arms. They involve whole-body movements.

- **Fine motor:** Fine motor, also called small motor or hand-eye coordination, is the coordination of small muscles in movement with the eyes, hands and fingers. Fine motor skills include picking up small items, pointing to specific pictures in a book, grasping a crayon, buttoning buttons, zipping, writing and drawing, and using scissors.

- **Locomotor skills:** Locomotor skills enable children to move their body from one place to another. Key locomotor skills include walking, running, jumping, hopping, crawling, marching, climbing, galloping, sliding, leaping, hopping and skipping.
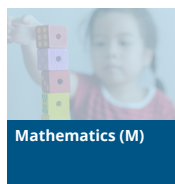
Physical Health and Development

Health and physical development include nutrition, safety, wellness (physical, vision, hearing, oral), and coordinated movements through active play skills of all young children. In gross-motor development, infants begin as non-mobile beings, and in a matter of months, most roll, crawl, stand and walk. Toddlers develop balance and coordination as they run and jump and climb. Preschoolers refine their movements and learn to use their large muscles to move with purpose and intent, to kick, throw, catch, climb and gallop in coordinated movements. Children's hands and fingers (fine-motor development) continue to develop as they learn to feed and dress themselves, and use tools for drawing, writing and cutting.

Movement and coordination include increasing skill and coordination of both fine (small muscle, hand-eye) and gross (large muscle) motor skills and guided by their sensory perception. A child's perceptual development refers to how children take in, interpret and act on or respond to sensory input. Perception allows children to adapt and interact with their environment through their senses.

The early years set the stage for developing lifelong behaviors, habits and values. Young children need varied opportunities for running, climbing, throwing, as well as drawing, cutting and writing. It is particularly important for activities to be unstructured and play oriented. The best opportunities are selected by the child and intentionally planned to meet the child's interests and needs, not adult directed. Children are also learning self-help and adaptive skills during their early years. When children learn to take care of themselves, they can wash their hands, brush their teeth and do other self-care tasks.

Equity and inclusion in early childhood assures access, participation and supports for all children of all abilities and cultural backgrounds. To foster development, a sense of belonging, friendships and respectful relationships for all children, adults must provide a diverse range of learning opportunities, activities, settings and environments.

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A. Gross Motor Skills

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
PHD.i.1: Crawls through and around objects. **PHD.i.2:** Demonstrates strength and control of head, arms, legs and trunk using purposeful movements. **PHD.i.3:** Reaches for objects.	**PHD.mi.1:** Creeps up or down stairs. **PHD.mi.2:** Takes independent steps. **PHD.mi.3:** Throws ball and other objects independently.	**PHD.t.1:** Maintains balance when performing actions. **PHD.t.2:** Catches a ball with both hands. **PHD.t.3:** Begins to run.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
PHD.p3.1: Uses locomotor skills with increasing coordination and balance.	**PHD.p4.1:** Demonstrates locomotor skills with control, coordination and balance in active play. **PHD.p4.2:** Demonstrates coordination in using objects during active play. **PHD.p4.3:** Explores, practices and performs skill sets.	**PHD.K.1:** Demonstrates the ability to move using a variety of locomotor skills. **PHD.K.2:** Demonstrates clear contrasts between slow and fast movements traveling in different directions and in personal and general space. **PHD.K.3:** Maintains momentary balance in a variety of positions and levels. **PHD.K.4:** Projects objects through space using various means. **PHD.K.5:** Catches a self-tossed ball after it bounces.

Physical Health and Development

B. Fine Motor Skills

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
PHD.i.4: Transfers objects from one hand to other. **PHD.i.5:** Grasps and releases object using entire hand.	**PHD.mi.4:** Coordinates the use of arms, hands and fingers to accomplish tasks. **PHD.mi.5:** Coordinates eye-hand movements.	**PHD.t.4:** Coordinates the use of arms, hands and fingers to accomplish more complex tasks.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
PHD.p3.2: Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities.	**PHD.p4.4:** With fluency and accuracy, uses classroom and household tools independently and with eye-hand coordination to carry out activities.	No specific standards.

Physical Health and Development

C. Physical Fitness

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
PHD.i.6: Interacts with caregivers in a variety of physical activities.	**PHD.mi.6:** Participates in a variety of active physical play.	**PHD.t.5:** Participates in a variety of active physical play for longer periods of time.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
PHD.p3.3: Participates in a variety of active play exhibiting strength and stamina.	**PHD.p4.5:** Participates in a variety of active play exhibiting strength and stamina for increasing amounts of time.	**PHD.K.8:** Participates in a variety of games that increase breathing and heart rate. **PHD.K.9:** Demonstrates sufficient muscular strength by supporting body weight in various activities.

Physical Health and Development

D. Nutrition & Healthy Eating

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
PHD.i.7: Communicates hunger and when full.	**PHD.mi.7:** Eats during regular meals and snack times; anticipates routine meals; and asks for more if still hungry.	**PHD.t.6:** Makes simple food choices; has food preferences; and demonstrates a willingness to try new foods.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
PHD.p3.4: Eats a variety of foods. **PHD.p3.5:** Drinks from a cup without spilling and takes bites from whole foods.	**PHD.p4.6:** Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy. **PHD.p4.7:** Demonstrates increasingly complex oral motor skills.	**K-2 Content Standards for Nutrition:** The students will begin to know and comprehend: **2.2:** The role of food and nutrients in providing energy. **2.3:** What is meant by a balanced diet. **2.4:** The impact of food choices. **2.5:** Identifying the food groups. **2.6:** The recommended daily requirements for water.

Physical Health and Development

E. Self-Care

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
PHD.i.8: Signals need by crying.	**PHD.mi.8:** Indicates when wet and needs to be changed.	**PHD.t.7:** Washes hands and face with assistance. **PHD.t.8:** May begin to initiate interest in self-toileting.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
PHD.p3.6: Follows basic health practices with occasional reminders. **PHD.p3.7:** Completes personal care tasks with some adult assistance.	**PHD.p4.8:** Follows basic health practices. **PHD.p4.9:** Completes personal care tasks with increasing responsibility.	**K-2 Content Standards for Personal Health:** The students will begin to know and comprehend: **2.2:** How to maintain clean skin, hair, teeth and clothes. **2.4:** The importance of personal health. **2.1:** Steps to take for germ protection for disease prevention. **2.6:** How germs are transmitted.

Physical Health and Development

F. Safety

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
YPHD.i.9: Shows preference for primary caregiver.	**PHD.mi.9:** Stops/waits when caregiver says "no" or gives a nonverbal cue for alarm/ danger.	**PHD.t.9:** Follows adult interaction/ guidance regarding safety. **PHD.t.10:** Differentiates between some harmful and safe situations.

Pre 3 (by 48 months)	Pre 4 (by 60 months)	Kindergarten (by the end of kindergarten)
PHD.p3.8: Knows common safety rules that have been discussed or taught. **PHD.p3.9:** Alerts adults to potentially harmful situations.	**PHD.p4.10:** Identifies and follows basic safety rules with possible reminders, guidance and support. **PHD.p4.11:** Demonstrates an ability to follow emergency routines with adult support. **PHD.p4.12:** Identifies how adults help to keep us safe.	**K-2 Content Standards for Injury Prevention and Safety:** The students will begin to know and comprehend: **2.1:** Safety rules and laws (ex. - seat belts, helmets, crossing the street, sunscreen, fire safety, etc.). **2.2:** Emergency and non-emergency situations. **2.5:** Strategies to report verbal, mental and physical harm.

Physical Health and Development

Key Terms for Social-Emotional Development

- **Reciprocal interactions:** An exchange in which individuals or objects exhibit similar behavior, either at the same time or in a back-and-forth manner. For example, when a baby uses gazes, sounds, frowns and smiles to evoke responses from adults.

- **Citizenship:** The quality of an individual's response to membership in a community. For example, being respectful of other people and their property.

- **Interpersonal skills:** Skills connected with relationships between people. For example, being able to work or play cooperatively with others.
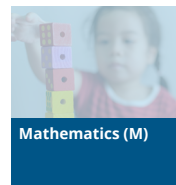
Social-Emotional Development

During early childhood, young children are beginning to develop an understanding of who they are, what they are feeling and what to expect when interacting with others. Social-emotional development refers to building positive social relationships and appropriately managing emotions to maintain these relationships. Forming emotional bonds is the foundation for all learning.

Young children can gain confidence and competence in living and learning with others and functioning independently and cooperatively when they have positive interactions with others. Social skills, self-regulation, friendship skills and social problem-solving should be seen as academic skills to be taught in early childhood classrooms. These skills are critical for school success, as the classroom is a social environment.

Equity and inclusion in early childhood assures access, participation and supports for all children of all abilities and cultural backgrounds. To foster development, a sense of belonging, friendships and respectful relationships for all children, adults must provide a diverse range of learning opportunities, activities, settings and environments.

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A. Character Development

1. Foundations of Character Development

a. Develop understanding of right and wrong.

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
Not yet age appropriate.	Not yet age appropriate.	Not yet age appropriate.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
SED.CD.p3.1: Responds to positive and negative feedback from familiar adults.	**SED.CD.p4.1:** Responds appropriately to positive and negative feedback from adults most of the time.	**SED.CD.K.1:** Recognizes and celebrates the natural beneficial consequence of acts of character. **SED.CD.K.2:** Identifies community needs in the larger community, discusses effects on the community and identifies positive, responsible action. **SED.CD.K.3:** Learns about ethical reasoning by giving examples of what makes behaviors appropriate and inappropriate. **SED.CD.K.4:** Exhibits clear and consistent expectations of good character throughout all school activities and in all areas of the school. **SED.CD.K.5:** Learns about, receives and accepts feedback for responsible actions in academic and behavioral skills.

Social-Emotional Development

Social-Emotional Development Standards

A. Character Development

1. Foundations of Character Development

b. Foster caring attachments between fellow children, staff and the community.

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
SED.CD.i.1: Initiates and engages in reciprocal interactions with familiar adults.	**SED.CD.mi.1:** Participates in routines and experiences that involve give-and-take interaction with familiar adults.	**SED.CD.t.1:** Interacts with familiar adults to communicate about experiences, ideas or to solve problems. **SED.CD.t.2:** Feels comfortable in a variety of places with familiar adults.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
SED.CD.p3.2: Becomes increasingly aware of effects of own behavior on others.	**SED.CD.p4.2:** Recognizes effect of own behavior on others most of the time. **SED.CD.p4.3:** Recognizes examples and nonexamples of words and actions that are helpful or hurtful.	**SED.CD.K.6:** Recognizes characteristics of a caring relationship. **SED.CD.K.7:** Recognizes characteristics of a hurtful relationship.

Social-Emotional Development

A. Character Development

1. Foundations of Character Development

c. Demonstrate mutual respect and utilize strategies to build a safe and productive culture.

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
SED.CD.i.2: Begins to form relationships with consistent caregivers.	**SED.CD.mi.2:** Demonstrates a secure relationship with at least one consistent caregiver.	**SED.CD.t.3:** Begins to separate from caregiver more easily.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
SED.CD.p3.3: Shows awareness of feelings of others with adult guidance and support.	**SED.CD.p4.4:** Shows awareness of and responds to feelings of others with adult guidance and support.	**SED.CD.K.8:** Demonstrates caring and respect for others. **SED.CD.K.9:** Describes active listening.

Social-Emotional Development

A. Character Development

1. Foundations of Character Development

d. Demonstrate actions and facilitate experiences that promote empathy, positive interactions and respectful relationships.

Young Infant (by 8 months)	Mobile Infant (by 18 months)	Toddler (by 36 months)
SED.CD.i.1: Initiates and engages in reciprocal interactions with familiar adults.	**SED.CD.mi.1:** Participates in routines and experiences that involve give-and-take interaction with familiar adults.	**SED.CD.t.1:** Interacts with familiar adults to communicate about experiences, ideas or to solve problems. **SED.CD.t.2:** Feels comfortable in a variety of places with familiar adults.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
SED.CD.p3.2: Becomes increasingly aware of effects of own behavior on others.	**SED.CD.p4.2:** Recognizes effect of own behavior on others most of the time. **SED.CD.p4.3:** Recognizes examples and nonexamples of words and actions that are helpful or hurtful.	**SED.CD.K.6:** Recognizes characteristics of a caring relationship. **SED.CD.K.7:** Recognizes characteristics of a hurtful relationship.

Social-Emotional Development

B. Responsible Decision-Making & Problem-Solving

1. *Begin to develop the skills necessary to recognize and acknowledge the feelings and needs of others and how positive choices contribute to a safe community.*

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
Not yet age appropriate.	**SED.R.mi.1:** Shows emerging signs of responding to choices offered by adults to help guide behavior.	**SED.R.t.1:** Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
SED.R.p3.1: Begin to understand consequences of own actions with adult support.	**SED.R.p4.1:** Anticipates and usually accepts consequences of own actions.	**SED.R.K.1:** Identify and illustrate safe and unsafe situations. **SED.R.K.2:** State the difference between appropriate and inappropriate behaviors. **SED.R.K.3:** Explain the consequences and rewards of individual and community actions.

Social-Emotional Development

B. Responsible Decision-Making & Problem-Solving

2. Demonstrates awareness of personal time and responsibilities within predictable routines.

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
Not yet age appropriate.	**SED.R.mi.2:** Anticipates and participates in some familiar routines with adult assistance.	**SED.R.t.2:** Remembers and follows expectations for familiar routines some of the time but may find it hard to transition from preferred activities.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
SED. R.p3.2: Follows predictable classroom routines and manages transitions positively most of the time when supported by an adult.	**SED.R.p4.2:** Follows predictable classroom routines and manages transitions positively in most situations with minimal adult support as needed.	**SED.R.K.4:** Identifies activities scheduled for the day and how much time is spent on each. **SED.R.K.5:** Identifies and performs steps necessary to accomplish personal responsibilities in scheduled activities.

Social-Emotional Development

B. Responsible Decision-Making & Problem-Solving

3. Develop, implement and model effective problem-solving skills.

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
Not yet age appropriate.	**SED.R.mi.4:** Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	**SED.R.t.1:** Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
SED.R.p3.6: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with support from an adult. **SED.R.p3.7:** Uses simple conflict resolution techniques.	**SED.R.p4.6:** Manages emotions, impulses and behaviors with minimal guidance from adults. **SED.R.p4.7:** Attempts to solve social problems independently, by negotiation or with adult assistance.	**SED.R.K.8:** Develops self-control skills (e.g., stop, take a deep breath and relax). **SED.R.K.9:** Identifies and illustrates the problem. **SED.R.K.10:** Identifies desired outcome. **SED.R.K.11:** Identifies possible solutions and the pros and cons of each solution. **SED.R.K.121:** Identifies and selects the best solution. **SED.R.K.123:** Puts the solution into action. **SED.R.K.143:** Reflects on the outcome of the solution.

Social-Emotional Development

C. Personal Development

1. Self-Awareness

a. Expresses and develops an understanding of thoughts and emotions of self and others.

Young Infant (by 8 months)	Mobile Infant (by 18 months)	Toddler (by 36 months)
SED.PD.i.1: Expresses a variety of emotions through facial expressions, gestures, movement and sounds.	**SED.PD.mi.1:** Communicates a variety of emotions purposefully and intentionally.	**SED.PD.t.1:** Shows awareness of own emotions and uses verbal and nonverbal ways to express them.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
SED.PD.p3.1: Recognizes and identifies own emotions and starts to recognize and identify the emotions of others with adult support.	**SED.PD.p4.1:** Recognizes and identifies more complex emotions in self and others, with accuracy with adult support.	**SED.R.K.14:** Identifies and describes basic emotions.
SED.PD.p3.2: Begins to express and respond to a range of emotions in socially acceptable ways.	**SED.PD.p4.2:** Expresses and responds to a range of emotions in socially acceptable ways.	**SED.R.K.15:** Identifies situations that might evoke emotional responses.
		SED.R.K.16: Identifies positive and negative emotions.

Social-Emotional Development

C. Personal Development

1. Self-Awareness

b. Develops and communicates a sense of self and positive identity.

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
SED.PD.i.2: Begins to understand self as separate person from others.	**SED.PD.mi.2:** Recognizes self as separate person with distinct characteristics.	**SED.PD.t.2:** Shows awareness of self as belonging to one or more groups. **SED.PD.t.3:** Identifies own feelings, needs and interests.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
SED.PD.P3.3: Describes self by using several basic characteristics. **SED.PD.p3.4:** States basic personal information, like name and age. **SED.PD.p3.5:** Displays awareness of own thoughts and feelings.	**SED.PD.p4.3:** Describes characteristics of self and in relationship to others. **SED.PD.p4.4:** States more complex personal information, like names of family members or names of neighbors.	**SED.R.K.17:** Identifies personal likes and dislikes. **SED.R.K.18:** Identifies personal strengths and weaknesses. **SED.R.K.19:** Identifies consequences of behaviors. **SED.R.K.20:** Asks clarifying questions. **SED.R.K.21:** Identifies positive responses to problems (e.g., get help, try harder, use a different solution). **SED.R.K.22:** Identifies people, places and other resources to go for help (e.g., parents, relatives, school personnel).

Social-Emotional Development

C. Personal Development

2. Self-Management

a. Understand and practice strategies for managing emotions and behaviors.

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
SED.PD.i.3: Begins to self soothe in simple ways. **SED.PD.i.4:** Communicates needs for help through vocalizations and gestures.	**SED.PD.mi.3:** Self soothes in a variety of ways. **SED.PD.mi.4:** Seeks close proximity to familiar adults for security and support, especially when distressed.	**SED.PD.t.4:** Anticipates the need for comfort and tries to prepare for changes in routine.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
SED.PD.p3.6: Makes personal needs and desires known. **SED.PD.p3.7:** Begins to demonstrate the ability to release and/or redirect emotional tensions, with adult help, becoming more relaxed and cooperative afterward.	**SED.PD.p4.5:** Expresses preferences in a socially acceptable way most of the time. **SED.PD.p3.6:** Develops strategies to express strong emotion and calm self with adult help.	**SED.R.K.23:** Describes and practices sending effective verbal and nonverbal messages. **SED.R.K.245:** Recognizes behavior choices in response to situations.

Social-Emotional Development

C. Personal Development

2. Self-Management

b. Reflect on perspectives and emotional responses.

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
SED.PD.i.5: Imitates the expression of feelings of those around them.	**SED.PD.mi.5:** Demonstrates an awareness of others' feelings.	**SED.PD.t.7:** May respond to peer's distress by doing something to make him/her feel better.

DRAFT

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
SED.PD.p3.8: Recognizes own positive and negative feelings when an adult labels them.	**SED.PD.p4.7:** Recognizes and accurately describes own feelings most of the time.	**SED.R.K.26:** Describes common responses to failures and disappointments.

Social-Emotional Development

C. Personal Development

2. Self-Management

c. Set, monitor, adapt and evaluate goals to achieve success in social settings.

Young Infant (by 8 months)	Mobile Infant (by 18 months)	Toddler (by 36 months)
Not yet age appropriate.	Not yet age appropriate.	Not yet age appropriate.

Pre 3 _(by 48 months)_	Pre 4 _(by 60 months)_	Kindergarten _(by the end of kindergarten)_
SED.PD.p3.9: Completes own goal-directed activities and recognizes accomplishments while learning rules and values of family and culture.	**SED.PD.p4.8:** Demonstrates age-appropriate independence in decision-making regarding activities and materials.	**SED.R.K.27:** Defines success and the process of goal setting. **SED.R.K.28:** Identifies personal goals and home goals (e.g., dreams, aspirations, hopes). **SED.R.K.29:** Identifies factors that lead to goal achievement and success (e.g., confidence, motivation, understanding). **SED.R.K.30:** Identifies specific steps for achieving a particular goal.

Social-Emotional Development

D. Social Development

1. Social Awareness

a. Demonstrate awareness of the thoughts, feelings and perspectives of others.

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
SED.SD.i.1: Reacts to emotional expressions of others.	**SED.SD.mi.1:** Demonstrates awareness of feelings expressed by others.	**SED.SD.t.1:** Begins to identify own feelings, needs and interests and show awareness that others have feelings. **SED.SD.t.2:** Responds in caring ways to another's distress in some situations.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
SED.SD.p3.1: Expresses concern for the needs of others and people in distress.	**SED.SD.p4.1:** Responds to needs of others and people in distress in caring ways. **SED.SD.p4.2:** Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	**SED.SD.K.1:** Identifies a range of emotions in others (e.g., identify "sad" by facial expression; identify "mad" by tone of voice). **SED.SD.K.2:** Identifies possible causes for emotions (e.g., losing dog may make you "sad," your birthday may make you "happy"). **SED.SD.K.3:** Identifies possible behaviors and anticipates reactions in response to a specific situation (e.g., sharing candy may make your classmate smile; taking pencil may make your classmate yell at you).

Social-Emotional Development

D. Social Development

1. Social Awareness

b. Express comfort and joy in human diversity and develop accurate language for differences.

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
SED.SD.i.2: Responds to people and objects in their immediate environment based on past experience.	**SED.SD.mi.2:** Identifies similarities and differences in objects and people.	**SED.SD.t.3:** Expresses preferences for familiar people, books, toys and activities. **SED.SD.t.4:** Uses previous learning to inform new experiences with people and objects in their environment.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
SED.SD.p3.3: Compares own characteristics with those of others.	**SED.SD.p4.3:** Recognizes and respects similarities and differences between self and others. **SED.SD.p4.4:** Treats others with respect when conflict or differences occur, given adult support.	**SED.SD.K.5:** Describes ways that people are similar and different. **SED.SD.K.6:** Uses respectful language and actions with conflict or differences of opinion.

Social-Emotional Development

D. Social Development

2. Interpersonal Skills

a. Demonstrate communication and social skills to interact effectively.

Young Infant (by 8 months)	Mobile Infant (by 18 months)	Toddler (by 36 months)
SED.SD.i.3: Shows interest in other children. **SED.SD.i.4:** Repeats actions that elicit social responses from others.	**SED.SD.mi.3:** Briefly engages in simple interaction with another child.	**SED.SD.t.5:** Plays side-by-side with another child, at times observing, imitating or engaging child in play.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
SED.SD.p3.4: Follows rules and simple one-two-step directions. **SED.SD.p3.5:** Begins to display socially competent behavior with peers. **SED.SD.p3.6:** Begins to participate in conversational turn-taking.	**SED.SD.p4.5:** Displays socially competent behavior with peers. **SED.SD.p4.6:** Participates in conversational turn-taking by listening and responding to what was said. **SED.SD.p4.7:** Demonstrates strategies to join a play group with adult support. **SED.SD.p4.8:** Invites other children to join groups or activities.	**SED.SD.K.7:** Follows rules that respect classmates' needs and uses polite language (e.g., waits for his or her turn, stands in line, lets classmate finish speaking). **SED.SD.K.8:** Uses "I" statements. **SED.SD.K.9:** Pays attention to others when they are speaking. **SED.SD.K.10:** Understands the importance of respecting personal space. **SED.SD.K.11:** Recognizes how facial expressions, body language and tone communicate feelings. **SED.SD.K.12:** Takes turns and practices sharing. **SED.SD.K.13:** Practices sharing encouraging comments. **SED.SD.K.14:** Identifies and demonstrates good manners.

Social-Emotional Development

D. Social Development

2. Interpersonal Skills

b. Develop and maintain positive relationships.

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
SED.SD.i.5: Initiates and engages in give-and-take interactions with familiar adults.	**SED.SD.mi.4:** Participates in routines and experiences that involve give-and-take interactions with familiar adults.	**SED.SD.t.6:** Seeks out trusted adult for comfort or support. **SED.SD.t.7:** Shows interest in unfamiliar adults with support from familiar adults.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
SED.SD.p3.7: Shows interest in having a friend.	**SED.SD.p4.9:** Develops friendships with one or two preferred peers. **SED.SD.p4.10:** Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment. **SED.SD.p4.11:** Adjusts behavior to different settings.	**SED.SD.K.15:** Recognizes how various relationships in life are different. **SED.SD.K.16:** Identifies and practices appropriate behaviors to maintain positive relationships (e.g., personal space, voice volume).

Social-Emotional Development

D. Social Development

2. Interpersonal Skills

c. Demonstrate an ability to prevent, manage and resolve interpersonal conflicts.

Young Infant (by 8 months)	Mobile Infant (by 18 months)	Toddler (by 36 months)
Not yet age appropriate.	**SED.SD.mi.5:** Shows emerging signs of responding appropriately to limits and choices offered by adults to help guide behavior.	**SED.SD.t.8:** Demonstrates an increasing capacity to manage actions and emotional expressions with guidance from adults. **SED.SD.t.9:** Seeks adult assistance when encountering a problem.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
SED.SD.p3.8: Begins to resolve conflicts with peers, given adult assistance.	**SED.SD.p4.12:** Resolves conflicts with peers, seeking adult assistance when necessary. **SED.SD.p4.13:** Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.	**SED.SD.K.17:** Identifies conflict. **SED.SD.K.18:** Identifies what actions cause conflict. **SED.SD.K.19:** Identifies appropriate and inappropriate ways to resolve conflict.

Social-Emotional Development

D. Social Development
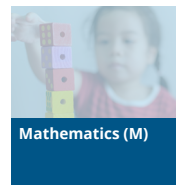
3. Community and Citizenship

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
SED.SD.i.6: Shows awareness of self and others. **SED.SD.i.7:** Demonstrates a beginning awareness of objects in the environment.	**SED.SD.mi.6:** Prefers familiar adults over strangers. **SED.SD.mi.7:** Identifies objects as "mine." **SED.SD.mi.8:** Demonstrates an understanding that objects and people exist when not in the child's presence.	**SED.SD.t.10:** Identifies family members by name. **SED.SD.t.11:** Begins to share with others and takes turns with adult guidance. **SS.t.12:** Talks about objects and people in familiar environments.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
SED.SD.p3.9: Names family members by relationships.

SED.SD.p3.10: Trades or exchanges materials or objects with others.

SED.SD.p3.11: Discriminates between "yours" and "mine."

SED.SD.p3.12: Uses words to indicate direction.

SED.SD.p3.13: Creates representations of familiar places through various materials.

SED.SD.p3.14: Demonstrates an emerging understanding that helping with home and classroom routines improves the quality of the environment. | **SED.SD.p4.14:** Identifies leaders at home and school.

SED.SD.p4.15: Identifies and correctly uses terms related to location, direction and distance.

SED.SD.p4.16: Creates simple maps or drawings of familiar places.

SED.SD.p4.17: Matches objects to usual locations and identifies features of familiar places.

SED.SD.p4.18: Names the city and state where he or she lives.

SED.SD.p4.19: Demonstrates an understanding of time in the context of daily experiences. | **SS.K.1:** Identifies leaders at home and school. |

Social-Emotional Development

Key Terms for Communication and Literacy

- **Text:** The main body of a written work. For example, books, poetry, fables and rhymes.

- **Blends:** Combining a group of consonants together to form sounds. For example, the "tr" in trap or "spl" in splash are both blends.

- **Segmenting:** Identifying the individual sounds (phonemes) in a word. For example, a child may break the word "sand" into its component sounds – /sss/, /aaa/, /nnn/, and /d/.

- **Phoneme:** Smallest unit of speech distinguishing one word (or word element) from another, as the element p in "tap," which separates that word from "tab," "tag" and "tan."

Communication and Literacy Skill Development

Through exposure to quality literature, children develop early literacy and communication skills in concepts of print, letter knowledge, narrative skills and oral language. Literacy is the foundation of reading and writing. It is a combination of word recognition and language comprehension, far more than printed words alone. As young children engage in language-rich environments where a variety of materials, activities and interactions are promoted, their ability to make the mental connection between sounds and letters begins to emerge. Children discover written words are another way to share their thoughts, needs and ideas.

Dual language learners (DLLs) is a term used to emphasize the fact that young children are developing in their primary language(s) while also learning one or more additional languages. Bilingual deaf education programs that use American Sign Language (ASL) and English consider their deaf and hard-of-hearing students to be English language learners whose first language is ASL. Supporting bilingualism from early ages can have wide ranging benefits, from cognitive and social advantages early in life to long-term opportunities in the workplace later in life. As such, it is important for early childhood programs to create an environment that supports children and families from all cultures and who speak different languages.

Equity and inclusion in early childhood assures access, participation and supports for all children of all abilities and cultural backgrounds. To foster development, a sense of belonging, friendships and respectful relationships for all children, adults must provide a diverse range of learning opportunities, activities, settings and environments.

The Kansas Early Learning Standards document is a statewide resource and is not designed or intended to be used as part of the process of developmental screening or assessment.

A. Speaking and Listening

1. Conversation and Comprehension

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
CL.SL.i.1: Reacts to adults through vocalizations and/or facial expressions in response to social contact and sounds produced by others. **CL.SL.i.2:** Listens to and begins to respond to familiar words. **CL.SL.i.3:** Uses gestures, movements or vocalizations to gain the attention of a familiar person.	**CL.SL.mi.1:** Interacts with caregivers and peers using gestures, sounds and one or two words. **CL.SL.mi.2:** Shows understanding of simple requests and of statements referring to people and objects around them. **CL.SL.mi.3:** Uses gestures, movements or vocalizations to initiate interactions to get needs met.	**CL.SL.t.1.a:** In a conversation with a peer or caregiver, answers simple questions and begins to ask questions using inflection and intonation. **CL.SL.t.1b:** In a conversation with a peer or caregiver, sustains a conversation with two or more turns. **CL.SL.t.2:** Confirms understanding of information presented orally through verbalizations of one or two words or actions. **CL.SL.t.3:** Uses language to seek help, get information or clarify something that is not understood.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
CL.SL.p3.1: Participates in conversations with a small group.

CL.SL.p3.1a: Begins to follow agreed-upon rules for discussions.

CL.SL.p3.1b: Continues a conversation through two or three exchanges.

CL.SL.p3.2: Asks and answers "Who, What, Where" questions. | **CL.SL.p4.1:** Participates in conversations in increasing group sizes.

CL.SL.p4.1a: Follows agreed-upon rules for discussions.

CL.SL.p4.1b: Continues a conversation through multiple exchanges, while increasingly staying on topic.

CL.SL.p4.2: Asks and answers questions and makes predictions. | **SL.K.1:** Participates in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.

SL.K.1a: Follows agreed-upon rules for discussions.

SL.K.1b: Extends a conversation through multiple exchanges.

SL.K.2: Confirms sequence of events of a read-aloud or media presentation by asking and answering questions about key details or requesting clarification of what is not understood.

SL.K.3: Asks and answers questions in order to seek help, get information or clarify something that is not understood. |

Communication and Literacy

A. Speaking and Listening

2. Expressive Language

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
CL.SL.i.4: Uses gestures, movements or vocalizations to communicate wants and needs. **CL.SL.i.5:** Uses differing cries to signal various needs. **CL.SL.i.6:** Uses some consonant vowel (CV) combinations.	**CL.SL.mi.4:** Demonstrates an understanding of a few simple concepts. **CL.SL.mi.5:** Speaks so that familiar adults can understand about 50% of what the child says.	**CL.SL.t.4:** Uses words to label actions. **CL.SL.t.5:** Uses language to express wants and needs, likes and dislikes. **CL.SL.t.6:** Speaks so that familiar listeners can understand ideas, feelings and needs.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
CL.SL.p3.3: Begins to describe familiar people, places, things and events with support. **CL.SL.p3.4:** Begins to describe objects and actions depicted in pictures. **CL.SL.p3.5:** Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs.	**CL.Sl.p4.3:** Able to describe familiar people, places, things and events with support. **CL.SL.p4.4:** Able to tell another person about what they have drawn. **CL.SL.p4.5:** Speaks understandably to express ideas, feelings and needs.	**SL.K.4:** Uses details to describe familiar people, places, things or events with prompting and support. **SL.K.5:** Adds drawings or other visual displays to supply additional detail to descriptions. **SL.K.6:** Speak with appropriate volume, enunciation and rate to express thoughts, feelings and ideas clearly.

Communication and Literacy

B. Language

1. Conventions of Language[1]

Young Infant (by 8 months)	Mobile Infant (by 18 months)	Toddler (by 36 months)
Not yet age appropriate.	Not yet age appropriate.	**CL.LS.t.1:** Begins to use frequently occurring nouns and verbs when speaking. **CL.LS.t.2:** Begins to combine words.

1 Recognizing the language that each student brings is where the standard English debate lies. Although we kept the title of conventions of standard English, the individual items are accepting of all dialects. For example, Black standard English dialects are not considered incorrect and are not scored inaccurate on the state assessment. We hope this is beneficial to you as you move forward in your work.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
CL.LS.p3.1: Demonstrates an emerging understanding of the conventions of grammar and usage when writing or speaking.	**CL.LS.p4.1:** Demonstrates an emerging command of the conventions of grammar and usage when writing or speaking.	**SL.K.7:** Demonstrates command of the conventions of standards English grammar and usage when speaking.
CL.LS.p3.1a: Begins to make letter-like forms and print some letters.	**CL.LS.p4.1a:** Prints some uppercase and lowercase letters.	**SL.K.7.a:** Uses frequently occurring nouns and verbs in speech.
CL.LS.p3.1b: Uses frequently occurring nouns and verbs when speaking.	**CL.LS.p4.1b:** Uses basic nouns and verbs.	**SL.K.7.b:** Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
CL.LS.p3.1c: Begins to form regular plural nouns orally by adding /s/ or /es/.	**CL.LS.p4.1c:** Begins to form regular plural nouns orally by correctly adding /s/ or /es/ on a more frequent basis.	**SL.K.7.c:** Understands and uses question words (interrogatives) (e.g., who, what, where, when, why, how).
CL.LS.p3.1d: Understands and uses some question words.	**CL.LS.p4.1d:** Understands and uses most question words.	
CL.LS.p3.1e: Uses some prepositions.	**CL.LS.p4.1e:** Uses an increasing amount of frequently occurring prepositions.	**SL.K.7.d:** Uses the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with).
CL.LS.p3.1f: Communicates using at least three- to four-word sentences.	**CL.LS.p4.1f:** Produces complete sentences in shared language activities.	**SL.K.7.e:** Produces and expands complete sentences in shared language activities.
CL.LS.p3.2: Demonstrates a beginning awareness of writing by using strings of letter-like forms or a series of random letters.	**CL.LS.p4.2:** Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words and usually writing from left to right (may reverse some letters).	**SL.K.8:** Uses words and phrases acquired through conversations, reading and read-alouds.

Communication and Literacy

B. Language

2. Vocabulary Acquisition and Use

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
CL.LS.i.1: Recognizes the names of familiar people and objects.	**CL.LS.mi.1:** Shows understanding of simple requests and of statements referring to familiar people and objects around them.	**CL.LS.t.1:** Shows an understanding of requests and statements referring to familiar people and objects.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
CL.LS.p3.3: Provides a label when given a child-friendly definition of a familiar word. **CL.LS.p3.4a:** Begins to demonstrate an understanding of some frequently occurring verbs and adjectives to name opposites. **CL.LS.p3.4b:** Distinguishes among a few verbs describing the same general action. **CL.LS.p3.5:** With prompting and support, begins to experiment with new words and phrases acquired through conversations, reading and being read to and responding to texts.	**CL.LS.p4.3:** Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult. **CL.LS.p4.4a:** Demonstrates an understanding of some frequently occurring verbs and adjectives to name opposites. **CL.LS.p4.4b:** Distinguishes among some verbs describing the same general action by acting out the meanings. **CL.SL.p4.5:** With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.	**RL.K.11:** Determines or clarifies the meaning of unknown and multiple-meaning words and phrases to expand language comprehension. **RL.K.11.a:** Identifies new meanings for familiar words and applies them accurately (e.g., knowing duck is a bird and learning the verb "duck"). **RL.K.11.b:** Use the most frequently occurring inflectional endings and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. **RL.K.12:** With guidance and support from adults, explores word relationships and nuances in word meanings to expand language comprehension. **RL.K.12.a:** Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. *Continued on following page.*

Communication and Literacy

B. Language

2. Vocabulary Acquisition and Use

Kindergarten
(by the end of kindergarten)

Kindergarten standards for B. Language: 2. Vocabulary Acquisition and Use continued from previous page.

RL.K.12.b: Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

RL.K.12.c: Identifies real-life connections between words and their use (e.g., notes places at school that are colorful).

RL.K.12.d: Distinguishes shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Communication and Literacy

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C. Literature

1. Identifying and finding meaning, details and ideas from literature.

Young Infant (by 8 months)	Mobile Infant (by 18 months)	Toddler (by 36 months)
CL.L.i.1: Sits on an adult's lap while being read to and gazes at pictures in books and pats individual pictures.	**CL.L.mi.1:** Responds to a verbal prompt by pointing to a requested picture.	**CL.L.t.1:** With prompting and support, asks and answers simple questions about a book or story's content using pictures. **CL.L.t.2:** Retells some events from a familiar book or story with close adult prompting.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
CL.L.p3.1: With prompting and support, asks and answers simple questions about the book or story's content. **CL.L.p3.2:** Uses pictures and illustrations to tell and retell parts of a book or story.	**CL.L.p4.1:** With prompting and support, asks and answers questions about key details in a book or story. **CL.L.p4.2:** With prompting and support, retells books or stories with increasing detail and accuracy. **CL.L.p4.3:** With prompting and support, identifies characters, settings and major events or facts from a book or story.	**RI.K.1:** With prompting and support, asks and answers questions about key details in a text. **RI.K.2:** With prompting and support, identifies the main topic and retells key details of a text. **RI.K.3:** With prompting and support, describes the connection between two individuals, events, ideas or pieces of information in a text.

Communication and Literacy

C. Literature

2. Structure and Format

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
CL.L.i.2: Shows interest in books, pictures, songs and rhyming.	**CL.L.mi.3:** Attends to reading books, telling stories and singing.	**CL.L.t.2:** Actively participates in book reading, storytelling and singing. **CL.L.t.4:** Identifies the front cover of a book to orient the book correctly for reading.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
CL.L.p3.3: Exhibits curiosity and interest in learning new words. **CL.L.p3.4:** Interacts with a variety of books. **CL.L.p3.5:** Understands that books have both illustrations and print. **CL.L.p3.6:** Identifies the front and back cover of a book.	**CL.L.p4.4:** Asks and answers questions about unknown words in a book. **CL.L.p4.5:** Interacts with a larger variety of books and text. **CL.L.p4.6:** With prompting and support, describes the role of an author and an illustrator.	**RL.K.4:** Asks and answers questions about unknown words in a text. **RI.K.5:** Identifies the front cover, back cover and title page of a book. **RI.K.6:** Names the author and illustrator of a text and defines the role of each in presenting the ideas or information in a text.

Communication and Literacy

C. Literature

3. Integration of Knowledge and Ideas

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
CL.L.i.3: Shows interest in photographs of familiar people/objects.	**CL.L.mi.3:** Points to familiar pictures in a book. **CL.L.mi.4:** Names familiar people/ objects in photographs.	**CL.L.t.5:** Given a familiar repetitive and predictable story, anticipates what comes next based on pictures and begins to fill in words in the story. **CL.L.t.6:** Relates characteristics or actions of the characters in a story to self. **CL.L.t.7:** Draws meaning from pictures, print and text.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
CL.L.p3.7: With prompting and support, makes connections between self, illustrations and the story when talking through the pictures of a book. **CL.L.p3.8:** With prompting and support, compares and contrasts the adventures and experiences of the characters to self.	**CL.L.p4.7:** With prompting and support, uses the illustrations to retell major events in the story. **CL.L.p4.8:** With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories. **CL.L.p4.9:** With prompting and support, answers "wh" questions, such as what, when, where or why, based on information presented in the book or story.	**RI.K.7:** With prompting and support, describes the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts). **RI.K.8:** With prompting and support, identifies the reasons an author gives to support points in a text. **RI.K.9:** With prompting and support, identifies basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).

Communication and Literacy

C. Literature

4. Range of Reading and Level of Text Complexity

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
CL.L.i.4: Listens briefly to stories being read by an adult.	**CL.L.mi.5:** Listens to books and stories being read by an adult.	**CL.L.t.8:** Engages in reading activities with an adult and one or two peers.

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Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
CL.L.p3.9: Actively engages in small group reading activities with purpose and understanding.	**CL.L.p4.10:** Actively engages in large and small group reading activities with purpose and understanding.	**RI.K.13:** Actively engages in individual or group readings of informational text with purpose and understanding.

Communication and Literacy

D. Foundational Reading Skills

1. Print Concepts

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
CL.F.i.1: Explores books by touching, patting and mouthing.	**CL.F.mi.1:** Explores a book by turning the pages (may be more than one at a time or back to front).	**CL.F.t.1:** Holds a book right side up to look at pictures. **CL.F.t.2:** Begins to demonstrate an understanding that print conveys meaning.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
CL.F.p3.1: Shows an understanding that print conveys meaning.	**CL.F.p4.1:** Begins to demonstrate understanding of the organization and basic features of print.	**RF.K.1:** Demonstrates understanding of the organization and basic features of print.
CL.F.p3.1a: Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back).	**CL.F.p4.1a:** Follows words from left to right, top to bottom and page by page.	**RF.K.1.a:** Follows words from left to right, top to bottom and page by page.
CL.F.p3.1b: Demonstrates an understanding that print conveys meaning (i.e., environmental print).	**CL.F.p4.1b:** Recognizes that spoken words are represented in written language by specific sequences of letters.	**RF.K.1.b:** Recognizes that spoken words are represented in written language by specific sequences of letters.
CL.F.p3.1c: Recognizes letters in their name.	**CL.F.p4.1c:** Recognizes that letters are grouped to form words.	**RF.K.1.c:** Understands that words are separated by spaces in print and can point with one-to-one correspondence.
	CL.F.p4.1d: Recognizes and names some uppercase and lowercase letters, in addition to those in first name.	**RF.K.1.d:** Recognizes and names all uppercase and lowercase letters of the alphabet.

Communication and Literacy

D. Foundational Reading Skills

2. Phonological Awareness

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
CL.F.i.2: Plays and experiments with sounds through cooing, babbling and simple sounds. **CL.F.i.3:** Recognizes sounds that pertain to their native language.	**CL.F.mi.2:** Shows a varied response to sounds in the environment. **CL.F.mi.3:** Demonstrates enjoyment when listening to nursery rhymes, finger plays, jingles, songs and books that are read to them.	**CL.F.t.3:** Differentiates between sounds that are the same and different. **CL.F.t.4:** Participates in saying words in nursery rhymes, finger plays, jingles, songs and books that are read to them.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
CL.F.p3.2: Plays with the sounds of language. **CL.F.p3.2b:** Distinguishes whether two words rhyme or not. **CL.F.p3.2c:** Blends compound words and syllables in spoken words. **CL.F.p3.2d:** Identifies two words that start with the same sound. **CL.F.p3.3b:** Begins to recognize and "read" familiar words or environmental print.	**CL.F.p4.2:** Demonstrates understanding of spoken words, syllables and sounds. **CL.F.p4.2a:** Recognizes and produces rhyming words. **CL.F.p4.2b:** Blends and segments syllables in spoken words. **CL.F.p4.2c:** With prompting and support, blends and segments initial and ending sounds of single syllable words. **CL.F.p4.2d:** States the initial sound (phoneme) in consonant-vowel consonant (CVC) words. **CL.F.p4.3a:** Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.	**RF.K.2:** Demonstrates understanding of phonemes (sounds). **RF.K.2.a:** Manipulates (segment, blend or substitute) sounds in the initial, final and medial positions (phonemic awareness). **RF.K.2.b:** Isolates and pronounces the initial, medial vowel and final phonemes (sounds)) in threephoneme (consonant-vowel-consonant or CVC) words. This does not include CVC ending with /l/, /r/ or /x/. (Phonemic awareness). **RF.K.2.c:** Counts, produces, blends and segments syllables in spoken words. **RF.K.2.d:** Blends and segments onsets and rimes (word families) of single-syllable spoken words.

Communication and Literacy

D. Foundational Reading Skills

3. Fluency

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
Not yet age appropriate.	**CL.F.mi.4:** Begins to vocalize as if reading when looking at a book.	**CL.F.t.5:** Imitates reading in play.

Pre 3 _(by 48 months)_	Pre 4 _(by 60 months)_	Kindergarten _(by the end of kindergarten)_
CL.F.p3.4a: Begins to identify own name in print.	**CL.F.p4.4a:** Identifies own name in print. **CL.F.p4.4b:** Recognizes and "reads" familiar words or environmental print.	**RF.K.4:** Reads decodable texts that support instruction.

Communication and Literacy

E. Writing

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
CL.W.i.1: Shows ability to transfer and manipulate an object with hands. **CL.W.i.2:** Grasps objects using the entire hand.	**CL.W.mi.1:** Picks up objects between thumb and finger (i.e., pincer grasp). **CL.W.mi.2:** Uses a full-hand grasp to hold a writing tool to make scribbles.	**CL.W.t.1:** Uses thumb and fingers of one hand to hold writing tools. **CL.W.t.2:** Begins to use drawing to represent objects and ideas.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
CL.W.p3.1: Uses drawing, scribbling, letter-like forms, random letter strings and/or dictation to express thought and ideas.	**CL.W.p4.1:** Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.	**W.K.1:** Uses a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and states an opinion or preference about the topic or book.
CL.W.p3.2: Uses consistent marks to represent their name when writing.	**CL.W.p4.2:** Recognizably writes most of the letters in their name.	**W.K.2:** Uses a combination of drawing, dictating and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.
CL.W.p3.3: With guidance and support, imitates shapes and strokes.	**CL.W.p4.3:** With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.	**W.K.3:** Uses a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.
CL.W.p3.4: With guidance and support, explores a variety of digital tools to express ideas.	**CL.W.p4.4:** With guidance and support, explores a variety of digital tools to produce and publish emergent writing.	
CL.W.p3.5: Participates in shared writing projects.	**CL.W.p4.5:** Participates in shared research and writing projects.	**W.K.5:** With guidance and support from adults, responds to questions and suggestions from peers and add details to strengthen writing as needed.
CL.W.p3.6: With guidance and support from adults, collaborates with peers to recall information from experiences.	**CL.W.p4.6:** With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.	*Continued on following page.*

Communication and Literacy

E. Writing

Kindergarten
(by the end of kindergarten)

Kindergarten standards for E. Writing continued from previous page.

W.K.6: With guidance and support from adults, explores a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.7: Participates in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8: With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.

W.K.10: Demonstrates command of the conventions of standards English grammar and usage when writing.

W.K.10.a: Correctly forms uppercase and lowercase letters with line awareness.

W.K.10.b: Uses frequently occurring nouns and verbs in writing.

W.K.10.c: Understands and uses question words.

W.K.10.d: Uses the most frequently occurring prepositions in written work.

W.K.10.e: Produces and expands complete sentences in shared language activities.

W.K.11: Demonstrates command of the conventions of standard English capitalization, punctuation and spelling when writing.

W.K.11.a: Capitalizes the first word in a sentence and the pronoun I.

W.K.11.b: Recognizes and names end punctuation.

W.K.11.c: Writes a letter or letters for most consonant and short vowel sounds.

W.K.11.d: Spells simple words phonetically, drawing on knowledge of letter-sound relationships.

Communication and Literacy

Key Terms for Mathematical Knowledge

- **Attributes:** The traits or properties of a shape or an object.

- **Cardinality:** Understands that the last number name identifies the quantity of objects counted.

- **Subitizing:** The ability to see how many items are in a group without counting.

- **Algebraic thinking:** Patterns and measurements.

- **Sequencing:** Listing numbers or objects in a special order.

- **Rote counting:** When a child can remember and recite numbers in the correct order.

- **Rational counting:** Assign a number with the object one is counting. Matching number names to individual items to determine how many are in a set.

- **Positional words:** Words and phrases that describe the position of people or objects. Examples would be the words "in," "under," and "over," or the phrases "on top of," or "next to."
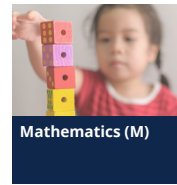
Mathematical Knowledge

Early in life, young children spontaneously explore and naturally use mathematics in their environments. Children begin to learn essential math skills through play. They compare, notice similarities and differences, and group toys and materials. This ability to organize information into categories, quantify data and solve problems helps children learn about time, space and numbers. Over time, they develop the vocabulary and skills to:

- Describe relationships between objects in the environment.
- Describe patterns.
- Express order and position.
- Measure.

Mathematics helps children make sense of the physical and social worlds around them, and they intuitively incorporate math as they make comments such as:

- "He has more than I do!"
- "That won't fit in there. It's too big."
- "I can't move it. It's too heavy."

By taking advantage of moments when children are naturally using math and by carefully planning a variety of experiences with mathematical ideas in mind, adults can cultivate and extend a child's natural interest in math. Positive experiences where children use mathematics to solve problems help them to develop curiosity, imagination, flexibility, inventiveness and persistence, which all combine to contribute to their future success in and out of school.

Equity and inclusion in early childhood assures access, participation and supports for all children of all abilities and cultural backgrounds. To foster development, a sense of belonging, friendships and respectful relationships for all children, adults must provide a diverse range of learning opportunities, activities, settings and environments.

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A. Counting and Cardinality

1. Know number names and counting sequence.

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
Not yet age appropriate.	**M.CC.mi.1:** Names some number words but not in sequence.	**M.CC.t.1:** Verbally counts in sequence to three.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
M.CC.p3.1: Counts in sequence to 10. **M.CC.p3.2:** Demonstrates an understanding that number names can be represented with a written numeral.	**M.CC.p4.1:** Counts in sequence to 20. **M.CC.p4.2:** Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects). **M.CC.p4.3:** Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1).	**M.CC.K.1:** Counts to 100 by ones and by 10s. **M.CC.K.2:** Counts forward beginning from a given number within the known sequence (instead of having to begin at 1). **M.CC.K.3:** Writes numbers from 0 to 20.

Mathematical Knowledge

A. Counting and Cardinality

2. Count to identify the number of objects.

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
Not yet age appropriate.	**M.CC.mi.2:** Attends to quantities when interacting with objects.	**M.CC.t.2:** Shows understanding that numbers represent quantity and demonstrates understanding of words that identify how much). **M.CC.t.3:** Shows understanding of one-to-one correspondence.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
M.CC.p3.3: Uses one-to-one correspondence during play situations. **M.CC.p3.4:** Initiates counting without prompting. **M.CC.p3.5:** Uses number words to indicate the quantity in small sets of objects.	**M.CC.p4.4:** Understands that numbers represent quantities (cardinality). **M.CC.p4.4a:** Uses one-to-one correspondence when counting objects, saying the number names in the standard order pairing with each object. **M.CC.p4.4b1:** Understands that the last number name identifies the quantity of objects counted (cardinality). **M.CC.p4.4b2:** Understands that the number of objects remains the same regardless of the order in which the objects were counted. **M.CC.p4.5:** Counts to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as five things in a scattered configuration.	**M.CC.K.1:** Understands the relationship between numbers and quantities; connects counting to cardinality. **M.CC.K.1a:** When counting objects, says the number names in sequential order, pairing each object with one, and only one, number name and each number name with one, and only one, object. **M.CC.K.1b:** Understands that the last number name said tells the number of objects counted. Understands that the number of objects is the same regardless of their arrangement or the order in which they were counted. **M.CC.K.1c:** Understands successive number name refers to a quantity that is one larger. **M.CC.K.2:** Counts to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array or a circle or as many as 10 things in a scattered configuration; given a number from 1–20, counts out that many objects.

Mathematical Knowledge

A. Counting and Cardinality

3. Compare Numbers

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
M.CC.i.1: Holds an object in each hand.	**M.CC.mi.3:** Places objects using one-to-one correspondence but does not fully understand this creates equal groups.	**M.CC.t.4:** Demonstrates an understanding that one collection has more than another when the collections are quite different in size (e.g., one collection is at least twice the other).

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
M.CC.p3.6: Identifies whether the number of objects in one group is more or less as compared to the number of objects in another group up to five. **M.CC.p3.7:** When shown a collection of up to three items, creates another collection of equal amounts.	**M.CC.p4.6:** Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10. **M.CC.p4.7:** Subitizes to five. **M.CC.p4.8:** Compares two numbers between 1 and 5 when presented as written numerals.	**M.CC.K.6:** Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group (e.g., by using matching and counting strategies). **M.CC.K.2:** Compares two numbers between 1 and 10 presented as written numerals. **M.CC.K.7:** Compares two numbers between 1 and 10 presented as written numerals.

Mathematical Knowledge

B. Operations and Algebraic Thinking

1. Understand addition as putting together and subtraction as taking from.

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
Not yet age appropriate.	Not yet age appropriate.	**M.OA.t.1:** Demonstrates an understanding that adding to a group increases the number of objects in the group. **M.OA.t.2:** Copies and anticipates a repeating pattern.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
M.OA.p3.1: Demonstrates an understanding of addition by using objects in practical situations. **M.OA.p3.2:** Uses concrete objects including shapes to copy simple patterns.	**M.OA.p4.1:** Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations. **M.OA.p4.2:** Composes and decomposes numbers less than or equal to 5 into pairs in more than one way by using objects. **M.OA.p4.3:** Identifies patterns in the real world and in numbers.	**M.OA.K.1:** Represents addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions or equations. **M.OA.K.2:** Solves addition and subtraction word problems and adds and subtracts within 10 (e.g., by using objects or drawings to represent the problem). **M.OA.K.3:** Decomposes numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings) and records each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). **M.OA.K.4:** For any number from 1 to 9, finds the number that makes 10 when added to the given number (e.g., by using objects or drawings) and records the answer with a drawing or equation. **M.OA.K.5:** Fluently adds and subtracts within 5.

Mathematical Knowledge

C. Measurement and Data

1. Describe and compare measurable attributes.

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
M.MD.i.1: Explores properties of objects.	**M.MD.mi.1:** Shows awareness of the size of objects where the size difference is great.	**M.MD.t.1:** Starts to use words to describe measurable attributes.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
M.MD.p3.1: Demonstrates an understanding that objects can be compared by one attribute and begins to use words such as bigger, smaller and longer.	**M.MD.p4.1:** Describes and compares objects using measurable attributes (length, size, capacity and weight). **M.MD.p4.2:** Directly compares two objects with a measurable attribute in common to see which objects has "more of"/"less of" the attribute.	**M.MD.K.1:** Describes measurable attributes of objects (e.g., length or weight). Describes several measurable attributes of a single object. **M.MD.K.2:** Directly compares two objects with a measurable attribute in common to see which object has "more of"/ "less of" the attribute and describes the difference (e.g., directly compare the heights of two children and describe one child as taller/shorter).

Mathematical Knowledge

C. Measurement and Data

2. Classify objects and count the number of objects in each category.

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
Not yet age appropriate.	**M.MD.mi.2:** Matches two objects that are the same and selects similar items from a group.	**M.MD.t.2:** Groups two or more objects by one attribute. **M.MD.t.3:** Names groups of one to two items (precursor to subitizing).

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
M.MD.p3.2: Sorts objects into two or more groups by their properties or uses.	**M.MD.p4.3:** Sorts objects into categories, counts the numbers of objects in each category (limit category counts to less than or equal to 10), and makes comparisons between the categories based on quantity. **M.MD.p4.4:** Collects data by categories to answer simple questions.	**M.MD.K.3:** Classifies objects into given categories, counts the numbers of objects in each category, and sorts the categories by count.

Mathematical Knowledge

D. Geometry

1. Identify and describe shapes.

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
M.G.i.1: Focuses attention on size, color and shape of objects in the environment.	**M.G.mi.1:** Explores geometric shapes through manipulating objects.	**M.G.t.1:** Matches basic shapes with different orientations and sizes. (Circles, squares, typical triangles) **M.G.t.12:** Demonstrates an understanding of simple location/position words.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
M.G.p3.1: Correctly names shapes regardless of their orientations or overall size. (Squares, circles, triangles, rectangles) **M.G.p3.2:** Describes objects in the environment using names of shapes, and uses actions and words to indicate relative positions of these objects.	**M.G.p4.1:** Correctly names shapes regardless of their orientations or overall size. (Squares, circles, triangles, rectangles, cubes, cones, cylinders and spheres) **M.G.p4.2:** Describes objects in the environment using names of shapes, and describes the relative positions of these objects using terms.	**M.G.K.1:** Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind and next to). (Squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres) **M.G.K.2:** Correctly names shapes regardless of their orientations or overall size. **M.G.K.3:** Identifies shapes as two dimensional (lying in a plane, "flat") or three-dimensional (solid").

Mathematical Knowledge

D. Geometry

2. Analyze, compare, create and compose shapes.

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
M.G.i.2: Explores the properties of objects by reaching for and grasping a toy or by mouthing the object.	**M.G.mi.2:** Uses trial-and-error strategies to fit objects together.	**M.G.t.3:** Manipulates shapes to place in a form board or simple puzzle.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
M.G.p3.3: Analyzes and compares shapes of different sizes and orientations and describes similarities, differences, parts and other attributes. **M.G.p3.4:** Plays with and manipulates shapes.	**M.G.p4.3:** Analyzes and compares two- and three-dimensional shapes of different sizes and orientations. Describes similarities, differences, parts and other attributes. **M.G.p4.4:** Creates shapes during play by building, drawing, etc. **M.G.p4.5:** Puts together several shapes to make a picture and fill simple outline puzzles.	**M.G.K.4:** Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **M.G.K.5:** Models shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. **M.G.K.6:** Composes simple shapes to form larger shapes (e.g., "Can you join these two triangles with full sides touching to make a rectangle?").

Mathematical Knowledge

Key Terms for Science

- **Simple machines:** Any of several devices with few or no moving parts that are used to modify motion and the magnitude of a force to perform work. Simple machines include screw, inclined plane, wedge, lever, wheel and axle, and pulley.

- **Habitat:** A place where an organism makes its home.

- **Organism:** An individual animal, plant or single-celled life form.

Science

Children are natural scientists. They possess an intrinsic desire to explore the world around them, and science feeds the curiosity and engagement of children. Through scientific explorations, children learn to record and document their observations of changes, identify patterns, and discuss relationships to help build understanding. Science engages children's senses and encourages them to ask questions, investigate and develop new ways of thinking. By participating in varied and consistent opportunities to observe, manipulate, test, reflect and respond to open-ended questions, children have an opportunity to develop knowledge about their environment and learn important scientific skills to foster the ongoing development of problem-solving abilities. Adults can help children grow into curious and confident scientists through intentional teaching.

Equity and inclusion in early childhood assures access, participation and supports for all children of all abilities and cultural backgrounds. To foster development, a sense of belonging, friendships and respectful relationships for all children, adults must provide a diverse range of learning opportunities, activities, settings and environments.

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A. Scientific Inquiry

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
S.i.5: Uses senses to investigate their environment by mouthing, touching, shaking or dropping.	**S.mi.5:** Acts intentionally to achieve a goal or when manipulating an object.	**S.t.9:** Uses five senses to observe objects, materials, organisms and events.

DRAFT

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
S.p3.9: Observes and experiments with how things work, seeks information from others. **S.p3.10:** Provides simple verbal or signed descriptions. **S.p4.11:** Begins to look for answers through active investigation.	**S.p4.13:** Makes increasingly complex observations of objects, materials, organisms and events. **S.p4.14:** Provides greater detail in descriptions. **S.p4.15:** Asks questions, predicts, experiments, draws conclusions and explains results.	No specific standards.

Science

B. Movement and Simple Machines

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
S.i.1: Occasionally uses simple problem-solving to reach objects. **S.i.2:** Repeats behaviors to figure out cause and effect.	**S.mi.1:** Purposefully initiates actions on objects to make things happen. **S.mi.2:** Notices objects in motion and acts on that object to replicate the motion.	**S.t.1:** Demonstrates an understanding of basic cause and effect. **S.t.2:** Acts upon objects to see any novel movement their action causes.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
S.p3.1: Explores and experiments with familiar and unfamiliar objects to examine how objects move when acted on by force.	**S.p4.1:** Describes and compares the effects of common forces (like push and pull) on objects and the impact of gravity, magnetism and mechanical forces, such as ramps, gears, pendulums and other simple machines. **S.p4.2:** Recognizes and describes the effect of his/her own actions on objects.	**K-PS2-1:** Plans and conducts an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. **K-PS3-C:** Understands the relationship between energy and forces (e.g., a bigger push or pull makes things go faster). **K- PS2-2:** Analyzes data to determine if a design solution works as intended to change the speed or directions of an object with a push or a pull. **K-PS2-A:** Forces and motion: Understands that pushes and pulls can have different strengths and directions. **K-PS2-B:** Types of interactions: Understands that when objects touch or collide, they push one another and can change motion.

Science

C. Living Things

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
S.i.3: Shows interest in animals and living things.	**S.mi.3:** Shows interest in and engages with living things.	**S.t.3:** Names familiar objects, animals, body parts. **S.t.4:** Begins to identify traits of living things, such as the need for food and water to survive.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
S.p3.2: Notices and asks questions about what is the same and what is the difference between categories of plants and animals. **S.p3.3:** Understands that living things need water and food.	**S.p4.3:** Asks/answers questions about objects, organisms and events in their environments. **S.p4.4:** Understands plants and animals need air, food and water.	**K-LS1-1:** Uses observations to describe patterns of what plants and animals (including humans) need to survive. **K-LS1-C:** Organization for Matter and Energy Flow in Organisms: Understands that all animals need food in order to live and grow and that they obtain their food from plants or from other animals. Understands that plants need water and light to live and grow.

Science

D. Environment and Climate

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
Not yet age appropriate.	Not yet age appropriate.	**S.t.6:** Beginning to identify basic weather occurrences.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
S.p3.5: Makes simple observations of the weather.	**S.p4.5:** Observes and discusses changes in weather and seasons using common weather-related vocabulary. **S.p4.6:** Observes and explains how plants and animals respond to changes in the environment and in seasons. **S.p4.7:** Understands how actions people take may change the environment and the impact actions have on the environment. **S.p4.8:** Demonstrates an understanding that the sun provides light and warmth. **S.p4.9:** Demonstrates an understanding that different weather conditions require different clothing or accessories.	**K-ESS2-1:** Uses and share observations of local weather conditions to describe patterns over time. **K-ESS2-D:** Weather and climate: Understands that weather is the combination of sunlight, wind, snow or rain and temperature in a particular region at a particular time. Understands that people measure these conditions to describe and record the weather and to notice patterns over time. **K-ESS3-2:** Asks questions to obtain information about the purpose of weather forecasting to prepare for and respond to severe weather. **K-ESS3-B:** Natural hazards: Understands that some kinds of severe weather are more likely than others in a given region. Understands that weather scientists forecast severe weather so that communities can prepare for and respond to these events. **K- PS3-1:** Makes observations to determine the effect of sunlight on Earth's surface. **K-PS3-2:** Uses tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. **K-PS3-3-B:** Conservations of Energy and Energy Transfer: Understands that sunlight warms the Earth's surface.

Science

E. Habitats and Human Impact

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
S.i.4: Observes animals in their natural habitat.	**S.mi.4:** Begins to observe and place animals in categories (farm, zoo, etc.).	**S.t.7:** Demonstrates an understanding that people and animals can live in different places. **S.t.8:** Enacts animals' activities in pretend play.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
S.p3.6: Comments on an animal's appearance, behavior or habitat.

S.p3.7: Acquires and uses basic vocabulary for plants, animals and humans.

S.p3.8: With adult direction, participates in activities to preserve the environment. | **S.p4.10:** Demonstrates an understanding that living things exist in different habitats.

S.p4.11: Demonstrates ways in which the environment provides natural resources that are needed by people.

S.p4.12: Recognizes actions impact the environment. | **K-ESS3-1:** Uses a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

K-ESS3-A: Natural resources: Understands that living things need water, air and resources from the land, and they live in places that have the things they need; understands that humans use natural resources for everything they do.

K-ESS3-3: Communicates solutions that will reduce the impact of humans on the land, water, air and/or other living things in the local environment.

K-ESS3-C: Human Impacts on Earth Systems: Understands things that people do to live comfortably can affect the world around them, but they can make choices that reduce their impacts on the land, water, air and other living things.

K-ESS2-1: Constructs an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

K-ESS2.E: Biogeology: Understands that plants and animals can change their environment.

K-ESS3-C: Human Impacts on Earth Systems: Understands things that people do to live comfortably can affect the world around them, but they can make choices that reduce their impacts on the land, water, air and other living things. |

Science

Key Terms for Creative Arts

- **Cross-lateral movement:** Motion that requires coordinating movement on both sides of the body. For example, when a child crawls, or touching your right elbow to your left knee.

- **Axial movement:** Movement anchored to one spot by a body part. For example, when you raise your arm, bend your knees or turn your head.

- **Locomotor movement:** Movement where the body travels through space from one location to another. For example, walking, running, jumping, hopping, crawling, marching, climbing, galloping, etc.
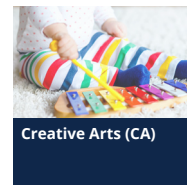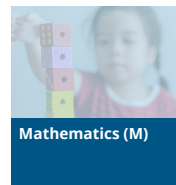
Creative Arts

Creativity through the arts can and should be woven throughout all areas of a young child's learning opportunities. As children develop, they experience their world through play, learning to respond thoughtfully and sensitively to their environment. For children, creative play allows them to interpret their real and imagined worlds within a safe environment; to express curiosity, feelings and understandings; and to discover and appreciate aspects of culture and heritage. Play through the Creative Arts provides children with the opportunities for high-level learning that supports and enhances learning across all domains.

The arts are open-ended, imaginative activities that encourage the exploration of their environment. By focusing on the creative process in artistic play rather than the product, children can build confidence, strengthen independence and develop problem-solving skills.

Equity and inclusion in early childhood assures access, participation and supports for all children of all abilities and cultural backgrounds. To foster development, a sense of belonging, friendships and respectful relationships for all children, adults must provide a diverse range of learning opportunities, activities, settings and environments.

The Kansas Early Learning Standards document is a statewide resource and is not designed or intended to be used as part of the process of developmental screening or assessment.

A. Dance

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
CA.i.2a: Responds to sounds, visual images and motions. **CA.i.4a:** Moves body when happy and excited.	**CA.mi.2b:** Responds to familiar movement that has a beat or rhythm. **CA.mi.3a:** Starts and stops with music cues with adult guidance. **CA.mi.3b:** Explores bending and stretching, small and big. **CA.mi.4a:** Controls some body movements. **CA.mi.4b:** Demonstrates following simple directions.	**CA.t.2c:** Bends, reaches, stretches, rocks, sways, shakes and kicks different parts of the body in response to music. **CA.t.3a:** Stops and starts with music cues. **CA.t.3b:** Improvises movement to fast and slow music. **CA.t.2a:** Stops and starts with music cues. **CA.t.2b:** Improvises movement to fast and slow music.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
CA.p3.1a: Explores moving all body parts in isolation. **CA.p3.1b:** Explores cross-lateral movements. **CA.p3.2a:** Moves one body part in response to a simple rhythm pattern. **CA.p3.2b:** Demonstrates the difference between still and moving. **CA.p3.2c:** Moves over, under and around objects. **CA.p3.3a:** Creates high, medium and low shapes. **CA.p3.3b:** Explores and creates patterns. **CA.p3.3c:** Combines axial and locomotor movements together. **CA.p3.4a:** Listens to musical cues and teacher instruction. **CA.p3.4b:** Dances with purpose attentive to music and instruction.	**CA.p4.1a:** Explores one body part in conjunction with other body parts, balance on one foot. **CA.p4.1b:** Skips, slides, leaps. **CA.p4.2a:** Dances to music with varying tempos. **CA.p4.2b:** Creates simple rhythm patterns and is able to repeat them. **CA.p4.2c:** Moves through combinations of pathways, straight, zigzag, diagonal and curve. **CA.p4.2d:** Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close). **CA.p4.3a:** Creates movement based on imagery from pictures, books or other ideas. **CA.p4.4a:** Demonstrates the ability to listen and carry out instruction. **CA.p4.4b:** Demonstrates the ability to create movement and discovery and maintain spatial awareness.	**DA:Pr4.1.K Physical** **a.** Makes still and moving body shapes that show lines (for example, straight, bent and curved), change levels, and vary in size (large/small). Joins with others to make a circle formation and works with others to change its dimensions. **b.** Demonstrates tempo contrasts with movements that match to tempo of sound stimuli. **c.** Identifies and applies different characteristics to movements (for example, slow, smooth or wavy). *Continued on following page.*

Creative Arts

A. Dance

Kindergarten
(by the end of kindergarten)

Kindergarten standards for A. Dance continued from previous page.

DA:Pr5.1.K: Physical

a. Demonstrates same-side and crossbody locomotor and nonlocomotor movements, body patterning movements and body shapes.

b. Moves safely in general space; starts and stops on cue during activities; group formations; and uses creative explorations while maintaining personal space.

c. Moves body parts in relation to other body parts and repeats and recalls movements upon request.

DA:Pr6.1.K: Physical

a. Dances for and with others in a designated space.

b. Selects a prop to use as part of a dance.

DRAFT

Creative Arts

B. Music

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
CA.i.5a: Attends to sounds through music exposure. **CA.i.5b:** Begins to make vocal sounds. **CA.i.6a:** Moves body to music. **CA.i.8a:** Attends to music and rhythm patterns through music exposure.	**CA.mi.5a:** Responds physically to various rhythmic patterns in sound. **CA.mi.5b:** Vocalizes in response to rhythm. **CA.mi.6a:** Identifies sources of sounds (i.e., dog, cat, car, etc.). **CA.mi.6b:** Moves to music-rhythm. **CA.mi.7a:** Chooses from variety of objects (instruments/toys). **CA.mi.7b:** Explores bringing objects together to make sounds. **CA.mi.8a:** Follows and tracks various types of music through movement, facial expressions and verbalizations.	**CA.t.5a:** Begins to verbalize words to simple songs. **CA.t.6a:** Responds to tempos presented in a variety of ways (physically, verbally, with instruments). **CA.t.7a:** Follows simple rhythmic patterns with musical instruments.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
CA.p3.5a: Repeats sound and rhythm patterns. **CA.p3.5b:** Sings familiar, simple songs. **CA.p3.7a:** Repeats song patterns and rhythmic movements to music. **CA.p3.8a:** Demonstrates understanding of concepts using vocal and physical movement and instruments, e.g., soft/loud, high/low, fast/slow.	**CA.p4.5a:** Participates in more complex songs (songs with numbers, physical movements, musical games, etc.). **CA.p4.6a:** Demonstrates movement without prompting (e.g., march, hop, tiptoe, skip). **CA.p4.7a:** Creates own songs and movements, including musical instruments.	**Pr.1.K Physical:** With guidance, demonstrates and states personal interest in varied musical selections. **Pr.2.K Physical:** With guidance, explores and demonstrates awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance. **Pr.3.K Physical:** With guidance, demonstrates an awareness of expressive qualities (such as voice quality, dynamics and tempo) that support the creators' expressive intent. **Pr.4.K.a Physical:** With guidance, applies personal, teacher and peer feedback to refine performances. **Pr.4.2.K.b Physical:** With guidance, uses suggested strategies in rehearsal to improve the expressive qualities of music. **Pr.5.K.a Physical:** With guidance, performs music with expression. **Pr.5.K.b Physical:** Performs appropriately for the audience.

Creative Arts

C. Dramatic Play

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
CA.i.10a: Responds to voices. **CA.i.10b:** Repeats sounds vocally and physically. **CA.i.10c:** Responds to songs, chants, nursery rhymes, rhythms, pictures in books.	**CA.mi.10a:** Enjoys listening to stories and songs. **CA.mi.10b:** Understands and responds to pictures in books that create a story. **CA.mi.10c:** Initiates and playfully interacts with familiar people. **CA.mi.11b:** Demonstrates simple character/animal sounds with motions. **CA.mi.12a:** Responds to favorite songs, stories, etc., by repeating repetitive phrases of stories at appropriate times or anticipating and verbalizing action of story and responds playfully with props.	**CA.t.10a:** Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box). **CA.t.10b:** Recreates the plot of familiar stories or movies. **CA.t.11b:** Moves inanimate objects (e.g., toy characters) in a play situation. **CA.t.11.d:** Shows enjoyment in wearing costumes to pretend to be other than self.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
CA.p3.9a: Retells nursery rhymes and sings simple songs.	**CA.p4.9a:** Takes a role in acting out a story.	No specific standards.
CA.p3.10b: Begins to differentiate between real and pretend.	**CA.p4.9b:** Creates dialogue specific to a type of character.	
CA.p3.10c: Participates in songs, stories, fingerplays, chants with voice and body together.	**CA.p4.10a:** Anticipates story plot and structure of story.	
CA.p3.10d: Begins to change voice, emotion and body in play situations.	**CA.p4.10c:** Participates with others in listening and responding in dramatic role.	
CA.p3.11a: Follows simple instructions to recreate story and dramatic movement.	**CA.p4.10d:** Acts out feelings with body and voice in dramatic play situations.	
CA.p3.11b: Uses costumes to become a character in everyday environment.	**CA.p4.11a:** Creates a story and assigns roles for self and others.	
CA.p3.11c: Uses props/objects in creative ways to promote and create a story.	**CA.p4.11b:** Repeats dialogue and movement to tell a story.	
	CA.p4.11e: Creates and executes complicated plot with conflict and resolution.	
	CA.p4.12c: Creates unique characters using imagination.	

Creative Arts

Creative Arts Standards

D. Visual Arts

Young Infant *(by 8 months)*	Mobile Infant *(by 18 months)*	Toddler *(by 36 months)*
CA.i.13a: Begins to respond to visual elements present in the environment (light, color, patterns, etc.). **CA.i.14a:** Explores and responds to various textures and sensory materials - fabric, water, sand, etc.	**CA.mi.13a:** Scribbles with a crayon. **CA.mi.14a:** Examines details of pictures, photographs and illustrations. **CA.mi.15a:** Explores sensory materials (e.g., nontoxic paint, finger paint, paper, playdough, sand, etc.). **CA.mi.16a:** Repeats actions, sounds, activities, etc.	**CA.t.13a:** Grips paint brush, crayons, pipette, spray bottle, etc. **CA.t.13b:** Makes random and disordered scribbles. **CA.t.14a:** Explores a variety of art media (e.g., painting, gluing, printing, fingerpainting, clay, etc.). **CA.t.15a:** Explores and manipulates sensory materials. **CA.t.15b:** Demonstrates self-expression with art materials.

Pre 3 *(by 48 months)*	Pre 4 *(by 60 months)*	Kindergarten *(by the end of kindergarten)*
CA.p3.13a: Begins to use scissors. **CA.p3.13b:** Creates visual art with various materials; begins to use color, lines and shapes to communicate meaning. **CA.p3.14b:** Uses materials to build and create a three-dimensional structure to represent another item (blocks become a castle, clay becomes a snake). **CA.p3.15a:** Creates work that requires some planning. **CA.p3.15b:** Works independently to create art. **CA.p3.16a:** Mixes colors to create a new color. **CA.p3.16b:** Identifies shapes in art.	**CA.p4.13a:** Uses a variety of materials and tools to create art. **CA.p4.14c:** Begins to create drawings that are better defined, more detailed and more realistic. **CA.p4.16a:** Demonstrates understanding of art vocabulary and concepts. **CA.p4.16b:** Discusses own artistic creations and those of others.	**Kindergarten Pr4.1.K Presenting:** Selects art objects for personal portfolio and display, explains why they were chosen. **Kindergarten Pr5.1.K Presenting:** Explains the purpose of a portfolio or collection. **Kindergarten Pr.6.1.K Presenting:** Explains what an art museum is and distinguishes how an art museum is different from other buildings.

Creative Arts

REQUEST AND RECOMMENDATION FOR BOARD ACTION	Agenda Number:	**4**
Staff Initiating: **Director:** **Commissioner:**	**Meeting Date:**	**11/15/2023**
David Fernkopf Beth Fultz Randy Watson		

Item Title:

Approval of Kansas Standards for Library and Information Literacy

Recommended Motion:

It is moved that the Kansas State Board of Education approve the Kansas Standards for Library and Informational Literacy as presented.

Explanation of Situation Requiring Action:

Presented as a received item at the September 12, 2023, board meeting. We are now asking the board to approve the updated non-assessed modeled 2023 Kansas Standards for Library and Informational Literacy.

The standards were up for public comment and based on the feedback two changes made.

12.4.2 Highschool- Page 18-

Assess the value types of information resources

Change:

Assess the **purpose and** value of **various** types of information resources

12.4.7: High School, page 18

Realize that conflicting facts, inconsistencies, and/or false claims are found in a multitude of sources

Change:

Recognize that conflicting facts, inconsistencies, and/or false claims are found in a multitude of sources

Kansas Standards for Library and Informational Literacy

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

SUCCESS DEFINED

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

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success

Kansans CAN

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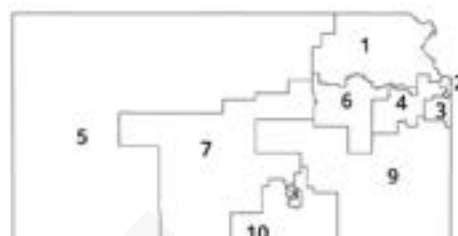
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Kansas leads the world in the success of each student.

Jan. 13, 2023

Contents

Introduction

Education, including schools and school libraries, enables students to become productive citizens. To accomplish this goal, today's students must learn to persist in searching for appropriate information sources necessary to conduct the learning process.

Information and technology literacy skills are embedded in all content standards. These skills have become more complex as the definition of information literacy continues to change. Changes include multiple literacies in critical, information, visual, media, digital and multimodal literacy skills that are crucial for learners in achievement of personal, academic and career success. Certified school librarians are effective educators who lead and guide organizational and personal change. They foster a positive learning environment and through quality instruction prepare learners for postsecondary success.

- School libraries are spaces where children and youth can read, think, learn, create, explore and grow either individually or collaboratively.
- In school libraries, what is learned in content areas becomes reinforced and enhanced with informational literacy skills instructed by a school library media professional.
- School librarians are teachers with specialized knowledge and skills for partnering with other teachers and for co-teaching within content areas. They provide students innovative opportunities to develop intellectual curiosity and deep-thinking skills.
- School librarians teach information and technology skills useful across contexts in school, home, work and recreational activities.
- School librarians focus on information access and literacy. Information literacy is a set of critical thinking skills necessary to locate and use information effectively. Information literacy means knowing when one needs information and knowing where to look for and how to evaluate information.
- School librarians teach how to use both primary and secondary sources in many modalities, including print, audio and visual resources. Potential resources can include social media sites, podcasts, webinars, news footage, articles, music, graphs, visuals, artifacts, personal interviews and novels.
- School librarians collaborate with other educators to teach reading, writing, thinking, listening and speaking.
- School librarians collaborate with other educators to encourage students to read for personal growth and academic competency, becoming lifelong learners and readers.
- To have a positive impact, students need access to school library spaces, effective school library programs, and certified school librarians. They also need support staff who allow for rigorous learning experiences, equitable access to resources for all students, and opportunities to think, create, share and grow across grade levels.

These standards are designed to provide a framework for school librarians and other co-teaching partners to design, implement and evaluate inquiry-based instruction that is aligned to content area standards and assessments. The instruction can include assignment of a task and/or projects that connect content, information, and technology skills toward student success in becoming independent lifelong learners.

Anchor Standards and Benchmarks

Learners who are developing information, media and technology literacy skills are able to think, create, share and grow as engaged and informed citizens to ...

Anchor Standard 1: Inquire

Build new knowledge by inquiring, thinking critically, identifying problems and developing strategies for solving problems.

BENCHMARK CODE	DESCRIPTION
1.1	Students develop and refine questions about a personal interest or to investigate a problem.
1.2	Students apply an ongoing inquiry process for individual or collaborative research.

Anchor Standard 2: Include

Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

BENCHMARK CODE	DESCRIPTION
2.1	Students recognize information as a means for developing empathy, equity and knowledge building within the global learning community.
2.2	Students interact with, include and evaluate diverse perspectives during learning activities.
2.3	Students use information as a means of discussing and understanding life situations to make informed choices.

Anchor Standard 3: Collaborate

Work effectively with others to broaden perspectives and work toward common goals.

BENCHMARK CODE	DESCRIPTION
3.1	Students read and contribute to conversations to broaden and deepen understanding at an appropriate contextual level.
3.2	Students involve diverse perspectives in their own inquiry processes.
3.3	Students give and receive information with each other, establishing connections between information users and the topic.

Anchor Standard 4: Curate

Make meaning for oneself and others by collecting, organizing and sharing resources of personal relevance.

BENCHMARK CODE	DESCRIPTION
4.1	Students recognize information as a product or service.
4.2	Students assess and organize information sources to address a particular need and make critical choices about what information sources to use.
4.3	Students use appropriate technology tools to access, retrieve, evaluate and organize information to create new knowledge across academic disciplines.

Anchor Standard 5: Explore

Discover and innovate in a growth mindset developed through experience and reflection.

BENCHMARK CODE	DESCRIPTION
5.1	Students read widely and deeply for nonacademic, academic or career goals.
5.2	Students develop and satisfy personal curiosity by engaging in inquiry-based processes.
5.3	Students identify and question information experts.
5.4	Students utilize information across contexts and as a means for education, influence or entertainment.

Anchor Standard 6: Engage

Demonstrate safe, legal and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

BENCHMARK CODE	DESCRIPTION
6.1	Students identify the expertise and credibility of the creators of an information resource.
6.2	Students correctly cite and refer to information from a variety of communication tools and resources.
6.3	Students follow internet safety guidelines and demonstrate responsible digital citizenship.
6.4	Students critically evaluate information resources based on information need and context for which information is used.
6.5	Students use information ethically and responsibly to address problems.

Standards Coding Guide

Example 1

CODE: **PK.1.2**

CODE	DESCRIPTION
PK	End of Grade Level (pre-K).
1	Anchor Standard (inquire).
2	Standard (seek information related to personal interest).

Example 2

CODE: **8.2.3**

CODE	DESCRIPTION
8	End of Grade Level (Eighth grade).
2	Anchor Standard (include).
3	Standard (interact with learners who reflect a range of perspectives).

Pre-Kindergarten

By the end of pre-kindergarten, students will know and be able to ...

Anchor Standard 1: Inquire

CODE	DESCRIPTION
PK.1.1	State a simple problem or need for information.
PK.1.2	Seek information related to personal interest.
PK.1.3	Gather information from provided resources for a specific topic.
PK.1.4	Ask and answer questions about key details in a text.

Anchor Standard 2: Include

CODE	DESCRIPTION
PK.2.1	State a simple problem or need for information.

Anchor Standard 3: Collaborate

CODE	DESCRIPTION
PK.3.1	Actively engage in large- and small-group reading activities with purpose and understanding.
PK.3.2	Predict and share what will happen next in a story.

Anchor Standard 4: Curate

CODE	DESCRIPTION
PK.4.1	Locate the library media center.
PK.4.2	Identify sources of information (e.g., print, electronic, people).
PK.4.3	Use various formats to gain new information.
PK.4.4	Check out materials with assistance and return materials on time.
PK.4.5	Identify the front cover, back cover and title page of a book.
PK.4.6	Identify characters, settings or illustrations to retell major events of the story.
PK.4.7	Be aware of points of view (e.g., who is telling the story).

Anchor Standard 5: Explore

CODE	DESCRIPTION
PK.5.1	Interact with different types of text.
PK.5.2	Answer questions based on information presented in various types of texts.
PK.5.3	Compare and contrast adventures and experiences of characters in familiar stories.

Anchor Standard 6: Engage

CODE	DESCRIPTION
PK.6.1	Recognize the roles of the author and illustrator.

Grades K-2

By the end of second grade, students will know and be able to ...

Anchor Standard 1: Inquire

CODE	DESCRIPTION
2.1.1	Recognize the need for information.
2.1.2	Formulate broad questions with prompting.
2.1.3	Follow steps of a basic inquiry (research) model in a group setting.
2.1.4	Seek and evaluate information related to personal interest.
2.1.5	Demonstrate knowledge and skills to draw conclusions by integrating prior knowledge with new information from materials viewed, read or heard.

Anchor Standard 2: Include

CODE	DESCRIPTION
2.2.1	Describe other's ideas accurately and completely.
2.2.2	Recognize the value of cultural differences.
2.2.3	Explore examples of global folklore.

Anchor Standard 3: Collaborate

CODE	DESCRIPTION
2.3.1	Create and share information that contributes to the success of the group (e.g., share appropriate text; share appropriate pictures).

Anchor Standard 4: Curate

CODE	DESCRIPTION
2.4.1	Explain the layout and basic organization of the library.
2.4.2	Exhibit proper respect for and care of library materials, facilities and equipment.
2.4.3	Check out materials with assistance and return materials on time.
2.4.4	Explain and discuss various examples of fiction.
2.4.5	Identify elements of a story or illustration (e.g., characters, problem, setting, main idea, and sequence of events).
2.4.6	Describe ideas of characters in a story accurately and completely.
2.4.7	Identify who is telling a story.
2.4.8	Locate and select information appropriate to a problem or question.
2.4.9	Identify and use parts of a book to gather information (e.g., title page, glossary, index).
2.4.10	Identify simple reference sources (e.g., encyclopedias, maps, bookmarked websites and local experts.).
2.4.11	Recognize information appropriate to a task (e.g., fiction, nonfiction).
2.4.12	With guidance, take notes to gather relevant information from a variety of sources.
2.4.13	Use and evaluate multiple formats and share new information.
2.4.14	Demonstrate in a group setting the knowledge and basic skills to organize information.

Anchor Standard 5: Explore

CODE	DESCRIPTION
2.5.1	Read for lifelong educational and personal enjoyment.
2.5.2	Listen, view and interact with media of various types and lengths to gain information for pleasure and personal growth.
2.5.3	Explain fiction and nonfiction.
2.5.4	Compare and contrast personal experiences to experiences of characters in stories.
2.5.5	Interpret a visual and/or aural message in a different format (e.g., write a poem influenced by an image; illustrate song lyrics).

Anchor Standard 6: Engage

CODE	DESCRIPTION
2.6.1	Distinguish the roles of author and illustrator.
2.6.2	Recognize facts, opinions and authors' points of view in various information sources.
2.6.3	Define and give examples of accurate information.
2.6.4	Recognize the importance of accurately expressing information in the student's own words.
2.6.5	Discuss the concept of giving credit to the author of an information source (e.g., author and title).
2.6.6	Discuss the basic concept of intellectual freedom (e.g., your ideas are your own).
2.6.7	Identify and apply internet safety rules.

KANSAS STANDARDS FOR LIBRARY AND INFORMATIONAL LITERACY

Grades 3-5

By the end of fifth grade, students will know and be able to …

Anchor Standard 1: Inquire

CODE	DESCRIPTION
5.1.1	Explore a variety of resources related to one's information needs, personal interests, and well-being.
5.1.2	Determine the need for additional information.
5.1.3	Individually, with minimal guidance, follow steps of a basic inquiry (research) model.
5.1.4	Use background knowledge as context for new learning.
5.1.5	Make connections among materials that are read, heard, and viewed.
5.1.6	Refine questions as information needs change.
5.1.7	With assistance, summarize and paraphrase information.

Anchor Standard 2: Include

CODE	DESCRIPTION
5.2.1	Identify and respond to texts representing a variety of cultures and time periods.
5.2.2	Respond respectfully to the points of views of others, to the ideas of others, and acknowledge the contributions of others.

Anchor Standard 3: Collaborate

CODE	DESCRIPTION
5.3.1	Communicate reactions to books read individually or in a small group.
5.3.2	Discuss ideas with others in a group, listen well, and change ideas when appropriate.

GRADES 3-5

Anchor Standard 4: Curate

CODE	DESCRIPTION
5.4.1	Independently find library resources and materials.
5.4.2	Identify and use subject headings, keywords, author and title when using the catalog.
5.4.3	Explain subject classification and information location in the library.
5.4.4	Check out materials and understand how to reserve (on hold) and share materials with others.
5.4.5	Analyze elements of a story, including characters, setting, theme and plot.
5.4.6	Identify and respond to characteristics of a variety of genres.
5.4.7	Interact independently with media of various types and lengths to gain information.
5.4.8	Demonstrate how different types of resources can be used for different purposes (e.g., books, databases, periodicals, websites).
5.4.9	Identify the use of parts of a book to gain information, including the bibliography, glossary, copyright date, publisher, title page, table of contents and index.
5.4.10	Seek and select the most appropriate reference sources of information.
5.4.11	Demonstrate the knowledge and skills to apply information from more than one source.
5.4.12	Take notes to utilize relevant information from a variety of sources.
5.4.13	Organize information in a way that is appropriate for the assignment or project (e.g., graphic organizer; story map, etc.).

Anchor Standard 5: Explore

CODE	DESCRIPTION
5.5.1	Read for lifelong educational and personal enjoyment.
5.5.2	Listen, view and interact with media of various types and lengths to gain information for pleasure and personal growth.
5.5.3	Identify the author's purpose for creating a text.
5.5.4	Compare and contrast experiences of characters in stories (text to text, text to self, text to world).

Anchor Standard 6: Engage

CODE	DESCRIPTION
5.6.1	Explain differences in facts, opinions and authors' points of view.
5.6.2	Evaluate resources for currency, credibility and authority.
5.6.3	Compare and contrast multiple information sources to verify accuracy and relevance.
5.6.4	Give credit using appropriate citations (author, title, etc.).
5.6.5	Define or give examples of plagiarism.
5.6.6	Define or give examples of intellectual freedom.
5.6.7	Identify and apply Internet safety rules and digital citizenship.

Grades 6-8

By the end of eighth grade, students will know and be able to ...

Anchor Standard 1: Inquire

CODE	DESCRIPTION
8.1.1	Explore a range of resources related to one's information needs, personal interests and well-being.
8.1.2	Develop essential questions that go beyond fact finding.
8.1.3	Review and extend skills in stating the problem or need for information.
8.1.4	Read and use evidence to support claims.
8.1.5	Create products that illustrate new understandings.

Anchor Standard 2: Include

CODE	DESCRIPTION
8.2.1	Seek diverse perspectives to resolve an information problem or question.
8.2.2	Recognize that there might be more than one published perspective on an issue.
8.2.3	Interact with learners who reflect a range of perspectives.

Anchor Standard 3: Collaborate

CODE	DESCRIPTION
8.3.1	Encourage consideration of ideas, giving and receiving information as a member of a group.
8.3.2	Use information resources efficiently so that resources are available for others to use.
8.3.3	Seek, communicate actively and integrate information within a group to create a common product.

GRADES 6-8

Anchor Standard 4: Curate

CODE	DESCRIPTION
8.4.1	Independently use information from a variety of sources for academic subjects and personal knowledge.
8.4.2	Identify and respond to characteristics of a variety of genres.
8.4.3	Perform advanced search techniques and queries.
8.4.4	Select and explain information presented in various formats.
8.4.5	Recognize the relationships of parts and the whole in visual and/or aural messages.
8.4.6	Independently analyze and synthesize information on given topics from multiple sources.
8.4.7	Identify the difference between primary and secondary sources.
8.4.8	Analyze multiple sources and formats for information quality, accuracy and relevance.
8.4.9	Determine how different points of view can influence the facts and opinions present in various sources.
8.4.10	With guidance, evaluate resources for points of view, bias, value or intent of information.
8.4.11	Systematically organize information in a way that is appropriate for the task.

Anchor Standard 5: Explore

CODE	DESCRIPTION
8.5.1	Read widely and deeply in multiple formats for lifelong educational and personal enjoyment.
8.5.2	Recognize characteristic styles of various authors and illustrators.
8.5.3	Apply an inquiry model to issues found in various nonacademic and academic situations.
8.5.4	Apply prior and new information to planning, creation and evaluation of a particular information product.
8.5.5	Display emotional resilience by persisting in information searching despite challenges.

Anchor Standard 6: Engage

CODE	DESCRIPTION
8.6.1	Evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.
8.6.2	Independently demonstrate competency and communicate knowledge in the most appropriate format for the message and audience.
8.6.3	Independently summarize and paraphrase information in students' own words avoiding plagiarism.
8.6.4	Analyze sources and/or products to determine the steps necessary to respect intellectual property rights.
8.6.5	Give credit to original ideas of others through proper attribution.
8.6.6	Use appropriate style for citations of text and image sources to avoid plagiarism.
8.6.7	Participate in discussion about first amendment rights, responsibilities and intellectual freedom.
8.6.8	Practice internet safety and digital citizenship.

Grades 9-12

By the end of 12th grade, students will know and be able to …

Anchor Standard 1: Inquire

CODE	DESCRIPTION
12.1.1	Review and extend skills in stating a problem or need for information.
12.1.2	Revise questions and inquiry as information needs change.
12.1.3	Recognize gaps in one's own knowledge and information gathered.
12.1.4	Analyze and evaluate data as the basis for evidence, using it to make valid and reliable claims.
12.1.5	Demonstrate new understanding gained through information from real-life situations.
12.1.6	Use speaking and writing skills to communicate new understandings effectively.
12.1.7	Publish and share work with an authentic audience.

Anchor Standard 2: Include

CODE	DESCRIPTION
12.2.1	Acknowledge and encourage the contributions of diverse perspectives during learning activities.
12.2.2	Actively support and/or create strategies for ensuring equitable access to information resources.
12.2.3	Recognize one's own personal biases and cultural context in relation to finding, gathering and processing information.
12.2.4	Identify and evaluate more than one published perspective on an issue.
12.2.5	Build cultural understanding by collaborating locally and globally with learners from different regions and backgrounds.

Anchor Standard 3: Collaborate

CODE	DESCRIPTION
12.3.1	Recognize and encourage the contributions of all group members in creating an information product.
12.3.2	Participate and collaborate as members of a network of learners, giving and receiving information, to reach goals and pursue lifelong learning.
12.3.3	Help groups move to consensus of information after substantive conversation and sharing by group members.

Anchor Standard 4: Curate

CODE	DESCRIPTION
12.4.1	Assemble facts, opinions and points of view and determine when appropriate in one's own work (e.g., essay; report; presentation).
12.4.2	Assess the ~~value~~ purpose of various types of information resources.
12.4.3	Access, evaluate and use outside information sources for organizing information to resolve a problem or question.
12.4.4	Monitor one's own information-seeking processes for effectiveness and progress and make necessary adjustments.
12.4.5	Evaluate and select information based on the source's quality, credibility, accuracy, appropriateness for needs and social and cultural perspective.
12.4.6	Identify the difference between relevant and irrelevant information.
12.4.7	~~Realize~~ Recognize that conflicting facts, inconsistencies, and/or false claims are found in a multitude of sources.
12.4.8	Select primary and secondary sources as appropriate for a given task.
12.4.9	Analyze, synthesize and use information on given topics from multiple sources to create new meanings.

Anchor Standard 5: Explore

CODE	DESCRIPTION
12.5.1	Read widely and deeply in multiple formats for lifelong educational and personal enjoyment.
12.5.2	Explore works of authors who write in different fictional genres and literary styles.
12.5.3	Demonstrate motivation by seeking information to answer questions and interests.
12.5.4	Apply an inquiry model to issues found in various nonacademic and academic situations.
12.5.5	Maintain openness to new ideas when evidence supports change.
12.5.6	Judge the quality of one's own information products and solutions.
12.5.7	Demonstrate a willingness to seek information beyond academic requirements.
12.5.8	Display emotional resilience by persisting in information searching despite challenges.

Anchor Standard 6: Engage

CODE	DESCRIPTION
12.6.1	Access, evaluate and use information in real-life situations.
12.6.2	Organize information in new ways that others can view, use and evaluate.
12.6.3	Give credit to original ideas of others through proper attribution and citation.
12.6.4	Cite text and image sources properly and construct appropriate bibliographic citations, including in-text citations, to avoid plagiarism.
12.6.5	Communicate and disseminate new knowledge and essential ideas through means appropriate for the intended audience.
12.6.7	Use information ethically and responsibly.
12.6.8	Actively foster a positive digital identity and reputation.
12.6.9	Practice internet safety and digital citizenship.

For more information, contact:

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Item Title: Research Work TNTP Proposal – Hanover

From: Ben Proctor

TNTP proposes a partnership with the Kansas Department of Education (KSDE) to "pressure test", develop, and begin the initial implementation of work that will elevate the role high-quality instructional materials (HQIMs) play in strong instruction.

The attached memo includes a high-level description of the associated work, timeline, and budget for supporting the KSDE in beginning to support school districts in the selection and implementation of HQIMs as a strategy to establish the KSDE's role in improving teaching and learning, supporting school improvement, and leveraging school accreditation as a lever to drive change.

This proposed work would be funded with remaining ESSER administrative funds. Smoky Hill Service center will act as the fiscal agent.

Hanover Research proposes a partnership with the Kansas State Department of Education (KSDE) to provide advisory services as the department develops criteria for KESA 2.0.

Hanover Research will support KSDE during the rollout and implementation of KSDE's revised KESA Conceptual Framework. This proposal includes Hanover's recommendations for work that will support the design, implementation, and evaluation of that framework over the next two years. During Year 1, Hanover will complete the projects outlined in this proposal by the Fall of the 2024-25 school year to align with the early implementation of the framework. During Year 2, Hanover will continue to support with communication to external stakeholders, as well as evaluation efforts around the implementation of the framework across districts and will provide KSDE with an updated outline of work (at the end of year 1) to guide our efforts.

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TNTP reimagine teaching

To: Dr. Ben Proctor – Deputy Commissioner, Kansas Department of Education
From: Cory Epler & Caitlin Sharp – Partners, TNTP
Date: 7/28/2023
RE: TNTP Support for the Kansas Department of Education – Draft #2 for Discussion

Background:

TNTP proposes a partnership with the Kansas Department of Education (KSDE) to "pressure test", develop, and begin the initial implementation of work that will elevate the role high-quality instructional materials (HQIMs) play in strong instruction. This memo includes a high-level description of the associated work, timeline, and budget for supporting the KSDE in beginning to support school districts in the selection and implementation of HQIMs as a strategy to establish the KSDE's role in improving teaching and learning, supporting school improvement, and leveraging school accreditation as a lever to drive change.

TNTP believes our nation's public schools can offer all children an excellent education. A national nonprofit founded by teachers, we help school systems end educational inequality. We work at every level of the public education system to attract and train talented teachers and school leaders, ensure rigorous and engaging classrooms, and create environments that prioritize great teaching and accelerate student learning. Since 1997, we have partnered with more than 300 public school districts, charter school networks, and state departments of education. Today, TNTP works directly with more than 300 school systems in 35 states, including partnerships with school districts/school systems in Kansas.

The work described below is grounded in TNTP's 2018 research report, The Opportunity Myth, which articulated the importance of students' access to four key resources: grade appropriate assignments, strong instruction, deep engagement, and teachers with high expectations. This research provides a framework for TNTP's recommendation that school systems accelerate, rather than remediate, in response to COVID-related learning disruptions. As that work has evolved, TNTP has called out the importance of adopting high-quality instructional materials as a foundational factor for access to grade appropriate assignments and strong instruction, as well as the importance of instructional coherence to improve all students' learning experiences.

Proposed Partnership:

Aligned to the vision and mission of the KSDE, the Division of Learning Services has identified four key priorities to improve teaching and learning across Kansas: (1) Balanced Assessments, (2) Structured Literacy, (3) High Quality Instruction, and (4) Standards Alignment. In the Spring of 2023, the Division began internally calibrating the work associated with each priority and building investment with key external stakeholders. In June 2023, the Division of Learning Services shared its vision to the Kansas State Board of Education, and as a result, has been charged with continuing to leverage the selection and implementation of high-quality instructional materials (HQIMs) to support continuous school improvement and school accreditation.

TNTP recognizes the power of high-quality instructional materials as a critical driver of student success. As one of our six essential levers, high-quality instructional resources – including high-quality instructional materials - are often seen as the first step in providing equitable outcomes for all students because they provide coherence across instructional systems, stability for students who move from school to school,

and set a high bar for student experiences, particularly for the quality of instruction and assignments they receive. Selecting HQIM can be a school district's first act toward ensuring equity for all students.

Even so, the selection of HQIM will not improve student experiences on its own. We contend that success in implementing HQIM not only relies on <u>what</u> is selected, but it also hinges on <u>how well</u> that school district leaders to: (1) navigate and understand the context and capacity of their system, (2) support and manage critical stakeholders through organizational change, and (3) display a willingness to transform all students' access to and success in high-quality academic experiences. Therefore, the selection process for districts relies on the leader's ability to navigate the principles and practices often associated with change management and continuous improvement.

As the KSDE establishes high-quality instructional materials as a foundational level for instructional improvement, we recommend the Division of Learning Services model the principles of change management that will serve district leaders. To do so, our approach would include:

- *Change Management and Communication*: This includes leveraging existing advisory structures (e.g. School Accreditation Review Council, etc.) to advise on, at minimum, the instructional materials data collection and the appropriate communication channels for district leaders. This will allow the KSDE to set the stage regarding the role of HQIMs in **strong instruction**, **school improvement**, and **accreditation**.

- *Data Collection and Analysis:* This includes the development and delivery of a data collection tool for instructional materials in K-12 English Language Arts, K-12 mathematics, and K-8 science, and a summary on the data collected.

The work will culminate in recommendations, informed by the current state of materials use in Kansas, about the role that HQIM selection and implementation may play in advancing the four priorities of the Division of Learning Services and ways the Division of Learning Services may move forward on their named priorities.

Timeline:
This work can begin as early as September 2023 with final deliverables in December of 2023.

Month	Change Management	Data Collection & Analysis
September 2023	Host webinar for key stakeholders on the importance of high-quality instructional materials, making the case for HQIM through awareness, knowledge building, and investment. Include information about the process to collect instructional materials data, including anticipated collection method and timeline.	Determine existing advisory structures, facilitating in-person or virtual engagement with the groups to get feedback on the instructional materials data collection tool (i.e. survey) and plan. Develop a FAQ document related to the data collection tool and process. Develop the instructional materials data collection survey.

October 2023		Open the data collection survey and monitor completion progress over the course of the month.
November 2023	Host a follow-up webinar for key stakeholders, building from the first webinar. Topics would include content-specific messaging for high-quality instructional materials, elevating exemplars, and collecting feedback regarding the tools needed to best support districts in the selection and implementation of HQIMs.	Analyze collected data on instructional materials.
December 2023	Present recommendations to existing advisory structures (internally and externally) on possible strategies that support the vision of HQIM selection and implementation in Kansas.	Report findings on the current state of instructional materials in Kansas. With KSDE leadership, determine a vision and goals for future state of HQIM adoption in Kansas.

Proposed Cost:

The cost includes staff time for, data collection (including survey development and design) and analysis, facilitation of two (2), HQIM-related webinars and the creation and handoff of recommendations related to the current state of instructional materials for K-12 English Language Arts, K-12 mathematics, and K-8 science. We anticipate no more than two in-person engagements, with the rest of the work conducted virtually. The price updated here reflects completion of the work in December 2023.

Instructional Materials Data Collection and Recommendations	*$54,417*

Contact:

TNTP is excited about the possibility of leveraging our national expertise and experience to support the Kansas Department of Education in driving systemic change to improve teaching and learning. As a result of this partnership, the KSDE will have actionable recommendations for leveraging high-quality instructional materials as a way to support school improvement and school accreditation, working to ensure that the Division of Learning Services can develop, lead, and support the best learning experiences for Kansans.

We look forward to discussing this proposal. If you have questions or need additional information, please contact Cory Epler (cory.epler@tntp.org) or Caitlin Sharp (caitlin.sharp@tntp.org).

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Item Title: Partnerships with Private Colleges in Kansas

Matt Lindsey, President, Kansas Independent College Association & Foundation, will present on topics that overlap with Kansas State Board of Education concerns. In particular, he will be discussing issues of reading curriculum for teacher training. Small colleges in Kansas train many of our K-12 teachers and the current focus on the Science of Reading and integrating this reading philosophy into K-12 classrooms is a priority.

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Item Title: 2024 Legislative Priorities Discussion

The State Board of Education will discuss their legislative priorities for the 2024 session.

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Consent Agenda Items for 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
Total New Hires	2	3	3	3								
Unclassified	2	3	3	3								
Unclassified Regular (leadership)	0	0	0	0								
Total Separations	2	4	4	3								
Classified	0	0	0	0								
Unclassified	2	4	4	2								
Unclassified Regular (leadership)	0	0	0	1								
Recruiting (data on 1st day of month)	4	5	3	3								
Unclassified	4	5	3	3								
Unclassified Regular (leadership)	0	0	0	0								

Total employees 269 as of pay period ending 10/14/2023. 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).

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Item Title: Report on personnel filling unclassified positions.

From: Marisa Seele, Wendy Fritz

The following personnel appointments are presented this month:

Deborah Bremer to the position of Executive Secretary to the State Board of Education, effective October 16, 2023, at an annual salary of $52,499.20. This position is funded by the State General Fund.

Deborah Newby to the position of Education Program Consultant on the Special Education and Title Services team, effective October 16, 2023, at an annual salary of $61,870.64. This position is funded by the IDEA Discretionary and State General Fund.

Ruby Huereca-Retana to the position of Administrative Assistant on the Accreditation and Design team, effective October 23, 2023, at an annual salary of $43,680. This position is funded by the State General Fund.

Agenda Number: 8 c.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	11/15/2023
Doug Boline	Bert Moore	Randy Watson		

Item Title:

Act on Ed-Flex Waiver for USD 211 Norton Community Schools

Recommended Motion:

It is moved that the Kansas State Board of Education approve the one-year Education Flexibility Partnership (Ed-Flex) waiver requested for USD 211 Norton Community Schools allowing them to exceed the 15 percent Title I carryover limitation of once every three years.

Explanation of Situation Requiring Action:

Kansas has the authority under the Education Flexibility Partnership Act of 1999, as amended by the Elementary and Secondary Education Act (ESEA), to waive certain federal requirements. USD 211 Norton Community Schools is seeking an Ed-Flex waiver of Title I Part A Section 1127(b) of ESEA, which prevents them from exceeding the 15 percent Title I carryover of funds limitation more than once every three years.

			Agenda Number:	8 d.
Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	11/15/2023
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act on recommendations of the Licensure Review Committee

Recommended Motion:

It is moved that the Kansas State Board of Education to 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. Certificates/Licenses will be issued to those applicants whose appeals are granted. Requests and the LRC's recommendations for this month are attached.

Case # 3506
Applicant requests initial Kansas licensure for History, Government, and Social Studies (6-12). Review for the license is required due to completion of unaccredited out of state teaching experience. The out of state experience was outside the limits to qualify the individual for a license based on statute 48-3406, and the individual does not hold a license from a state participating in the Interstate Teacher Mobility Compact.

The applicant earned a Bachelor of Arts degree in history from Yale University in 1994, a Master of Arts degree in history from Indiana University in 1997, and Doctor of Education from Harvard University in 2006. The applicant verified (5) years of unaccredited out of state teaching experience with The Blake School in Minnesota from (2012-2017) teaching secondary social studies and (2) years of unaccredited out of state teaching experience with The Thaden School in Arkansas from (2017-2019) teaching secondary social studies. Both the Blake and Thaden school are accredited by ISACS (Independent Schools Association of the Central States) but are not state accredited. The applicant holds a standard Minnesota teaching license with an endorsement in Social Studies (5-12).

The Licensure Review Committee recommends approval of the license based on equivalent experience completed out of state. Moved by Jessica, seconded by Tricia and approved unanimously.

Case # 3507

Applicant requests initial Kansas licensure for Building Leadership (PRK-12). A Kansas initial school leadership license requires verification of (5) years of accredited teaching or other appropriate experience. Educator has five years of experience; however, review for the license is required due to completion of unaccredited out of state teaching experience.

The applicant has two additional years of experience teaching out of state, in Missouri, but the

applicant does not hold a Missouri license. The applicant taught in a Missouri Charter school based on holding a Kansas license in the endorsement area for which the applicant taught.

The Licensure Review Committee recommends approval of the license based on equivalent experience completed out of state. Moved by Cody, seconded by Anita and approved unanimously.

Case # 3508

Applicant requests initial Kansas licensure for Library Media Specialist (PRK-12). A Kansas initial school specialist license for Library Media Specialist requires a professional-level Kansas teaching license. The applicant completed a direct entry Library Media Specialist program in Missouri. The applicant holds a valid Library Media Specialist license in Missouri. Review for the license is required due to lack of eligibility for a professional-level Kansas teaching license since the individual completed a direct entry Library Media Specialist program.

The Licensure Review Committee recommends approval based on completion of all other standard requirements out of state. Moved by Tricia, seconded by Allen and approved unanimously.

Case # 3506
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The Licensure Review Committee recommends approval of the license based on equivalent experience completed out of state. Moved by Jessica, seconded by Tricia and approved unanimously.

Case # 3507
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The applicant has two additional years of experience teaching out of state, in Missouri, but the applicant does not hold a Missouri license. The applicant taught in a Missouri Charter school based on holding a Kansas license in the endorsement area for which the applicant taught.

The Licensure Review Committee recommends approval of the license based on equivalent experience completed out of state. Moved by Cody, seconded by Anita and approved unanimously.

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the license is required due to lack of eligibility for a professional-level Kansas teaching license since the individual completed a direct entry Library Media Specialist program.

The Licensure Review Committee recommends approval based on completion of all other standard requirements out of state. Moved by Tricia, seconded by Allen and approved unanimously.

			Agenda Number:	8 e.
Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**11/15/2023**
Shane Carter	Shane Carter	Randy Watson		

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. 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.

In accordance with SBR 91-31-42, districts may also submit waivers to extend the number of days a substitute teacher may serve in a position. During the 2020-2021, 2021-2022, and 2022-2023 school years the State Board of Education issued temporary emergency declarations that allowed substitute teachers to serve additional days without submitting a waiver. District will be required to submit waiver requests to extend the number of days during the 2023-2024 school year.

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

*First Renewal

**Final Renewal

org no	org name	enrollment	first name	last name	subject
D0259	Wichita	0	Nicole	White	Library Media Specialist
D0605	South Central KS Spec Ed Coop	0	Jarrod	Black	High Incidence Special Education - extension on number of days under an esub.
D0605	South Central KS Spec Ed Coop	0	Jarrod	Black	Low Incidence Special Education - extension on number of days under an esub.
D0290	Ottawa	0	Sharon	Hafer	High Incidence Special Education
D0480	Liberal	0	Felicitas	Rodriguez	Math - extension on number of days under an esub.
D0480	Liberal	0	Patrick	Blanc	High Incidence Special Education - extension on number of days under an esub.
D0229	Blue Valley	0	You Me	Kim	Low Incidence Special Education - extension on number of days under an esub.
D0259	Wichita	0	Shelley	McClure	High Incidence Special Education
D0259	Wichita	0	Philip	Krum	High Incidence Special Education

D0453	Leavenworth	0	Stephanie	Matteson	Early Childhood/Pre-School - extension on number of days under an esub.
D0475	Geary County Schools	0	Jodi	Bishop	Music - extension on number of days under an esub.
D0611	High Plains Educational Cooperative	0	Emelie	Ellis	Gifted
D0233	Olathe	0	Cindy	Shugart	Low Incidence Special Education
D0512	Shawnee Mission Pub Sch	0	Leslie	Schrader	Gifted
D0638	Butler Co Special Education Interlocal	0	Amy	Kennedy	High Incidence Special Education
D0480	Liberal	0	Ambar	Borrego Diaz	Elementary Extension of Days Only - extension on number of days under an esub.
D0480	Liberal	0	Melissa	Dearing	Elementary Extension of Days Only - extension on number of days under an esub.
D0480	Liberal	0	Cassandra	Hernandez	English as a Second Language - extension on number of days under an esub.
D0259	Wichita	0	Erin	Black	Library Media Specialist

D0480	Liberal	0	Cole	Hardtke	English as a Second Language - extension on number of days under an esub.
D0231	Gardner Edgerton	0	Kathleen	Mangino	Low Incidence Special Education
D0512	Shawnee Mission Pub Sch	0	Amanda	Fleege	Gifted
D0512	Shawnee Mission Pub Sch	0	Tracy	Anderson	Visual Impaired
D0475	Geary County Schools	0	Krystal	O'Neal	Early Childhood/Pre-School - extension on number of days under an esub.
D0501	Topeka Public Schools	0	Joshua	Kutter	High Incidence Special Education
D0512	Shawnee Mission Pub Sch	0	Wendy	Johnston	High Incidence Special Education
D0453	Leavenworth	0	Siara	Cook	Low Incidence Special Education
D0259	Wichita	0	Gary	Rochester	High Incidence Special Education

D0480	Liberal	0	Shawn	Chen	General Science - extension on number of days under an esub.
D0259	Wichita	0	Keather	Hansen	Library Media Specialist
D0446	Independence	0	Hillary	Sutherland	Elementary Extension of Days Only - extension on number of days under an esub.
D0373	Newton	0	Seneca	Sneed	High Incidence Special Education - extension on number of days under an esub.
D0480	Liberal	0	Cassidy	Zielke	Elementary Extension of Days Only - extension on number of days under an esub.
D0607	Tri County Special Education Coop	0	Alicia	Melton	High Incidence Special Education - extension on number of days under an esub.
D0480	Liberal	0	Claudia	Garcia	Elementary Extension of Days Only - extension on number of days under an esub.
D0480	Liberal	0	Keli	Swartz	English Language Arts - extension on number of days under an esub.

D0605	South Central KS Spec Ed Coop	0	Anna	Doherty	Early Childhood/Pre-School - extension on number of days under an esub.
D0480	Liberal	0	Courtney	Eagan	General Science - extension on number of days under an esub.
D0480	Liberal	0	Jessica	Winner	English Language Arts - extension on number of days under an esub.
D0729	Maize Special Education Cooperative	0	Gloria	Keeler	High Incidence Special Education
D0480	Liberal	0	Araseli	Basurto	Elementary Extension of Days Only - extension on number of days under an esub.
D0266	Maize	0	Elizabeth	Morales	Math - extension on number of days under an esub.
D0480	Liberal	0	Lisa	Moore	Science - Middle Level - extension on number of days under an esub.
D0611	High Plains Educational Cooperative	0	Season	McBride	High Incidence Special Education
D0613	Southwest Kansas Area Cooperative	0	Mary	Mills	Low Incidence Special Education - extension on number of days under an esub.

D0480	Liberal	0	Elsa	Murillo	English Language Arts - extension on number of days under an esub.
D0480	Liberal	0	Sylvia	Orozco	Math - extension on number of days under an esub.
D0305	Salina	0	Vicky	Branch	High Incidence Special Education
D0613	Southwest Kansas Area Cooperative	0	Candace	Whitman	Low Incidence Special Education - extension on number of days under an esub.
D0603	ANW Special Education Cooperative	0	Jenifer	Gonzalez	High Incidence Special Education - extension on number of days under an esub.
D0512	Shawnee Mission Pub Sch	0	Thomas	Kline	High Incidence Special Education
D0638	Butler Co Special Education Interlocal	0	Adam	Olson	Gifted
D0259	Wichita	0	Robyn	Zebedee	High Incidence Special Education
D0453	Leavenworth	0	Rebekah	Soper	Family and Consumer Science - extension on number of days under an esub.
D0729	Maize Special Education Cooperative	0	Jennifer	Nwoke	High Incidence Special Education
D0512	Shawnee Mission Pub Sch	0	Ashley	Martinez	High Incidence Special Education

D0457	Garden City	0	Joy	Lingenfelter	High Incidence Special Education
D0229	Blue Valley	0	Jessica	Garrett	High Incidence Special Education - extension on number of days under an esub.
D0480	Liberal	0	Theresa	Carrillo	English Language Arts - extension on number of days under an esub.
D0500	Kansas City	0	Andrea	Stoufer	High Incidence Special Education
D0500	Kansas City	0	Amy	Wilkinson	High Incidence Special Education
D0450	Shawnee Heights	0	Laurie	Rigg	Elementary Extension of Days Only - extension on number of days under an esub.
D0233	Olathe	0	Becky	McGee	High Incidence Special Education
D0637	Southeast Kansas Special Education Interlocal	0	Amy	Haney	High Incidence Special Education
D0512	Shawnee Mission Pub Sch	0	Neily	Schoegler	High Incidence Special Education
D0512	Shawnee Mission Pub Sch	0	Kelsey	Oropeza	Early Childhood Special Education
D0457	Garden City	0	Kelly	Kinyon	High Incidence Special Education

D0229	Blue Valley	0	Amanda	Craven	Elementary Extension of Days Only - extension on number of days under an esub.
D0202	Turner-Kansas City	0	Skyla	Fox	High Incidence Special Education
D0617	Marion County Special Education	0	Nanette	Lowry	High Incidence Special Education
D0512	Shawnee Mission Pub Sch	0	Timothy	Garrels	High Incidence Special Education
D0512	Shawnee Mission Pub Sch	0	Kirsten	Colston	Low Incidence Special Education
D0500	Kansas City	0	Julie	Pruett	Gifted
D0707	Barton Co Coop. Program of Special Services	0	Brenda	Unrein	High Incidence Special Education
D0480	Liberal	0	Ethan	Boeker	Elementary Extension of Days Only - extension on number of days under an esub.
D0259	Wichita	0	Christianna	Marcy	Low Incidence Special Education
D0383	Manhattan-Ogden	0	Emma	Blackwell	Gifted
D0259	Wichita	0	Bre'Gail	Evans	Low Incidence Special Education

D0266	Maize	0	Ryan	Cells	Low Incidence Special Education - extension on number of days under an esub.
D0480	Liberal	0	Crystal	Tiscareno	Elementary Extension of Days Only - extension on number of days under an esub.
D0237	Smith Center	0	Alexander	Hobelmann	American History - extension on number of days under an esub.
D0480	Liberal	0	Bella	Ortiz	Early Childhood/Pre-School - extension on number of days under an esub.
D0512	Shawnee Mission Pub Sch	0	Neyda	Venzor	High Incidence Special Education
D0603	ANW Special Education Cooperative	0	Allison	Zimmerman	High Incidence Special Education - extension on number of days under an esub.
D0259	Wichita	0	Abigail	Cronin	Low Incidence Special Education
D0512	Shawnee Mission Pub Sch	0	Carly	Campbell	High Incidence Special Education
D0707	Barton Co Coop. Program of Special Services	0	Kaitlynn	Tuey	High Incidence Special Education
D0259	Wichita	0	Lexy	Smith	Library Media Specialist
D0259	Wichita	0	Mollie	Souter	Low Incidence Special Education

D0611	High Plains Educational Cooperative	0	Molly	Morgan	High Incidence Special Education
D0611	High Plains Educational Cooperative	0	Susanna	Yust	Gifted
D0708	Hays West Central KS Special Ed. Coop.	0	Peyton	Harris	High Incidence Special Education
D0230	Spring Hill	0	Ally	Tyler	Elementary Extension of Days Only - extension on number of days under an esub.
D0480	Liberal	0	Kemberly	Zamora	English Language Arts - extension on number of days under an esub.
D0259	Wichita	0	Kylie	Moore	Low Incidence Special Education
D0259	Wichita	0	Korina	O'Connor	Low Incidence Special Education
D0480	Liberal	0	Kelian	Padilla Valencia	Early Childhood/Pre-School - extension on number of days under an esub.
D0603	ANW Special Education Cooperative	0	Rhonda	Reed	High Incidence Special Education - extension on number of days under an esub.
D0229	Blue Valley	0	Heidi	Martin	Family and Consumer Science - extension on number of days under an esub.

D0707	Barton Co Coop. Program of Special Services	0	Hillary	Emerson	Early Childhood Special Education
D0603	ANW Special Education Cooperative	0	Desiree	Call	High Incidence Special Education - extension on number of days under an esub.
D0229	Blue Valley	0	Erin	Fletcher	Elementary Extension of Days Only - extension on number of days under an esub.
D0500	Kansas City	0	Kristina	Mitchell	High Incidence Special Education
D0373	Newton	0	Teresa	Lawrence	High Incidence Special Education - extension on number of days under an esub.
D0259	Wichita	0	Abbie	Anderson	Library Media Specialist
D0480	Liberal	0	Elizabeth	Thompson	General Business Topics - extension on number of days under an esub.
D0708	Hays West Central KS Special Ed. Coop.	0	Jaime	Byers	High Incidence Special Education
D0707	Barton Co Coop. Program of Special Services	0	Sarah	Ellegood	High Incidence Special Education
D0610	Reno County Education Cooperative	0	Jason	Hiebert	High Incidence Special Education
D0259	Wichita	0	Erin	Pelz	Library Media Specialist

D0259	Wichita	0	Katie	Mendez	Low Incidence Special Education
D0202	Turner-Kansas City	0	Emerald	Given	Early Childhood/Pre-School
D0266	Maize	0	Felecia	Grund	Low Incidence Special Education - extension on number of days under an esub.
D0259	Wichita	0	Naomi	Sevart	Library Media Specialist
D0480	Liberal	0	Alyce	Williams	High Incidence Special Education - extension on number of days under an esub.
D0611	High Plains Educational Cooperative	0	Kylee	Ludowese	High Incidence Special Education - extension on number of days under an esub.
D0259	Wichita	0	Lauren	Brown	Early Childhood/Pre-School - extension on number of days under an esub.
D0383	Manhattan-Ogden	0	Carrie	Andradde	Low Incidence Special Education
D0305	Salina	0	Jessica	Steele	High Incidence Special Education
D0729	Maize Special Education Cooperative	0	Dante	Simmons	Gifted

D0480	Liberal		0	Diana	Chavira	Art - extension on number of days under an esub.
D0729	Maize Special Education Cooperative		0	Sasha	Fletcher	High Incidence Special Education
D0480	Liberal		0	Megan	Isaac	Elementary Extension of Days Only - extension on number of days under an esub.
D0607	Tri County Special Education Coop		0	Abigail	Walker	High Incidence Special Education - extension on number of days under an esub.
D0729	Maize Special Education Cooperative		0	Morgan	Cothran	High Incidence Special Education
D0480	Liberal		0	Miriam	Covarrubias	Elementary Extension of Days Only - extension on number of days under an esub.
D0259	Wichita		0	Vicki	Ryan	High Incidence Special Education
D0610	Reno County Education Cooperative		0	Connie	Ortega	Visual Impaired
D0305	Salina		0	Michelle	Meyer	Gifted
D0605	South Central KS Spec Ed Coop		0	Diana	Albright	High Incidence Special Education
D0729	Maize Special Education Cooperative		0	Jeremy	Stefan	Low Incidence Special Education
D0611	High Plains Educational Cooperative		0	Michelle	Carter	High Incidence Special Education - extension on number of days under an esub.

D0701	Coffey County Special Education Cooperative	0	Janet	Reese	High Incidence Special Education - extension on number of days under an esub.
D0259	Wichita	0	Jessica	Gehrer	High Incidence Special Education
D0501	Topeka Public Schools	0	Justin	Case	High Incidence Special Education
D0259	Wichita	0	Charissa	Birkhofer	Gifted
D0231	Gardner Edgerton	0	Erin	Nelson	Low Incidence Special Education
D0231	Gardner Edgerton	0	Erin	Nelson	High Incidence Special Education
D0501	Topeka Public Schools	0	Brandy	Gager	High Incidence Special Education
D0203	Piper-Kansas City	0	Megan	Finley	Elementary Extension of Days Only - extension on number of days under an esub.
D0729	Maize Special Education Cooperative	0	Kristin	Guerrero	High Incidence Special Education
D0497	Lawrence	0	Tremayne	Horn	High Incidence Special Education

D0453	Leavenworth	0	Michele	Edwards	General Business Topics - extension on number of days under an esub.
D0729	Maize Special Education Cooperative	0	Amber	Steindler	High Incidence Special Education
D0480	Liberal	0	Philip	Kinsinger	Social Studies - Middle Level - extension on number of days under an esub.
D0605	South Central KS Spec Ed Coop	0	Dakota	Oller	High Incidence Special Education - extension on number of days under an esub.
D0638	Butler Co Special Education Interlocal	0	Jennifer	Gingerich	High Incidence Special Education
D0483	Kismet-Plains	0	Channing	Baeza	Elementary Extension of Days Only - extension on number of days under an esub.
D0373	Newton	0	Katelyn	Buckman	Deaf or Hard of Hearing
D0605	South Central KS Spec Ed Coop	0	Payton	Horn	High Incidence Special Education - extension on number of days under an esub.

D0480	Liberal	0	Celestina	Padilla	Elementary Extension of Days Only - extension on number of days under an esub.
D0305	Salina	0	Rebecca	Boelling	High Incidence Special Education
D0259	Wichita	0	Catherine	Busick	Library Media Specialist
D0264	Clearwater	0	Kirsty	Skinner	Music - extension on number of days under an esub.
D0729	Maize Special Education Cooperative	0	Kaylee	Burgett	Visual Impaired
D0480	Liberal	0	Vianca	Mettlen	Elementary Extension of Days Only - extension on number of days under an esub.
D0638	Butler Co Special Education Interlocal	0	Allison	Jurgensen	High Incidence Special Education
D0259	Wichita	0	Angelica	Webster	High Incidence Special Education
D0480	Liberal	0	Anthony	Anaya	High Incidence Special Education - extension on number of days under an esub.
D0480	Liberal	0	Aspen	Jaramillo	Music - extension on number of days under an esub.

D0480	Liberal	0	Alondra	Gonzalez	Elementary Extension of Days Only - extension on number of days under an esub.
D0259	Wichita	0	Rachael	Urban	Low Incidence Special Education
D0619	Sumner Co Educational Services	0	Gayle	Hornbeck	High Incidence Special Education - extension on number of days under an esub.
D0512	Shawnee Mission Pub Sch	0	Lynette	Michel-Engelken	Gifted
D0610	Reno County Education Cooperative	0	Christy	Bacon	High Incidence Special Education
D0457	Garden City	0	Lisa	Doherty	High Incidence Special Education
D0457	Garden City	0	Manuel	Rios	High Incidence Special Education
D0229	Blue Valley	0	Jacqueline	Adriano	Elementary Extension of Days Only - extension on number of days under an esub.
D0241	Wallace County Schools	0	Jamie	Hawkins	Social Studies - Middle Level - extension on number of days under an esub.
D0709	Holton Special Education Coop.	0	Jennifer	Larison	High Incidence Special Education
D0480	Liberal	0	Jason	Dunlap	General Science - extension on number of days under an esub.

D0501	Topeka Public Schools	0	Jennifer	Moore	Early Childhood Special Education
D0259	Wichita	0	Kiela	Wood	High Incidence Special Education
D0480	Liberal	0	Marieka	Ford	High Incidence Special Education - extension on number of days under an esub.
D0259	Wichita	0	Lori	Davis	High Incidence Special Education
D0605	South Central KS Spec Ed Coop	0	Kristi	Stevens	High Incidence Special Education - extension on number of days under an esub.
D0603	ANW Special Education Cooperative	0	Douglas	Kerr	High Incidence Special Education
D0611	High Plains Educational Cooperative	0	Natalie	Araiza	High Incidence Special Education - extension on number of days under an esub.
D0480	Liberal	0	Chaston	Pepper	Early Childhood/Pre-School - extension on number of days under an esub.
D0480	Liberal	0	Melissa	Hilditch	English Language Arts - extension on number of days under an esub.
D0305	Salina	0	Gary	Frederking	High Incidence Special Education

D0638	Butler Co Special Education Interlocal	0	Cristin	Lauber	High Incidence Special Education
D0611	High Plains Educational Cooperative	0	Vanessa	Heger	High Incidence Special Education
D0259	Wichita	0	Laura	Fallin	English as a Second Language
D0611	High Plains Educational Cooperative	0	Kenna	Boatman	High Incidence Special Education
D0480	Liberal	0	Victoria	Corral	English as a Second Language - extension on number of days under an esub.
D0480	Liberal	0	Adolfo	Calleja	Science - Middle Level - extension on number of days under an esub.
D0501	Topeka Public Schools	0	Alexandra	Wallace	High Incidence Special Education
D0480	Liberal	0	Blanca	Perez	Elementary Extension of Days Only - extension on number of days under an esub.
D0259	Wichita	0	Caitlin	Lee	Gifted
D0480	Liberal	0	Austin	Johnson	Elementary Extension of Days Only - extension on number of days under an esub.
D0259	Wichita	0	Dylan	Brazell	High Incidence Special Education
D0290	Ottawa	0	Hannah	Ray	Early Childhood Special Education

D0259	Wichita	0	Megan	Burden	High Incidence Special Education
D0501	Topeka Public Schools	0	Rose	Hockenberry	High Incidence Special Education
D0613	Southwest Kansas Area Cooperative	0	Andrea	Ornelas	Early Childhood/Pre-School - extension on number of days under an esub.
D0480	Liberal	0	Anthony	Castanon	High Incidence Special Education - extension on number of days under an esub.
D0480	Liberal	0	Liliana	Garcia	English Language Arts - extension on number of days under an esub.
D0480	Liberal	0	Odalis	Marin	Early Childhood/Pre-School - extension on number of days under an esub.
D0613	Southwest Kansas Area Cooperative	0	Bridgett	Huish	Low Incidence Special Education - extension on number of days under an esub.
D0613	Southwest Kansas Area Cooperative	0	Bridgett	Huish	High Incidence Special Education - extension on number of days under an esub.

D0480	Liberal	0	Elijah	Salmans	Physical Education - extension on number of days under an esub.
D0241	Wallace County Schools	0	Gabrielle	Hammer	General Science - extension on number of days under an esub.
D0313	Buhler	0	Emma	Gilbert	Elementary Extension of Days Only - extension on number of days under an esub.
D0500	Kansas City	0	Kimberly	Miller	High Incidence Special Education
D0605	South Central KS Spec Ed Coop	0	Roxanna	Vicars-Jones	Early Childhood Special Education
D0259	Wichita	0	Mary	Klein	High Incidence Special Education
D0347	Kinsley-Offerle	0	Kathryn	Leon	Early Childhood/Pre-School - extension on number of days under an esub.
D0605	South Central KS Spec Ed Coop	0	Nicole	Ryba	High Incidence Special Education
D0729	Maize Special Education Cooperative	0	Crista	Bishop	Low Incidence Special Education
D0259	Wichita	0	Leah	Norton	High Incidence Special Education

D0259	Wichita	0	Kimberly	Montiel	Library Media Specialist
D0233	Olathe	0	Gina	Campbell	Low Incidence Special Education
D0373	Newton	0	Jill	Weidenbener	Elementary Extension of Days Only - extension on number of days under an esub.
D0605	South Central KS Spec Ed Coop	0	Christine	Cannon	High Incidence Special Education
D0609	Southeast KS Education Serv Center	0	Tiffany	Hare	High Incidence Special Education
D0259	Wichita	0	David	Adams	High Incidence Special Education
D0619	Sumner Co Educational Services	0	Emily	Beck	Early Childhood Special Education - extension on number of days under an esub.
D0234	Fort Scott	0	Candy	Turner	Early Childhood Special Education
D0259	Wichita	0	Jenny	Follin	High Incidence Special Education
D0361	Chaparral Schools	0	Madison	Stratton	Early Childhood/Pre-School - extension on number of days under an esub.

D0512	Shawnee Mission Pub Sch	0	Crystal	Fritz	High Incidence Special Education
D0373	Newton	0	Kylie	Tucker	High Incidence Special Education
D0707	Barton Co Coop. Program of Special Services	0	Kristi	Tucker	High Incidence Special Education
D0202	Turner-Kansas City	0	Kelsey	Mackeprang	Early Childhood/Pre-School
D0259	Wichita	0	Connor	Ledy	Low Incidence Special Education
D0259	Wichita	0	Molly	Franco	Low Incidence Special Education
D0259	Wichita	0	Alana	Mulryan	Low Incidence Special Education
D0487	Herington	0	Sarah	Gonzolas	Science - Middle Level - extension on number of days under an esub.
D0480	Liberal	0	Alyssa	Tatro	Elementary Extension of Days Only - extension on number of days under an esub.
D0383	Manhattan-Ogden	0	Lillyann	Bruington	High Incidence Special Education
D0501	Topeka Public Schools	0	Kaylie	Collins	High Incidence Special Education
D0229	Blue Valley	0	Michaela	Tarwater	Spanish - extension on number of days under an esub.

D0373	Newton	0	Jarrod	Foster	Physical Education - extension on number of days under an esub.
D0613	Southwest Kansas Area Cooperative	0	George	Unruh	High Incidence Special Education - extension on number of days under an esub.
D0373	Newton	0	Suhelen	Cazares	High Incidence Special Education
D0611	High Plains Educational Cooperative	0	Susan	Shields Wilmore	High Incidence Special Education
D0707	Barton Co Coop. Program of Special Services	0	Cynthia	Wheeler	High Incidence Special Education - extension on number of days under an esub.
D0305	Salina	0	Kristi	Mason	High Incidence Special Education
D0480	Liberal	0	Lynn	Volden	Low Incidence Special Education - extension on number of days under an esub.
D0475	Geary County Schools	0	Cheryl	VanBebber	Early Childhood Special Education - extension on number of days under an esub.
D0305	Salina	0	Theresa	Cannefax	High Incidence Special Education

D0707	Barton Co Coop. Program of Special Services	0	Brandy	Maneth	Early Childhood Special Education - extension on number of days under an esub.
D0203	Piper-Kansas City	0	Traci	Miller	Elementary Extension of Days Only - extension on number of days under an esub.
D0707	Barton Co Coop. Program of Special Services	0	Angela	Gonzalez	High Incidence Special Education - extension on number of days under an esub.
D0602	Northwest KS Educational Serv Cntr	0	Tamara	Deines	High Incidence Special Education
D0259	Wichita	0	Raylynn	Ladish	Library Media Specialist
D0611	High Plains Educational Cooperative	0	Jennifer	Stephen	High Incidence Special Education - extension on number of days under an esub.
D0613	Southwest Kansas Area Cooperative	0	Kylie	Cherry	High Incidence Special Education
D0497	Lawrence	0	Kelly	Huerter	Spanish - extension on number of days under an esub.
D0607	Tri County Special Education Coop	0	Carrie	Waters	High Incidence Special Education - extension on number of days under an esub.

D0259	Wichita	0	Dawn	Mangrum	High Incidence Special Education
D0707	Barton Co Coop. Program of Special Services	0	Jared	Bashor	High Incidence Special Education - extension on number of days under an esub.
D0708	Hays West Central KS Special Ed. Coop.	0	Hannah	Wince	Gifted
D0607	Tri County Special Education Coop	0	Tabor	Riskes	High Incidence Special Education - extension on number of days under an esub.
D0480	Liberal	0	Veronica	Terrazas	Elementary Extension of Days Only - extension on number of days under an esub.
D0234	Fort Scott	0	Rachelle	Thomas	High Incidence Special Education
D0259	Wichita	0	Mandy	Kennedy	Early Childhood/Pre-School
D0483	Kismet-Plains	0	Elisa	Puentes	Elementary Extension of Days Only - extension on number of days under an esub.
D0605	South Central KS Spec Ed Coop	0	Beth	Zahradnik	High Incidence Special Education
D0708	Hays West Central KS Special Ed. Coop.	0	Bailey	Morgan	High Incidence Special Education

D0362	Prairie View	0	Brianna	Haupt	Physical Education - extension on number of days under an esub.
D0233	Olathe	0	Laura	Warren	Low Incidence Special Education
D0609	Southeast KS Education Serv Center	0	Shelley	Allen	Low Incidence Special Education
D0259	Wichita	0	Tandee	Rousselle	High Incidence Special Education
D0480	Liberal	0	Janete	Hernandez	Elementary Extension of Days Only - extension on number of days under an esub.
D0480	Liberal	0	Sergio	Borjas	General Business Topics - extension on number of days under an esub.
D0480	Liberal	0	Jennifer	Romero	Elementary Extension of Days Only - extension on number of days under an esub.
D0480	Liberal	0	Caitlyn	McIntire	Early Childhood/Pre-School - extension on number of days under an esub.
D0480	Liberal	0	Wyatt	Seidl	Physical Education - extension on number of days under an esub.

D0373	Newton	0	Brynna	Walton	High Incidence Special Education
D0613	Southwest Kansas Area Cooperative	0	Hannah	Pittman	High Incidence Special Education - extension on number of days under an esub.
D0611	High Plains Educational Cooperative	0	Abby	McDaniel	High Incidence Special Education - extension on number of days under an esub.
D0480	Liberal	0	Ivy	Le	Math - extension on number of days under an esub.
D0613	Southwest Kansas Area Cooperative	0	Carmen	Valverde	High Incidence Special Education - extension on number of days under an esub.
D0237	Smith Center	0	James	Garretson	Chemistry - extension on number of days under an esub.
D0613	Southwest Kansas Area Cooperative	0	Tamra	Rich	High Incidence Special Education - extension on number of days under an esub.
D0259	Wichita	0	Jill	Mayfield	Library Media Specialist
D0259	Wichita	0	Tara	Phillips	Low Incidence Special Education

D0611	High Plains Educational Cooperative	0	Kitty	Hemmert	High Incidence Special Education - extension on number of days under an esub.
D0729	Maize Special Education Cooperative	0	Angela	Allen	Early Childhood Special Education
D0613	Southwest Kansas Area Cooperative	0	Jessica	Singhisen	High Incidence Special Education - extension on number of days under an esub.
D0611	High Plains Educational Cooperative	0	Amee	Smith	High Incidence Special Education - extension on number of days under an esub.
D0480	Liberal	0	Kara	Mease	Early Childhood/Pre-School - extension on number of days under an esub.
D0230	Spring Hill	0	Laura	Bremerman	Technology Education - extension on number of days under an esub.
D0383	Manhattan-Ogden	0	Stacy	Millette	Visual Impaired
D0450	Shawnee Heights	0	Brooke	Paulson	Library Media Specialist - extension on number of days under an esub.
D0259	Wichita	0	Caroline	Walline	High Incidence Special Education

D0611	High Plains Educational Cooperative	0	Jacob	Bynum	High Incidence Special Education - extension on number of days under an esub.
D0603	ANW Special Education Cooperative	0	Kellie	King-DeNoon	High Incidence Special Education
D0605	South Central KS Spec Ed Coop	0	Michille	Gwennap	High Incidence Special Education
D0613	Southwest Kansas Area Cooperative	0	Emily	Riley	High Incidence Special Education - extension on number of days under an esub.
D0480	Liberal	0	Austin	Downs	Math - extension on number of days under an esub.
D0603	ANW Special Education Cooperative	0	Stephanie	Bowen	High Incidence Special Education - extension on number of days under an esub.
D0202	Turner-Kansas City	0	Marissa	Summey	High Incidence Special Education
D0480	Liberal	0	Brooke	Rivera	Elementary Extension of Days Only - extension on number of days under an esub.
D0480	Liberal	0	Jennifer	Phan	Math - extension on number of days under an esub.

D0480	Liberal	0	Jessica	Morales	Elementary Extension of Days Only - extension on number of days under an esub.
D0613	Southwest Kansas Area Cooperative	0	Raine	Torres	High Incidence Special Education - extension on number of days under an esub.
D0726	Tonganoxie Basehor-Linwood Special Ed Coop	0	Jeremy	Hurla	High Incidence Special Education
D0480	Liberal	0	Itzel	Castillo	Elementary Extension of Days Only - extension on number of days under an esub.
D0457	Garden City	0	Miguel	Lopez-Lemus	High Incidence Special Education
D0259	Wichita	0	Victoria	Parish	High Incidence Special Education
D0605	South Central KS Spec Ed Coop	0	Colton	Oshel	High Incidence Special Education - extension on number of days under an esub.
D0701	Coffey County Special Education Cooperative	0	Hannah	Birk	High Incidence Special Education
D0259	Wichita	0	Kayla	Warren	Library Media Specialist
D0305	Salina	0	Shelby	Neal	High Incidence Special Education
D0305	Salina	0	Laine	Kinion	High Incidence Special Education

D0638	Butler Co Special Education Interlocal	0	Jayden	Chickadonz	Early Childhood Special Education
D0497	Lawrence	0	Susan	Wright	Elementary Extension of Days Only - extension on number of days under an esub.
D0611	High Plains Educational Cooperative	0	Irene	Perez	Gifted
D0480	Liberal	0	Dorothy	Meisenheimer	Early Childhood/Pre-School - extension on number of days under an esub.
D0259	Wichita	0	Sarah	Jones	Library Media Specialist
D0266	Maize	0	Megan	Maze	High Incidence Special Education - extension on number of days under an esub.
D0708	Hays West Central KS Special Ed. Coop.	0	Jill	Windholz	High Incidence Special Education
D0259	Wichita	0	Terri	Gibb	High Incidence Special Education

D0603	ANW Special Education Cooperative	0	Nicki	Gossett	High Incidence Special Education - extension on number of days under an esub.
D0729	Maize Special Education Cooperative	0	Tomara	Sullivan	High Incidence Special Education
D0605	South Central KS Spec Ed Coop	0	Jill	Nech	High Incidence Special Education
D0373	Newton	0	Shantell	Pulkrabek	High Incidence Special Education - extension on number of days under an esub.
D0259	Wichita	0	Shannon	Holland	High Incidence Special Education
D0602	Northwest KS Educational Serv Cntr	0	Lori	Dietz	Gifted
D0613	Southwest Kansas Area Cooperative	0	Ashley	Sandoval	Low Incidence Special Education - extension on number of days under an esub.
D0259	Wichita	0	Isabelle	Scroggie	Early Childhood/Pre-School
D0611	High Plains Educational Cooperative	0	Portia	Schiltz	High Incidence Special Education
D0480	Liberal	0	Brianna	Watt	Social Studies - Middle Level - extension on number of days under an esub.
D0708	Hays West Central KS Special Ed. Coop.	0	Bradley	Tebo	High Incidence Special Education

D0729	Maize Special Education Cooperative	0	Julie	Miller	Gifted
D0480	Liberal	0	Vail	Garrett	High Incidence Special Education - extension on number of days under an esub.
D0605	South Central KS Spec Ed Coop	0	Elizabeth	Krehbiel	High Incidence Special Education
D0373	Newton	0	Lawrence	Boettcher	High Incidence Special Education - extension on number of days under an esub.
D0480	Liberal	0	James	Guida	Elementary Extension of Days Only - extension on number of days under an esub.
D0229	Blue Valley	0	Andres	Aguilera	Spanish - extension on number of days under an esub.
D0259	Wichita	0	Blake	Beard	High Incidence Special Education
D0611	High Plains Educational Cooperative	0	Daniel	Reyes	High Incidence Special Education
D0701	Coffey County Special Education Cooperative	0	Jan	Martin	Gifted
D0480	Liberal	0	Opal	Romero	Elementary Extension of Days Only - extension on number of days under an esub.

D0480	Liberal	0	Kaitlyn	Miller	Elementary Extension of Days Only - extension on number of days under an esub.
D0611	High Plains Educational Cooperative	0	Enddy	Bojorquez	High Incidence Special Education - extension on number of days under an esub.
D0259	Wichita	0	Adam	Parker	High Incidence Special Education
D0607	Tri County Special Education Coop	0	Isaac	Mullins	High Incidence Special Education
D0480	Liberal	0	Katie	Garcia	General Science - extension on number of days under an esub.
D0613	Southwest Kansas Area Cooperative	0	Crystal	Lopez	Early Childhood/Pre-School - extension on number of days under an esub.
D0259	Wichita	0	Luisa	Nichols	High Incidence Special Education
D0605	South Central KS Spec Ed Coop	0	Evelyn	Perez	High Incidence Special Education - extension on number of days under an esub.
D0264	Clearwater	0	Kellina	Ramsey	Elementary Extension of Days Only - extension on number of days under an esub.

D0709	Holton Special Education Coop.	0	Jessica	Atwood	High Incidence Special Education
D0480	Liberal	0	Yessenia	Salazar	English Language Arts - extension on number of days under an esub.
D0480	Liberal	0	Beverly	Borjas	Physical Education - extension on number of days under an esub.
D0480	Liberal	0	Ashleigh	Holmes	Elementary Extension of Days Only - extension on number of days under an esub.
D0259	Wichita	0	Christianna	Doeden	Early Childhood/Pre-School
D0707	Barton Co Coop. Program of Special Services	0	Sarah	Allison	Early Childhood Special Education - extension on number of days under an esub.
D0259	Wichita	0	Anna	Duxler	High Incidence Special Education
D0480	Liberal	0	Brooke	Sniff	High Incidence Special Education - extension on number of days under an esub.
D0259	Wichita	0	Ryann	Hentzen	Early Childhood/Pre-School

D0480	Liberal	0	Karina	Gonzalez	Elementary Extension of Days Only - extension on number of days under an esub.
D0613	Southwest Kansas Area Cooperative	0	Nayeli	Zapata	High Incidence Special Education - extension on number of days under an esub.
D0259	Wichita	0	Casandra	Mann	Library Media Specialist
D0605	South Central KS Spec Ed Coop	0	Cara	Alonzo	Early Childhood Special Education
D0613	Southwest Kansas Area Cooperative	0	Claudia	Torres	High Incidence Special Education - extension on number of days under an esub.
D0602	Northwest KS Educational Serv Cntr	0	Kathleen	Talbot	High Incidence Special Education
D0361	Chaparral Schools	0	Sean	Reeves	English as a Second Language - extension on number of days under an esub.
D0480	Liberal	0	Sindy	Reyes	High Incidence Special Education - extension on number of days under an esub.
D0480	Liberal	0	Jennifer	Torres-Esquivias	General Science - extension on number of days under an esub.

D0613	Southwest Kansas Area Cooperative	0	Daisy	Struzik	High Incidence Special Education - extension on number of days under an esub.
D0605	South Central KS Spec Ed Coop	0	Erik	Ghumm	High Incidence Special Education - extension on number of days under an esub.
D0259	Wichita	0	Esa	Parker	High Incidence Special Education
D0480	Liberal	0	Noe	Olvera	Elementary Extension of Days Only - extension on number of days under an esub.
D0480	Liberal	0	Jennifer	Morales	Elementary Extension of Days Only - extension on number of days under an esub.
D0480	Liberal	0	Margarita	Washington	Math - extension on number of days under an esub.
D0480	Liberal	0	Lidia	Thomas	Elementary Extension of Days Only - extension on number of days under an esub.

recommendation	Teaching Endorsements Held by Educator
Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6)
Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ELEMENTARY EDUCATION (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ELEMENTARY EDUCATION (K-6)
Approved	PHYSICAL EDUCATION (PRK-12); HEALTH (PRK-12)

Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ELEMENTARY EDUCATION (K-6)
Approved	HIGH-INCIDENCE SPECIAL EDUCATION (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
Approved*	ENGLISH LANGUAGE ARTS (6-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); ELEMENTARY EDUCATION (PRK-6); EARLY CHILDHOOD UNIFIED (B-GRD3)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); ELEMENTARY EDUCATION (K-6)

Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ELEMENTARY (K-9); LEARNING DISABILITIES (K-9); BUILDING ADMINISTRATOR (K-9)
Approved	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (5-8); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (5-8); ELEMENTARY EDUCATION (K-6); ELEMENTARY EDUCATION (K-6)
Approved	ENGLISH (7-12); AMERICAN HISTORY (7-12); WORLD HISTORY (7-12); SCIENCE (5-8)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved*	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (5-8); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
Approved	EARLY CHILDHOOD UNIFIED (B-GRD3)
Approved	EARLY CHILDHOOD UNIFIED (B-GRD3)
Approved	HIGH-INCIDENCE SPECIAL EDUCATION (5-8); HIGH-INCIDENCE SPECIAL EDUCATION (K-6); LOW-INCIDENCE SPECIAL EDUCATION (K-6)

Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ENGLISH LANGUAGE ARTS (6-12); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved*	ELEMENTARY EDUCATION (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ENGLISH LANGUAGE ARTS (5-8)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

Approved	(K-12); (K-12); (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved*	PHYSICAL EDUCATION (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved*	ELEMENTARY EDUCATION (K-6)
Approved*	PHYSICAL EDUCATION (PRK-12); EARLY - LATE CHILDHOOD GENERALIST (K-6)
Approved*	ELEMENTARY EDUCATION (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ELEMENTARY (K-9); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6)
Approved*	ELEMENTARY EDUCATION (K-6)

Approved	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (5-8); SCIENCE (5-8)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6)
Approved*	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6); EARLY - LATE CHILDHOOD GENERALIST (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6); ADAPTIVE SPECIAL EDUCATION (K-6)
Approved*	ELEMENTARY EDUCATION (K-6); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
Approved*	ELEMENTARY EDUCATION UNIFIED (K-6)
Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
Approved	ELEMENTARY (K-9); READING SPECIALIST (PRK-12); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)

Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ENGLISH LANGUAGE ARTS (6-12)
Approved	ELEMENTARY (K-9)
Approved	ENGLISH LANGUAGE ARTS (6-12); ENGLISH LANGUAGE ARTS (6-12); SPEECH/THEATRE (6-12); SPEECH/THEATRE (6-12); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
Approved	HIGH-INCIDENCE SPECIAL EDUCATION (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
Approved*	ELEMENTARY (K-9); BUILDING ADMINISTRATOR (K-9)
Approved	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); EARLY - LATE CHILDHOOD GENERALIST (K-6); ADAPTIVE SPECIAL EDUCATION (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved*	SPEECH/THEATRE (6-12); ELEMENTARY EDUCATION (K-6)
Approved	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); EARLY - LATE CHILDHOOD GENERALIST (K-6)
Approved**	ELEMENTARY EDUCATION (K-6)

Approved	SUBSTIUTE TEACHER PRK-12
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved*	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); ELEMENTARY EDUCATION (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ELEMENTARY EDUCATION (K-6); HIGH-INCIDENCE SPECIAL EDUCATION (PRK-12)
Approved*	ELEMENTARY EDUCATION (K-6)
Approved	ELEMENTARY EDUCATION (K-6)
Approved	ELEMENTARY EDUCATION (K-6)
Approved	ELEMENTARY EDUCATION (PRK-6); EARLY CHILDHOOD UNIFIED (B-GRD3)

Approved	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6); ELEMENTARY EDUCATION (K-6)
Approved**	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); MATHEMATICS (5-8); SCIENCE (5-8); EARLY - LATE CHILDHOOD GENERALIST (K-6); ADAPTIVE SPECIAL EDUCATION (PRK-12)
Approved*	PHYSICAL EDUCATION (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
Approved**	EARLY - LATE CHILDHOOD GENERALIST (K-6); EARLY CHILDHOOD UNIFIED (B-GRD3)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (K-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

Approved	EARLY CHILDHOOD EDUCATION (EC-EC)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6); EARLY - LATE CHILDHOOD GENERALIST (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6); EARLY - LATE CHILDHOOD GENERALIST (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); EARLY - LATE CHILDHOOD GENERALIST (K-6)
Approved*	PHYSICAL EDUCATION (K-12); HEALTH (K-12); BUILDING LEADERSHIP (PRK-12)
Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12); ELEMENTARY EDUCATION (K-6)
Approved**	EARLY - LATE CHILDHOOD GENERALIST (K-6)

Approved*	EARLY CHILDHOOD UNIFIED (B-GRD3)
Approved	ELEMENTARY EDUCATION (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	READING SPECIALIST (PRK-12); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6); EARLY - LATE CHILDHOOD GENERALIST (K-6); EARLY CHILDHOOD UNIFIED (B-GRD3)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved*	HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
Approved	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); ELEMENTARY EDUCATION (K-6)
Approved	MUSIC (PRK-12)

Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved*	ELEMENTARY EDUCATION (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved**	ELEMENTARY EDUCATION (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ELEMENTARY EDUCATION (K-6)
Approved	ELEMENTARY (K-9); EARLY CHILDHOOD HANDICAPPED (EC-EC)
Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6)
Approved	PHYSICAL EDUCATION (PRK-12); HEALTH (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved**	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6); EARLY - LATE CHILDHOOD GENERALIST (K-6)
Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
Approved	SOCIAL STUDIES,COMP (7-12); SOCIAL STUDIES,COMP (7-12); ADAPTIVE SPECIAL EDUCATION (6-12); ADAPTIVE SPECIAL EDUCATION (6-12)
Approved	SOCIAL STUDIES,COMP (7-12); SOCIAL STUDIES,COMP (7-12); ADAPTIVE SPECIAL EDUCATION (6-12); ADAPTIVE SPECIAL EDUCATION (6-12)
Approved**	ELEMENTARY (K-9)
Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6)
Approved	AMERICAN HISTORY (5-12); POLITICAL SCIENCE/GOVERNMENT (5-12); ECONOMICS (5-12); SOCIOLOGY (5-12); GEOGRAPHY (5-12); BUILDING ADMINISTRATOR (7-12); BUILDING LEADERSHIP (PRK-12)

Approved	(PRK-12); (PRK-12); (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (6-12); EARLY - LATE CHILDHOOD GENERALIST (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ENGLISH LANGUAGE ARTS (5-8); ENGLISH LANGUAGE ARTS (6-12)
Approved*	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (6-12); ELEMENTARY EDUCATION (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved*	ELEMENTARY EDUCATION (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12); ELEMENTARY EDUCATION (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); ELEMENTARY EDUCATION (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
Approved	SUBSTIUTE TEACHER PRK-12
Approved*	MATHEMATICS (5-8); EARLY - LATE CHILDHOOD GENERALIST (K-6)
Approved*	ELEMENTARY (K-9)
Approved	ELEMENTARY EDUCATION (K-6)
Approved	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); EARLY - LATE CHILDHOOD GENERALIST (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved*	ELEMENTARY EDUCATION (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

Approved	ELEMENTARY EDUCATION (K-6); HIGH-INCIDENCE SPECIAL EDUCATION (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved**	ELEMENTARY EDUCATION (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved*	ENGLISH LANGUAGE ARTS (6-12); PHYSICAL EDUCATION (PRK-12); FAMILY AND CONSUMER SCIENCE (6-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved*	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)

Approved*	ELEMENTARY EDUCATION (K-6)
Approved*	ELEMENTARY EDUCATION (K-6)
Approved*	ENGLISH LANGUAGE ARTS (6-12); MUSIC (PRK-12); HIGH-INCIDENCE SPECIAL EDUCATION (PRK-12)
Approved	ELEMENTARY EDUCATION (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ELEMENTARY EDUCATION (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ELEMENTARY EDUCATION (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	PHYSICAL EDUCATION (PRK-12)
Approved**	ELEMENTARY EDUCATION (K-6)

Approved*	ELEMENTARY EDUCATION (K-6)
Approved	ELEMENTARY EDUCATION (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
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Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved*	ENGLISH AS A SECOND LANGUAGE (K-9); ELEMENTARY (K-9); ENGLISH LANGUAGE ARTS (5-8)
Approved**	ENGLISH (5-9); ELEMENTARY (K-9); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6)
Approved	ELEMENTARY (K-9); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); ELEMENTARY EDUCATION (K-6); EARLY CHILDHOOD UNIFIED (B-GRD3)
Approved*	HIGH-INCIDENCE SPECIAL EDUCATION (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
Approved	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6); EARLY - LATE CHILDHOOD GENERALIST (K-6)

Approved	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (5-8); EARLY - LATE CHILDHOOD GENERALIST (K-6)
Approved	PHYSICAL EDUCATION (PRK-12); HIGH-INCIDENCE SPECIAL EDUCATION (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved*	MATHEMATICS (6-12)
Approved*	ELEMENTARY (K-9)
Approved	MATHEMATICS (7-12)
Approved	SUBSTIUTE TEACHER PRK-12
Approved	ELEMENTARY (K-9); EARLY CHILDHOOD EDUCATION (EC-EC)
Approved**	EARLY CHILDHOOD UNIFIED (B-GRD3)
Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); ELEMENTARY EDUCATION (PRK-6); EARLY CHILDHOOD UNIFIED (B-GRD3)
Approved	MUSIC (PRK-12)
Approved*	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); ELEMENTARY EDUCATION (K-6)
Approved**	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6); ELEMENTARY EDUCATION (K-6)
Approved*	ELEMENTARY EDUCATION (K-6)
Approved*	HIGH-INCIDENCE SPECIAL EDUCATION (PRK-12)
Approved	ELEMENTARY EDUCATION (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ELEMENTARY EDUCATION (PRK-6)
Approved**	ELEMENTARY EDUCATION (K-6); EARLY CHILDHOOD UNIFIED (B-GRD3)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

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Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EARLY CHILDHOOD UNIFIED (B-GRD3)
Approved*	BUSINESS EDUCATION,COMP (5-9); ENGLISH AS A SECOND LANGUAGE (K-9); ELEMENTARY (K-9)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved**	BIOLOGY (6-12); CHEMISTRY (6-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	SUBSTIUTE TEACHER PRK-12
Approved	INSTRUMENTAL MUSIC (K-12); VOCAL MUSIC (K-12)

Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
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Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ELEMENTARY (K-9)
Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved**	ENGLISH LANGUAGE ARTS (5-8); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); ELEMENTARY EDUCATION (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6); FUNCTIONAL SPECIAL EDUCATION (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	BIOLOGY (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ELEMENTARY (K-9); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
Approved	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6); EARLY - LATE CHILDHOOD GENERALIST (K-6)
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Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)

Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6); ADAPTIVE SPECIAL EDUCATION (K-6); ADAPTIVE SPECIAL EDUCATION (6-12)
Approved**	ELEMENTARY EDUCATION UNIFIED (K-6)
Approved*	ELEMENTARY EDUCATION (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
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Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

Approved	PHYSICAL EDUCATION (PRK-12); HEALTH (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
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Approved	SUBSTIUTE TEACHER PRK-12
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ELEMENTARY (K-9)
Approved*	MATHEMATICS (5-8); ELEMENTARY EDUCATION (K-6)

Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved*	ELEMENTARY (K-9); EARLY CHILDHOOD EDUCATION (EC-EC); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
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Approved*	ELEMENTARY EDUCATION (K-6)

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Approved**	ELEMENTARY EDUCATION (K-6)
Approved**	BUSINESS (6-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
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Approved	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (5-8); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ENGLISH LANGUAGE ARTS (6-12)
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Approved**	ELEMENTARY EDUCATION (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); ELEMENTARY EDUCATION (K-6)
Approved*	MATHEMATICS (6-12)
Approved	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)

Approved*	ELEMENTARY EDUCATION (K-6)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ENGLISH (5-9); ENGLISH AS A SECOND LANGUAGE (K-12); ELEMENTARY (K-9); DISTRICT SCHOOL ADMINISTRATOR (K-12); BUILDING ADMINISTRATOR (K-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6); EARLY - LATE CHILDHOOD GENERALIST (K-6); EARLY - LATE CHILDHOOD GENERALIST (K-6)
Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
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Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved*	ELEMENTARY (K-9)
Approved**	PHYSICAL EDUCATION (K-12); HEALTH (K-12); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); BUILDING LEADERSHIP (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ELEMENTARY (K-9)
Approved*	ART (PRK-12); MATHEMATICS (5-8)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	EARLY CHILDHOOD EDUCATION (PRK-3)
Approved	MUSIC (PRK-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved	ELEMENTARY (K-9)

Approved**	GENERL MATHEMATICS (5-12); CHEMISTRY (5-12); GENERAL SCIENCE (5-12)
Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
Approved**	EARLY - LATE CHILDHOOD GENERALIST (K-6)
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Approved*	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
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Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12); EARLY CHILDHOOD EDUCATION (PRK-3)

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Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

Item Title:

Act to approve local professional development plans

Recommended Motion:

It is moved that the Kansas State Board of Education act to approve the professional development plans for the following districts/systems:

Manhattan USD 383

Explanation of Situation Requiring Action:

In provisions of K.S.A. 72-2546, the State Board determines the rules and regulations for the administration of the education professional development act declared in K.S.A. 72-2544. The standards and criteria by which educational agencies will establish and maintain in-service education programs for their licensed personnel are outlined in K.A.R. 91-1-215 through 91-1-219.

K.A.R. 91-1-216(c) states, "...the educational agency shall prepare a proposed in-service plan...[it] shall be submitted to the state board by August 1 of the school year in which the plan is to become effective."

K.A.R. 91-1-216(d) then stipulates, "The plan shall be approved, approved with modifications, or disapproved by the state board."

State department staff have reviewed the five-year professional development plans of the above districts/systems using the standards and criteria determined by the State Board of Education and recommend it be approved.

Professional Development Plan

Manhattan-Ogden
USD 383

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2027

5-year Professional Development Plan Approval

The USD 383 Professional Development Council approved the following plan, at its meeting held on (Insert date), according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _____   10-5-2023
                         Signature   Date

The USD 383 Board of Education approved the following plan, at its meeting held on (Insert date), according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: _____   10/4/23
                                      Signature   Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC/BOE

Add pages as needed

Table of Contents

Section One:
<u>Professional Development Council (PDC)</u>

<u>Introduction</u>

<u>Mission</u>
Our mission is to prepare all students for success as lifelong learners, earners, and citizens.

<u>Vision</u>
Our vision is to be nationally recognized for the breadth and depth of success attained by all students.

<u>Goal</u>
Our goal is for all students to succeed at increasingly higher levels of academic growth, social-emotional development, and postsecondary preparation.

<u>Membership</u>

KAR 91-1-217. In-service education professional development council.
a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they represent.

DEFINITION
The District Professional Development Council is a representative group of local licensed personnel that advises the Office of the Superintendent in matters concerning the planning, development, implementation, and operation of the state and district professional development plan.

COMPOSITION
    A.   Membership

This is a group comprised of licensed teachers and leaders(administrators) as follows:

        1.   Licensed Teachers (Total: 18-27)
            Elementary schools (10 buildings) may have 1 representative for small buildings, larger buildings may have 2 representatives.
            Middle schools (2 buildings) may have 2 representatives.
            High School may have 4-6

Early Learning may have 1 representative.
Manhattan Virtual Academy may have 1 representative.

2. Licensed Leaders (Total: 5)
1 Early Learning
1 Elementary
1 Middle School
1 High School Representative
1 Manhattan Virtual Academy

The PDC is the advisory council for the governing body for the local unified school district and it provides the link between the local Board of Education (the governing body) and the rest of the district. Input from administrators, other district staff and possibly Board of Education members is vital to maintain the direction that professional development will go in USD 383. Although not voting members, many district staff, the past PDC chair and others will participate in PDC meetings as consultants and advisors.

B. Method of Rotation of Membership
1. Licensed Teaching Personnel will serve three-year terms. Terms will be staggered.
2. Administrators (leader licensed) will serve three-year terms. Terms will be staggered.

C. Method of Selection
1. Administration representatives will be filled by the respective administrator groups.
   a. Each building level (Early Learning/Elementary/Secondary) administrative group will meet prior to the start of the new school year to discuss and select who will represent them on the PDC.
   b. Once chosen, the group will provide the name of the new member to the PDC Chair.

2. Teacher representatives will be filled by the respective building/program groups.
   a. The PDC will send out an email to all the licensed teachers asking for volunteers or nominations during the spring semester of the current school year for teachers from each building/program.
      i. For example, for the 2024-2025 school year, new members will be selected during the spring semester (prior to May) of the 2023-2024 school year.
   b. The PDC will distribute a ballot for each building who needs a new representative, either on one ballot or one ballot for each building.
   c. Each building/program teacher will vote only once for who he/she wants to be the PDC representative for her/his building/program.
   d. Once chosen, the group will provide the name of the new member to the PDC Chair.

3. Vacancies for any member positions will be filled using step 1 or 2 above based on the group represented using above.
4. Newly appointed members shall attend meetings of the District Professional Development Council as non-voting members from the date of selection until term of office begins.

D. Resignations and Replacements
1. Request for resignation of a member by the District Professional Development Council: The District PDC is

empowered to request the resignation of a member.
2. Resignation of Membership: A member may resign his/her membership at any time. A letter of resignation will be written and submitted to the District Professional Development Council Chairperson. The resigning member's constituency will then be notified immediately by the District Professional Development Council. The vacancy will be filled by the constituency according to the selection procedure.

E. Officers of the District Professional Development Council
1. Officers: The officers of the USD 383 District Professional Development Council will consist of a chairperson, a vice-chairperson, and a secretary who are the members of the Executive Committee of the PDC.
2. Selection of Officers: A nominating committee from the PDC will submit a slate of candidates in March for those positions needing to be filled. Terms of office will begin the next academic year.

Terms of Office: The chairperson, vice-chairperson and secretary are elected for a two-year term and may be re-elected to a second two-year term.
Resignation: Any officer may resign from office at any time provided a letter of resignation is submitted to the District Professional Development Council.
Vacancies: Vacancies in Officers' positions will be filled by a majority vote of a quorum of the District Professional Development Council.

Duties:

Chairperson
Preside at all regular meetings.
Prepare and email agenda for all meetings at least one week in advance.
Call and preside at all special meetings.
Ensure teacher/leader ratio on the council and in voting.
Serve as ex-officio member of any subcommittee.
Interpret guidelines between meetings.
Prepare an annual program evaluation report of the District Professional Development Council.
Receive all resignations and election data from the District Professional Development Council.
Assist with review and changes to be made in District PDC Handbook.
Appoint ad hoc committees.
Maintain records of meetings and materials submitted to the District Professional Development Council.

Vice-Chairperson
Preside in absence of Chairperson.
Prepare annual program evaluation report with Chairperson.

Secretary
Keep minutes of all business meetings.
Prepare and distribute minutes of all meetings.
Handle all District Professional Development Council correspondence.
Keep a file of professional development minutes, financial reports, correspondence and all other pertinent documents in the district One Drive 365.

Responsibilities

> **KAR 91-1-217. In-service education professional development council.**
> (b) Each council shall have the following responsibilities:
> (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
> (2) to develop operational procedures; and
> (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

DISTRICT PROFESSIONAL DEVELOPMENT LEADRSHIPTEAM {PDC) FUNCTIONS

- Write, coordinate, and implement the district 5-year PDC plan.
- Monitor the Building PDC Committees.
- At least one PDC representative/school should serve on their Building Leadership Team (BLT).
- Support licensed personnel to implement Frontline Education (data management system).
- Develop and recommend to the local Board of Education through the Office of the Superintendent, a 5-year PDC plan and Executive Summary to be submitted to the State Board of Education. Prepare an annual update which includes a review of the state PDC plan, through the annual BOE Report prepared by the Department of Teaching and Learning.
- Participate in district professional development program evaluations and needs assessments that will be used to initiate and develop district-wide activities.
- Review all building and group staff development plans for quality practice.
- Review the current year's electronic IPDP process.
- Review individual action research plans to determine application and impact points. (Equivalency Committee)
- Participate in annual District PDC training.

DISTRICT RESPONSIBILITIES OF DISTRICT PDC REPRESENTATIVES

- Attend District PDC meetings.
- Serve on the Building Professional Development Council, if applicable.
- Assist with Needs Assessments and Climate Surveys at the building level.
- Report all District PDC information to staff and staff concerns to District PDC.
- Assist staff members in developing Individual Professional Development Plans and explain any changes or corrections that need to be made.
- Assist with planning building professional development that addresses educators' various job responsibilities, levels of experience, and professional interests as they relate to the district's mission and goals.
- Design protocol that establishes criteria for quality building professional development.
- Design a rubric to be used by the Building Professional Development Committee.
- Review building Results-Based Staff Development plans for quality practices.

BUILDING RESPONSIBILITIES OF DISTRICT PDC REPRESENTATIVES

- Develop a results-based professional development plan aligned with the KESA School-

Improvement Plan and based upon building needs that result in student achievement.

- Coordinate building professional development activities.
- At least one PDC representative/school should serve on their Building Leadership Team (BLT).
- Complete attendance and send rosters, within 7 days of the event, to Teaching and Learning as confirmation of event completion.
- Assist with Needs Assessments and Climate Surveys at the building level.
- Assist in preparing the Annual School Improvement Plan.

Annual Training

KAR 91-1-217. In-service education professional development council.
(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219.

At the beginning of the academic year, the Professional Development Council Chair, Vice Chair, and/or Secretary will send the annual training video/link to the current council members who will complete/watch the video on their own then inform one of the officers that they have finished the training. The officer will complete the Microsoft Form the PDC uses for accountability and the PDC Chair is responsible for ensuring that all the current year members have completed the current year training.

Operational Procedures

KAR 91-1-217. In-service education professional development council.
(b) Each council shall have the following responsibilities:
(2) to develop operational procedures.

METHOD OF DECISION-MAKING

All decisions by vote will be by simple majority, providing that there is a quorum present. A quorum constitutes a two-thirds of the current District Professional Development Council members.

PROCEDURE FOR DEVELOPMENT OF AGENDA FOR DISTRICT PROFESSIONAL DEVELOPMENT COUNCIL

Meetings will be held from September to April.

Agenda items for consideration may be proposed by members of the District Professional Development Council or licensed personnel of USD 383.

Items must be submitted in writing to the Chairperson of the Council at least two weeks prior to the scheduled Council meeting.

The agenda and notification of the meeting will be distributed to District PDC members, building principals, Executive Director of Teacher and Learning, and Superintendent, or upon request by an individual.

PROCEDURE FOR MAINTAINING RECORDS

Minutes of meetings and other official documents are filed in the District Department of Teaching and Learning office for five years and the Secretary will place them in the PDC Team folder in the Office Drive 365.

PROCEDURE USED TO INFORM LICENSED PERSONNEL AND THE BOARD OF EDUCATION OF THE DECISIONS AND ACTIVITIES OF THE COUNCIL

Minutes of all meetings will be distributed to all members of the District Professional Development Council and made available to the Executive Director of Teaching and Learning, Superintendent, Board of Education, and other interested personnel.

Professional Development points earned will be maintained by the Department of Teaching and Learning as recommended by the District Professional Development Council through June 30 for the previous fiscal year.

Each participant with an Individual Professional Development Plan will be reminded to review professional development activities on Frontline Education for the current school year. Staff will learn this system as part of orientation for the PDC and new staff at the beginning of the academic year. June 30 is the final date for submitting information on Frontline Education for the current school year. Each participant can access and print a transcript of his/her total earned points from Frontline Education.

Section Two:
The District/System
Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the
governing bodies of any two or more educational agencies, with the advice of representatives of the
licensed personnel who will be affected.
(b) Procedures for development of an in-service plan shall include the following:
(1) Establishment of a professional development council;
(2) an assessment of in-service needs;
(3) identification of goals and objectives;
(4) identification of activities; and
(5) evaluative criteria.
(c) Based upon information developed under subsection (b), the educational agency shall prepare a
proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the
school year in which the plan is to become effective.
(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The
educational agency shall be notified of the decision by the state board within a semester of submission
of the plan.
(e) An approved plan may be amended at any time by following the procedures specified in this
regulation.
(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:
(3) to develop a five-year plan that may be approved by the governing body of the educational agency
and is based upon criteria established by the state board.

BUILDING PROFESSIONAL DEVELOPMENT/SCHOOL IMPROVEMENT PLANS

Each building's professional staff, under the direction of the Building Leadership Team's District PDC Committee (building administrator, one or more teachers, and District PDC representative), shall develop a results-based building School Improvement Plan aligned with the School Improvement goals

and based upon building needs that result in student achievement.

IMPORTANT INFORMATION REGARDING BUILDING AND INDIVIDUAL PROFESSIONAL
DEVELOPMENT PLANS
Building PD Plan School Improvement forms will be sent to principals and building representative to the
District PDC from the Department of Teaching and Learning prior to the beginning of the school year.

Any funding necessary for an individual, building, or special curriculum group must be approved by the
Principal or the Executive Director of Teaching and Learning.

1. Assessment of in-service needs
USD 383 DISTRICT IMPROVEMENT PLAN GOALS RELEVANCE/RESPONSIVE CULTURE:
Indicators of Success
1. The percentage of students at or above benchmark on Individual Growth & Development
   Indicators (mylGDls) and the Formative Assessment System for Teachers (FASTBridge) will
   increase from pre- kindergarten through third grade, overall and for each identified subgroup.

2. The percentage of students who score in Levels 3 and 4 on the English Language Arts State
   Assessment will increase at each grade level 3-8 and 10, overall and for each identified
   subgroup.

3. The percentage of students who score in Levels 3 and 4 on the Mathematics State Assessment
   will increase at each grade level 3-8 and 10, overall and for each identified subgroup.

4. The percentage of students identified 'at risk' in the Kansas Communities that Care Social-
   Emotional Learning Report will decrease for Character Development, Personal Development,
   Social Development and School Climate in grades 6, 8,10 and 12, overall and for each identified
   subgroup.

5. The graduation rate of students within the district will increase, overall and for each identified
   subgroup.

6. The two-year postsecondary success rate of students within the district will increase, overall and
   for each identified subgroup.

USD 383 District Professional Learning Goals-2022-2027

During the 2022-2027 school years, district educators will participate in ongoing, continuous district,
building and individual professional learning where they will gain knowledge and skills to:
1. Utilize personalized learning and evidence-based instructional practices to facilitate
   achievement of standards and to support the needs of the whole student.

2. Analyze individual student data to support growth across all identified subgroups of diverse learners and increase graduation rates.

3. Support parental and community involvement for students from families of all cultural backgrounds.

4. Promote and maintain safe learning environments for the well-being of students and staff

Individual:

Focus is based on professional growth with a purpose. Consideration is given to a review of student data, evaluation feedback, personal reflection, and licensure renewal requirements.

Results-Based Goals are written in an Individual Professional Development Plan. The plan lists goals that focus on content, professional education standards, and/or service to the profession addressing the three performance levels of knowledge, application, and impact. The IPDP is written using goals that are Specific, Measurable, Attainable, Results-Oriented, and Time-Bound (SMART goals). That plan is shared with the building administrator and evaluators to address these needs.

Building:

Focus is based on an examination of student achievement data from state and local assessments, a review of school improvement goals and action plans established for Kansas Education System Accreditation (KESA), and an awareness of district initiatives. The community of professional learners in each building develops shared knowledge, engages in reflective practice, and assesses the impact of their teaching on enhanced student learning and the closing of identified achievement gaps.

Results-Based Goals are aligned with identified academic targets and clearly state the desired professional skills necessary to facilitate student learning. Results are measured according to three performance levels - knowledge, application, and impact.

District:

Focus for professional development is determined by examining research-based best practices for teaching that lead to student achievement; analysis of state and local assessments; needs assessment results from district teachers; and current state and national initiatives while always being mindful of ongoing school and district improvements that lead to continued student achievement.

Results-Based Goals in this area are based on identified standards of performance for students at each academic level and teachers' needs in supporting optimal student learning and academic growth.

A survey is administered annually to identify the areas of need and interest for professional development.

2.Identification of goals and objectives to achieve the in-service needs

The needs assessment identifies gaps in student learning and the related gaps in staff knowledge and skills. Staff development goals and objectives should be focused upon

helping teachers and other staff members close those gaps.

Goals and objectives are the desired *results for improved student learning* that can be correlated to the planned staff development. They are the foundation for the District Professional Development Plan. Goals should be based upon *strengths* as well as identified needs. To be effective, goals must be few in number. They should be unambiguous, realistic, measurable, and achievable within a specified period.

PROCEDURES TO DETERMINE ANNUAL DISTRICT STAFF DEVELOPMENT
The district 5-year Professional Development Plan will be revised based on an annual **PD** Needs Assessment. The Needs Assessment and revision will:
1. Identify student learning gaps.
2. Identify skills teachers need to close these student achievement gaps.
3. Provide appropriate professional development opportunities.
4. Reviewed and approved by PDC voting members by a simple majority.

3.Identification of activities and actions to achieve the goals and objectives

The system strategic framework will be a primary focus as the goals for the professional development. A Microsoft Form will be administered by Teaching and Learning to gather feedback from educators within the district and shared with PDC executive council and building representatives to prioritize and determine a hierarchy of needs.

4.Evaluative criteria to determine levels of success in meeting the in-service need/s
The needs assessment results will be housed within the PDC Microsoft TEAM and be accessible to all members of the PDC. This will increase transparency and ensure stakeholders have an active voice in the process.

5. Reporting results of evaluation of in-service needs

Results from the evaluation of the in-service needs assessment will be shared with the chair, vice-chair, and secretory and then be distributed at a PDC meeting for analysis and decision making by the voting members of the council.

Amending the Professional Development Plan

This document may be amended in the following manner:

If annual evaluations show the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC may amend it.

The District Professional Development Council may adopt amendments to the District Professional Development Plan by a simple majority of the Council Members as a whole, provided these amendments have been introduced in writing at the preceding meeting.

Amendments approved by the District Professional Development Council shall be submitted to the Board of Education for approval.

Once an amendment is approved, Executive Director of Teaching and Learning will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC and the Board of Education approved it, whichever is the latest.

Section Three:
Individual Professional Development Plans (IPDP)

KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:

(1) Content endorsement standards as adopted by the state board;

(2) professional education standards as adopted by the state board; or

(3) service to the profession.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

(1) The plan results from cooperative planning with a designated supervisor.

(2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.

(3) The plan is reviewed and approved by the local professional development council.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

KAR 91-1-206. Professional development plans for license renewal.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

AN EXPLANATION TO GUIDE YOU

IPDPs are personal professional plans that are written to focus a teacher's mind on what he or she would like to accomplish in the near future. IDPDS are documented in Frontline. They are intended to be representative of the teacher as a reflective practitioner. By reflecting on one's classroom, integrating what has worked and what has not, taking into consideration student needs and desired outcomes with best teaching practices and collegial sharing, a teacher can, and should, set forth personal goals towards self-improvement that will bring about increased student achievement. These personal goals augment the goals set forth by individual buildings as well as the district. Reflection and self-improvement are the hallmarks of professional learning. Therefore, **all licensed staff must have an** IPDP on file in Frontline Education. That plan is written using SMART goals.

The IPDP is aligned with the four domains of professional practice from Charlotte Danielson's *Framework/or Teaching, 2nd Edition 2007* (see page 28) and must also be aligned with goals and objectives of the building and district. (See page 2 for further explanation.)

Individual Professional Development Plans are written *employing* the technique of goal writing that is specific, <u>Measurable, Attainable, Results</u> based, and time bound - thus, SMART goals.

As is stated above, each probationary teacher in their 1st, 2nd and/or 3rd year, as well as veteran teachers who are being evaluated **must** complete the electronic IPDP on Frontline Education.

An IPDP is intended to be a "guide" for the near future (the next five years). As is true in many avenues of life, dynamics can change the course set out and, therefore, IPDPs <u>can be edited</u> to reflect that change.

All buildings *require* staff members to review and revise their IPDPs yearly. Teachers **should review** their IPDP each year for personal professional reflection.

Frontline Education also holds a file called **My Personal Goals.** *All licensed staff* should certainly reread and update this section yearly (by adding or inactivating goals) especially teachers who are <u>not</u> currently being evaluated.

<u>TO COMPLETE AN INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN</u>
Consideration should be given to a review of student data, evaluation feedback, personal reflection and licensure renewal requirements.
- Identify student learning gaps and then determine professional development needed to reduce the student learning gaps.
- Identify actual staff skills and those skills needed to close student learning gaps in order to determine professional development needs.

The IPDP will contain the following steps:

1. **Collaborate with a designated supervisor**
    i. The individual professional development plan should be tailored to meet personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the plan be:
    ii. Developed in collaboration with a designated supervisor.
    iii. Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.

2. **Assess your individual needs**
    i. Identify personal professional development needs on Frontline Professional Development System- including acquiring points for licensure renewal.

3. **Determine your individual professional development goals**
    i. These should be based upon identified needs, including the need for

professional development points for licensure renewal.

4. **Determine individual professional development strategies**
   i. Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.
   ii. Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

5. **Write the Individual Professional Development plan**
   i. The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.
   ii. Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.
   iii. In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

6. **Analyze progress**
   i. Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

7. **Revise the plan as necessary**
   i. Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

PROFESSIONAL DEVELOPMENT POINTS MAY BE USED TOWARD LICENSURE RENEWAL IF

- An IPDP is completed on Frontline Education.
- All professional development activities are pre-approved on Frontline Education using the appropriate form.
- Points are awarded following **completion and validation** of professional development activities.

THE IPDP YEAR
- The IPDP year will run from July 1 to June 30.
- Summer activities after July 1 will be included in the following academic year Frontline Education portfolio.
- The IPDP with goals/objectives must be entered on Frontline Education each year an individual is formally evaluated.
- The IPDP must be filed by October 31.
- All professional development activities must be pre-approved by PDC rep and administrator.
- Retroactive credit will not be awarded for any activities occurring prior to the current year (for example activities completed in the 2022-2023 school year cannot be turned in for IDP credit during the 2021-2022 school year). Questions should be directed to the Dept. of Teaching and Learning.

- Any PD points not validated during the current IPDP year are lost and cannot be counted once the current year's activities points are approved by the Board of Education.

VALIDATION
- To receive credit, activities must be personally validated on Frontline Education.
- Professional requests will not automatically receive points just because the activity is pre-approved on Frontline Education. Further information may reveal that the activity does not meet the criteria, and thus cannot be approved.
- Individuals may print a copy of their earned points anytime from Frontline Education.
- Questions regarding validation should be directed to the building representative to the District PDC or the Department of Human Resources.

PROBATIONARY TEACHERS (lsT, 2nd & 3RD YEAR TEACHERS) AND OTHER TEACHERS BEING EVALUATED
- Meet with immediate supervisor (or designee) to write a three-year IPDP.
- Complete the electronic IPDP on Frontline Education system identifying professional growth experiences (knowledge) you will need to meet your goals.
- Print and keep a personal copy for your records.

TEACHERS NOT BEING EVALUATED THIS YEAR
- Identify student learning gaps and then determine professional development needed to reduce the student learning gaps.
- Update your IPDP plan on Frontline Education.

<u>Appealing the non-approval of an IPDP by the PDC</u>

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KAR 91-1-206. Professional development plans for license renewal.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

</div>

Licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

<u>IPDPs for Licensed Professionals who live or work in the district but are not employed by the district</u>

Community Relicensure
Community members who are currently not employed by a Kansas School District work with their local school district during the re-licensure process. If you are not employed in or are not a resident of the USD 383 school district, please contact your local school district for their procedures.

Register with USD 383 - Complete the Requirements for Relicensure -Apply to KSDE for a new License

While USD 383 can provide guidance and information regarding licensure, KSDE is the issuing authority. The requirements for renewal are set by KSDE and USD 383 does not have the final authority or decision-making power with regards to issuing licenses. If there are any questions as to the specific requirements for re-licensure, you should contact KSDE's Teacher Licensure department for further information.

If you live or work in USD 383, you must take the take the following steps to complete your individual professional development plan and earn PD points for licensing renewal:

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.

2. Determine professional development goals that are based upon identified needs.

3. An account on frontlineeducation.com will be created for you. You will receive information regarding your log-in from USD 383. Typically your username and password both are the email that you provide the district. On Frontline Education you will be able apply for professional development points, track your points and access information regarding district policies regarding professional development.

4. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.

5. After the designated supervisor has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

6. Professional Development points are awarded for activities that enhance professional practice. One clock-hour of professional development is equal to one professional development point. Points are awarded based on actual time, not estimates. One hour of college credit is equal to twenty (20) professional development points. The USD 383 Professional Development Council sets the points system and makes decisions about the issuance of points.

Section Four:
Awarding Professional Development Points for Re-licensure

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation; or

(3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

(4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

There is no limitation to the number of professional development points that may be awarded at any level for professional licensure renewal. If the PDC has questions about how knowledge level (baseline) points are determined, they will request additional clarification from the individual. The PDC will not consider points if an activity does not meet the definition of either "in-service education" or "service to the profession".

IN-SERVICE EDUCATION" MEANS PROFESSIONAL DEVELOPMENT AND STAFF DEVELOPMENT AND SHALL INCLUDE ANY PLANNED LEARNING OPPORTUNITIES PROVIDED TO LICENSED PERSONNEL EMPLOYED BY A SCHOOL DISTRICT OR OTHER AUTHORIZED EDUCATIONAL AGENCY FOR PURPOSES OF IMPROVING THE PERFORMANCE OF THESE PERSONNEL IN ALREADY HELD OR ASSIGNED POSITIONS
KAR 91-1-205(d)

SERVICE TO THE PROFESSION" MEANS ANY ACTIVITY THAT ASSISTS OTHERS IN ACQUIRING PROFICIENCY IN INSTRUCTIONAL SYSTEMS, PEDAGOGY, OR CONTENT, OR THAT DIRECTLY RELATES TO LICENSURE OF PROFESSIONAL EDUCATORS, ACCREDITATION PROCESSES, OR PROFESSIONAL ORGANIZATIONS
KAR 91-1-205(k)

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock-hour of in-service education	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock-hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Awarding Points in Three Levels

KANSAS STAFF DEVELOPMENT PLAN REGULATIONS

 The Kansas Professional Development Program, revised effective July I, 2003, includes three categories of activities and three levels of achievement that address "sequential instructional experiences designed to improve performance in an endorsement." These categories of activities include content (curriculum subject matter), Professional Education (instructional strategies) and Service to the Profession (school improvement work). The levels of activities and possible actions of the plans are listed below.

Level 1: **Knowledge Level** (what do I know that I didn't know before?)
I. Attend a professional development activity where new knowledge and skills for an individual teacher's job responsibility or personal interest are learned.
    1. Upon completion of the session, log on to Frontline Education and complete the 'Knowledge Validation Form' attached to the activity attended.
    2. One IDP point will be awarded for each contact hour. For example, if the professional development session lasted three hours, you would receive three PD points.
    3. Activities can be in the areas of: content, professional education and/or service to the profession.

Level 2: **Application Level** (what am I doing that I didn't do before?) Timeline (One Semester)

I.   Frontline Education steps to follow:
   a.   Go to your Portfolio or Recently Completed activities and select the activity for which you wish to receive application level points.
   b.   Click on the 'Manage' button next to the activity.
   c.   Complete the 'Application Level Request Form' and submit for approval.
1.   Once approved, begin your practice within the classroom with feedback from a supervisor or colleague that takes place over the course of at least <u>one semester</u>.
2.   Evidence of application is required and may include videotapes or observations of classroom practice made at specific intervals over the course of at least one semester and/or lesson plan documentation and/or observation feedback throughout at least one semester.
3.   PD points awarded = 2 X knowledge level points.
4.   Activities can be in the areas of content or professional education.
5.   At the end of the semester, go to your Frontline Education activities pending final approval and click on the 'Manage' button by the activity for which you are seeking application level points. Click on 'Mark Complete' and attach the documentation collected. Submit for final approval.
6.   You must complete the application-level project before applying for impact level.

*Level 3: **Impact Level** (what results am I getting?) Timeline (One Academic Year)*
I.   Frontline Education steps to follow:
   a.   After completing the application-level project, go to your Portfolio or Recently Completed activities and find the activity for which you received application-level points.
   b.   Click on the 'Manage' button next to that activity and fill out the 'Impact Level Request Form' and submit for approval.
1.   Once approved, begin collecting evidence of improved student behavior/achievement over a period of at least <u>two semesters (one academic year)</u>.
2.   Documentation of positive changes in respective students' behaviors/achievement could be related to building improvement goals or academic goals within the classroom (i.e., improved attendance, reduced tardiness, reduced discipline referrals, increased time- on -task, increased reading scores, etc.).
3.   PD points awarded= 3 X knowledge level points.
4.   Activities can be in the areas of content or professional education.
5.   At the end of the academic year, go to your Frontline Education activities pending final approval and click on the 'Manage' button by the activity for which you are seeking impact level points. Click on 'Mark Complete' and attach the documentation collected. Submit for final approval.

<u>VALIDATION</u>
- To receive credit, activities must be personally validated on Frontline Education.
- Professional requests will not automatically receive points just because the activity is pre-approved on Frontline Education. Further information may reveal that the activity does not meet the criteria, and thus cannot be approved.
- Individuals may print a copy of their earned points anytime from Frontline Education.
- Questions regarding validation should be directed to the building representative to the District PDC or the Department of Human Resources.

<u>PROBATIONARY TEACHERS (lsT, 2nd & 3RD YEAR TEACHERS) AND OTHER TEACHERS BEING
EVALUATED</u>
- Meet with immediate supervisor (or designee) to write a three-year IPDP.
- Complete the electronic IPDP on Frontline Education system identifying professional growth experiences (knowledge) you will need to meet your goals.
- Print and keep a personal copy for your records.

<u>TEACHERS NOT BEING EVALUATED THIS YEAR</u>
- Identify student learning gaps and then determine professional development needed to reduce the student learning gaps.
- Update your IPDP plan on Frontline Education.

<u>SUGGESTIONS FOR LICENSURE RENEWAL USING INDIVIDUAL DEVELOPMENT PLAN (IDP)</u>

ATTENDANCE AT CONFERENCES, WORKSHOPS, STUDY GROUPS, ETC.
1 IDP point for each 1 hour of learning experience with no daily maximum (TRAVEL TIME AND MEALTIME ARE EXCLUDED).
In addition to credit for attending the conference, workshop, or study group, one IDP point may be earned for preparation and professional sharing with colleagues of those ideas learned.

PRESENTATIONS AT CONFERENCE, WORKSHOPS, PROFESSIONAL DEVELOPMENT DAYS
1 IDP point for each 1 hour presented.
In addition to credit for making the presentation, an equal number of PD points are granted for preparation. Example: 2-hour presentation= 2 PD points earned for presenting + 2 PD points earned for preparation. for a total of 4 points

SUPERVISION OF STUDENT INTERN/PRACTICUM STUDENTS (Update adopted by PDC April 2010.)

Supervision	PD points awarded based on actual hours worked in these activities based on the design of Kansas State University	
Teaching as a Career - Aiding	6	PD points per semester
Block B Elementary: Literacy K-2; Science K-6 Master of Arts in Teaching (MAT) Fall Semester - updated 2017	3	PD points per subject (maximum of 6 PD points)
Block C Elementary: Literacy 3-6; Social Studies K-6; Math K-6 Master of Arts in Teaching (MAT) Fall Semester - updated 2016	3	PD points per subject (maximum of 9 PD points)
Block I: Core Teaching Skills for Middle Level	6	PD points per semester
Block II: Secondary Methods	1	PD point per week (up to 10 PD points per semester based on content area placement)
Student Teaching Internship and Master of Arts in Teaching Internship (MAT) Spring Semester - updated 2016	90	PD points per full semester (to be pro-rated if less than a full semester). Cooperating teachers must complete Process Questions on Frontline Education survey before being awarded points.
Other Pre-Service Field Experience (e.g. Early Childhood, English as a Second Language, Foreign Language in the Elementary School)	1	PD point per week

Note: Supervision for the above are limited to 200 PD points per year.

Awarding Professional Development Points for purposes related to employment or other local matters:

Process for Salary Advancement using Equivalency Credits

(The information below is from the PDC handbook, Frontline and the Negotiated Agreement.)

1. Equivalency Credit (Negotiated Agreement)
   a. The Equivalency Credit program will be utilized to facilitate horizontal movement on the salary schedule for the district. An equivalency credit may be earned in place of graduate credit. Equivalency credit proposals are based on the action research model.
      i. Points must be earned at the <u>application and impact level</u> to be used toward equivalency credit and salary advancement. (PDC Handbook)
   b. To obtain application and impact level points for equivalency credit, licensed professionals must complete an <u>action research project proposal</u> and submit it online through the professional development management system (Frontline). Equivalency credit will be awarded when the completed action research project has been approved by PDC.
   c. The Equivalency Credit Review Committee will be a sub-committee of PDC. The committee consists of members of the Executive Committee.
   d. The committee will consider applications on an ongoing basis.
2. How to apply for the equivalency credits (<u>MUST BE ENTERED INTO FRONTLINE TO BE USED FOR SALARY ADVANCEMENT</u>):
   a. Enter activity into Frontline using Professional Development Request form or the district catalog.
      i. Level 1: Knowledge Level (What do I know that I didn't know before?)
         1. Attend a professional development activity where new knowledge and skills for a n individual teacher's job responsibility or personal interest are learned.
         2. Upon completion of the session, log on to Frontline Education and complete the 'Knowledge Validation Form' attached to the activity attended.
         3. One IDP point will be awarded for each contact hour. For example, if the professional development session lasted three hours, you would receive three IDP points.
         4. Activities can be in the areas of: content, professional education, and/or service to the profession.

      ii. Level 2: Application Level (What am I doing that I didn't do before?)
         1. Timeline: One semester
         2. Frontline Education steps to follow:
            a. Go to your Portfolio or Recently Completed activities and select the activity for which you wish to receive application-level points.
            b. Click on the 'Manage' button next to the activity.
            c. Complete the 'Application-Level Request Form' and submit for approval.

Approval For Application

How will you apply the knowledge in the educational setting? (Snapshot description)

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Explain plans to implement and impact student learning (include time frame and procedures)

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Expected Outcomes

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How will Results be shared?
- [ ] PDC
- [ ] PLC
- [ ] WITHIN BUILDING
- [ ] OUTSIDE OF BUILDING
- [ ] ANOTHER DISTRICT
- [ ] OTHER

Required Evidence of Implementation

In order to attach a file below, you must first upload your file to MY FILE LIBRARY on your left menu. Then, the file(s) will appear below to check off and attach to this request.

My File(s)

d.

3. The project will be reviewed by the Executive Committee from the Professional Development Council.
4. Once approved, begin your practice within the classroom or school with feedback from a supervisor or colleague that takes place over the course of at least one semester.
5. Evidence of application is required and may include records or observation of classroom practice made at specific intervals over the course of at least one semester and/or lesson plan documentation and/or observation feedback throughout at least one semester.
6. IDP points awarded = up to 2 X knowledge level points.
7. Activities can be in the areas of content or professional education.
8. At the end of the semester, go to your Frontline Education activities pending final approval and click on the 'manage' button by the activity for which you are seeking application-level points. Click on 'Mark Complete' and attach the documentation. Submit for final approval.
9. You must complete the application-level project before applying for impact level.

iii. Level 3: Impact Level (What results am I getting?)

1. Timeline: One academic year
2. Frontline steps to follow:
   a. After completing the application-level project, go to your Portfolio or Recently Completed activities and find the activity for which you received application-level points.

Dates
StartDate (mm/dd/yy)
End Date (mm/dd/yy)

Provider
Provider — Click To Select —
If not on list, enter here

Approval For Application
How will you apply the knowledge in the educational setting? (Snapshot description)
Characters left **2048**

Explain plans to implement and impact student learning (include time frame and procedures)
Characters left **2048**

Expected Outcomes
Characters left **2048**

b.

c. Click on the 'Manage' button next to that activity and fill out the 'Impact Level Request Form' and submit for approval.

3. The project will be reviewed by the Executive Committee from the Professional Development Council.

4. Once approved, begin collecting evidence of improved student behavior/achievement over a period of at least two semesters.

5. Documentation of positive changes in respective student's behavior/achievement could be related to building improvement goals or academic goals within the classroom.

6. IDP Points awarded = up to 3 X knowledge level points.

7. Activities can be in the areas of content or professional education.

8. At the end of the academic year, go to your Frontline Education activities pending final approval and click on the 'Manage' button by the activity for which you are seeking impact level points. Click on 'Mark Complete' and attach the documentation collected. Submit for final approval.

3. Applying equivalency credits to salary advancement
   a. From the Negotiated Agreement:

   d) Salary advancement utilizing equivalency credits will be based on the following:
      1. Movement from BS to BS + 15,
         Maximum 9 equivalency credits or 180 points.
      2. Movement from BS + 15 to BS +36,
         Maximum 9 equivalency credits or 180 points.
      3. Movement from Master's to MS + 15,
         Maximum 9 equivalency credits or 180 points.
      4. Movement from MS + 15 to MS + 30,
         Maximum 9 equivalency credits or 180 points.
      5. Movement from MS + 30 to MS + 45,
         Maximum 9 equivalency credits or 180 points.
      6. Undergraduate hours will not be accepted for salary advancement unless a new curriculum requires a licensed professional to enroll in undergraduate hours and the building administrator approves those undergraduate hours.

   Equivalency credit cannot be used for state certification/licensure renewal.

   b. Per the negotiated agreement, the maximum number of equivalency credits an educator can apply to salary advancement is 9. The educator will need at least 6 additional graduate college course hours to qualify for column movement.
   c. Documentation must be submitted to HR by September 3 of the current school year to qualify for a classification change.

			Agenda Number:	8 g.
Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**11/15/2023**
Jessica Dorsey	Beth Fultz	Randy Watson		

Item Title:

2024 Volunteer Generation Fund Grant Awards

Recommended Motion:

It is moved that the Kansas State Board of Education approve the 2024 Volunteer Generation Fund subgrantees as recommended by the Kansas Volunteer Commission.

Explanation of Situation Requiring Action:

The Kansas Volunteer Commission has been a program of the Kansas State Department of Education for more than 20 years. The vision of the Commission is to empower all Kansans to meet community needs through service. As the state service commission, the Commission manages effective national service programs, promotes volunteerism, mentoring and civic engagement and provides resources and training opportunities. The Commission also serves as the intermediary for the federal AmeriCorps agency in the state of Kansas.

The Volunteer Generation Fund is a competitive grant designed to develop and/or support community-based entities to recruit, manage, and support volunteers and mentors. The Commission has received this grant for more than 10 years and allocates the majority of funding back out into local communities.

The Kansas Volunteer Commission submits the following recommendations for the 2024 Volunteer Generation Fund subgrantees, with grant funding amounts not to exceed:

CASA of Johnson and Wyandotte Counties	$30,000
Cross-Lines Community Outreach, Inc.	$30,000
Harvey County United Way	$30,000
Mayflower Clinic	$30,000
One Heart Project	$30,000
Rosedale Development Association	$30,000
United Way of Kaw Valley	$30,000
Total amount not to exceed	$210,000

Item Title:

Act on Hutchinson Community College SkillsUSA Contract

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with Hutchinson Community College to support the State Advisor of SkillsUSA at a total amount not to exceed $60,000.00 per year, up to a total of $270,000.00 for the four and one-half years, from January 1, 2024 or the date of the agreement to June 30, 2028.

Explanation of Situation Requiring Action:

We have secured an agreement for Hutchinson Community College to take over the work of supporting the State Advisor of SkillsUSA. The transition of the current SkillsUSA Advisor to Hutchinson Community College will begin upon the completion of the contract.

Career and Technical Education (CTE) provides students with academic, technical and employability skills to be prepared for the current and future workforce. The federal legislation that funds CTE, Carl D. Perkins Career and Technical Education Act, was reauthorized in 2018 and is referred to as Perkins V.

Funding Sources:

W704 Perkins CTE-State Leadership – Career and Technology Student Organizations (CTSOs) State General Fund   50%

W705 Perkins CTE-State Leadership – CTSOs (Federal)   50%

The State is required to match the Perkins federal funds as Maintenance of Effort (MOE)

[20 USC Ch. 44: CAREER AND TECHNICAL EDUCATION (house.gov)](house.gov) Full Text

§2344. State leadership activities

(a) General authority

From amounts reserved under section 2322(a)(2) of this title, each eligible agency shall—

(1) conduct State leadership activities to improve career and technical education, which shall include support for—

(A) preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-

wage, and in-demand occupations.

(B) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities.

(C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and

(D) technical assistance for eligible recipients; and

(2) report on the effectiveness of such use of funds in achieving the goals described in section 2342(d)(2) of this title and the State determined levels of performance described in section 2323(b)(3)(A) of this title and reducing disparities or performance gaps as described in section 2323(b)(3)(C)(ii)(II) of this title.

(b) Permissible uses of funds

The State leadership activities described in subsection (a) may include—

(1) developing statewide programs of study, which may include standards, curriculum, and course development, and career exploration, guidance, and advisement activities and resources.

(2) approving locally developed programs of study that meet the requirements established in section 2342(d)(4)(B) of this title.

(3) establishing statewide articulation agreements aligned to approved programs of study.

(4) establishing statewide industry or sector partnerships among local educational agencies, institutions of higher education, adult education providers, Indian Tribes and Tribal organizations that may be present in the State, employers, including small businesses, and parents, as appropriate to—

(A) develop and implement programs of study aligned to State and local economic and education needs, including, as appropriate, in-demand industry sectors and occupations.

(B) facilitate the establishment, expansion, and integration of opportunities for students at the secondary level to—

(i) successfully complete coursework that integrates rigorous and challenging technical and academic instruction aligned with the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6311(b)(1)]; and

(ii) earn a recognized postsecondary credential or credit toward a recognized postsecondary credential, which may be earned through a dual or concurrent enrollment program or early college high school, at no cost to the student or the student's family; and

(C) facilitate work-based learning opportunities (including internships, externships, and simulated work environments) into programs of study.

(17) support for career and technical student organizations, especially with respect to efforts to increase the participation of students in nontraditional fields and students who are members of special populations.

Kansas supports eight Career and Technical Student Organizations (CTSOs) that include:

• Business Professionals of America (BPA)

• DECA

• Future Business Leaders of America (FBLA)

• Family, Career and Community Leaders of America (FCCLA)

• FFA

• HOSA-Future Health Professionals (HOSA)

• SkillsUSA

• Technology Student Association (TSA)

Full text of 20 USC Ch. 44: CAREER AND TECHNICAL EDUCATION (house.gov)

SEC. [20 U.S.C. 2302] DEFINITIONS.

(6) Career and technical student organization
(A) In general
The term "career and technical student organization" means an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

(B) State and national units
An organization described in subparagraph (A) may have State and national units that aggregate the work and purposes of instruction in career and technical education at the local level.

The purpose of this contract is to compensate the State Advisor of Kansas SkillsUSA for leading, maintaining and coordinating all aspects of Kansas SkillsUSA.

1. Coordinating and managing all District and State SkillsUSA events.

2. Attending national SkillsUSA meetings as needed and should Kansas students qualify.

3. Training of State Officers.

4. Guiding and supporting local Chapter Advisors (Communications and Advisor Trainings).

5. Develop, grow and lead the Kansas SkillsUSA Board of Directors.

6. In conjunction with the Kansas SkillsUSA Board of Directors, provide financial oversight of Kansas SkillsUSA funds, including but not limited to, regular financial reports, tax filings and audits.

7. Regular quarterly progress reports to the KSDE lead consultant, including updates on student membership, local chapter totals, results of local, district, state and national SkillsUSA events, financial reports, etc.

8. Maintain a Kansas SkillsUSA website, complete with events calendar and resources for student members and chapter advisors.

Item Title:

Act to approve contract for continuation of Migrant Data System

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with a vendor, to be selected through a competitive bid progress, to provide a system for managing the data requirements of the Migrant Education Program (MEP) for the period of July 1, 2024, through June 30, 2029, in an amount not to exceed $350,000 to be paid out of U507 Migrant Funds.

Explanation of Situation Requiring Action:

The Kansas State Department of Education will select a vendor, through the Department of Administration process, to provide a system for managing the data requirements of the Migrant Education Program (MEP).

Under 34 C.F.R. § 200.85 - <u>Responsibilities of SEAs for the electronic exchange through MSIX of specified educational and health information of migratory children</u>, KSDE is required, in order to receive a grant of MEP funds, to collect, maintain, and submit to MSIX Minimum Data Elements (MDEs) and otherwise exchange and use information on migratory children.

The selected vendor will provide a system that will have the ability to collect, store, and report all data needed to meet the needs of program management, record exchange, and federal reporting. The vendor will also provide a complete interface to the federal Migrant Student Information Exchange (MSIX) system.

Additionally, because many of the users will work in remote areas of the state often without access to communication, the system provided by the selected vendor must not be dependent upon the internet to support these users. The system must also allow collected data to be hosted within the State of Kansas.

The selected vendor must comply with the KSDE Application Development Requirements as far as possible. Security is of prime importance. The selected vendor will:

a) identify in writing the person who will be responsible for overall security of the application development, management, and update process throughout the Contract period. The person identified shall be a single senior technical security specialist, to be known as the project Security Lead. The Security Lead shall certify in writing the security of each deliverable.

b) provide KSDE with a list of any employees who will access the KSDE network environment. The vendor will receive copies of the most current KSDE IT Security Policies in digital or print format and must acknowledge they have read understand and agree to comply with these policies as well as complete the KSDE online Security Awareness training prior to accessing the KSDE network environment.

REQUEST AND RECOMMENDATION FOR BOARD ACTION	Agenda Number:	8 j.

Staff Initiating: | **Director:** | **Commissioner:** | **Meeting Date:** | **11/15/2023**

Christine Macy | Bert Moore | Randy Watson

Item Title:

Act on Funding Title IV, Part A Stronger Connections Grant Awards

Recommended Motion:

It is moved that the Kansas State Board of Education approve recommendations for funding Title IV, Part A Stronger Connections Grant Awards.

Explanation of Situation Requiring Action:

The Bi-partisan Safer Communities Act (BSCA) of 2022 created the Stronger Connections Grant for Local Education Agencies (LEAs). States must award these funds competitively to high-need local educational agencies (LEAs) to fund activities allowable under section 4108 of the ESEA.

These grants may be used for some, or all of the uses specified in the law, including:

(1) Implementing comprehensive, evidence-based strategies that meet student social, emotional, and mental well-being needs; create positive, inclusive, and supportive school environments; and increase access to place-based interventions and services.

(2) Engaging students, families, educators, staff, and community organizations in the selection and implementation of strategies and interventions to create safe, inclusive, and supportive learning environments.

(3) Designing and implementing policies and practices that are responsive to underserved students, protect student rights, and demonstrate respect for student dignity and potential.

The attached list of grant applicants is recommended for funding for a total amount not to exceed $6,300,000.

Stronger Connections Grant Awards (Title IV-A)

USD #	APPLICANT	TOTAL AMOUNT AWARDED
305	Salina	$558,000
500	Kansas City	$552,923
233	Olathe	$558,000
266	Maize	$240,141
401	Chase-Raymond	$374,538
261	Haysville	$545,240
506	Labette County	$387,408
501	Topeka	$558,000
217	Rolla	$543,339
443	Dodge City	$519,025
497	Lawrence	$532,509
333	Concordia	$263,499
434	Santa Fe Trail	$558,000
		$6,190,622

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8 k.

Staff Initiating: | **Deputy Commissioner:** | **Commissioner:** | **Meeting Date:** 11/15/2023
Craig Neuenswander | Craig Neuenswander | Randy Watson |

Item Title:

Act on request from USD 410, Durham-Hillsboro-Lehigh, Marion 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 410, Durham-Hillsboro-Lehigh, Marion 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 410, Durham-Hillsboro-Lehigh, Marion County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent 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 October 27, 2023.

USD 410 plans to use the bond proceeds (not to exceed **$13,350,000**) to acquire, construct, equip and install renovations and improvements to the (a) elementary school, including a new tornado shelter, security, HVAC, boiler, playground, exterior, furniture and carpeting repairs and improvements; (b) high school/middle school, including roof, HVAC, boiler/chiller, gymnasium, plumbing, exterior, window, auditorium, security, fire safety, and elevator repairs and improvements; (c) district office building, including roof, gutter, paint, concrete and door repairs and improvements.

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 a stable 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 buildings does not appear 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.

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

Unified School District 410 Durham-Hillsboro-Lehigh	County: Marion

1. Current equalized assessed tangible valuation * $52,563,109

2. Percentage of bond debt limit   14.00%

3. Amount of bond debt limit $7,358,835

4. State Aid Percentage   3%   2023-24 St Aid%

 * Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$3,215,000	6.1%
6. Amount of bond indebtedness requested	$13,350,000	25.4%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$16,565,000	31.5%
8. Estimated amount of bond indebtedness authorized without approval	$7,358,835	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$9,206,165	17.5%

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

October 19, 2023   Dale Brungardt
Date   Director, School Finance

October 19, 2023   Craig Neuenswander
Date   Deputy Commissioner

Agenda Number: 8 l.

Staff Initiating: | **Deputy Commissioner:** | **Commissioner:** | **Meeting Date: 11/15/2023**

Craig Neuenswander | Craig Neuenswander | Randy Watson

Item Title:

Act on request from USD 410, Durham-Hillsboro-Lehigh, Marion County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 410, Durham-Hillsboro-Lehigh, Marion 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 410, Durham-Hillsboro-Lehigh, Marion 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 410 plans to use the bond proceeds (not to exceed **$13,350,000**) to acquire, construct, equip and install renovations and improvements to the (a) elementary school, including a new tornado shelter, security, HVAC, boiler, playground, exterior, furniture and carpeting repairs and improvements; (b) high school/middle school, including roof, HVAC, boiler/chiller, gymnasium, plumbing, exterior, window, auditorium, security, fire safety, and elevator repairs and improvements; (c) district office building, including roof, gutter, paint, concrete and door repairs and improvements.

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 a stable 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 buildings does not appear 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.

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

Unified School District 410 Durham-Hillsboro-Lehigh	County: Marion

1. Current equalized assessed tangible valuation * $52,563,109

2. Percentage of bond debt limit   14.00%

3. Amount of bond debt limit $7,358,835

4. State Aid Percentage   3%   2023-24 St Aid%

  * Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$3,215,000	6.1%
6. Amount of bond indebtedness requested	$13,350,000	25.4%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$16,565,000	31.5%
8. Estimated amount of bond indebtedness authorized without approval	$7,358,835	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$9,206,165	17.5%

Forms Requested

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

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October 19, 2023   Dale Brungardt
Date   Director, School Finance

October 19, 2023   Craig Neuenswander
Date   Deputy Commissioner

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| District 6 | District 7 | District 8 | District 9 | District 10 |

Subject: Chair's Report

This will include:

     A. Remarks from the Chair
     B. Act on Board Travel
     C. Committee Reports
     D. Board Attorney's Report
     E. Requests for Future Agenda Items

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

Kansas leads the world in the success of each student.