



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

Janet Waugh District 1	Steve Roberts District 2	Michelle Dombrosky District 3	Ann E. Mah District 4	Jean Clifford District 5
Dr. Deena Horst District 6	Ben Jones District 7	Kathy Busch District 8	Jim Porter District 9	Jim McNiece District 10

## TUESDAY, FEBRUARY 11, 2020 MEETING AGENDA

8:00 a.m.

### **Pre-Meeting Activity — Breakfast and panel discussion with Kansas Association of Independent and Religious Schools**

Capitol Plaza, Emerald I Room, 1717 SW Topeka Blvd., Topeka

10:00 a.m.

1. Call to Order — Chairman Kathy Busch
2. Roll Call
3. Mission Statement, Moment of Silence and Pledge of Allegiance
4. Approval of Agenda
5. Approval of January Minutes **pg 5**

10:05 a.m.

6. Commissioner's Report — Dr. Randy Watson

10:30 a.m.

7. Citizens' Open Forum **pg 21**

10:45 a.m. (AI)

8. Act on Kansas Model Standards for Handwriting **pg 23**

11:00 a.m. (IO)

9. Report on Visiting International Teacher program serving Kansas schools **pg 53**

11:20 a.m.

Break

11:30 a.m. (DI)

10. Discuss recommendations for Computer Science Standards implementation **pg 55**

Noon

Lunch *(Board Policy Committee meets in Conference Room 600 North)*

1:30 p.m. (IO)

11. Recognition of 2020 Kansas Teacher of the Year Team **pg 63**

---

Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, KS 66612  
References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only  
Services: Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact Peggy Hill at 785-296-3203, at least seven business days prior to a State Board meeting.  
Website: Electronic versions of the agenda and meeting materials are available at [www.ksde.org/Board](http://www.ksde.org/Board). Information on live media streaming the day of the meeting is also posted there.  
Next Meeting: March 10-11, 2020 in Topeka

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

2:30 p.m. (AI)	12. Act on higher education preparation program standards for Health Ed.	pg 65
2:40 p.m. (AI)	13. Act on higher education preparation program standards for Physical Ed.	pg 73
2:50 p.m. (IO)	14. Recognition of National ESEA Distinguished Schools	pg 83
3:10 p.m.	Break	
3:25 p.m. (AI)	15. Act on recommendations of the Professional Practices Commission	pg 85
3:35 p.m. (IO)	16. Presentation of first Kansas Certificates in Child Nutrition Management	pg 107
3:50 p.m. (RI)	17. Receive Special Education Advisory Council (SEAC) report on Transition Task Force recommendations	pg 109
4:10 p.m. (RI)	18. Receive SEAC recommendation to change the Emotional Disturbance term in Kansas special education statute and regulation	pg 111
4:25 p.m. (DI)	19. Legislative Matters	pg 113
4:45 p.m. (AI)	20. Accept Resolution in support of Public Schools Week Feb. 24-28	pg 115
4:55 p.m. (AI)	21. Consent Agenda	
	a. Receive monthly personnel report	pg 117
	b. Act on personnel appointments to unclassified positions	pg 119
	c. Act on recommendations for licensure waivers	pg 121
	d. Act on local in-service education plans	pg 125
	e. Act on requests from the following districts to hold bond elections: USD 258 Humboldt, USD 356 Conway Springs, USD 375 Circle	pg 127
	f. Act on requests from the following districts for capital improvement bond and interest state aid): USD 258 Humboldt, USD 356 Conway Springs, USD 375 Circle	pg 137
	g. Act on request to negotiate contract with Kansas Department of Ag. for Summer Food Service Program Food Safety Inspections	pg 149
	h. Act on request to negotiate with Brookes Publishing for the purpose of making the Ages and Stages Questionnaires available statewide	pg 151
	i. Act on request to increase contract amount for providing mentorship opportunities for first-year superintendents and principals, and to support school systems in the accreditation process	pg 153
	j. Act on request to initiate contract bid process for Microsoft Academy	pg 155
5:05 p.m. (AI)	22. Act on Board Travel	pg 157
5:15 p.m.	<b>RECESS</b>	



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

Janet Waugh District 1	Steve Roberts District 2	Michelle Dombrosky District 3	Ann E. Mah District 4	Jean Clifford District 5
Dr. Deena Horst District 6	Ben Jones District 7	Kathy Busch District 8	Jim Porter District 9	Jim McNiece District 10

## WEDNESDAY, FEBRUARY 12, 2020 MEETING AGENDA

9:00 a.m.	1. Call to Order	
	2. Roll Call	
	3. Approval of Agenda	
9:05 a.m. (DI)	4. Discuss changes in qualified admissions and impact on high school graduation requirements	pg 161
10:30 a.m.	Break	
10:40 a.m. (DI)	Continue discussion on qualified admissions/HS graduation requirements	
11:00 a.m. (AI)	5. Act on recommendations for Computer Science Standards implementation	pg 163
11:10 a.m. (AI)	6. Act on amendments to Kansas Education Systems Accreditation regulations	pg 165
11:35 a.m. (RI)	7. Receive History Government Social Studies curricular standards	pg 201
Noon (RI)	8. Receive recommendations of the State Board Policy Committee	pg 203
12:15 p.m. (IO)	9. Chairman's Report and Requests for Future Agenda Items	pg 265
	a. Committee Reports	
	b. Board Attorney's Report	
	c. Requests for Future Agenda Items	
1:00 p.m.	<b>ADJOURN</b>	



# KANSAS STATE BOARD OF EDUCATION

## MISSION

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

## VISION

Kansas leads the world in the success of each student.

## MOTTO

Kansans CAN.

## SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

A successful Kansas high school graduate has the

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

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

## OUTCOMES FOR MEASURING PROGRESS

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

## MINUTES



Kansas State Board of Education

Tuesday, January 14, 2020

### **CALL TO ORDER**

Chairman Kathy Busch called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, Jan. 14, 2020 in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. She welcomed guests in attendance from Baker University's teacher preparation program and from the Kansas Educational Leadership Institute.

(00:04:42)

### **ROLL CALL**

All Board members were present:

Kathy Busch	Ann Mah
Jean Clifford	Jim McNiece
Michelle Dombrosky	Jim Porter
Deena Horst	Steve Roberts
Ben Jones	Janet Waugh

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

Chairman Busch 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**

Chairman Busch read an excerpt from the Board Policies to clarify procedures when questions arise about content of the consent agenda. Mr. Porter moved to approve the day's agenda. Mr. McNiece seconded. Motion carried 9-0-1 with Mr. Roberts abstaining.

**MOTION**  
(00:11:01)

### **APPROVAL OF THE DECEMBER MEETING MINUTES**

Dr. Horst moved to approve the minutes of the December Board meeting. Mrs. Clifford seconded. Motion carried 10-0.

(00:11:32)

### **COMMISSIONER'S REPORT**

Dr. Randy Watson based a portion of his remarks this month on progress — that which is evident such as the number of students graduating high school and earning another credential, and that which is evolving. He talked about the use of policy levers in helping more students be successful, the correlation between student involvement in extracurricular activities and college retention, and the pillars of redesign. Two webinars will be conducted in January for schools evaluating their readiness to redesign as Apollo Phase II begins. Dr. Watson then answered questions.

(00:11:47)

### **CITIZENS' OPEN FORUM**

Chairman Busch declared the Citizens' Forum open at 10:36 a.m. Speakers and their topics were: Sierra Bonn, El Dorado — advocating for Computer Science Education in K-12; John Richard Schrock, Emporia — the biology of sexual identity and gender identity; Denise Cyzman, Topeka — expansion of school-based health clinics; Joy Eakins, Wichita — importance of computer science education; Luis Rodrigues, Wichita — parent perspective on computer science in the classroom; Paula Smith, Topeka — National Mentoring Month; Tammy Potts, Basehor-Linwood USD 458 —

(00:42:17)

encouraging mentoring in Kansas schools; Jessica Asbury, Piper USD 203 — support for computer science education. Chairman Busch declared the Citizens' Forum closed at 11:06 a.m.

**BREAK**

Board members took a break until 11:15 a.m.

(01:21:24)

**RECEIVE RECOMMENDATIONS ON COMPUTER SCIENCE STANDARDS IMPLEMENTATION PLAN**

Dr. Stephen King, KSDE Enterprise Architect, leads the task force on implementation of computer science standards. He reviewed work of the subcommittees and introduced several committee members. The rationale for each of the five recommendations was explained. There were questions about using computer science as a core graduation requirement, licensure options for those who teach computer science and current career technical education pathways. Board action on the recommendations is anticipated in February.

(02:00:03)

**RECEIVE UPDATE FROM E-CIGARETTE / VAPING TASK FORCE**

Work of the E-Cigarette/Vaping Task Force continues. This month, the Task Force reported it is preparing best practice recommendations from the Discipline and Cessation subcommittee. Dr. Mark Thompson provided general data from the Youth Risk Behavior Survey, including information specific to e-cigarette use. He also reported on Tobacco 21 legislation, both from state and federal perspectives.

(02:10:13)

**RECEIVE KANSAS MODEL STANDARDS FOR HANDWRITING**

The Kansas model standards for K-6 Handwriting recently underwent a review in accordance with the legislative review mandate. Joann McRell, K-12 English Language Arts Education Program Consultant, reported on the committee's work and proposed changes to the curricular standards for Kansas. Cursive writing continues to be addressed in the standards. Among the updates was creation of a glossary of handwriting terms, and focus on letter production and legibility. Board members will act on the updated handwriting standards next month.

**LUNCH**

Chairman Busch recessed the meeting at 12:25 p.m. Board members conducted a working lunch with guest student teachers from Baker University, hosted by KNEA.

**P.M. SESSION**

(03:35:50)

**UPDATE ON LITERACY NETWORK OF KANSAS**

Chairman Busch reconvened the meeting at 1:30 p.m. and welcomed speakers who would report on the first year of grant implementation as part of the federal Striving Readers Comprehensive Literacy Award. Kimberly Muff, project director for Literacy Network of Kansas (LiNK), provided an overview of accomplishments during year one. There are eight LiNK projects involving 32 school districts impacting children birth to grade 12. Next, two model programs from subgrantees Olathe USD 233 and Dodge City USD 443 spoke about increased professional development and gains in literacy instruction. There was discussion about grant funding distribution for each project year and sustainability after the grant concludes.

(04:00:40)

**ACTION ON REPORT AND RECOMMENDATIONS FROM THE BLUE RIBBON TASK FORCE ON BULLYING**

Co-Chair Dr. Rick Ginsberg from the University of Kansas summarized the recommendations outlined in the report prepared by the Kansas Blue Ribbon Task Force on Bullying. Task Force members had worked since April to research key issues related to bullying awareness and prevention, and to devise specific recommendations. The full report was presented last month to the Board for consideration. Dr. Ginsberg reviewed the seven main recommendations cited in the report to help schools, families and communities in addressing bullying, including cyberbullying. There was discussion about validity and quantity of survey questions to students and potential for more rule

making. Mrs. Clifford moved to approve the report and accept the recommendations of the Kansas Blue Ribbon Task Force on Bullying. Mr. Jones seconded. Motion carried 8-2 with Mrs. Dombrosky and Mr. Roberts in opposition. The report and recommendations will be forwarded to the attention of the School Mental Health Advisory Council.

**MOTION**  
(04:15:41)

**RECEIVE SPECIAL EDUCATION ADVISORY COUNCIL (SEAC) ANNUAL REPORT**

KSDE Director Bert Moore gave opening remarks and invited leadership of the Special Education Advisory Council (SEAC) to report on the past year's activities. Mike Martin, past chair, joined Rebekah Helget, current chair, to highlight accomplishments, including the topics of emergency safety interventions and transition services for students with disabilities. The role of SEAC is to advise the State Board of Education in six key areas as required by regulations of the Individuals with Disabilities Act and Kansas statutes. The written annual report provides a summary of activities based on priority areas. Board members recommended that the SEAC approach the Board in a timely manner when issues arise. Other suggestions were to include a representative from the Kansas State School for the Blind on SEAC and to advise on such issues as bullying.

(04:25:20)

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

Mrs. Waugh moved to table action on current recommendations of the Professional Practices Commission until the February Board meeting. Mr. Jones seconded. Motion carried 10-0.

**MOTION**  
(04:47:20)

Board members took a 10-minute break at 2:45 p.m.

**BREAK**

**RECEIVE HIGHER EDUCATION PREPARATION PROGRAM STANDARDS FOR HEALTH EDUCATION PREK-12**

Institutions of higher education utilize specific program standards in their teacher preparation programs. A standards review work group completed an overview of the Health Education PreK-12 standards to ensure they reflect new knowledge and skills educators need for effectiveness in today's world. Dr. Sunnin Keosybounheuang of Emporia State University informed members of the proposed updates, including more streamlined indicators and references to technology use.

(05:03:02)

**RECEIVE HIGHER EDUCATION PREPARATION PROGRAM STANDARDS FOR PHYSICAL EDUCATION PREK-12**

A similar review process was conducted on Physical Education PreK-12 program standards used by Institutions of Higher Education in their preparation programs. Dr. Verneda Edwards of Baker University outlined recommended changes using a crosswalk with the current standards. Updates included a focus on health-related fitness and adding social-emotional components. Dr. Catherine Chmidling, Education Program Consultant, introduced presenters for both the health and PE content areas. Board members will act on the recommendations at the next meeting.

(05:10:23)

**UPDATE ON WORK TO STRENGTHEN THE KANSAS EARLY CHILDHOOD SYSTEM**

Board members received an update regarding the status of five specific activities aimed at strengthening Kansas' early childhood system. The partnership includes the Kansas Children's Cabinet and Trust Fund, Kansas Department for Children and Families, Kansas Department of Health and Environment and Kansas Department of Education. Amanda Petersen (KSDE) and Melissa Rooker (Children's Cabinet) reported on establishment of working groups to address specific components of developing the state's strategic plan. They also shared key findings from the information-gathering phase. As a result, the strategic plan framework focuses on strong families, early learning and healthy development. It is anticipated the strategic plan will be finalized this spring.

(05:20:06)

- (06:02:44) **RECEIVE PROPOSED NEW LANGUAGE FOR KESA REGULATIONS**  
KSDE General Counsel Scott Gordon informed members of substantive changes as additional amendments to accreditation regulations under review. Changes to accreditation regulations must go through the formal adoption process. Mr. Gordon described the areas requiring updates. These primarily impact 91-31-32(g)(6), 91-31-40, 91-31-43, 91-31-44. Once approved, the recommended changes will continue through the adoption process.
- BREAK**  
There was a 10-minute break at 4:23 p.m.
- (06:38:37) **LEGISLATIVE MATTERS**  
The 2020 Kansas Legislature convened on Jan. 13. Deputy Commissioner Dale Dennis provided information on Special Education state aid and high density at-risk student weighting, noting the significance of removing the provision of expiration in 72-5151. Mr. Dennis reminded members about the evening's State of the State Address. He then answered questions.
- (07:01:08) **ADDITION TO STATE BOARD LEGISLATIVE PRIORITIES**  
Mr. Porter commented on a suggestion earlier in the day about expansion of school-based clinics. Board members agreed by consensus to add the following statement to the Board's legislative platform: support concept of public-private partnerships for the purpose of meeting student needs.
- MOTION**  
(07:05:12) **ACTION ON CONSENT AGENDA**  
Mr. McNiece moved to approve the Consent Agenda as presented. Mr. Porter seconded. Motion carried 9-0-1 with Mr. Roberts abstaining. In the Consent Agenda, the Board:
- received the monthly Personnel Report for December.
  - confirmed the unclassified personnel appointment of Crystal Roberts as Education Program Consultant on the Career Standards and Assessment Services team, effective Dec. 9, 2019, at an annual salary of \$56,118.40.
  - accepted the following recommendations for licensure waivers valid for one school year:  
*Early Childhood Special Education – extension on number of days under an emergency substitute license* - Mary Heffern, USD 501. *High Incidence Special Education* - Courtney Harwager, USD 200; Eryn John, USD 259; Sarah Hosler, Alberto Vinent, USD 345; Tiffany Harms, USD 383; Jordan Wolf, USD 450; Beth Dowty, USD 469; Brandy Hempen, USD 500; Jason White, Suzanne Carlgren, USD 501. *Library Media Specialist* - Renee Franklin, USD 259. *Low Incidence Special Education* - Shawn Moore, USD 232; Bret Eckert, Eva Arevalo, Mark Sanders, USD 259.
  - approved the subtest components of letter naming fluency, letter word sound fluency, phoneme segmentation fluency, nonsense word fluency, and oral reading fluency to screen and assess students for characteristics of dyslexia.
  - approved definition of extraordinary enrollment growth under KSA 72-5158 as a three-year average of at least six percent increase in enrollment, an increase of 1,500 or more students over the past three years, an increase of 750 or more students over three of the last six years if the new facilities being constructed are not replacement, or a substantial increase in student enrollment which causes a school to be at 100 percent of its enrollment capacity with projected enrollment growth to at least 130 percent of capacity, which necessitates the building of new school facilities to relieve future crowding. If using this rationale, the school district must submit a research-based study showing the history and projected enrollment growth.

- approved the agency process for identifying and approving evidence-based best practices for at-risk students.

*authorized the Commissioner of Education to negotiate and*

- amend an agreement with the Kansas Children’s Cabinet and Trust Fund to support the Pre-school Development Grant Birth through Five to extend the length of the agreement from Jan. 31, 2020 to June 30, 2020 at no additional cost.
- amend an agreement with the Kansas Department for Children and Families to support the Preschool Development Grant Birth through Five to extend the length of the agreement from Jan. 31, 2020 to June 30, 2020 at no additional cost.
- amend an agreement with the Kansas Department of Health and Environment to support the Preschool Development Grant Birth through Five to extend the length of the agreement from Jan. 31, 2020 to June 30, 2020 at no additional cost.
- amend an agreement with the University of Kansas Center for Research, Inc. to support the Preschool Development Grant Birth through Five to extend the length of the agreement from Jan. 31, 2020 to June 30, 2020 at no additional cost.

**BOARD MEMBER TRAVEL**

Board members had the opportunity to make changes to the travel requests for approval. Mr. McNiece moved to approve the travel requests and updates. Mrs. Dombrosky seconded. Motion carried 10-0.

**MOTION**  
(07:09:17)

**CHAIRMAN’S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS**

Chairman Busch accepted committee reports on Tuesday rather than Wednesday. Dr. Horst stated that the Policy Committee would have a redline of proposed changes ready for review next month. Mrs. Busch noted that a report from the Governor’s Education Council is forthcoming. She also previewed potential topics for the Feb. 11 and 12 State Board meeting.

(07:10:46)

**Requests for Future Agenda Items —**

- Impact of qualified admissions changes on K-12 (Mrs. Busch)
- Utilization of substitute teachers—frequency/duration (Mr. Roberts)
- Teacher quality (Mr. Roberts)
- Visit from School for the Deaf legislative pages while at Statehouse March 11 (Mrs. Dombrosky)
- Information about Jones Institute for Education Excellence at ESU (Mr. Jones)

**RECESS**

Before recessing the meeting at 5:12 p.m. Chairman Busch reminded members of the Wednesday breakfast with the Special Education Advisory Council. This is an annual opportunity to meet and greet members of the SEAC. The Board will resume business at 9 a.m. Wednesday.

**RECESS**

\_\_\_\_\_  
Kathy Busch, Chairman

\_\_\_\_\_  
Peggy Hill, Secretary

## MINUTES



Kansas State Board of Education

Wednesday, January 15, 2020

### **PRE-MEETING ACTIVITY— SEAC BREAKFAST**

The Special Education Advisory Council (SEAC) hosted its annual Get Acquainted Breakfast for Board members in Room 509 of the Landon State Office Building prior to the start of the regular Board meeting.

### **CALL TO ORDER**

Chairman Kathy Busch called the Wednesday meeting of the State Board of Education to order at 9 a.m. on Jan. 15, 2020, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas.

(00:04:50)

### **ROLL CALL**

All Board members were present:

Kathy Busch	Ann Mah
Jean Clifford	Jim McNiece
Michelle Dombrosky	Jim Porter
Deena Horst	Steve Roberts
Ben Jones	Janet Waugh

### **APPROVAL OF AGENDA**

Chairman Busch acknowledged that Board member Committee Reports were provided on Tuesday and would not be heard in the Wednesday agenda. Mrs. Dombrosky moved to approve the day's agenda. Mr. Porter seconded. Motion carried 10-0.

**MOTION**  
(00:05:47)

### **OVERVIEW OF ACT WORKKEYS**

Representatives from ACT were invited to present on the topic of ACT WorkKeys and its correlation to assessing career readiness. Presenters were Mary LeFebvre, Patty Ferrel and Kaliko Oligo. They discussed labor market trends, changes in workforce supply and demand, WorkKeys assessments as a tool for potential employers considering skill scores, and opportunities to earn a National Career Readiness Certificate. Every high school junior or senior in a Kansas public accredited high school may take the ACT college entrance exam and the ACT WorkKeys assessment once free of charge. Presenters highlighted trends in foundational career readiness skills and how Kansas students fared. There was also discussion about work-ready communities.

(00:06:08)

### **CAREER TECHNICAL STUDENT ORGANIZATION REPORTS AND OFFICER PRESENTATIONS**

In observance of Citizenship Day, student leaders with eight Kansas Career and Technical Student Organizations shared information about their specific CTSOs. Remarks focused on gaining real-world work experience, opportunities for entrepreneurship, developing public speaking and leadership skills, and integrating acquired skills into the classroom. These organizations were represented: Business Professionals of America, DECA, Future Business Leaders of America, FCCLA, FFA, HOSA, Skills USA and Technology Student Association. A question and answer period followed.

(00:51:21)

**BREAK**

Board members took a break until 10:35 a.m. Mr. McNiece and Mr. Porter left to attend the SEAC annual meeting.

(01:43:15)

**RECOGNITION OF 2020 KANSAS SUPERINTENDENT OF THE YEAR**

Deputy Commissioner Dale Dennis introduced Dr. Cory Gibson, Superintendent of Valley Center USD 262, as the 2020 Kansas Superintendent of the Year. Dr. Gibson briefly reflected on his years in education, citing the impact caring teachers and staff have on students. He shared some district highlights and credited the Commissioner and State Board for driving the Kansans Can vision. Congratulatory remarks were shared.

(01:58:15)

**UPDATE ON STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR 21ST CENTURY ACT**

The federal Strengthening Career and Technical Education for the 21st Century (Perkins V) Act is to ensure that all students can benefit from high-quality CTE programs to prepare them for high-skill, high-wage employment. Connie Beene, Senior Director Adult and Career Technical Education with the Kansas Board of Regents, described the focus and goals of the Kansas State Plan. The intent is to build upon the existing collaboration between secondary and postsecondary education with enhanced focus on workforce partners, access and equity for all students, and academic integration with CTE. There was discussion about resource needs in smaller communities and connecting framework to students' Individual Plans of Study.

(02:34:21)

**PRESENTATION OF GEMINI I AND II SCHOOLS' REDESIGN PLANS FOR ACCEPTANCE**

Jay Scott, redesign specialist for secondary schools, gave a brief update on the Kansans Can School Redesign Project. Participants have applied and been accepted to transform their school systems around the State Board of Education's vision, outcomes and definition of a successful high school graduate. The cohorts are Mercury 7, Gemini I, Gemini II, Apollo and soon to be Apollo Phase II. Board members were presented with information on three schools participating in either the Gemini I or Gemini II phases that have met the standards to be "launch ready." Mr. Jones moved to accept the Gemini I and Gemini II schools identified as a "Go" for launch in the 2019-2020 school year. Mrs. Dombrosky seconded. Motion carried 8-0 with Mr. McNiece and Mr. Porter absent for the vote. The districts and schools accepted are: Burrton K-12 School (USD 369), Halstead-Bentley Primary (USD 440) and Rolla K-12 (USD 217).

**MOTION**

(02:43:00)

**ADOPTION OF RESOLUTION FOR 2020 BOARD MEETING DATES**

Dr. Horst moved to adopt the Resolution establishing the 2020 calendar of Board meeting dates, time and location for the Kansas State Board of Education. Mr. Jones seconded. Motion carried 8-0. The signed resolution is provided as an attachment to the minutes.

**MOTION**

(02:44:32)

**ADJOURNMENT**

**ADJOURN**

The business of the meeting concluded at 11:40 a.m. Afterwards, Board members either attended the annual luncheon and roundtable discussions with student leaders of the CTSOs or the recognition luncheon for Superintendent of the Year Cory Gibson.

The next State Board meeting is Feb. 11 and 12, 2020 in Topeka.

---

Kathy Busch, Chairman

---

Peggy Hill, Secretary

## RESOLUTION

Be It Resolved that:

The Kansas State Board of Education will conduct its regular meeting beginning at 10 a.m. on the second Tuesday and 9 a.m. on the second Wednesday of each month with the exception of November (2020) when said meeting will only be Tuesday, Nov. 10 to avoid conflict with Veteran's Day, a state holiday. The location is the Landon State Office Building (LSOB), 900 SW Jackson, Ste 102, Topeka, Kansas, unless otherwise noted. Therefore, the Kansas State Board of Education regular meetings and legislative conference calls shall comply with the following schedule:

<b>2020 Dates</b>	<b>Meeting</b>	<b>Location</b>
<b>January 14-15</b>	Regular Board Meeting	LSOB, Topeka
<b>January 31</b>	Legislative Conference Call - 4 p.m.	LSOB, Topeka
<b>February 11-12</b>	Regular Board Meeting	LSOB, Topeka
<b>February 28</b>	Legislative Conference Call – 4 p.m.	LSOB, Topeka
<b>March 10-11</b>	Regular Board Meeting	LSOB, Topeka
<b>March 27</b>	Legislative Conference Call – 4 p.m.	LSOB, Topeka
<b>April 14</b>	Regular Board Meeting	LSOB, Topeka
<b>April 15</b>	Annual visit KS School for Blind / School for Deaf	Kansas City / Olathe
<b>May 12-13</b>	Regular Board Meeting	LSOB, Topeka
<b>June 9-10</b>	Regular Board Meeting	LSOB, Topeka
<b>July 14-15</b>	Regular Board Meeting	LSOB, Topeka
<b>August 11-12</b>	Regular Board Meeting	LSOB, Topeka
<b>September 8-9</b>	Regular Board Meeting	LSOB, Topeka
<b>October 13-14</b>	Regular Board Meeting	LSOB, Topeka
<b>November 10</b>	Regular Board Meeting (one day)	LSOB, Topeka
<b>December 8-9</b>	Regular Board Meeting	LSOB, Topeka

### CERTIFICATE

This is to certify that the above resolution was duly adopted by the Kansas State Board of Education on the 15th day of January, 2020.

  
 \_\_\_\_\_  
 Peggy Hill

Secretary, Kansas State Board of Education

Word/calendars/annual resolution

# MINUTES



Kansas State Board of Education  
 Tuesday, December 10, 2019

**CALL TO ORDER**

Chairman Kathy Busch called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, Dec. 10, 2019, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas.

(Delayed recording)

**ROLL CALL**

The following Board members were present:

Kathy Busch	Ann Mah
Jean Clifford	Jim McNiece
Michelle Dombrosky	Jim Porter
Deena Horst	Steve Roberts
Ben Jones (afternoon arrival)	Janet Waugh

Mr. Jones was absent for the morning session.

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

Chairman Busch 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**

Mr. McNiece moved to approve the day’s agenda. Dr. Horst seconded. Motion carried 9-0.

**MOTION**

**APPROVAL OF THE NOVEMBER MEETING MINUTES**

Dr. Horst moved to approve the minutes of the November Board meeting. Mrs. Clifford seconded. Motion carried 9-0.

**MOTION**  
(00:00:02)

**COMMISSIONER’S REPORT**

During his report, Dr. Randy Watson expressed appreciation to all who are leading efforts to achieve vision outcomes. He commented specifically on inputs for social emotional growth, where the number of counselors and social workers in schools has increased, and kindergarten readiness in which programs for four year olds are on the rise and every student has access to kindergarten. Other programs are being scaled up as well, including ensuring that students graduate high school with postsecondary skills. Dr. Watson referenced graduation data for 2015-19 showing positive movement for various subgroups, but also indicating where challenges remain. Next, Dr. Watson announced the Apollo II phase of school redesign. Applications will be accepted Feb. 4 through April 3. Apollo II participants will be named at the April State Board meeting. In closing, he mentioned a special issue of **Education Week** dedicated to the science of reading.

(00:00:17)

**CITIZENS’ OPEN FORUM**

Chairman Busch declared the Citizens’ Forum open at 10:31 a.m. There was one speaker: Steve Roberts, Overland Park, who presented information on aeroponic tower farms in support of public-private partnerships. Chairman Busch declared the Citizens’ Forum closed at 10:36 a.m.

(00:28:56)

**UPDATE ON PROGRESS OF COMPUTER SCIENCE STANDARDS IMPLEMENTATION**

(00:35:10)

Last June, a task force was formed to evaluate and recommend policies and actions leading to successful statewide implementation of the Computer Science Model Standards. Dr. Stephen King, KSDE Enterprise Architect, leads the task force. He provided Board members with an update on work of the four sub-committees, feedback from road shows across Kansas, and other information about the current landscape in schools. Computer Science as an academic discipline also takes into account technical and employability skills, and computational thinking. Among the discussion topics were teacher credentialing, capacity, equity and resources for small schools.

**BREAK**

Board members took a 10-minute break at 11:15 a.m.

**ACTION ON POLICY RECOMMENDATIONS FROM THE E-CIGARETTE/VAPING TASK FORCE**

(01:10:42)

Dr. Mark Thompson, Education Program Consultant at KSDE, spoke on behalf of the E-Cigarette/Vaping Task Force to provide current information about school districts now involved in a lawsuit against an e-cigarette manufacturer. He also shared statistics on lung injury cases, both hospitalizations and deaths. There was continued discussion about flavor bans and Tobacco 21 legislation. Other task force work includes cessation and discipline best practices. Several members of the Task Force were present to answer questions, including ones about the rise in use of electronic nicotine devices and availability of resources to schools. Mr. Porter moved to approve the recommended Comprehensive Tobacco-Free School Policy developed by the E-Cigarette/Vaping Task Force. Mrs. Dombrosky seconded. Motion carried 9-0.

**MOTION**

(01:39:06)

**LUNCH**

Chairman Busch recessed the meeting at 11:56 a.m. The Board's Policy Committee met during the lunch break.

**RECOGNITION OF THE 2019 NATIONAL BLUE RIBBON SCHOOLS**

**P.M. SESSION**

(01:44:10)

Chairman Busch reconvened the meeting at 1:30 p.m. Member Ben Jones joined the meeting. Deputy Commissioner Dale Dennis introduced representatives attending from four of the six schools named as National Blue Ribbon Schools in Kansas for 2019. The Blue Ribbon Schools program honors elementary and secondary schools that have made significant progress in closing the achievement gap. Principals in attendance described unique aspects of their school environments. Each commented on the importance of building relationships. Schools recognized were:

- Central Plains Elementary School, Central Plains USD 112, Principal Jane Oeser
- Corinth Elementary School, Shawnee Mission USD 512, Principal Chris Lowe
- Kathryn O'Loughlin McCarthy Elementary School, Hays USD 489, Principal Vicki Gile
- Holy Rosary-Wea Catholic School, Bucyrus, Principal Nick Antista

Blue Ribbon School honorees Lakewood Elementary School, Blue Valley USD 229, and Clear Creek Elementary School, De Soto USD 232, were unable to attend.

**RECEIVE REPORT & RECOMMENDATIONS FROM THE BLUE RIBBON TASK FORCE ON BULLYING**

(02:22:20)

The Blue Ribbon Task Force on Bullying was commissioned in April 2019 to research key issues related to bullying awareness and prevention in state schools. Co-chairs are Mr. James Regier, Superintendent of Remington-Whitewater USD 206, and Dr. Rick Ginsberg, University of Kansas Dean of Education. Their presentation covered the guiding objectives and goals of the Task Force plus an overview of the seven main recommendations cited in the report to help schools, families and communities in addressing bullying, including cyberbullying. There was discussion about scope of the problem and definitions of bullying. Members had questions about the current Kansas Communities That Care survey, opt-in versus opt-out participation for accurate data, and potential involvement of the School Mental Health Advisory Council to provide oversight of the Task Force's recommendations. The State Board is expected to take action at its January meeting.

There was a break until 3 p.m.

**BREAK**

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

Professional Practices Commission Chair Linda Sieck connected remotely to introduce six cases for consideration this month. Mr. Jones moved to adopt the findings of fact and conclusions of law of the PPC in the denial of 19-PPC-27 and 19-PPC-30. Dr. Horst seconded. Motion carried 10-0. Next, Dr. Horst moved to adopt the findings of fact and conclusions of law of the PPC in the revocation of 19-PPC-31, 19-PPC-32, 19-PPC-33 and 19-PPC-41. Mr. Roberts seconded. Motion carried 10-0.

**MOTIONS**

(02:58:39)

(03:00:06)

**INFORMATION ON EVIDENCE-BASED BEST PRACTICES FOR AT-RISK STUDENTS**

Dr. Brad Neuenswander, Deputy Commissioner-Division of Learning Services, updated members on the process to identify and approve evidence-based best practices for students with at-risk needs, ensuring the state is meeting the intent of the law. He reviewed information in statute, described the state at-risk criteria, and basis for funding. Dr. Neuenswander shared examples of how districts utilize these funds to support at-risk students. He also talked about what reporting is required in the annual Local Consolidated Plan, resource information on the agency website and availability of district guidance. He answered questions throughout the presentation.

(03:01:16)

**ACTION ON SPECIAL EDUCATION TRANSITION WORK GROUP REPORT**

The Special Education Transition Work Group aims to improve assistance to children with disabilities on matters concerning postsecondary transition. Work group facilitators were Jim Porter, current State Board member and former State Board Chair, and Rocky Nichols, Executive Director of the Disability Rights Center of Kansas. The areas addressed are (1) training, professional development and the IEP/transition system (2) systems change and coordination (3) capacity building and (4) data collection and tracking. Mr. McNiece moved to send the report from the Special Education Transition Work Group to the Special Education Advisory Council for further review and ask SEAC to report back to the State Board with comments and suggestions no later than February 2020. Mrs. Waugh seconded. Motion carried 10-0.

(03:46:50)

**MOTION**

(03:53:45)

**RECEIVE PROPOSED AMENDMENT TO EXTRAORDINARY ENROLLMENT GROWTH DEFINITION**

State Statute provides that the State Board of Education shall define enrollment growth for the purpose of allowing school districts that meet the State Board's definition to appeal to the State Board of Tax Appeals for additional authority to open and operate a new facility. Deputy Commissioner Dale Dennis stated the current definition for extraordinary enrollment growth and presented a proposed provision for consideration that addresses the issue of enrollment growth in a selected part of a school district. Board action on the proposed amendment is anticipated in January.

(03:55:43)

**CHAIRMAN'S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS**

**Legislative** — Mr. Porter commented on Public Education Week Feb. 24-28 and possible activities at the Statehouse to mark the occasion. He commented on education related bills already being considered. Next, he and Dr. Horst reviewed the draft of State Board legislative priorities proposed last month and led a discussion on shared suggestions from other education advocates.

(04:05:12)

**Policy Committee** — Dr. Horst reported that the Policy Committee expects to have a redline of recommended changes for review at the February meeting.

**Other** — Mr. McNiece attended the Education Commission of the States' winter meeting. He will provide a written summary at a later time. Mr. Porter and Mr. Roberts attended the National Summit on Education Reform where several state topics are also national issues.

Those wishing to provide individual Board reports did so in writing.

**Board Attorney Report** — Mark Ferguson commented on the monthly billing summary, including services provided to the Kansas School for the Deaf and Kansas State School for the Blind. He shared information on lawsuits against e-cigarette manufacturer JUUL and its related companies.

**Requests for Future Agenda Items —**

- Presentation about aeroponic tower farms in schools (Mr. Roberts)
- Resolution for observance of Public Schools Week Feb. 24-28 (Mr. Porter)
- Presentation from Education Commission of the States regarding resources/services (Mr. McNiece)
- School choice and concerns for equity (Mr. Roberts)
- Qualified Admissions and impact to K-12 (Mrs. Mah)
- UKan Teach program and filling need for STEM teachers (Mrs. Mah)
- STEM licensure prerequisites (Mr. Roberts)
- Continued discussion about KESA (Mrs. Busch)

**Chairman's Report** — During the Chairman's Report, Mrs. Busch commented on these recent activities: State Board panel discussion at the Kansas Association of School Board's annual conference, the Kansas Teacher of the Year banquet, and the Dialogue Summit on Teacher Retention.

**ACTION ON CONSENT AGENDA**

Mr. McNiece moved to approve the Consent Agenda as presented. Mr. Jones seconded. Motion carried 10-0. In the Consent Agenda, the Board:

- received the monthly Personnel Report for November.
- confirmed the unclassified personnel appointment of Emily Bonilla as Consultant on the Child Nutrition and Wellness team, effective Nov. 3, 2019, at an annual salary of \$49,920.
- accepted the following recommendations for licensure waivers valid for one school year: *Agriculture - extension on number of days under an emergency substitute license* -- Thomas Zogleman, USD 411. *Deaf or Hard of Hearing* -- Bria Lehr, USD 259; Kelsey Bonnel, D0608. *Early Childhood Special Education* -- Jane Jackson, Stephanie Long, Lisa O'Neill, USD 500; Trinnie Bush, D0710. *Early Childhood Special Education - extension on number of days under an emergency substitute license* - Stacie Rios, D0608. *Early Childhood/Pre-school* -- Danielle Torres. *Elementary - extension of days only* - Emerald Given, Donald Jones, USD 202. *General Science - extension on number of days under an emergency substitute license* — Tami Boettjer, USD 375. *Gifted* - John Williams III, USD 437; Lisa Sauvain, USD 457; Catherine McGowan, USD 497; Jacob Pike, USD 500; Jacqueline Franklin, USD 501; Diana Albright, D0605. *High Incidence Special Education - extension on number of days under an emergency substitute license* - Jessie Thacher, D0608. *High Incidence Special Education* - Kacie Geiman, USD 229; Stacy Fitzpatrick, USD 231; Kelsey Demott, USD 234; Adrian Mitchell, Denise Roberts, John Kirkpatrick, Lisa McIntire, Kathleen Setser, Christine Barnaby, Mariah Reimer, USD 259; Doris Cheney, USD 305; Kyle Unruh, USD 308; Meshell Thornley, Tamara Wildes, USD 383; David Letson, USD 437; John Zeller, USD 450; David Bean, Dawnyel McCollum, Jami Knight, Michael Carpenter, Patty Ratliff, Sara Bailey, Shawn Agnew, Stefanie Boice, Stephanie Schultz, Tara Chalfant, Ashley Dobbie, Cole Younger, Erica Wisdom, Jennifer Labarr, Kelly Meyer, Kelly Scarrow, Kristin Chatham, Kiley Long, Marsha Warren, Megan Mejia, Molly Maher, Regina O'Dell, Sarah Folse, Sharon Simwinga, Shea Wright, Robert Ewing, Shelly Roehrman, USD 500; Alicia

**MOTION**  
(04:53:26)

Cattrell, Anna Alvarez, Bradley Johnston, Garrett Royston, Grace Krohn, Hannah Alexander, Kandice Granado, Kristi Essman, Michael Uphoff, Nicholas Sloan, Sara Burgess, Stephanie Hamilton, Bryan Unruh, James Dreasher, Jennifer Grek, Katherine May, Michele Byers, Michelle Cooper, Neil Trottier, Paige Lawson, Tiffany McCain, Rebecca Linqvist, Robert Brown, USD 501; Colby Soldan, D0602; Amanda Page, Dana Denton, Janelle Frank, Tamera Geyer, Amy Oliver, Daniel Borger, Kyle Kriegh, Tonya Younie, Trisha Barnard, Erika Householter, D0605; Melanie McKay, Rick Weber, Mary St. John, Caleb Pokorny, Hal Taliaferro, Jerritt Curtis, Laura Snyder, Roger Brown, Tabitha Fialkowski, D0608; Emily Taylor, D0614; Megan Sarkett, D0638; Jessica Hall, Cristen Bahr, Erin Warren, Rachel Campbell, D0710. *Library Media Specialist* - Amanda Wilson, Jill Doerflinger, Krista May-Shackelford, Kristi Grant, Rachael Johnson, Sherry Giddens, USD 259. *Low Incidence Special Education* - Karrie Stokes, USD 231; Alexander Kimmel, Emma Daley, Jessica Aaby, USD 259; Ada Farringer, USD 353; Amanda Wilkinson, USD 457; Aaron Colliatie, Brandee Randels, D0605; Kaylyn Stout, D0614; Abbra Francis, D0618. *Math - extension on number of days under an emergency substitute license* - Ronald Brown, USD 202. *Visual Impaired* - Josephine Riley, USD 501.

- approved the Education Flexibility Partnership (Ed-Flex) waiver request for USD 270 Plainville.
- approved, with modifications, the in-service education plans for USD 281 Graham County and USD 320 Wamego.
- accepted the recommendations of the Evaluation Review Committee for educator preparation provider accreditation for **Bethel College** through Dec. 31, 2026, and program approval as follows: **Bethany College** - Chemistry 6-12, Health PreK-12, Physical Education PreK-12, all continuing programs through June 30, 2026; **Fort Hays State University** - Driver Education 9-12, new program through Dec. 31, 2021; **Sterling College** - Art PreK-12, continuing program through Dec. 31, 2025.
- issued Calendar Year 2020 licenses to the following recommended commercial Kansas driver training schools: McPherson Driving School, LLC, McPherson; Double Team Driving School, Overland Park; Varsolona Driving School, Frontenac; Royal Driving School, Salina; Rawhide Harley Davidson, Olathe; Safety First Driving, Olathe; BuckleUp School LLC, Lawrence; Legacy Driving School of Andover, Andover; Schuetz Driving School, Olathe; Motorcycle Rider Education, Wichita; Behind The Wheel, Inc, Overland Park; EcoDriver School, Lenexa; Freedom Driving School, Lenexa; Go Driving School Manhattan, Manhattan; Go Driving School, LLC, Lawrence; Premier Driving School LLC, Newton; Premier Driving School of Derby, Derby; Premier Driving School of Hutchinson, Hutchinson; Premier Driving School of Wichita, Wichita; Wichita Driving School East, LLC, Wichita; Twister City Motorcycles, Park City; Drive Right School of Wichita, Wichita; Drive Right School of Johnson County, Overland Park; Little Apple Driving School, Manhattan; Topeka Driving School, Inc, Topeka; Twin City Driver Education, Overland Park; Wichita Collegiate Comm. Driving School, Wichita; HyPlains Driving School, Inc, Dodge City; HyPlains Driving School of Garden City, Garden City; Bi-State Driving School, Inc, Overland Park; Behind The Wheel Defensive Driving School, Wichita; Horizon's Driving Academy, Salina; Suburban Driving Academy, Kansas City; Yost Driving School, Wichita; Johnny Rowlands Driving School Metcalf, Overland Park; Wichita Driving School, Inc, Wichita; Midwest Driving School, Lawrence.
- approved the amended Butler County Special Education Interlocal agreement.

*authorized the Commissioner of Education to negotiate and*

- initiate the contract bid process to provide mentorship opportunities for Kansas' first-year superintendents and principals, and to support school systems in the Kansas Education Systems Accreditation process, in an amount not to exceed \$240,000 for the period of five years.

**MOTION**  
(04:55:31)

**BOARD MEMBER TRAVEL**

Board members had the opportunity to make changes to the travel requests for approval. Dr. Horst moved to approve the travel requests and updates. Mrs. Dombrosky seconded. Motion carried 10-0.

**RECESS**

Chairman Busch recessed the meeting at 5:03 p.m. until 9 a.m. Wednesday.

\_\_\_\_\_  
Kathy Busch, Chairman

\_\_\_\_\_  
Peggy Hill, Secretary

# MINUTES



Kansas State Board of Education  
 Wednesday, December 11, 2019

**CALL TO ORDER**

Chairman Kathy Busch called the Wednesday meeting of the State Board of Education to order at 9 a.m. on Dec. 11, 2019, at the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas.

(Delayed recording)

**ROLL CALL**

All Board members were present:

Kathy Busch	Ann Mah
Jean Clifford	Jim McNiece
Michelle Dombrosky	Jim Porter
Deena Horst	Steve Roberts
Ben Jones (late arrival)	Janet Waugh

**APPROVAL OF AGENDA**

Mr. Roberts moved to approve the Wednesday agenda as presented. Mr. Porter seconded. Motion carried 9-0, with Mr. Jones absent for the vote.

**MOTION**

**UPDATES FROM KANSAS STATE SCHOOL FOR THE BLIND, KANSAS SCHOOL FOR THE DEAF**

Kansas State School for the Blind Superintendent Jon Harding included these topics in his regular update to the Board: various partnerships aiding with STEM education, navigational information using technology, playground construction, student attendance at a space camp, progress on goals, and upcoming events. Next, Kansas School for the Deaf Superintendent Luanne Barron reported on accreditation visit and report from CEASD (Conference of Educational Administrators of Schools and Programs for the Deaf). She also talked about a new robotics club, career fair, early start intervention in the Wichita region and parent support groups. Each superintendent answered questions about his/her respective programs.

(00:00:01)

**INFORMATION IN SUPPORT OF COMPUTER SCIENCE EDUCATION WEEK**

The 10th annual celebration of Computer Science Education Week occurred Dec. 9-15. During this week, Kansans were encouraged to learn about computer science and how it can be used to solve problems each day. Students from Oskaloosa, Wichita and Wamego school districts were paired one-to-one with Board members while demonstrating how to code. They also shared what they are learning in the classroom related to computer science instruction. Lisa Roberts Proffitt, Executive Director of FlagshipKansas.Tech, organized the personalized demonstrations.

(00:38:41)

Board members took a break from 10:15 to 10:25 a.m.

**BREAK**

**ACTION ON NEW APPOINTMENTS TO THE PROFESSIONAL STANDARDS BOARD**

Mr. Roberts moved to appoint Shelly Weir, Blue Valley North High School teacher, and John Wyrick, Labette County USD 506 Superintendent, to the Professional Standards Board effective Dec. 11, 2019 through June 30, 2022. Mr. Porter seconded. Motion carried 10-0. They will fill

(00:43:19)

vacancies for a public secondary school teacher and chief public school administrator, respectively.

**UPDATE AND DISCUSSION ON KANSAS EDUCATION SYSTEMS ACCREDITATION**

(00:44:13)

Mischel Miller and Jeannette Nobo with the Teacher Licensure and Accreditation division led an overview and discussion about the Kansas Education Systems Accreditation (KESA) process, which started in 2017-18. Time was reserved during the meeting for questions and answers. Topics included responsibilities of the Outside Visitation Teams (OVT); OVT training, structure and concerns about consistency; potential areas of conflict; tracking evidence of systems' progress and accountability during the accreditation cycle; roles of the Accreditation Review Council and the Accreditation Advisory Committee; levels of accreditation status and rubric of evaluation criteria; support for any systems that are conditionally accredited; improvements to the Executive Summary the State Board receives; and the volume of systems that will be presented for status consideration in the near future.

**ADJOURN**

The meeting adjourned at 12:06 p.m.

The next State Board meeting is Jan. 14 and 15, 2020 in Topeka.

---

Kathy Busch, Chairman

---

Peggy Hill, Secretary



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

Janet Waugh District 1	Steve Roberts District 2	Michelle Dombrosky District 3	Ann E. Mah District 4	Jean Clifford District 5
Dr. Deena Horst District 6	Ben Jones District 7	Kathy Busch District 8	Jim Porter District 9	Jim McNiece District 10

**Subject:** Citizens' Open Forum

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

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

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



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8

**Staff Initiating:**

Joann McRell

**Director:**

Scott Smith

**Commissioner:**

Randy Watson

**Meeting Date:** 2/11/2020

---

**Item Title:**

Act on Kansas Model Standards for Handwriting

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the Kansas Model Standards for Handwriting K-6 as recommended by the Kansas Handwriting Model Standards review team.

**Explanation of Situation Requiring Action:**

The Kansas Model Standards for Handwriting recently underwent a review in accordance with the legislative review mandate. The Education Program Consultant facilitating the standards review committee presented the proposed updates at the January Board meeting and recommends approval of the standards with the following language changes to provide consistency:

- First Grade standard 1d should state Form and/or produce all upper and lowercase letters with line awareness.
- First Grade standard 1e should state Form and/or produce number with left-to-right and top-to-bottom progression with proportion, spacing and minimal reversals.
- First Grade standard 1f should state Form and/or produce words, sentences, and numbers with appropriate spacing.
- Fourth grade standard 2 should state Form and/or produce words and sentences with proportion and spacing using cursive writing.



## Item 8 Attachment

January 2020

Kansas State Department of Education  
900 SW Jackson  
Topeka, Kansas 66612-1182

For more information, contact the KSDE English Language Arts Consultant at 785-296-2144.  
FAX: 785-296-3523

<https://community.ksde.org/Default.aspx?tabid=5280>

# Contents

Acknowledgements	3
Introduction: The Need for Handwriting	4
Why do these standards not include keyboarding?	5
The Kansas Handwriting Standards for Birth to Five Years Old	6
Crayons to Handwriting: At the Beginning	
Birth to Age Five Handwriting	
Anchor Standards for Handwriting – Kindergarten to Sixth Grade	
Anchor Standards for Handwriting	10
Standards for Grades Kindergarten to Sixth Grade	11
Standards for Grades Kindergarten to Second Grade	17
Standards for Third Grade to Sixth Grade	19
Appendices	
A: Glossary	21
B: Shifts in 2019 Handwriting Standards	22
C: Selected Bibliography	24
D: 2013 History of Handwriting Standards	27

# Acknowledgements

The 2019 Kansas Handwriting Standards Committee members were carefully chosen to represent various student populations across various geographical regions of Kansas. Committee members expertise ranged from urban to rural, public to private, early childhood through higher education. Moreover, there was a representation of specialists of English Language learners, Special Education, Career and Technical Education, occupational therapists, and reading specialists.

## Kansas Handwriting Curricular Standards Committee- 2019

### Members

- Margrette Atwood ELL Coordinator, Shawnee Heights, USD 450
- Stephanie Barnhill Coordinator of Special Services, Early Childhood, Spring Hill, USD 230
- Holly Brecheisen Occupational Therapist, Geary County Schools, USD 475
- Amber Cunningham Instructional Coach, Dodge City Public Schools, USD 443
- Elizabeth Dobler Professor of Reading and Language Arts, Emporia State University
- Sara Greene 4th Grade Teacher, Wamego, USD 320
- Cynthia Hadicke Education Program Consultant, Kansas State Department of Education
- Nichole Kuhn Reading Interventionist, Topeka Public Schools, USD 501
- April Leavitt Instructional Coach, Spring Hill, USD 230
- Dr. Gayla Lohfink Consultant, Southwest Plains Regional Service Center
- Kristy Oborny Librarian and 4th/5th Grade ELA, Hays Public Schools, USD 489
- Joan Pauly Kindergarten Teacher, Renwick, USD 267
- Sheryl Plattner 5th Grade Teacher and Reading Specialist, Sabetha School, USD 113
- Faith Rucker Kindergarten Teacher, Eureka Public Schools, USD 389
- Rachel Slusser 2nd Grade Teacher and EL support, Shawnee Heights, USD 450
- Joshua Snyder Director of Curriculum and Instruction, Wellsville School District, USD 289
- Staci Straub 3rd Grade Teacher, Hays School District, USD 489
- Sharla Testorff Kindergarten Teacher, Ottawa School District, USD 290

### Facilitators

- Joann McRell Education Program Consultant, Kansas State Department of Education
- Sarah Perryman Redesign Coordinator, Kansas State Department of Education

## Introduction: The Need for Handwriting

Handwriting instruction impacts success for children not only in school, but also later in the world of college and work.

Handwriting and writing compositions are two different processes. While handwriting can facilitate the physical act of writing, it does not determine the effectiveness of the writer's ability to formulate and express ideas and information through written communication. In other words, handwriting becomes a tool to be used by the writer to communicate.

Handwriting is a foundational skill crucial for literacy success. It teaches letter formation and supports reading and language acquisition. Additionally, through visual perception and motor skills practice, handwriting advances neurological development and augments writing automaticity.

Handwriting instruction facilitates effective written composition and communication, which is the ultimate goal. *(Center on Enhancing Early Learning Outcomes, 2013)*

Learning to write the manuscript letters of the alphabet leads directly to reading acquisition. According to the National Reading Panel, letter knowledge and phonemic awareness are the two best predictors of reading proficiency. Moreover, writing letters by hand has been proven to help children recognize and remember letters more easily and to activate parts of their young brains that become critical for reading (James, 2011, 2012; Longcamp et al., 2005; Berninger et al., 2002, 2006; NICHD, 2000).

Writing by hand engages the brain in learning. Through modern brain-imaging techniques, researchers have found that neural activity was far more advanced in children who practiced manuscript by hand than in children who just looked, traced, or copied letters. Handwriting, based on empirical evidence from neuroscience, seems to play a large role in the visual recognition and learning of letters (James & Atwood, 2009; James & Gauthier, 2006; James, Wong, & Jobard, 2010; Longcamp et al, 2008).

Students write most assignments and tests by hand. A 2008 study showed that older students produce at least half of their writing for school by hand. Younger students handwrite nearly 90 percent of their schoolwork. Standardized essay scores are influenced by handwriting. More troubling, solid research finds that handwritten tests are graded differently based on the legibility of the handwriting (Graham & Harris, 2002; Conti, 2012; Vander Hart et al, 2010). Poor handwriting can drop a paper from the 50th percentile to the 10th or 22nd percentile (Graham, Harris, & Herbert, 2011) due to legibility issues impacting the reader's ability to maintain comprehension. Essay graders of handwritten standardized tests read more than 100 essays an hour, making legibility even more important (ACT, 2011).

Handwriting instruction supports automaticity, speed, and production. When students develop the fine motor skills that accompany learning to write by hand, their speed and output increase (Graham & Harris, 2005; Graham & Weintraub, 1996). Additionally, with consistent handwriting practice, the processes involved become less demanding and more automatic, enabling students to devote a higher amount of neurological resources to critical thinking and thought organization (Peeverly, 2012).

Handwriting fluency continues to develop past the early grades as studies show handwriting instruction improves legibility and fluency through grade 9. In addition, the overall quality of writing and the length of writing passages increase through grade 9 with handwriting instruction (Graham & Santangelo, 2012).

### **Why do these standards not include keyboarding?**

The Kansas Board of Education recognized a need to focus on handwriting. This is not to diminish the importance of students learning keyboarding skills but to strike a balance of instruction for both handwriting and keyboarding.

Kansas provides standards for keyboarding in the [Kansas Computer Science Model Standards](#) adopted April 16, 2019. These standards are in the Input/Output subconcept (located under the Computing Systems concept) and begin in Pre-K and continue through high school; however, specific references to keyboarding skills end in eighth grade.

Likewise, the *Kansas Standards for English Language Arts*, adopted November 2017, also support the use of technology in the writing process and offer guidance in the amount of writing a student should produce in a single sitting. The *Kansas English Language Arts and Literacy College and Career Ready Standards* are also available on the Kansas State Department of Education's website at the following URL: <https://community.ksde.org/Default.aspx?tabid=5559>

# The Kansas Handwriting Standards for Birth to Five Years Old

## Crayons to Handwriting: At the Beginning

Young children see the adults in their lives writing to connect with others and to share information and thoughts. Handwriting has its foundations in small muscle development and coordination as well as eye-hand coordination. The basic ability to hold a 'writing tool' to make a mark on paper is a beginning—leading toward meaningful communication. In order for written communication to make sense, children need to have alphabetic knowledge, print knowledge, and some literacy knowledge. Therefore, the handwriting standards are built from the [Kansas Early Learning Standards](#) in the fine motor area (physical health domain) and writing area (communication and literacy domain), highlighting the connection of physical development and literacy learning. It is also critical to use the developmental continuum of learning and to consider age appropriate abilities as the skill of handwriting is taught. Children are eager to learn and eager to share their understanding of their world. Writing can help this happen, beginning with emergent writing and resulting in meaningful communication with peers and adults.

Physical development, with a special focus on fine motor skills, is a developmental domain that includes necessary precursors to handwriting such as:

- small muscle development and coordination
- eye-hand coordination
- ability to hold writing tools properly
- ability to form basic strokes

These skills are critical: holding writing utensils, gaining strength to make marks on paper or other materials, and finally, controlling the writing device so that the marks are intentional and meaningful.

Communication and Literacy, domains critical to the development of handwriting skills, include skills that help make a meaningful message or intentionality of letters. Examples are letter recognition and the understanding of printed language.

Furthermore, it is important to note that print concepts are developed prior to and in conjunction with handwriting skills. The coordination of using physical development/fine motor skills combined with understanding and using literacy skills results in intentional written communication.

### Birth to Age Five Handwriting:

	<b>Young Infant: “i”</b> <i>(By 8 months)</i>	<b>Mobile Infant: “mi”</b> <i>(By 18 months)</i>	<b>Toddler: “t”</b> <i>(By 36 months)</i>	<b>Pre 3: “p3”</b> <i>(By 48 months)</i>	<b>Pre 4: “p4”</b> <i>(By 60 months)</i>
<b>Fine Motor Skills</b>	<p>PHD.i.4: Transfers object from one hand to the other.</p> <p>PHD.i.5: Grasps and releases object using entire hand</p>	<p>PHD.mi.4: Coordinates the use of arms, hands, and fingers to accomplish tasks (drinks from a bottle or cup by self, holds a spoon).</p> <p>PHD.mi.5: Coordinates eye-hand movements, such as putting things in a box.</p>	<p>PHD.t.4: Coordinates the use of arms, hands and fingers to accomplish more complex tasks (e.g., uses a spoon to scoop up food and bring it to mouth, uses scissors to snip small cuts on a piece of paper).</p>	<p>PHD.p3.2: Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities (e.g., uses fork and spoon to eat, manages large buttons, uses scissors to cut out simple shapes).</p>	<p>PHD.p4.4: With fluency and accuracy uses classroom and household tools independently and with eye-hand coordination to carry out activities (e.g., uses scissors to cut out shapes, zips, snaps and buttons to dress self).</p>

## Communication and Literacy: Writing

	<b>Young Infant: “i”</b> <i>(By 8 months)</i>	<b>Mobile Infant: “mi”</b> <i>(By 18 months)</i>	<b>Toddler: “t”</b> <i>(By 36 months)</i>	<b>Pre 3: “p3”</b> <i>(By 48 months)</i>	<b>Pre 4: “p4”</b> <i>(By 60 months)</i>
<b>Text Types and Purposes</b>	<p>CL.W.i.1: Shows ability to transfer and manipulate an object with hands (e.g., grasps a rattle, lets go of it and tries to grasp it again).</p> <p>CL.W.i.2: Grasps objects using entire hand.</p>	<p>CL.W.mi.1: Picks up objects between thumb and finger (i.e., pincer grasp).</p> <p>CL.W.mi.2: Uses a full-hand grasp to hold a writing tool to make scribbles.</p>	<p>CL.W.mi.1: Picks up objects between thumb and finger (i.e., pincer grasp).</p> <p>CL.W.mi.2: Uses a full-hand grasp to hold a writing tool to make scribbles.</p>	<p>CL.W.p3.1: Uses drawing, scribbling, letter like forms, random letter strings and/or dictation to express thought and ideas</p>	<p>CL.W.p4.1: Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.</p> <p>CL.W.p4.2: Recognizably writes a majority of the letters in their name.</p>

	<b>Young Infant:</b> “i” (By 8 months)	<b>Mobile Infant:</b> “mi” (By 18 months)	<b>Toddler: “t”</b> (By 36 months)	<b>Pre 3: “p3”</b> (By 48 months)	<b>Pre 4: “p4”</b> (By 60 months)
<b>Production &amp; Distribution of Writing</b>	N/A	N/A	N/A	<p>CL.W.p3.2: Uses consistent marks to represent name when writing.</p> <p>CL.W.p3.3: With guidance and support, imitates shapes and strokes.</p> <p>CL.W.p3.4: With guidance and support, explores a variety of digital tools to express ideas (e.g., asks for help searching the internet for pictures of animals to illustrate a book “My Favorite Animals”).</p>	<p>CL.W.p4.2: Recognizably writes a majority of the letters in their name.</p> <p>CL.W.p4.3: With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.</p> <p>CL.W.p4.4: With guidance and support, explores a variety of digital tools to produce and publish emergent writing (e.g., uses the class camera to record the growth of the class garden; asks for help searching the internet for pictures of animals to illustrate a book or directions for a task).</p>

## **Anchor Standards for Handwriting: Kindergarten to Sixth Grade**

The K–6 standards on the following pages define what students should understand and do by the end of each grade level. The anchor and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity. Together, these define the skills and understandings that all students should demonstrate when producing handwritten text.

### **Anchor Standards for Handwriting**

#### Form and Production

1. Demonstrate an understanding of the organization and basic features of manuscript writing.
2. Demonstrate an understanding of organization and basic features of cursive writing.

#### Automaticity

3. Write with sufficient flow, ease, and pace to support automaticity.

#### Handwriting Application

4. Develop a handwriting style to facilitate learning in all content areas.

## Standards for Grades Kindergarten to Sixth Grade

Anchor Standard: Form and Production	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<p><b>1. Demonstrate an understanding of the organization and basic features of manuscript writing.</b></p>	<p>1. Demonstrate an understanding of the organization and basic features of manuscript writing.</p> <p>a. Use a functional pencil grasp that facilitates legible writing.</p> <p>b. Form<sup>1</sup> manuscript lines (line, slant, curve, circle, cross).</p>	<p>1. Demonstrate an understanding of the organization and basic features of manuscript writing.</p> <p>a. Use a functional pencil grasp that facilitates legible writing.</p> <p>b. Previously addressed in Kindergarten.</p>	<p>1. Demonstrate an understanding of the organization and basic features of manuscript writing.</p> <p>a. Use a functional pencil grasp that facilitates legible writing.</p> <p>b. Previously addressed in K.</p>	<p>1. Maintain legible production of words, sentences, and numbers with proportion and spacing using manuscript writing.</p>	<p>1. Maintain legible production of manuscript writing with proportion and spacing.</p>	<p>1. Maintain legible production of manuscript writing with proportion and spacing.</p>	<p>Addressed in K-5</p>

<sup>1</sup> to construct the written character shape and structure with models

	<p>c. Form<sup>2</sup> from a model upper and lowercase letters with left to right and top to bottom progression, with proportion, spacing, and some reversals.</p> <p>d. Form many upper and lowercase letters with line awareness.</p>	<p>c. Form<sup>2</sup>and/or produce<sup>3</sup> all upper and lowercase letters with left to right and top to bottom progression, with proportion, spacing, and minimal reversals.</p> <p>d. Form and/or produce all upper and lowercase letters with line awareness.</p>	<p>c. Produce<sup>3</sup> all upper- and lowercase manuscript letters with left to right and top to bottom progression, with proportion, spacing, and minimal reversals.</p> <p>d. Produce all upper and lower case letters with line awareness.</p>				
--	--	--	--	--	--	--	--

<sup>2</sup> to construct the written character shape and structure with models

<sup>3</sup> to construct the written character's shape and structure from memory

	<p>e. Form from a model numbers with left to right and top to bottom progression, with proportion, spacing, and minimal reversals.</p> <p>f. With prompting and support, form words and numbers with appropriate spacing.</p>	<p>e. Form and/or produce numbers with left to right and top to bottom progression, with proportion, spacing, and minimal reversals.</p> <p>f. Form and/or produce words, sentences, and numbers with appropriate spacing.</p>	<p>e. Produce numbers with left to right and top to bottom progression, with proportion, spacing, and minimal reversals.</p> <p>f. Produce words, sentences, and numbers with appropriate spacing.</p>				
--	---	--	--	--	--	--	--

Anchor Standard: Form and Production	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<p><b>2.Demonstrate an understanding of the organization and basic features of cursive writing.</b></p>	<p>(Begins in Third Grade)</p>	<p>(Begins in Third Grade)</p>	<p>(Begins in Third Grade)</p>	<p>2. Demonstrate an understanding of the organization and basic features of cursive writing.</p> <p>a. Form<sup>4</sup> basic cursive lines (e.g. undercurve, downcurve, overcurve, slant).</p> <p>b. Form<sup>4</sup> joinings to connect letters, maintaining proportion of letters to joinings.</p>	<p>2. Form<sup>4</sup> and/or produce words and sentences, with proportion and spacing using cursive writing.</p>	<p>2. Produce<sup>5</sup> legible cursive writing with proportion and spacing.</p>	<p>Addressed K-5</p>

<sup>4</sup> to construct the written character shape and structure with models

<sup>5</sup> to construct the written character's shape and structure from memory

				<p>c. Form upper- and lowercase cursive letters with proportion.</p> <p>d. Form letters in cursive using consistent slant.</p> <p>e. Form many upper and lowercase letters with line awareness.</p> <p>f . Form cursive words with appropriate spacing between letters, and form sentences with appropriate spacing between words.</p>			
--	--	--	--	--	--	--	--

<b>Anchor Standard: Automaticity</b>	<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>	<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Sixth Grade</b>
<b>3. Write with sufficient flow<sup>6</sup>, ease<sup>7</sup>, and pace<sup>8</sup> to support automaticity<sup>9</sup>.</b>	3. Write with sufficient flow and ease to support automaticity.  *manuscript	3. Write with sufficient flow, ease, and pace to support automaticity.  *manuscript	3. Write with sufficient flow, ease, and pace to support automaticity.  *manuscript	3. Write with sufficient flow, ease, and pace to support automaticity.  *cursive	3. Write with sufficient flow, ease, and pace to support automaticity.  *cursive	3. Write with sufficient flow, ease, and pace to support automaticity.  *cursive	3. Write with sufficient flow, ease, and pace to support automaticity.  *hybrid

<b>Anchor Standard: Handwriting Application</b>	<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>	<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Sixth Grade</b>
<b>4. Develop a handwriting style to facilitate learning in all content areas.</b>	Begins in 6th grade.	4. Adopt a legible style with proper proportion and spacing.					

<sup>6</sup> the process of the pencil moving across the page in smooth and fluid motions

<sup>7</sup> the ability to access and retrieve written characters effortlessly

<sup>8</sup> the rate of production

<sup>9</sup> the ability to do things without occupying the mind with the low-level details required, allowing it to become an automatic response pattern or habit

## Standards for Grades Kindergarten to Second Grade

Anchor Standard: Form and Production	Kindergarten	First Grade	Second Grade
<p><b>1. Demonstrate an understanding of the organization and basic features of manuscript writing.</b></p>	<p>1. Demonstrate an understanding of the organization and basic features of manuscript writing.</p> <p>a. Use a pencil grasp that facilitates legible writing</p> <p>b. Form basic manuscript lines (line, slant, curve, circle).</p> <p>c. Form from a model upper and lowercase letters with left to right, and top to bottom progression, with proportion, spacing, and some reversals.</p> <p>d. Form many upper and lowercase letters with line awareness.</p> <p>e. Form from a model numbers with left to right, and top to bottom progression, with proportion, spacing, and minimal reversals.</p> <p>f. With prompting and support, form words and numbers with appropriate spacing.</p>	<p>1. Demonstrate an understanding of the organization and basic features of manuscript writing.</p> <p>a. Use a pencil grasp that facilitates legible writing.</p> <p>b. Previously addressed in Kindergarten.</p> <p>c. Form and/or produce all upper and lowercase letters with left to right and top to bottom progression, with proportion, spacing, and minimal reversals.</p> <p>d. Form and/or produce all upper and lowercase letters with line awareness.</p> <p>e. Form and/or produce numbers with left to right and top to bottom progression, with proportion, spacing, and minimal reversals.</p> <p>f. Form and/or produce words, sentences, and numbers with appropriate spacing.</p>	<p>1. Demonstrate an understanding of the organization and basic features of manuscript writing.</p> <p>a. Use a pencil grasp that facilitates legible writing.</p> <p>b. Previously addressed in K.</p> <p>c. Produce all upper- and lowercase manuscript letters with left to right and top to bottom progression, with proportion, spacing, and minimal reversals.</p> <p>d. Produce all upper- and lower-case letters with line awareness.</p> <p>e. Produce numbers with left to right and top to bottom progression, with proportion, spacing, and minimal reversals.</p> <p>f. Produce words, sentences, and numbers with appropriate spacing.</p>

<b>2. Demonstrate an understanding of the organization and basic features of cursive writing.</b>	Begins in Third Grade	Begins in Third Grade	Begins in Third Grade
<b>Anchor Standard: Automaticity</b>	<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
<b>3. Write with sufficient flow, ease, and pace to support automaticity.</b>	3. Write with sufficient flow and ease to support automaticity.  *manuscript	3. Write with sufficient flow, ease, and pace to support automaticity.  *manuscript	3. Write with sufficient flow, ease, and pace to support automaticity.  *manuscript
<b>Anchor Standard: Handwriting Application</b>	<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
<b>4. Develop a handwriting style to facilitate learning in all content areas.</b>	Begins in 6th grade.	4. Begins in 6th grade.	4. Begins in 6th grade.

## Standards for Third Grade to Sixth Grade

Anchor Standard: Form and Production	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<p><b>1. Demonstrate an understanding of the organization and basic features of manuscript writing.</b></p>	<p>1. Maintain legible production of words, sentences, and numbers with proportion and spacing using manuscript writing.</p>	<p>1. Maintain legible production of manuscript writing with proportion and spacing.</p>	<p>1. Maintain legible production of manuscript writing with proportion and spacing.</p>	<p>Addressed in K-5</p>
<p><b>2. Demonstrate an understanding of the organization and basic features of cursive writing.</b></p>	<p>2. Demonstrate an understanding of the organization and basic features of cursive writing.</p> <ul style="list-style-type: none"> <li>a. Form basic cursive lines (e.g. undercurve, downcurve, overcurve, slant).</li> <li>b. Form joinings to connect letters, maintaining proportion of letters to joinings.</li> <li>c. Form upper- and lowercase cursive letters with proportion.</li> <li>d. Form letters in cursive using consistent slant.</li> <li>e. Form many upper and lowercase letters with line awareness.</li> <li>f. Form cursive words with appropriate spacing between letters</li> <li>g. form sentences with appropriate spacing between words and paragraphs.</li> </ul>	<p>2. Form and/or produce words and sentences with proportion and spacing using cursive writing.</p>	<p>2. Produce legible cursive writing with proportion and spacing.</p>	<p>Addressed in K-5</p>

<b>Anchor Standard: Automaticity</b>	<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Sixth Grade</b>
<b>3. Write with sufficient flow, ease, and pace to support automaticity.</b>	3. Write with sufficient flow and ease to support automaticity.  *cursive	3. Write with sufficient flow, ease, and pace to support automaticity.  *cursive	3. Write with sufficient flow, ease, and pace to support automaticity.  *cursive	3. Write with sufficient flow, ease, and pace to support automaticity.  *hybrid
<b>Anchor Standard: Handwriting Application</b>	<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Sixth Grade</b>
<b>4. Develop a handwriting style to facilitate learning in all content areas.</b>	4. Begins in 6th grade.	4. Begins in 6th grade.	4. Begins in 6th grade.	4. Adopt a legible handwriting style with proper proportion and spacing.

## Appendix A: GLOSSARY

**Automaticity:** the ability to do things without occupying the mind with the low-level details required, allowing it to become an automatic response pattern or habit

**Cursive: (handwriting)** in flowing strokes with the letters joined together

**Demonstrate:** to clearly show and display knowledge of handwriting

**Ease:** the ability to access and retrieve written characters effortlessly

**Flow:** the process of the pencil moving across the page in smooth and fluid motions

**Form:** to construct the written character shape and structure with models

**Handwriting:** writing done by hand

**Manuscript:** letters that are written that are not joined together to form words as opposed to cursive letters which are joined together to create words

**Pace:** the rate of production

**Print:** use a pencil or pen to place letters on paper to form words that are not joined

**Produce:** to construct the written character's shape and structure from memory

**Proportion:** the equal distribution of the width, height, and spacing of written characters on a variety of materials

**Scaffolding:** used by teachers to move students beyond their current developmental stage or skill set and into progressively more difficult tasks

## **Appendix B: Shifts in 2019 Handwriting Standards**

### **Working memory and production**

Humans have had a spoken language for thousands of years. Putting that language into print has been a more recent endeavor. When tasked with not only producing the written word, but also reading it, McCutchen (1988) states cognitive overload in young children is likely due to the slow, laborious handwriting skills of beginning writers. Knowing how to produce letters automatically allows for writing to be quick, smooth, and effortless. A lack of automaticity results in students focusing on the recall of letter production, rather than the process of conveying ideas (Bourdin and Fayol, 1994; Berninger, Vaughan, Graham, Abbott, Abbott and Rogan, 1997).

### **Forming versus producing letters**

Research confirms that writing a letter from memory and the self-regulation to produce that letter cements letter recognition for reading. Moreover, comparing and contrasting how similar letters are formed impact letter recognition and enhance automaticity in reading and writing. Self regulation in writing allows children to gain an understanding of which perceptual properties are crucial for identity and which are not. James and Engelhardt (2012) contend different instances of the same letter produced by a child have distinct variances; however, the children can still accurately recognize these as intended letters which may be a crucial component of emerging letter recognition and understanding. The experience of producing accurate copies of letters by tracing or typing does not contribute to the child's knowledge of letters like the experience of printing less accurate copies of letters does. Children evaluating their own writing to determine best formed letters and teachers providing explicit feedback are imperative to legibility and automaticity in writing. Therefore, the 2019 Kansas Handwriting committee wanted to focus instruction through the progression of forming letters from copying to producing letters and allowing self-regulation since text transcription skills require considerable cognitive effort for young children (Graham & Harris, 2005; McCutchen, 1988).

### **The Hybrid: Combining Manuscript and Cursive**

As students become acquainted with both manuscript and cursive handwriting, they are better able to determine their preference for the handwriting style (manuscript, cursive, or manuscript-cursive hybrid) that best serves them in taking notes, handwriting in-class assignments, and performing on high-stakes tests. The combination of manuscript and cursive results in greater handwriting fluency and students' legibility was equal to, or superior to, a manuscript-only or cursive-only style. Once students develop a personal handwriting style, their style remains consistent 92% of the time; and the application of their handwriting

development assists them in producing texts with greater speed (up to three times greater), automaticity, and most importantly, legibility (Graham, Weintraub, and Berninger, 1998).

## Appendix C: Selected Bibliography

American College Testing. (2011). Scoring guidelines. Retrieved from <http://www.actstudent.org/writing/scores/guidelines.html>

Barrera III, M.T., Rule, A.C. & Diemart, A. (2001). The effect of writing with computers versus handwriting on the writing achievement of first-graders. *Information Technology in Childhood Education Annual, 2001(1)*, 215–229.

Berninger, V.W. (2012). Evidence-based, developmentally appropriate writing skills K to 5: Teaching the orthographic loop of working memory to write letters so developing writers can spell words and express ideas. Paper presented at Handwriting in the 21st Century? An Educational Summit, Washington, DC, January 23, 2012.

Berninger, V.W., Abbott, R.D., Abbott, S.P., Graham, S., & Richards, T. (2002). Writing and reading: Connections between language by hand and by eye. *Journal of Learning Disabilities, 35*, 39–56.

Berninger, V., Abbott, R., Jones, J., Wolf, B., Gould, L., Anderson-Youngstrom, M., Shimada, S. and Apel, K. (2006). Early Development of Language by Hand: Composing, Reading, Listening, and Speaking Connections; Three Letter-Writing Modes; and Fast Mapping in Spelling. *Developmental Neuropsychology, 29(1)*, pp.61-92.

Berninger, V.W., Abbott, R.D., Augsburger, A., and Garcia, N. (2009). Comparison of pen and keyboard transcription modes

in children with and without learning disabilities. *Learning Disability Quarterly, 32(3)*, 11–18.

Cahill, S. (2009). Where Does Handwriting Fit In?. *Intervention in School and Clinic, 44(4)*, pp.223-228.

Conti, G. E. Handwriting characteristics and the prediction of illegibility in 3rd and 5th grade students. Paper presented at Handwriting in the 21st Century? An Educational Summit, Washington, DC, January 23, 2012.

Cook, C., & Bennett, L. (2007). Does using a computer disturb the organization of children's writing? *British Journal of Developmental Psychology, 25*, 313–321.

Cutler, L., & Graham, S. (2008). Primary grade writing instruction: A national survey. *Journal of Educational Psychology, 100(4)*, 907–919.

Denton, P.L., Cope, S., & Moser, C. (2006). The effects of sensorimotor- based intervention versus therapeutic practice on improving handwriting performance in 6- to 11-year-old children. *American Journal of Occupational Therapy, 60*, 16–27.

Goldberg, A., Russell, M., & Cook, A. (2003). The effect of computers on student writing: A meta-analysis of studies from 1992 to 2002. *Journal of Technology, Learning, and Assessment, 2(1)*, 3–50.

Grabowski, J. (2008). The internal structure of university students' keyboard skills. *Journal of Writing Research*, 1(1), 27–52.

Graham, S., & Harris, K. (2005). Improving the writing performance of young struggling writers: Theoretical and programmatic research from the Center on Accelerating Student Learning. *Journal of Special Education*, 39(1), 24–26.

Graham, S., & Harris, K. (2002). Prevention and intervention for struggling writers. In M. R. Shinn (Ed.), *Interventions for academic and behavior problems II: Preventative and remedial approaches* (pp. 589–610). Washington, DC: National Association of School Psychologists.

Graham, S., Harris, K., Mason, L., Fink-Chorzempa, B., Moran, S. and Saddler, B. (2010). How Do Primary Grade Teachers Teach Handwriting?. In: *Handwriting Research: Impact on the Brain and Literacy Development*. Columbus: Zaner-Bloser, pp.185, 189, 191.

Graham, S., & Weintraub, N. (1996). A review of handwriting research: Progress and prospects from 1980 to 1994. *Educational Psychology Review*, 8, 7–87.

James, K.H. (2012). The neural correlates of handwriting and its effect on reading acquisition. Paper presented at Handwriting in the 21st Century? An Educational Summit, Washington, DC, January 23, 2012.

James, K.H. (2017). The Importance of Handwriting Experience on the Development of the Literate Brain. *Current Directions in Psychological Science*, 26(6), pp.502-508.

James, K.H., & Atwood, T.P. (2009). The role of sensorimotor learning in the perception of letter-like forms: Tracking the causes of neural specialization for letters. *Cognitive Neuropsychology*, 26(1), 91–110.

James, K. and Engelhardt, L. (2012). The effects of handwriting experience on functional brain development in pre-literate children. *Trends in Neuroscience and Education*, 1(1), pp.32-42.

James, K.H., & Gauthier, I. (2006). Letter processing automatically recruits a sensory-motor brain network. *Neuropsychologia*, 44, 2937–2949.

James, K.H., Wong, C-N, & Jobard, G. (2010). The case for letter expertise. In Gauthier, I., Bub, D., & Tarr, M.J. (Eds.), *Perceptual expertise: Bridging brain and behavior* (305–331). New York, NY, Oxford University Press.

Jones, D., & Christensen, C. A. (1999). The relationship between automaticity in handwriting and students' ability to generate written text. *Journal of Educational Psychology*, 91, 44–49.

Longcamp, M., Zerbato-Poudou, M., and Velay, J. (2005). The influence of writing practice on letter recognition in preschool children: A comparison between handwriting and typing. *Acta Psychologica*, 119, 67–79.

Longcamp, M., Boucard, C., Gilhodes, J., Anton, J., Roth, M., Nazarian, B. and Velay, J. (2008). Learning through Hand- or Typewriting Influences Visual Recognition of New Graphic Shapes: Behavioral and Functional Imaging Evidence. *Journal of Cognitive Neuroscience*, 20(5), pp.802-815.

McCutchen, D. (1988). "Functional automaticity" in children's writing: A problem of metacognitive control. *Written Communication*, 5, 306–324.

National Assessment of Educational Progress. (2011, December 7). NAEP writing computer-based assessment. Retrieved from <http://nces.ed.gov/nationsreportcard/writing/cba.asp>

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). *Common Core State Standards for English Language Arts: Introduction*. Washington, DC.

National Institute of Child Health & Human Development (NICHD). (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. (NIH Publication No. 004769). Washington, DC: U. S. Government Printing Office.

Peverly, S. (2012). The relationship of transcription speed and other cognitive variables to note-taking and test performance.

Paper presented at Handwriting in the 21st Century, An Educational Summit, Washington, DC, January 23, 2012.

Silvernail, D. L., Pinkham, C. A., Wintle, S. E., Walker, L. C., & Bartlett, C. L. (2011). A middle school one-to-one laptop program: The Maine experience. Center for Education Policy, Applied Research, & Evaluation, University of Southern Maine. Retrieved from <http://www.usm.maine.edu/cepare/maine-learning-technology-initiative-mlti>

Suhr, K. A., Hernandez, D. A., Grimes, D., & Warschauer, M. (2010). Laptops and fourth-grade literacy: Assisting the jump over the fourth-grade slump. *Journal of Technology, Learning, and Assessment*, 9, 4–45.

Vander Hart, N., Fitzpatrick, P., & Cortesa, C. (2010). In-depth analysis of handwriting curriculum and instruction in four kindergarten classrooms. *Reading and Writing*, 23, 673–399.

Warschauer, M. (2008). Laptops and literacy: A multi-site case study. *Pedagogies: An International Journal*, 3, 52–67.

Zaner-Bloser. (2012). *Written-language production standards for handwriting and keyboarding*. Retrieved from [http://www.hw21summit.com/media/zb/hw21/Written-Language\\_ProductionStandards.pdf](http://www.hw21summit.com/media/zb/hw21/Written-Language_ProductionStandards.pdf)

## Appendix D: History of 2013 Handwriting Standards Committee

In 2010 with the release of the Common Core Standards, the Kansas State Board of Education researched handwriting and facilitated discussions about instructional practices. In 2012 after reviewing a state-wide survey about handwriting instruction and research from the National Association of State Boards the Education, the Kansas State Board of Education commissioned a set of Kansas Handwriting Standards be written to provide direction for Kansas educators. By 2013, the first standards in Handwriting encompassing manuscript and cursive writing were approved. The Kansas State Board of Education believed that cursive handwriting held an important place in the instructional practice of every school's curriculum. Research supports the role that handwriting instruction plays in the cognitive development of children, and this activity is even more important in an increasingly digital environment. The Board strongly encourages educators to ensure that all students can write legibly in cursive and comprehend text written in this manner as it remains an important student skill.

The 2013 Kansas Handwriting Standards Committee assembled the first set of Handwriting standards for the children of Kansas. The committee was supported by the Kansas State Department of Education (KSDE), Central Comprehensive Center (C3), and Center on Enhancing Early Learning Outcomes (CEELO). This committee was honored to receive guidance from Dr. Dorothy Strickland, the Samuel DeWitt Proctor Professor of Education at Rutgers University.

The 2013 committee incorporated work from the Handwriting for 21st Century Educational Summit in Washington, DC, on January 23, 2012. This Summit further crystallized the need to give handwriting and keyboarding a set of benchmarked, developmentally appropriate handwriting standards that provide all students with equal access to this foundational skill. The Kansas Handwriting Standards Committee used the national standards for written-language production as a starting point to develop the Kansas Handwriting Standards as they offered developmentally appropriate, research-based indicators to integrate handwriting into the curriculum.<sup>10</sup> (More information about the Summit and the research presented there is available online at [www.hw21summit.com](http://www.hw21summit.com).)

The Keyboarding standards have been housed within the Library Information and Technology standards since 2013, but they have since moved to the Computer Science standards in 2019.

<sup>10</sup> Much of the content of this document is borrowed, with permission, from Zaner-Bloser's *Written-Language Production Standards for Handwriting and Keyboarding* (2012).





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

**Item Title:** Report on Visiting International Teacher program serving Kansas schools

**From:** Regina Peszat

Dr. Regina Peszat, KSDE World Languages Consultant, will update the Board on the Visiting International Teacher Program. Teachers from nearby rural districts will also be present this year to talk about their experiences teaching in Kansas schools and the impact that the program has on our students and our communities.





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

**Item Title:** Discuss recommendations for Computer Science Standards implementation

**From:** Stephen King

At the January State Board of Education meeting, members received a report from the Computer Science Education Implementation Task Force. The report described the following five recommendations:

- Recommendation 1: KSDE creates a dedicated Computer Science education position
- Recommendation 2: KSDE should encourage all schools to offer computer science
- Recommendation 3: Computer Science should satisfy a core graduation requirement
- Recommendation 4: Create Licensure Endorsement
- Recommendation 5: Arrange Funding

The full report is attached. Additional discussion time is provided at the February meeting.



# Recommendations of the Computer Science Education Implementation Task Force

### Recommendation 1: Create a dedicated Computer Science education position

Creation of a dedicated position to coordinate state-level activities in computer science is one of Code.org's top nine recommendations for implementing computer science education. According to their data for 2019, twenty-one states had created a "State-Level Computer Science Supervisor." KSDE currently has state-level consultants for most academic disciplines, including science, mathematics, world languages, English language arts, and others, on the Career Standards and Assessment Services team. A state-wide consultant position for computer science would acknowledge the importance of the discipline, in addition to allowing for the following:

- Manage periodic update/revision efforts on the Model Computer Science Standards documents;
- Foster state-wide professional development efforts for existing teachers;
- Communicate with higher education institutions in Kansas to facilitate the incorporation of KS Model Computer Science Standards into pre-service training;
- Coordinate and communicate with business and industry leaders throughout the state to foster ecosystem to support computer science education efforts throughout P-20W timeframe;
- Coordinate with business and industry and government agency partners to create funding sources for in-service training expenses;
- Develop a state-wide implementation timeline and plan of execution;
- Work with Teacher Licensure and Accreditation to develop "micro-credential" opportunities for existing teacher endorsement;
- Coordinate with other discipline subject matter experts to facilitate computer science integration; and
- Work with other partners throughout the state to energize group efforts such as a Kansas chapter of Computer Science Teachers Association and computer science education conference(s).

## Recommendation 2: Encourage all schools to offer computer science

Computer Science coursework, as defined by the KS Model Computer Science Standards, is currently offered in many schools across the state. Often the topic is offered through Career & Technical Education (CTE) pathways, with 1,785 technical CTE courses offered in the four Information Technology pathways through 193 high schools in 143 districts across Kansas. Other are offering a computer science topic in non-CTE courses, including gifted offerings and elective courses; the total number of these is difficult to determine and is often related to individual teacher and administrator interest levels.

Workforce data obtained from other state agencies indicates that computer science positions are generally located in the northeastern region of the state, with some located in the Wichita area and few located in the western half of the state. This data does not, however, include the technical skills that are rapidly becoming necessary in other industries, often in positions that are not coded to place them in the computer science occupation (by SOC code). Stories come from across Kansas, including agriculture and manufacturing industries, of the need for a more technically educated workforce.

Therefore, it is recommended that every student in the state be afforded the opportunity to learn computer science. In order to accomplish this, all schools should be encouraged to offer the topic according to the KS Model Computer Science Standards.

### Recommendation 3: Computer Science should satisfy a core graduation requirement

In order to elevate the perceived importance of Computer Science, the task force recommends that CS be allowed to satisfy a core graduation requirement. This recommendation is in line with many other states' practice; according to Code.org data, in 2019, forty-seven states allow CS to fulfill a math, science, or language graduation requirement, though the implementation varies widely among the states. Data from Education Commission of the States lags Code.org data gathering by a few years yet indicates the same growing trend.

Due to the overlap between the fundamental Computational Thinking framework upon which the Computer Science Standards were created and the approach to solving problems commonly referred to as the Scientific Method, the task force recommends that computer science be allowed to fulfill a core science graduation requirement.

#### Recommendation 4: Create Licensure Endorsement

Endorsement in subject areas allows for a degree of verification of competence as well as teacher confidence in that subject. Kansas had a Computing Systems endorsement through the 1980s and 1990s but dropped the endorsement due to lack of demand. The task force recommends that the state create a Computer Science endorsement for teachers.

This endorsement may be obtained through four different paths:

1. Teachers currently teaching computer science should be granted endorsement. Specifically, those teachers already credentialed through the CTE process to teach technical courses, or those credentialed to teach Advanced Placement Computer Science courses should be considered qualified for endorsement.
2. Teachers should be granted endorsement through existing Praxis examinations.
3. Higher education institutions should develop computer science endorsement pathways for new teacher preparation programs.
4. The Teacher Licensure and Accreditation team should work with the Computer Science consultant described in Recommendation 1 to develop a series of educational and industry-recognized certification opportunities that existing teachers may accumulate to earn endorsement.

### Recommendation 5: Arrange Funding

Funding computer science education initiatives varies widely among the states, with leaders like Arkansas and Pennsylvania setting aside fifteen million and twenty million dollars, respectively, for development of computer science education capacity. Other states such as Wyoming and Washington have granted funds directly to school districts.

The state planning tool offered through Code.org uses \$500 per elementary teacher and \$6000 per middle and high school teacher as a planning guide, and based upon that number they find that starting from no training at all, Kansas should expect to spend approximately \$4.3 million in teacher training. The task force, though, finds that Kansas is not starting from no training at all. The task force estimates, then, a total of \$700,000 per year for five years in order to train all existing teachers to integrate computer science education.

The task force also recognizes the need to fund the state computer science position and recommends a budgeted amount of \$100,000 per year. Additionally, many states (with Arkansas being a primary model) are finding success in implementing a regional support model and a building leadership model.

With these goals and requirements, the task force recommends budgeting up to \$1,000,000 per year for five years.

The task force does note that other states are finding success in funding from business and industry sources. For example, Tesla corporation is funding computer science education in Nevada, while in Utah two community foundations joined forces to invest in education initiatives. A local example of this partnership exists in Kansas City, with the Kauffman Foundation investing heavily in technology and entrepreneurship education.

Some of the business and industry members of the task force expressed willingness to work with the state-wide consultant to consider funding initiatives that the Board and KSDE determine are worthy of taking on.



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

**Item Title:** Recognition of 2020 Kansas Teacher of the Year Team

**From:** Denise Kahler

At its February meeting, the Kansas State Board of Education will have the opportunity to hear from the eight members of the 2020 Kansas Teacher of the Year Team.

### **2020 Kansas Teacher of the Year**

- Tabatha C. Rosproy, a preschool teacher for Winfield Early Learning Center's Cumbernauld Little Vikes program, Winfield USD 465. On Jan. 16, Mrs. Rosproy was announced as one of four finalists for 2020 National Teacher of the Year.

### **2020 Kansas Regional Teachers of the Year**

- Kara E. Belew, a high school social studies teacher at Andover Central High School, Andover USD 385.
- Amy R. Hillman, a middle school project-based learning and AIM (Achieving Through Individual Motivation) teacher at Santa Fe Trail Middle School, Olathe USD 233.
- Shawn Hornung, a high school social studies teacher at Wamego High School, Wamego USD 320.
- Stefanie M. Lane, a fourth-grade mathematics and English language arts teacher at Garfield Elementary School, Clay County USD 379.
- Julie Loevenstein, a fourth-grade teacher at Glenwood Ridge Elementary School, Basehor-Linwood USD 458.
- Lara K. McDonald, a seventh-grade language arts teacher at Washburn Rural Middle School, Auburn-Washburn USD 437.
- Melissa K. Molteni, a second-grade teacher at Corinth Elementary School, Shawnee Mission USD 512.

These exemplary teachers will briefly introduce themselves and then share with Board members one issue that is important to them as a classroom teacher. They will be available to respond to questions from Board members.

# 2020 Kansas Teacher of the Year Team

## KANSAS TEACHER OF THE YEAR



**Tabatha C. Rosproy**  
*Preschool, Early Childhood*  
Winfield USD 465  
Winfield Early Learning Center  
Cumbernauld Little Vikes  
716 N. Tweed St.  
Winfield, KS 67156  
(620) 222-1257  
[tabatha\\_rosproy@usd465.com](mailto:tabatha_rosproy@usd465.com)

## KANSAS REGIONAL TEACHERS OF THE YEAR



**Kara E. Belew**  
*Grades 11-12 Social Studies*  
Andover USD 385  
Andover Central High School  
603 E. Central  
Andover, KS 67002  
(316) 218-4700  
[belewk@usd385.org](mailto:belewk@usd385.org)



**Julie Loevenstein**  
*Grade 4*  
Basehor-Linwood USD 458  
Glenwood Ridge Elementary School  
17550 157<sup>th</sup> Ter.  
(Mailing Address: 1008 N. 155<sup>th</sup> St.)  
Basehor, KS 66007  
(913) 724-3536  
[jloevenstein@usd458.org](mailto:jloevenstein@usd458.org)



**Amy R. Hillman**  
*Grades 6 and 8, Project-Based Learning, AIM*  
Olathe USD 233  
Santa Fe Trail Middle School  
1100 N. Ridgeview Rd.  
Olathe, KS 66061  
(913) 780-7290  
[ahillmansf@olatheschools.org](mailto:ahillmansf@olatheschools.org)



**Lara K. McDonald**  
*Grade 7, Language Arts*  
Auburn-Washburn USD 437  
Washburn Rural Middle School  
5620 SW 61<sup>st</sup> St.  
Topeka, KS 66619  
(785) 339-4300  
[mcdonlar@usd437.net](mailto:mcdonlar@usd437.net)



**Shawn Hornung**  
*Grades 9-12 Social Studies*  
Wamego USD 320  
Wamego High School  
1801 N. Lincoln St.  
Wamego, KS 66547  
(785) 456-2214  
[hornungs@usd320.com](mailto:hornungs@usd320.com)



**Melissa K. Molteni**  
*Grade 2*  
Shawnee Mission USD 512  
Corinth Elementary School  
8301 Mission Rd.  
Shawnee Mission, KS 66206  
(913) 993-2900  
[crmolten@smsd.org](mailto:crmolten@smsd.org)



**Stefanie M. Lane**  
*Grade 4 Mathematics, English Language Arts*  
Clay County USD 379  
Garfield Elementary School  
815 4<sup>th</sup> St.  
Clay Center, KS 67432  
(785) 632-2125  
[stefanielane@usd379.org](mailto:stefanielane@usd379.org)

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number: 12**

**Staff Initiating:**

**Director:**

**Commissioner:**

**Meeting Date: 2/11/2020**

Catherine Chmidling

Mischel Miller

Randy Watson

**Item Title:**

Act on higher education program standards for Health Education PreK-12.

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the new educator preparation program standards for Health Education PreK-12.

**Explanation of Situation Requiring Action:**

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

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

The revised standards for Health Education PreK-12 are offered for approval. A crosswalk document for the standards provides a comparison summary between the previous standards and the proposed new standards. The draft standards and crosswalk were provided at the January 2020 meeting as a Receive item. Staff and representatives from the standards revision committee will explain the process, present the standards and answer questions.

## Crosswalk: Former versus Proposed Health Education PreK-12 Program Standards

### General Information about this Revision:

- » Merged elements from former standards 3 and 4 and then redistributed them into three standards, creating an additional standard.
- » Used components under each standard in place of the knowledge and performance sections.
- » Reduced and streamlined the number of indicators/components under each standard.
- » Proposed standards address the needs of diverse learners.
- » Proposed standards emphasize the use of technology in planning, implementation and assessment.
- » Proposed standards and components use the term “candidates” in place of “teacher”.

### Standard 1

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<b>Standard #1</b> The teacher of health education understands health education content, disciplinary concepts, and applies these concepts to the content knowledge development of a healthy educated person.	<b>Standard #1: Content and Foundational Knowledge</b> Health education candidates demonstrate an understanding of health education content, health literacy skills, digital literacy skills, theoretical foundations, applicable PreK-12 health education standards for the purpose of instilling healthy behaviors in all learners.	<ul style="list-style-type: none"> <li>• Edited to emphasize the use of technology in instructional practices.</li> <li>• Updated the 10 Health Education content areas.</li> <li>• Included theoretical foundations for healthy behavior and learning.</li> </ul>

### Standard 2

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<b>Standard #3</b> The teacher of health education uses knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and	<b>Standard #2: Planning</b> Health education candidates plan relevant and meaningful school health education instruction and programs that are sequential and aligned with appropriate PreK-12	<ul style="list-style-type: none"> <li>• Moved 2014 Standard #2: Professional Development to create a proposed Standard #5: Professional Development. Now, proposed Standard #2 is Planning.</li> </ul>

<p>engagement in various health education settings and understands how individuals differ in their approaches to learning.</p> <p><b>Standard #4</b> The teacher of health education uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>health education standards. Plans include the use of instructional technology, integration of other content areas, resources and accommodations that support the needs of all learners.</p>	<ul style="list-style-type: none"> <li>Merged elements from former Standards 3 and 4 to create proposed Standards 2, 3, and 4.</li> </ul>
---	--	---

**Standard 3**

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p><b>Standard #3</b> The teacher of health education uses knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and engagement in various health education settings and understands how individuals differ in their approaches to learning.</p> <p><b>Standard #4</b> The teacher of health education uses an understanding of individual and group motivation and behavior to create a safe learning environment that</p>	<p><b>Standard #3: Implementation</b> Health education candidates implement a range of school health education instructional strategies, and classroom management practices, to support all learners. Candidates demonstrate communication skills, feedback, and the use of reflective practice strategies to meet the diverse needs of all learners.</p>	<ul style="list-style-type: none"> <li>Merged elements from former Standards 3 and 4 to proposed Standards 2, 3, and 4.</li> </ul>

encourages positive social interaction, active engagement in learning, and self-motivation.		
---	--	--

**Standard 4**

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p><b>Standard #3</b> The teacher of health education uses knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and engagement in various health education settings and understands how individuals differ in their approaches to learning.</p> <p><b>Standard #4</b> The teacher of health education uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p><b>Standard #4: Assessment of Student Learning</b> Health education candidates use multiple methods of assessment to plan instruction, engage all learners, monitor learner progress, provide meaningful feedback, and reflect on/adjust units and lessons to enhance the acquisition of functional health knowledge and health-related skill proficiency for all learners.</p>	<ul style="list-style-type: none"> <li>Merged elements from former Standards 3 and 4 to proposed Standards 2, 3, and 4.</li> </ul>

**Standard 5**

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p><b>Standard #2</b> The teacher of health education understands the need to foster relationships with colleagues, parents/guardians and</p>	<p><b>Standard #5: Professional Responsibility</b> Health education candidates work collaboratively with all stakeholders, demonstrate ethical behavior, and engage</p>	<ul style="list-style-type: none"> <li>Created a proposed standard, moving from four standards to five standards.</li> <li>Moved from former Standard 2: Professional Development to proposed</li> </ul>

<p>other professionals in the learning community and seeks opportunities to grow professionally.</p>	<p><b>in and reflect on professional learning opportunities in order to meet the diverse needs of all learners. Health education candidates communicate with stakeholders and advocate for school health education as an integral component of the school experience.</b></p>	<p>Standard 5: Professional Development.</p> <ul style="list-style-type: none"> <li>• Additional emphasis on advocacy and enhancement of Health Education.</li> <li>• Stressing the knowledge and practice of the Kansas Code of Conduct.</li> <li>• Encourages the continual use of emerging research.</li> </ul>
--	---	--

**Proposed**  
**Kansas Educator Preparation Program Standards for**  
**Health Education**  
**Early Childhood through Late Adolescence/Adulthood**  
**PreK-12**

"Learner" is defined as students including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

<p><b>Standard 1: Content and Foundational Knowledge</b>  Health education candidates demonstrate an understanding of health education content, health literacy skills, digital literacy skills, theoretical foundations, applicable PreK-12 health education standards for the purpose of instilling healthy behaviors in all learners.</p>
<p><b>Component 1.a:</b> Candidates demonstrate knowledge acquisition in the ten health education content areas (Community Health, Consumer Health, Environmental Health, Family Life, Relationships and Human Sexuality, Injury Prevention and Safety, Mental and Emotional Health, Nutrition, Personal Health, Prevention and Control of Disease, and Substance Use, Abuse and Addiction) and the six adolescent risk behaviors (tobacco use, nutritional behaviors, sedentary lifestyle, sexual behaviors, intentional/unintentional injury and other drugs).</p>
<p><b>Component 1.b:</b> Candidates demonstrate knowledge of health education standards.</p>
<p><b>Component 1.c:</b> Candidates demonstrate knowledge of theoretical foundations for health behavior and learning.</p>
<p><b>Component 1.d:</b> Candidates have knowledge of developmentally appropriate instructional strategies that meet the needs of diverse learners.</p>
<p><b>Component 1.e:</b> Candidates understand the process of curriculum development and ability to integrate into other content areas.</p>
<p><b>Component 1.f:</b> Candidates demonstrate proficiency in health literacy skills and digital literacy skills.</p>
<p><b>Standard 2: Planning</b>  Health education candidates plan relevant and meaningful school health education instruction and programs that are sequential and aligned with appropriate PreK-12 health education standards. Plans include the use of instructional technology, integration of other content areas, resources and accommodations that support the needs of all learners.</p>
<p><b>Component 2.a:</b> Candidates collect and analyze contextual information to plan relevant school health instruction and programs.</p>
<p><b>Component 2.b:</b> Candidates design a logical scope and sequence of meaningful, comprehensive and challenging learning experiences.</p>
<p><b>Component 2.c:</b> Candidates construct measurable, developmentally appropriate, performance-based objectives that are aligned with local, state, and/or the National Health Education Standards.</p>

<b>Component 2.d:</b> Candidates plan instruction that facilitates skill development and application of functional health knowledge.
<b>Component 2.e:</b> Candidates will plan instruction to meet the needs of all learners, adding accommodations and/or modifications specific to individual learners.
<b>Component 2.f:</b> Candidates apply the process of curriculum development and the ability to integrate into other content areas.
<b>Standard 3: Implementation</b> Health education candidates implement a range of school health education instructional strategies, and classroom management practices, to support all learners. Candidates demonstrate communication skills, feedback, and the use of reflective practice strategies to meet the diverse needs of all learners.
<b>Component 3.a:</b> Candidates implement a variety of instructional strategies to facilitate students' development of health-related skills and their application of functional health knowledge.
<b>Component 3.b:</b> Candidates implement instructional strategies that incorporate verbal and visual cues, technology, media and other appropriate resources to enhance student learning.
<b>Component 3.c:</b> Candidates reflect on and adjust instruction to meet student learning outcomes, and current community health issues.
<b>Component 3.d:</b> Candidates apply effective, developmentally appropriate, and respectful communication skills (verbal & non-verbal) and feedback.
<b>Component 3.e:</b> Candidates implement a variety of classroom management strategies to promote intrinsic motivation, a productive and safe learning environment, appropriate social behavior and managerial and instructional routines that create a smoothly functioning learning environment.
<b>Standard 4: Assessment of Student Learning</b> Health education candidates use multiple methods of assessment to plan instruction, engage all learners, monitor learner progress, provide meaningful feedback, and reflect on/adjust units and lessons to enhance the acquisition of functional health knowledge and health-related skill proficiency for all learners.
<b>Component 4.a:</b> Candidates implement a variety of summative and formative assessment techniques to document learners' progress.
<b>Component 4.b:</b> Candidates use assessment data to plan instruction, analyze student learning, reflect on implementation practices, provide meaningful feedback and adjust units and lessons.
<b>Standard 5: Professional Responsibility</b> Health education candidates work collaboratively with all stakeholders, demonstrate ethical behavior, and engage in and reflect on professional learning opportunities in order to meet the diverse needs of all learners. Health education candidates communicate with stakeholders and advocate for school health education as an integral component of the school experience.

<b>Component 5.a:</b> Candidates demonstrate ethical behavior, as defined by health education and/or Kansas Educators Code of Conduct.
<b>Component 5.b:</b> Candidates work collaboratively with stakeholders, professional organizations and/or peer groups to advocate for, and enhance, health education.
<b>Component 5.c:</b> Candidates participate in ongoing, meaningful learning opportunities that are aligned with professional needs, and they remain current with health education, evolving technologies, emerging research and student, school and community needs.
<b>Component 5.d:</b> Candidates reflect on their roles as teacher, professional and resource, and they identify strategies for adapting practice to meet the diverse needs of all learners.
<b>Component 5.e:</b> Candidates demonstrate strategies for communications and socialization with school colleagues and parents/community members.

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number: 13**

**Staff Initiating:**

**Director:**

**Commissioner:**

**Meeting Date: 2/11/2020**

Catherine Chmidling

Mischel Miller

Randy Watson

**Item Title:**

Act on higher education preparation program standards for Physical Education PreK-12.

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the new educator preparation program standards for Physical Education PreK-12.

**Explanation of Situation Requiring Action:**

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

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

The revised standards for Physical Education PreK-12 are offered for approval. A crosswalk document for the standards provides a comparison summary between the previous standards and the proposed new standards. The draft standards and crosswalk were provided at the January 2020 meeting as a Receive item. Staff and representatives from the standards revision committee will explain the process, present the standards and answer questions.

**Crosswalk: Former versus Proposed  
Physical Education  
Prek-12 Program Standards**

General Information about this Revision:		
<ul style="list-style-type: none"> <li>» Changed language from “teacher of physical education” to “educational candidate”.</li> <li>» Moved planning from former standard 5 to proposed standard 3 (3a, 3b, 3d).</li> <li>» Included social-emotional components to standard 1 and 3.</li> <li>» Added a stand alone technology standard (Standard 6)</li> <li>» Added a standard to address health-related fitness (Standard 2)</li> <li>» Move portions of former standard 2 to proposed standard 3.</li> </ul>		
STANDARD 1		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>Standard 1: The teacher of physical education understands the concepts of physical education content and applies these concepts for the development of a physically educated learner.</p>	<p>Standard 1: Content and Foundational Knowledge:</p> <p>Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.</p>	<ul style="list-style-type: none"> <li>• Standard 1 - The educational candidate demonstrates an understanding of specific content areas as well as specialized content areas including scientific, and theoretical foundations as opposed to stating they understand and apply general concepts.</li> <li>• The content knowledge is more specific to ensure the educational candidate is adequately prepared in each content area instead of listing specific activities within that content area to focus on.</li> <li>• Included sports skills.</li> <li>• Changed the wording to encompass both the knowledge and the application of knowledge in each component, which</li> </ul>

		<p>allowed us to combine the two categories into one set of components.</p> <ul style="list-style-type: none"> <li>• Included a social emotional component.</li> <li>• Changed motor movement to sensorimotor movement.</li> <li>• Changed the wording from fitness, to lifetime fitness.</li> <li>• Changed the wording from first-aid and emergency procedure to risk management to ensure we support prevention as well as response to injury.</li> <li>• Changed the wording from interdisciplinary to cross-curricular and changed content area to knowledge based core curriculum content areas.</li> </ul>
--	--	---

**STANDARD 2**

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
None	<p>Standard 2: Skillfulness and Health-Related Fitness Physical education candidates are physically literate individuals who can demonstrate the knowledge to achieve and maintain skillful performance* and a health-enhancing level of physical activity and fitness. *(Skillful Performance) A person's effective employment of techniques, tactics, strategies, rules and etiquette in the context of the activity.</p>	<ul style="list-style-type: none"> <li>• Note: Refer to Standards 1,3, and 5.</li> </ul>

STANDARD 3		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p><b>Standard 2:</b> The teacher of physical education understands how individuals learn and develop, including special needs learners, and can provide safe, developmentally appropriate opportunities that support their physical, cognitive, social and emotional development in the physical education environment.</p>	<p><b>Standard 3: Planning and Implementation</b> Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for PreK-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and critical thinking strategies to address the diverse needs of all students.</p>	<ul style="list-style-type: none"> <li>• Moved from former Standard 2 to develop current Standard 3.</li> <li>• Most performance and knowledge indicators from former Standard 2 found into proposed Standard 3 components.</li> <li>• Exceptions:</li> <li>• Safety issues moved to Standard 4, component e.</li> <li>• Assessment performance was moved to Standard 5 including all components. However, component 3.a also includes language of ensuring that outcomes are measurable, developmentally appropriate, and performance-based.</li> <li>• A component was added to address the social-emotional development of all learners. This is component 3.f.</li> <li>• Added more adapted and inclusive language indicating the need to work and develop appropriate programming for all learners.</li> </ul>
<p><b>Standard 5:</b> The teacher of physical education plans and implements a variety of developmentally appropriate instructional strategies to develop</p>		<ul style="list-style-type: none"> <li>• Moved from former Standard 5 to proposed Standard 3 (Component 3.a, 3.b. and 3.d).</li> </ul>

physical educated individuals.		
--------------------------------	--	--

**STANDARD 4**

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p><b>Standard 4:</b> The teacher of physical education uses knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and engagement in various physical activity settings and understands how individuals differ in their approaches to learning.</p>	<p><b>Standard 4 - Instructional Delivery and Management</b> Physical education candidates engage all students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, instructional and managerial skills to enhance student learning.</p>	<ul style="list-style-type: none"> <li>• The use of verbal and nonverbal communication (former Standard 4) is addressed in Component 4.b.</li> <li>• The ability to use communication skills to address different approaches to learning is in Component 4.c.</li> <li>• References to “current technological Innovations” in former Standard 4, Knowledge 4 has been moved to proposed Standard 6.</li> </ul>
<p><b>Standard 7:</b> The teacher of physical education uses an understanding of individual group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning and self-motivation.</p>		<ul style="list-style-type: none"> <li>• Former Standard 7 moved to proposed Standard 4, component 4.a.</li> </ul>

STANDARD 5		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p><b>Standard 6:</b> The teacher of physical education understands and uses formal and informal assessment strategies to foster the learning and skill development of all learners in physical activity.</p>	<p><b>Standard 5 - Assessment of Student Learning</b> Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.</p>	<ul style="list-style-type: none"> <li>• Former Standard 6 moved to proposed Standard 5.</li> <li>• The terms “formal and informal” can be found in Components 5.a and 5.b as they relate to pre-assessments and formative assessments.</li> <li>• The idea that assessment should be used to foster learning and skill development is further defined in proposed Standard 5 which states that assessment will be used to monitor students' progress and guide instructional decisions.</li> </ul>
STANDARD 6		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p><b>Standard 4:</b> The teacher of physical education uses knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and engagement in various physical activity settings and understands how individuals differ in their approaches to learning.</p>	<p><b>Standard 6 – Technology</b> Physical education candidates exhibit technological literacy, model appropriate digital citizenship, and engage students in technology use to enhance learning.</p>	<ul style="list-style-type: none"> <li>• Former Standard 4 Knowledge was moved to proposed Standard 6, component 6.a.</li> <li>• Expand skills needed in this area.</li> </ul>

STANDARD 7		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p><b>Standard 3:</b> The teacher of physical education understands the need to foster relationships with colleagues, parents/guardians and other professionals in the learning community and seeks opportunities to grow professionally.</p>	<p><b>Standard 7 - Professional Responsibility</b> Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.</p>	<ul style="list-style-type: none"> <li>Proposed Standard 7 expanded professional responsibilities that educational candidates need to model as they leave a professional program.</li> </ul>

**Proposed**  
**Kansas Educator Preparation Program Standards for**  
**Physical Education**  
**Early Childhood through Late Adolescence/Adulthood**  
**PreK-12**

"Learner" is defined as students including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

<p><b>Standard 1 : Content and Foundational Knowledge</b>  Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.</p>
<p><b>Component 1.a:</b> Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.</p>
<p><b>Component 1.b:</b> Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.</p>
<p><b>Component 1.c:</b> Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.</p>
<p><b>Component 1.d:</b> Describe the historical, philosophical, social perspectives and legislation in general physical education and adapted physical education.</p>
<p><b>Component 1.e:</b> Describe and apply content knowledge of enhanced physical activity and how it affects cognitive, affective and behavioral functioning.</p>
<p><b>Standard 2: Health-Related Fitness</b>  Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.</p>
<p><b>Component 2.a:</b> Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).*</p>
<p>*(Skillful Performance) A person's effective employment of techniques, tactics, strategies, rules and etiquette in the context of the activity.</p>
<p><b>Standard 3: Planning and Implementation</b>  Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for PreK-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and critical thinking strategies to address the diverse needs of all students.</p>

<b>Component 3a:</b> Plan and implement appropriate short- and long-term <b>objectives</b> that are aligned with local, state and SHAPE America's National Standards and Grade-Level Outcomes for PreK-12 Physical Education. Outcomes must be measurable, developmentally appropriate, and performance-based.
<b>Component 3b:</b> Plan and implement progressive (over-time) and sequential content and skill development, allowing for individualized instruction, that aligns with short- and long- term plan outcomes, which address the diverse needs of all students.
<b>Component 3c:</b> Plan for and manage resources, including adapted equipment, to provide active, fair and equitable learning experiences.
<b>Component 3d:</b> Plan and implement instruction, specially designed when necessary, adding specific accommodations and/or modifications for all students.
<b>Component 3f:</b> Plan and implement learning experiences that engage students in using critical thinking strategies appropriately to analyze their own performance.
<b>Standard 4: Instructional Delivery and Management</b> Physical education candidates engage all students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.
<b>Component 4a:</b> Establish a caring and inclusive learning environment through constructive feedback and positive behavior management strategies that support relationship building.
<b>Component 4b:</b> Employ verbal and/or nonverbal communication skills that clearly state the learning objectives to students during the lesson introduction and closure.
<b>Component 4c:</b> Provide clear, accurate, and concise task instructions and cues to meet the needs of students with exceptionalities and different learning styles (e.g. auditory, visual, kinesthetic).
<b>Component 4d:</b> Exhibit the ability to modify or adjust instructional activities in response to off-task behavior, schedule changes, and unanticipated classroom events.
<b>Component 4e:</b> Execute effective management strategies for safety, efficient use of time, maximized participation, and student self-management.
<b>Component 4f:</b> Utilize a variety of techniques to observe student performance and provide specific, individual or group feedback to include accommodations and modifications for the enhancement of student learning.
<b>Standard 5: Assessment of Student Learning</b> Physical Education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.
<b>Component 5a:</b> Implement formal and/or informal pre-assessments and utilize data to plan developmentally appropriate learning experiences.
<b>Component 5b:</b> Conduct formal and/or informal formative assessments to guide instructional strategies, student practice, and modification of learning objectives.
<b>Component 5c:</b> Collect and utilize summative assessment data to evaluate and communicate student progress, inform curricular modifications, and reflect upon teacher effectiveness.

**Standard 6: Technology and Digital Citizenship.** Physical education candidates exhibit technological fluency, model appropriate digital citizenship, and engage students in technology use to enhance learning.

**Component 6.a:** Select and utilize digital tools to create and implement innovative learning experiences that maximize student engagement with lesson content.

**Component 6.b:** Use technology for the collection, analysis, evaluation and communication of student performance and data.

**Component 6.c:** Facilitate student use of technology to meet learning outcomes in a safe, legal, and ethical manner.

**Standard 7: Professional Responsibility**

Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

**Component 7.a:** Engage in behavior that exhibits self-reflection, professional ethics, practice and cultural competence.

**Component 7.b:** Demonstrate the knowledge and importance of professional growth and collaboration in schools and/or professional organizations.

**Component 7.c:** Describe strategies for the promotion and advocacy of physical education and expanded physical activity opportunities for all.



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

**Item Title:** Recognition of National ESEA Distinguished Schools

**From:** Tate Toedman

The Kansas State Board of Education will have the opportunity to hear from the two 2019 ESEA Distinguished Kansas Schools. These schools were honored earlier this month at a ceremony in Atlanta at the national ESEA conference.

2019 ESEA Distinguished Schools are:

- Ruth Clark Elementary School, Haysville USD 261, Principal Carla Wulf
- New Stanley Elementary School, Kansas City USD 500, Principal Shonielle Roberson

The principals from the above-named schools will briefly introduce themselves and share with Board members the factors they have found to be most significant in raising and/or maintaining student achievement at their schools and their experience at the national ESEA conference. They will be available to respond to questions from Board members.



**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

Agenda Number: 15 a.

**Staff Initiating:****Director:****Commissioner:****Meeting Date:** 2/11/2020

Scott Gordon

Scott Gordon

Randy Watson

**Item Title:**

Act on the recommendations of the Professional Practices Commission (grant)

**Recommended Motion:**

It is moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission in renewing the licenses in cases 19-PPC-08, 19-PPC-48, and 19-PPC-49.

**Explanation of Situation Requiring Action:****19-PPC-08**

On December 9, 2019 the Professional Practices Commission conducted an evidentiary hearing on the Complaint filed by the Kansas State Department of Education seeking the denial of the Licensee's request to renew his license. The basis for the Complaint is an arrest and subsequent diversion from prosecution for a criminal charge of drug possession (marijuana) which occurred while the Licensee was employed as a licensed teacher. In spite of KSDE's suggested discipline of public censure, the PPC recommends the license be issued without discipline.

**19-PPC-48**

The Applicant is seeking a renewal of a professional license. While licensed by the Kansas State Board of Education, the Applicant was arrested for possession of marijuana and drug paraphernalia. The Applicant entered into a diversion agreement which she successfully completed on April 8, 2019. The Applicant promised to never do it again. The PPC recommends her license be issued subject to public censure. Although Applicant was instructed multiple times to submit her request for review directly to Board Secretary, she emailed a request to KSDE staff asking that her license not be censured. A copy of that email is included for the State Board's review. KSDE suggests the Applicant should consider herself lucky if her only form of discipline is to be censured.

**19-PPC-49**

The Applicant is seeking renewal of a professional license. While licensed by the Kansas State Board of Education, the Applicant was arrested for possession of marijuana and drug paraphernalia. The Applicant entered into a diversion agreement which she successfully completed on Jan. 2, 2019. The Applicant expressed remorse and apologized for her misconduct. The PPC recommends her license be issued subject to public censure.



BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION  
PROFESIONAL PRACTICES COMMISSION

In the Matter of  
the License of  
**Applicant**

Case No. 19-PPC-08

OAH No. 19ED0013 ED

**INITIAL ORDER**

**Decision**

Having heard the testimony of the witnesses, considered the evidence presented, reviewed the applicable statutes, regulations and policies, and otherwise being duly and fully informed in the premises of this matter, the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) on a vote of 5 to 1 with 1 abstention recommends to the Kansas State Board of Education that the Complaint filed by KSDE seeking to censure **Applicant** be denied.<sup>1</sup>

**Statement of Case**

This matter comes on for hearing before the Commission upon the Complaint filed by the KSDE seeking revocation of <sup>Applicant's</sup> teaching license.

The hearing was held on December 9, 2019. Appearing for the Commission were chairperson, Linda Sieck, and members William Anderson, Jennifer Holt, Stan Ruff, Sylvia Ramirez, Aaron Edwards and Caroline Spaulding.

<sup>Applicant</sup> appeared in person and with counsel Kimberly Streit Vogelsberg.

KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon.

**Evidentiary Rulings**

Counsel for KSDE requested that KSDE Exhibits A through C be admitted as evidence. <sup>Applicant</sup> had no objection. KSDE Exhibits A through C were admitted.

<sup>Applicant</sup> offered Exhibits 1 through 7. KSDE had no objection to the offered exhibits. Exhibits 1 through 7, as offered by <sup>Applicant</sup> were admitted.

---

<sup>1</sup> The initial Complaint called for the revocation of <sup>Applicant's</sup> teaching license; however, at the conclusion of the evidentiary portion of the hearing, KSDE modified the request to a request for censure rather than revocation.

## Procedural Issue

Applicant made an oral motion to dismiss the complaint filed by KSDE. Applicant asserted that K.S.A. 74-120(b)(1) prohibited the State Board of Education from disqualifying Applicant based upon “any arrests that do not result in a conviction.”

Pursuant to K.A.R. 91-22-25, the Commission has the authority to render a decision on a matter and make a recommendation to the State Board of Education as to the action to be taken. It was determined that this same authority applies to dispositive motions such as the Applicant’s motion to dismiss. It was understood that due to the Commission’s limited authority to make recommendations, that the evidentiary hearing would occur regardless of the Commission’s decision on the motion to dismiss.

The parties were allowed to present oral arguments for the sake of preserving the matter for appeal. The Commission, having heard the arguments of counsel, made no recommendation on the appellant’s request to dismiss the proceedings.

## Findings of Fact

1. As of the date of the Complaint filed in this matter, Applicant held a professional teaching license, having been issued a professional teaching licensed since 2017. (Exhibit A)
2. Applicant testified, and the evidence supported, that a Complaint was filed in Johnson County District Court on or about July 23, 2018 in which it was alleged that Applicant had, on July 22, 2018, unlawfully possessed a quantity of marijuana, in violation of K.S.A. 21-5706(b)(3), and had knowingly use or possess with intent to use drug paraphernalia, in violation of K.S.A. 21-5709(b)(2). (Exhibit B)
3. Applicant entered into a diversion agreement with the Johnson County District Attorney’s Office on or about October 19, 2018, wherein he stipulated to the allegations in the complaint. (Exhibit C)
4. In accepting the diversion agreement Applicant agreed to: a diversion term of twelve (12) months; pay fees and costs totaling \$269.50; and, comply with all terms of the diversion agreement.
5. Applicant’s diversion concluded, and the complaint was dismissed on October 30, 2019. (Exhibit 1)
6. Applicant was licensed as a teacher in the State of Kansas at the time of the offense. (Exhibit A)
7. On February 12, 2019, the KSDE filed a Complaint against Applicant seeking revocation of his teaching license based on his alleged misconduct.

8. Applicant testified as to the events that led to the complaint filed on July 23, 2018. Applicant acknowledged having smoked marijuana on the day in question and even before that but also stated that he had not used marijuana or drugs since. Applicant took responsibility for his actions on the night of July 22, 2018. Applicant stated that he had completed all terms of the diversion agreement, resulting the matter being dismissed, and had attended counseling, where it was determined that he did not have any addictions to drugs. No additional counseling was recommended.

9. Applicant testified that he had spoken to the principals at the school in which he taught and had advised them of the criminal charges. Each principal submitted a letter in support of Applicant, acknowledging having been told of the charges by Applicant.

### Conclusions of Law

1. The Kansas State Board of Education (“State Board”) is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas. Kan. Const., Art. VI and K.S.A. 2017 Supp. 72-255.

2. K.A.R. 91-22-1a(a) provides, in pertinent part, that “[a]ny license issued by the state board may be suspended or revoked, or the license holder may be publicly censured by the state board for misconduct or other just cause” including: for “(3) conviction of any misdemeanor involving theft” and “(11) entry into a criminal diversion agreement after being charged with any offense or act described in this subsection.”

3. Applicant acknowledged that he was charged with the criminal offenses and that what he did was wrong. Applicant explained the circumstances that led to his citation and the diversion and took full responsibility for his actions.

4. K.A.R. 91-22-1a(g) sets forth what must be satisfied for a teacher that has had their license denied or revoked based on a violation of the provisions in subsection (a) of the same regulation to apply for a new license

5. Although not required in this matter, the Commission felt it was appropriate to consider the factors set forth in K.A.R. 91-22-1a(g)(1) in determining if Applicant should be revoked or if there was sufficient evidence that he had been rehabilitated.

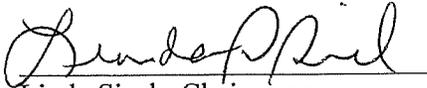
6. The Commission, in determining whether to recommend to the Board that an individual’s application should be granted, is required to determine the extent of the applicant’s efforts at rehabilitation as well as the fitness of the applicant to be a member of the teaching profession. *Wright v. State Bd. of Educ.*, 268 P.3d 1231 (Kan.App. 2012). The Commission has utilized these same principles in determining if a teacher’s license should be revoked.

7. In considering the factors in relation to the facts in this matter, the Commission felt that Applicant demonstrated fitness to retain his license to teach. Among other factors the Commission identified that the offense had occurred more than a year prior, Applicant expressed remorse and recognition of the wrongfulness of his actions, Applicant provided evidence of rehabilitation having

visited with a counselor who determined <sup>Applicant</sup> did not suffer from any addiction(s), <sup>Applicant</sup> was truthful and forthcoming in his testimony, remained suitable to be placed in a position of trust and would be a suitable role model for students.

8. On a vote of 5 in favor, 1 opposed and 1 member abstaining<sup>2</sup>, the Commission recommends to the Kansas State Board of Education that the Complaint filed by KSDE seeking to censure **Applicant** be denied.

**IT IS SO ORDERED.**

 4/16/2020  
Linda Sieck, Chairperson  
Professional Practices Commission

**NOTICE**

This Initial Order of the Professional Practices Commission is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act.

You may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within **ten calendar** days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

Peggy Hill  
Secretary, Kansas State Board of Education  
900 SW Jackson Street,  
Topeka, Kansas 66612

Response briefs are due within **ten calendar days** after service of the legal brief upon the opposing party. Any reply brief is due **five calendar days** after service of any response brief on the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

---

<sup>2</sup> Sylvia Ramirez abstained from the vote due to arriving to the hearing after it began.

Certificate of Service

On January 16, 2020, I certify that I caused a copy of the foregoing was placed in the United States first class mail, postage prepaid, addressed to:

# Applicant

Kimberly Streit Vogelsberg  
KNEA  
715 SW 10th Avenue  
Topeka, KS 66612  
Tel: (785) 232-8271

and further certify that a copy of the foregoing to be hand-delivered to:

R. Scott Gordon, Attorney  
Kansas State Department of Education  
900 SW Jackson, Ste. 102  
Topeka, KS 66612  
Telephone: 785-296-3204

Candi Brown

Candi Brown, Secretary  
Professional Practices Commission  
Kansas State Department of Education  
900 SW Jackson Street  
Topeka, KS 66612-1182



**BEFORE THE KANSAS STATE BOARD OF EDUCATION  
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of  
the Application of

19-PPC-48

██████████

**INITIAL ORDER**

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon ██████████ application for a Renewal of Professional License.

The hearing on this matter was held on December 9, 2019. Appearing for the Commission were chairperson, Linda Sieck, and members, William Anderson, Aaron Edwards, Jennifer Holt, Sylvia Ramirez, Stan Ruff, and Caroline Spaulding. The KSDE appeared by and through General Counsel, R. Scott Gordon. ██████████ appeared on her own behalf.

**FINDINGS OF FACT**

1. ██████████ applied for a renewal of her professional license in September 2019.
2. ██████████ was charged with possession of marijuana and possession with intent to use drug paraphernalia.
3. On April 9, 2018, ██████████ entered into a one-year diversion agreement and was successfully completed on April 8, 2019.
4. ██████████ disclosed her drug diversion agreement on her application for her professional license renewal.
5. According to ██████████ testimony, she was stopped for a traffic infraction when the police noticed the smell of marijuana. Police found ██████████ to be in possession of: a marijuana cigarette; Roaches; 3 baggies; and two hair clips used to hold the marijuana cigarette.
6. ██████████ testified that she made a mistake; however, the Commission finds there was no clear sense of remorse.
7. ██████████ was a licensed educator or employed in a position of public trust at the time of her offenses.
8. The Commission finds that ██████████ did not provide evidence of rehabilitation since the time of the offense, are uncertain if her behavior has ceased to be a factor in her fitness for licensure; however, ██████████ did offer her assurance of not doing it again.

9. The Kansas State Department of Education mailed [REDACTED] a Notice to Appear on November 20, 2019.

### CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. The evidence shows [REDACTED] has no other criminal activity, is a suitable role model for students; and can be placed in a position of the public’s trust as a teacher.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 7-0, that [REDACTED] application for a Renewal of her Professional License be granted subject to public censure. Although not requiring it as a condition of its recommendation to the State Board, the Commission strongly suggests that [REDACTED] discuss this hearing with her current employer.

This Initial Order is made and entered this December 9, 2019.

PROFESSIONAL PRACTICES COMMISSION

\_\_\_\_\_  
Linda Sieck, Acting Chairman

Order signed on \_\_\_\_\_, 2019.

## NOTICE TO APPLICANT

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

You may submit to the State Board for its consideration as part of its review of the Initial Order a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within ten calendar days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

Peggy Hill  
Secretary, Kansas State Board of Education  
900 SW Jackson Street, Suite 600  
Topeka, KS 66612

Response briefs are due within ten calendar days after service of the legal brief upon the opposing party. Any reply brief is due five calendar days after service of any response brief upon the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

**CERTIFICATE OF SERVICE**

I hereby certify that on this \_\_\_\_\_ day of \_\_\_\_\_, 2019, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

██████████  
██████████  
████████████████████

And via interoffice mail to:

R. Scott Gordon  
Kansas State Department of Education  
900 SW Jackson Street, Suite 102  
Topeka, Kansas 66612

---

Candi Brown  
Secretary, Professional Practices Commission

Candi L. Brown

---

**From:** [REDACTED]  
**Sent:** Tuesday, January 14, 2020 9:59 AM  
**To:** Candi L. Brown  
**Subject:** Fwd: Professional Standards Board Meeting on 12/9/19 for Ms. Peggy Hill

EXTERNAL: This email originated from outside of KSDE. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

----- Forwarded message -----

**From:** [REDACTED] 19-PPC-48  
**Date:** Thursday, December 19, 2019  
**Subject:** Professional Standards Board Meeting on 12/9/19  
**To:** [REDACTED]

Good Morning Ms Hill

I realize that I have let you and the state of Kansas down tremendously. I am sending this letter to share that have taken full responsibility for my poor judgement. I did have the very difficult conversation with my principal, Mr. [REDACTED], on December 10, 2019. I am very ashamed for what I have done. I had very poor judgement with this situation, but am asking for forgiveness. I did go through rehabilitation for this in addition to having to call each evening for a year to see if I needed to have my urine checked the next day. I met with a counselor each month to discuss how I was coming along. I am in hopes that you and the rest of the board are able to forgive me and let me continue to teach in the state of Kansas without a censured license.. I know that the Professional Standards Board is recommending that I have a censured teaching license, however this would mean that no district in the state would want me to teach for them. I am willing to do whatever it takes to be able to continue teaching! I will never betray the trust that you and the district have placed in me again.

Thank you very much for you time and consideration with this matter.

Sincerely,

[REDACTED] 19-PPC-48

\*\*\*\*\* DISCLAIMER \*\*\*\*\* This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error please notify the sender immediately and delete this e-mail from your system. Please note that any views or opinions presented in this email are solely those of the author and do not necessarily represent those of USD 230. No employee or agent is authorized to conclude any binding agreement on behalf of USD 230 with another party by email without express written confirmation by the USD 230 Superintendent of Schools. No representation is made that this email or any attachments are free of viruses. Virus scanning is recommended and is the responsibility of the recipient.



**BEFORE THE KANSAS STATE BOARD OF EDUCATION  
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of  
the Application of

19-PPC-49

██████████

**INITIAL ORDER**

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon ██████████ ██████████ application for a renewal of her professional license.

The hearing on this matter was held on December 9, 2019. Appearing for the Commission were chairperson, Linda Sieck, and members, William Anderson, Aaron Edwards, Jennifer Holt, Sylvia Ramirez, Stan Ruff, and Caroline Spaulding. The KSDE appeared by and through General Counsel, R. Scott Gordon. ██████████ appeared on her own behalf.

**FINDINGS OF FACT**

1. ██████████ applied for a renewal of her professional license.
2. ██████████ was charged with possession of marijuana and possession of drug paraphernalia. She entered into a 6-month criminal diversion agreement and was successfully completed on January 2, 2019.
3. ██████████ did disclose her diversion on the application.
4. According to ██████████ testimony, she was diagnosed with cancer in 2014 and used the marijuana for pain management. Police found the marijuana in her car while she was on her way back from Colorado. ██████████' states that she does not use marijuana anymore after getting caught and being placed on diversion, as she no longer needs pain relief and seeks counseling and exercises for stress relief.
5. ██████████ was a licensed educator or employed in a position of public trust at the time of her offenses, but was on medical leave.
6. The Commission believes the applicant has clearly demonstrated a present recognition of the wrongfulness of her conduct and has expressed remorse for the conduct.
7. The Kansas State Department of Education mailed ██████████ a Notice to Appear on November 20, 2019

## CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. The evidence shows ██████████ has: no other criminal activity; recognized her own wrong doing; is a suitable role model for students; and can be placed in a position of trust as a teacher.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 7-0, that ██████████’ application for a renewal of her professional license be granted subject to public censure. Although not requiring it as a condition of its recommendation to the State Board, the Commission strongly suggests that ██████████ discuss this hearing with her current employer.

This Initial Order is made and entered this December 9, 2019.

PROFESSIONAL PRACTICES COMMISSION

\_\_\_\_\_  
Linda Sieck, Acting Chairman

Order signed on \_\_\_\_\_, 2019.

## **NOTICE TO APPLICANT**

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

You may submit to the State Board for its consideration as part of its review of the Initial Order a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within ten calendar days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

Peggy Hill  
Secretary, Kansas State Board of Education  
900 SW Jackson Street, Suite 600  
Topeka, KS 66612

Response briefs are due within ten calendar days after service of the legal brief upon the opposing party. Any reply brief is due five calendar days after service of any response brief upon the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

**CERTIFICATE OF SERVICE**

I hereby certify that on this \_\_\_\_\_ day of \_\_\_\_\_, 2019, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

██████████  
██████████████████  
██████████████████

And via interoffice mail to:

R. Scott Gordon  
Kansas State Department of Education  
900 SW Jackson Street, Suite 102  
Topeka, Kansas 66612

---

Candi Brown  
Secretary, Professional Practices Commission

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15 b.

**Staff Initiating:**

Scott Gordon

**Director:**

Scott Gordon

**Commissioner:**

Randy Watson

**Meeting Date:** 2/11/2020

---

### **Item Title:**

Act on the recommendations of the Professional Practices Commission (denial)

### **Recommended Motion:**

It is moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission in denying the license in case 19-PPC-39.

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

#### **19-PPC-39**

The Applicant is seeking an Emergency Substitute Teaching license. The Applicant submitted two applications. The first application did not disclose a prior felony conviction, the second application disclosed the conviction and included appropriate court documents. According to those records, the Applicant had been convicted of falsely declaring ownership of pawned items. The Applicant was made aware of his scheduled hearing but did not appear nor did he provide any evidence as to why he should be licensed. The PPC recommends his license be denied.



BEFORE THE KANSAS STATE BOARD OF EDUCATION  
PROFESSIONAL PRACTICES COMMISSION

In the Matter of  
the Application of

19-PPC-39

██████████

**INITIAL ORDER**

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon ██████████ application for an Emergency Substitute License.

The hearing on this matter was held on August 9, 2019. Appearing for the Commission were chairperson, Linda Sieck, and members, William Anderson, Aaron Edwards, Jennifer Holt, Sylvia Ramirez, Stan Ruff, and Caroline Spaulding. The KSDE appeared by and through General Counsel, R. Scott Gordon. ██████████ did not appear.

**FINDINGS OF FACT**

1. ██████████ applied for two Emergency Substitute Licenses on July 6, 2019 and July 11, 2019.
2. On August 28, 2006, ██████████ plead guilty and was convicted of two felony counts of False Declaration of Ownership in Pawn. ██████████ falsely declared ownership of a Paintball Gun and Black Cat Air Compressor.
3. ██████████ did not disclose the conviction on the July 6, 2019 application as he stated he was waiting for the court documents. He did disclose the convictions on his July 11, 2019 application.
4. ██████████ was not a licensed educator or employed in a position of public trust at the time of his offenses.
5. The Kansas State Department of Education mailed ██████████ a Notice to Appear on November 20, 2019. The Notice indicated that a failure to appear for the hearing may result in a default judgment and denial of his application.
6. The Kansas State Department of Education's Office of General Counsel staff spoke with ██████████ ██████████ on the phone and informed him of the need to appear for his hearing. He was aware of the date, time, and place of the hearing but did not appear.

**CONCLUSIONS OF LAW**

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to “instill respect for the law.” *Hainline v. Bond*, 250 Kan. 217 (1992). An educator is a role model. *Hainline* at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. The Kansas State Board of Education may deny a license to anyone previously convicted of any crime punishable as a felony. K.A.R. 91-22-1a.
5. ██████████ provided no evidence of remorse, rehabilitation, or recognition of the wrongfulness of his actions.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 7-0, that ██████████ applications for an Emergency Substitute License be denied because of his previous criminal history and his failure to participate in the proceedings.

This Initial Order is made and entered this August 9, 2019.

PROFESSIONAL PRACTICES COMMISSION

\_\_\_\_\_  
Linda Sieck, Acting Chairman

Order signed on \_\_\_\_\_, 2019.



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

**Item Title:** Presentation of the first Kansas Certificates in Child Nutrition Management

**From:** Cheryl Johnson

The Kansas Certificate in Child Nutrition Management is a program sponsored by Child Nutrition & Wellness and approved by the Kansas State Board of Education. To receive a Kansas Certificate in Child Nutrition Management, 120 hours of Kansas State Department of Education, Child Nutrition & Wellness approved management classes must be completed.

The Child Nutrition professionals who have completed requirements and are the first to be awarded the Certificate in Child Nutrition Management are:

Kay Cox – USD 313 Buhler

Martha Ohnick – USD 448 Inman

Sheila Carinder- USD 436 Caney Valley





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

**Item Title:** Receive Special Education Advisory Council report on Transition Task Force recommendations

**From:** Bert Moore

The Special Education Advisory Council (SEAC), with support from KSDE's Special Education and Title Services team, will report on its review of the Transition Task Force recommendations. These recommendations address effective transition planning to improve postsecondary outcomes for all students with disabilities. The presentation will include a summary of the Council's comments and suggestions for effective implementation.





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

**Item Title:** Receive SEAC recommendation to change the Emotional Disturbance term in Kansas special education statute and regulation

**From:** Bert Moore

At its January 2020 meeting the Special Education Advisory Council (SEAC) voted to support a change in the term emotional disturbance in Kansas special education statute and regulation. This followed a discussion with a panel of experts including representatives from the Kansas Association of School Psychologists, Kansas School Social Work Association, Kansas School Mental Health Advisory Council, and the State Interagency Coordinating Council, during multiple meetings. Information was also solicited from the U.S. Department of Education, other states, national technical assistance centers and advocacy groups.

SEAC recommends that the Kansas State Board of Education support a statutory change from the term *emotional disturbance* to the term *emotional disability*. SEAC recommends that if the Kansas Legislature changes this term in Kansas statute, that the State Board make a corresponding change to its special education regulations. This recommendation is only a change in term, not a change in the definition or eligibility criteria for this disability category.





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

**Item Title:** Legislative Matters

**From:** Dale M. Dennis

KSDE staff will provide a status report on education legislation to date.



**Item Title:**

Accept Resolution in support of Public Schools Week Feb. 24-28

**Recommended Motion:**

It is moved that the Kansas State Board of Education accept a Resolution expressing support for Public Schools Week, Feb. 24-28, 2020.

**Explanation of Situation Requiring Action:**

Public Schools Week aims to highlight the nation's public schools for their role in preparing young people to contribute to the society, economy and citizenry of the country. Public Schools Week is Feb. 24-28, and the Kansas State Board of Education will express support for the occasion through a Resolution. There are several organizational supporters of Public Schools Week, both at state and national levels.





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

**To:** Commissioner Randy Watson  
**From:** Candi Brown, Wendy Fritz  
**Subject:** Personnel Report

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<b>Total New Hires</b>	3	3	0	3	1	1	5					
Unclassified	2	3	0	3	1	1	5					
Unclassified Regular (leadership)	1	0	0	0	0	0	0					
<b>Total Separations</b>	4	1	2	0	4	0	1					
Classified	1	0	0	0	0	0	0					
Unclassified	2	1	2	0	4	0	1					
Unclassified Regular (leadership)	1	0	0	0	0	0	0					
<b>Recruiting (data on 1st day of month)</b>	5	5	6	10	6	4	4					
Unclassified	5	5	6	9	6	4	4					
Unclassified Regular (leadership)	0	0	0	1	0	0	0					

Total employees 243 as of pay period ending 01/11/2020. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 b.

**Staff Initiating:**

Candi Brown

**Director:**

Wendy Fritz

**Commissioner:**

Randy Watson

**Meeting Date:** 2/11/2020

---

### **Item Title:**

Act on personnel appointments to unclassified positions

### **Recommended Motion:**

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

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

The following personnel appointments are presented this month:

**Phillip Salyer** to the position of Applications Developer on the Information Technology team, effective Jan. 6, 2020, at an annual salary of \$ 55,099.20. This position is funded by Title VIB and State General Funds.

**Jean Rush** to the position of Education Program Consultant on the Special Education and Title Services team, effective Jan. 6, 2020, at an annual salary of \$ 56,118.40. This position is funded by the Consolidated Administrative Pool.

**Julie Rand** to the position of Education Program Consultant on the Early Childhood team, effective Jan. 6, 2020, at an annual salary of \$ 56,118.40. This position is funded by Early Childhood and ESSA Preschool Development Grants.

**Myra Stithem** to the position of Public Service Administrator on the Teacher Licensure and Accreditation team, effective Jan. 12, 2020, at an annual salary of \$ 48,006.40. This position is funded by the Certification Fee Fund.

**Catherine Swain** to the position of Senior Administrative Assistant on the Special Education and Title Services team, effective Jan. 15, 2020, at an annual salary of \$ 29,161.60. This position is funded by the Title VI - Part B fund and the Consolidated Administrative Pool.



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 c.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 2/11/2020

Susan Helbert

Mischel Miller

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 and Accreditation. The district(s) must submit an application verifying that the individual teacher for whom they are requesting the waiver is currently working toward achieving the appropriate endorsement on his/her license. A review of the waiver application is completed before the waiver is recommended for approval.

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



Licensure Waivers

Item 21 c. Attachment

District	Dist Name	First	Last	Subject	Recomm.
D0200	Greeley County Schools	Abigail	Clemmons	High Incidence Special Ed.	Approved
D0204	Bonner Springs	Aubrey	Woodard	Low Incidence Special Ed.	Approved*
D0231	Gardner Edgerton	Dustin	Fluderer	Math - extension on number of days under an emergency substitute license	Approved
D0259	Wichita	Adam	Jilka	Low Incidence Special Ed.	Approved
D0259	Wichita	Beth	Ratzloff	High Incidence Special Ed.	Approved**
D0259	Wichita	Alicia	Moore	Low Incidence Special Ed.	Approved
D0259	Wichita	Amy	Woodard	Low Incidence Special Ed.	Approved
D0259	Wichita	Jessica	Schmidt	Library Media Specialist	Approved
D0305	Salina	Kendra	Baumberger	High Incidence Special Ed.	Approved
D0336	Holton	Julie	Marston	Visual Impaired	Approved
D0361	Chaparral Schools	Joshua	Patterson	Speech/Speech Communications - extension on number of days under an emergency substitute license	Approved
D0383	Manhattan-Ogden	Jenny	Birk	High Incidence Special Ed.	Approved
D0428	Great Bend	Ira	Cape	High Incidence Special Ed.	Approved
D0428	Great Bend	Jason	Duvall	High Incidence Special Ed.	Approved*
D0428	Great Bend	Melissa	Schlegel	High Incidence Special Ed.	Approved
D0428	Great Bend	Tammy	Cline	High Incidence Special Ed.	Approved*
D0450	Shawnee Heights	Zachary	Mickens	High Incidence Special Ed.	Approved
D0457	Garden City	Thomas	Shields	High Incidence Special Ed.	Approved
D0457	Garden City	Kristie	Ritter	High Incidence Special Ed.	Approved
D0457	Garden City	Rocio	Koehn	Early Childhood Special Ed. - extension on number of days under an emergency substitute license	Approved
D0457	Garden City	Jacquelin	Castillo Meraz	Early Childhood Special Ed. - extension on number of days under an emergency substitute license	Approved
D0475	Geary County Schools	Carol	Strathe	High Incidence Special Ed.	Approved
D0497	Lawrence	Michelle	King	Gifted	Approved
D0497	Lawrence	Cicily	Rights	High Incidence Special Ed.	Approved*
D0497	Lawrence	Katharine	Ritter	High Incidence Special Ed.	Approved*
D0497	Lawrence	Molly	Green	High Incidence Special Ed.	Approved**
D0501	Topeka Public Schools	Kody	Thexton	High Incidence Special Ed.	Approved
D0501	Topeka Public Schools	Alexis	Hanson	High Incidence Special Ed.	Approved*
D0501	Topeka Public Schools	Laura	Snyder	High Incidence Special Ed.	Approved*
	*First Renewal			**Final Renewal	

					Page 2
D0512	Shawnee Mission Pub Sch	Kendra	Greenwood	Low Incidence Special Ed.	Approved
D0602	Northwest KS Educational Service Center	Angela	Shepard	High Incidence Special Ed.	Approved
D0607	Tri County Special Education Coop	Simona	Finney	High Incidence Special Ed.	Approved
D0607	Tri County Special Education Coop	Carrie	Strycker	Early Childhood Special Ed. - extension on number of days under an emergency substitute license	Approved
D0607	Tri County Special Education Coop	Jessica	Coda	Low Incidence Special Ed. - extension on number of days under a standard substitute	Approved*
D0610	Reno County Education Coop	Bethani	Abbott	Early Childhood Special Ed.	Approved
D0610	Reno County Education Coop	Amy	Weeks	High Incidence Special Ed.	Approved
D0725	Cowley Co. Special Services Coop	Cynthia	Leniton	High Incidence Special Ed.	Approved
D0725	Cowley Co. Special Services Coop	Julie	Crowe	High Incidence Special Ed.	Approved
	*First Renewal			**Final Renewal	

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number: 21 d.**

**Staff Initiating:**

Lynn Bechtel

**Director:**

Mischel Miller

**Commissioner:**

Randy Watson

**Meeting Date: 2/11/2020**

---

**Item Title:**

Act on local in-service education plans

**Recommended Motion:**

It is moved that the Kansas State Board of Education act to approve, with modifications, the in-service education plans for USD 281 Graham County and USD 320 Wamego.

**Explanation of Situation Requiring Action:**

In the 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."

KSDE staff have reviewed the five-year in-service education plans of the educational agencies listed above using the standards and criteria determined by the State Board of Education and recommend they be approved, with modifications.



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 e. (1)

**Staff Initiating:**

Dale Dennis

**Deputy Commissioner:**

Dale Dennis

**Commissioner:**

Randy Watson

**Meeting Date:** 2/11/2020

---

### **Item Title:**

Act on request from USD 258, Humboldt, Allen County, to hold a bond election

### **Recommended Motion:**

It is moved that the Kansas State Board of Education issue an Order authorizing USD 258, Humboldt, Allen 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 75-2315 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 258, Humboldt, Allen 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 258 plans to use the bond proceeds to pay the costs to construct, furnish and equip renovations, improvements and additions to: (1) the elementary school, including new classrooms, restrooms, and storm shelter corridor, a cafeteria addition, roof replacements, HVAC renovations and drop off lane, parking lot, angled parking and sidewalk improvements; (2) the middle school, including an addition with new classrooms, art room, corridor to tech building, workroom, restrooms, and outdoor space, secure entrance improvements, upgrades to science classrooms and HVAC upgrades and replacements; (3) the high school, including a three story tower addition, with stair tower, elevator and restrooms, a cafeteria expansion, with new entry on bridge, HVAC upgrades and replacements, roof improvements, site drainage improvements, window replacements, ADA improvements to corridors, door replacements and upgrades to stair enclosures; (4) the community fieldhouse, including mechanical system upgrades; and (5) the board office, including window additions.

This application does not contain any non-instructional-related items.

(continued)

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 community was involved in the process of the building proposal.
3. All required forms were properly filed with us, along with an appropriate notice for the election.
4. The district outlined the needs for the building project by responding to all questions required by the State Board of Education.
5. An outside consultant was utilized in determining the school district needs.
6. The age of the existing building(s) appears to justify a bond election.
7. 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

<b>Unified School District 258-Humboldt</b>	<b>County: Allen</b>
---	----------------------

1. Current equalized assessed tangible valuation *	<u>\$59,183,053</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$8,285,627</u>
4. State Aid Percentage	<u>1%</u>

\* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$940,000</u>	<u>1.6</u>
6. Amount of bond indebtedness requested	<u>\$15,000,000</u>	<u>25.3</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$15,940,000</u>	<u>26.9</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$8,285,627</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$7,654,373</u>	<u>12.9</u>

### Forms Requested

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>(X) 5-210-118 General Information</li> <li>(X) 5-210-106 Resolution</li> <li>(X) 5-210-108 Publication Notice</li> <li>(X) 5-210-110 Application</li> <li>(X) 5-210-114 Equalized Assessed Valuation</li> </ul> | <ul style="list-style-type: none"> <li>(X) Schematic floor plan of the proposed facilities</li> <li>(X) Map of the school district showing present facilities</li> <li>(X) Small map of the school district showing the adjoining school districts</li> <li>(X) Map of the school district showing proposed facilities</li> </ul> |
|--|---|

January 14, 2020  
Date

January 14, 2020  
Date

Craig Neuenswander  
Director, School Finance

Dale M. Dennis  
Deputy Commissioner

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 e. (2)

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 2/11/2020

Dale Dennis

Dale Dennis

Randy Watson

---

### Item Title:

Act on request from USD 356, Conway Springs, Sumner County, to hold a bond election

### Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 356, Conway Springs, Sumner 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 75-2315 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 356, Conway Springs, Sumner 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 356 plans to use the bond proceeds to pay the costs to: **Proposition 1**—(1) make improvements/renovations to: (a) existing classrooms in the elementary building to function as preschool classrooms; (b) the basement at the elementary building to create a safe area to function as a storm shelter for the building; and (c) all district buildings including upgrading or replacing HVAC systems, doors, door lock and security system improvements for security enhancements, exterior envelope improvements, fire alarm upgrades, and new flooring; (2) construct, furnish and equip a classroom addition to the maintenance facility for automotive technology classes; (3) resurface the existing track at the high school stadium; and (4) acquire two school buses for district use. **Proposition 2**--(1) construct, furnish and equip a new physical education/competition gymnasium addition to the existing high school building, including new locker rooms additionally reinforced to also function as a storm shelter for the building, a new weight room, public restrooms, and an expanded commons area.

This application does not contain any non-instructional-related items.

(continued)

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 community was involved in the process of the building proposal.
3. All required forms were properly filed with us, along with an appropriate notice for the election.
4. The district outlined the needs for the building project by responding to all questions required by the State Board of Education.
5. An outside consultant was utilized in determining the school district needs.
6. The age of the existing building(s) appears to justify a bond election.
7. 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

<b>Unified School District 356-Conway Springs</b>	<b>County: Sumner</b>
---	-----------------------

1. Current equalized assessed tangible valuation *	<u>          </u>	\$30,451,008
2. Percentage of bond debt limit	<u>          </u>	14.00%
3. Amount of bond debt limit	<u>          </u>	\$4,263,141
4. State Aid Percentage	<u>          </u>	18%

\* Includes assessed valuation of motor vehicle

	<u>          </u>		<u>          </u>
		Percent of Equalized Assessed Valuation - Current Year	
5. Amount of bond indebtedness at present time	<u>          </u>	\$0	<u>          </u>
6. Amount of bond indebtedness requested	<u>          </u>	\$8,525,000	<u>          </u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>          </u>	\$8,525,000	<u>          </u>
8. Estimated amount of bond indebtedness authorized without approval	<u>          </u>	\$4,263,141	<u>          </u>
9. Amount of bond indebtedness above bond debt limit requested	<u>          </u>	\$4,261,859	<u>          </u>

### Forms Requested

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>(X) 5-210-118 General Information</li> <li>(X) 5-210-106 Resolution</li> <li>(X) 5-210-108 Publication Notice</li> <li>(X) 5-210-110 Application</li> <li>(X) 5-210-114 Equalized Assessed Valuation</li> </ul> | <ul style="list-style-type: none"> <li>(X) Schematic floor plan of the proposed facilities</li> <li>(X) Map of the school district showing present facilities</li> <li>(X) Small map of the school district showing the adjoining<br/>school districts</li> <li>(X) Map of the school district showing proposed facilities</li> </ul> |
|--|---|

January 2, 2020  
Date

January 2, 2020  
Date

Craig Neuenswander  
Director, School Finance

Dale M. Dennis  
Deputy Commissioner

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 e. (3)

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 2/11/2020

Dale Dennis

Dale Dennis

Randy Watson

---

### Item Title:

Act on request from USD 375, Circle, Butler County, to hold a bond election

### Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 375, Circle, Butler 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 75-2315 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 375, Circle, Butler 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 375 plans to use the bond proceeds to pay the costs to: (1) construct new spaces and make improvements to district buildings to enhance safety and security, provide more flexible learning spaces, and provide additional classroom and support spaces to accommodate enrollment growth; (2) **at Circle Benton Elementary School:** construct, furnish and equip a new three-section elementary school building, with support spaces and storm shelter, to be constructed on district-owned property in Benton and raze the existing Circle Benton Elementary School to accommodate the proposed new construction; (3) **at Circle Towanda Primary School:** construct, furnish and equip additions to the existing Circle Towanda Primary School to create new classrooms, mechanical improvements, building upgrades, and support spaces with storm shelter, to create new three-section, singular, Towanda Elementary School, and raze or repurpose existing Towanda Intermediate School; (4) **at Circle Greenwich Elementary:** construct, furnish and equip an addition to the existing Circle Greenwich Elementary School to create new classrooms, mechanical improvements, building upgrades, and support spaces to accommodate three-section elementary facility; (5) **at Circle Middle School:** construct and equip a new storm shelter area as well as make other improvements for enhanced safety and security, and acquire and install a new roof on the structure; (6) **at Circle Oil Hill Elementary School:** renovate existing restrooms and make other

(continued)

improvements for enhanced safety and security; and (7) **at District Transportation/Grounds/Custodial buildings in Towanda:** raze the grounds/custodial structure and construct a new maintenance and food service addition to the transportation building

This application does not contain any non-instructional-related items.

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 growth in enrollment.
3. The community was involved in the process of the building proposal
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

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

<b>Unified School District 375-Circle</b>	<b>County: Butler</b>
---	-----------------------

1. Current equalized assessed tangible valuation *	<u>\$252,905,469</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$35,406,765</u>
4. State Aid Percentage	<u>0%</u>

\* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$50,840,000</u>	<u>20.1</u>
6. Amount of bond indebtedness requested	<u>\$39,545,000</u>	<u>15.6</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$90,385,000</u>	<u>35.7</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$35,406,765</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$54,978,235</u>	<u>21.7</u>

<b>Forms Requested</b>	
(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 school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

January 21, 2020  
Date

January 21, 2020  
Date

Craig Neuenswander  
Director, School Finance

Dale M. Dennis  
Deputy Commissioner

:

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 f. (1)

**Staff Initiating:**

Dale Dennis

**Deputy Commissioner:**

Dale Dennis

**Commissioner:**

Randy Watson

**Meeting Date:** 2/11/2020

---

### **Item Title:**

Act on request from USD 258, Humboldt, Allen 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 258, Humboldt, Allen County, to receive capital improvement (bond and interest) state aid as authorized by law.

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

Under KSA 75-72-5461 et seq., as amended by 2018 Substitute for Senate Bill 423, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 258, Humboldt, Allen County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid.

USD 258 plans to use the bond proceeds to pay the costs to construct, furnish and equip renovations, improvements and additions to: (1) the elementary school, including new classrooms, restrooms, and storm shelter corridor, a cafeteria addition, roof replacements, HVAC renovations and drop off lane, parking lot, angled parking and sidewalk improvements; (2) the middle school, including an addition with new classrooms, art room, corridor to tech building, workroom, restrooms, and outdoor space, secure entrance improvements, upgrades to science classrooms and HVAC upgrades and replacements; (3) the high school, including a three story tower addition, with stair tower, elevator and restrooms, a cafeteria expansion, with new entry on bridge, HVAC upgrades and replacements, roof improvements, site drainage improvements, window replacements, ADA improvements to corridors, door replacements and upgrades to stair enclosures; (4) the community fieldhouse, including mechanical system upgrades; and (5) the board office, including window additions.

This application does not contain any non-instructional-related items.

(continued)

Based upon the following criteria, staff recommends that this application for capital improvement (bond and interest) state aid be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The community was involved in the process of the building proposal
3. All required forms were properly filed with us, along with an appropriate notice for the election.
4. The district outlined the needs for the building project by responding to all questions required by the state board of education.
5. An outside consultant was utilized in determining the school district needs.
6. The age of the existing building(s) appears to justify a bond election.
7. 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 State Aid

<b>Unified School District 258-Humboldt</b>	<b>County: Allen</b>
---	----------------------

1. Current equalized assessed tangible valuation *	<u>\$59,183,053</u>
2. Percentage of bond debt limit	<u>14.00%</u>
	<u>\$8,285,627</u>
	<u>1%</u>

\* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$940,000</u>	<u>1.6</u>
6. Amount of bond indebtedness requested	<u>\$15,000,000</u>	<u>25.3</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$15,940,000</u>	<u>26.9</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$8,285,627</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$7,654,373</u>	<u>12.9</u>

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

January 14, 2020  
Date

January 14, 2020  
Date

Craig Neuenswander  
Director, School Finance

Dale M. Dennis  
Deputy Commissioner



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 f. (2)

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 2/11/2020

Dale Dennis

Dale Dennis

Randy Watson

---

### Item Title:

Act on request from USD 356, Conway Springs, Sumner 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 356, Conway Springs, Sumner County, to receive capital improvement (bond and interest) state aid as authorized by law.

### Explanation of Situation Requiring Action:

Under KSA 75-72-5461 et seq., as amended by 2018 Substitute for Senate Bill 423, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 356, Conway Springs, Sumner County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid.

USD 356 plans to use the bond proceeds to pay the costs to: **Proposition 1**—(1) make improvements/renovations to: (a) existing classrooms in the elementary building to function as preschool classrooms; (b) the basement at the elementary building to create a safe area to function as a storm shelter for the building; and (c) all district buildings including upgrading or replacing HVAC systems, doors, door lock and security system improvements for security enhancements, exterior envelope improvements, fire alarm upgrades, and new flooring; (2) construct, furnish and equip a classroom addition to the maintenance facility for automotive technology classes; (3) resurface the existing track at the high school stadium; and (4) acquire two school buses for district use. **Proposition 2**--(1) construct, furnish and equip a new physical education/competition gymnasium addition to the existing high school building, including new locker rooms additionally reinforced to also function as a storm shelter for the building, a new weight room, public restrooms, and an expanded commons area.

This application does not contain any non-instructional-related items.

(continued)

Based upon the following criteria, staff recommends that this application for capital improvement (bond and interest) state aid be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The community was involved in the process of the building proposal
3. All required forms were properly filed with us, along with an appropriate notice for the election.
4. The district outlined the needs for the building project by responding to all questions required by the state board of education.
5. An outside consultant was utilized in determining the school district needs.
6. The age of the existing building(s) appears to justify a bond election.
7. 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 State Aid

<b>Unified School District 356-Conway Springs</b>	<b>County: Sumner</b>
---	-----------------------

1. Current equalized assessed tangible valuation *	\$30,451,008
2. Percentage of bond debt limit	14.00%
	\$4,263,141
	18%

\* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	\$0	0.0
6. Amount of bond indebtedness requested	\$8,525,000	28.0
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$8,525,000	28.0
8. Estimated amount of bond indebtedness authorized without approval	\$4,263,141	14.0
9. Amount of bond indebtedness above bond debt limit requested	\$4,261,859	14.0

<b>Forms Requested</b>	
(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 school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

January 2, 2020  
Date

January 2, 2020  
Date

Craig Neuenswander  
Director, School Finance

Dale M. Dennis  
Deputy Commissioner



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 f. (3)

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 2/11/2020

Dale Dennis

Dale Dennis

Randy Watson

---

### Item Title:

Act on request from USD 375, Circle, Butler 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 375, Circle, Butler County, to receive capital improvement (bond and interest) state aid as authorized by law.

### Explanation of Situation Requiring Action:

Under KSA 75-72-5461 et seq., as amended by 2018 Substitute for Senate Bill 423, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 375, Circle, Butler County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid.

USD 375 plans to use the bond proceeds to pay the costs to: (1) construct new spaces and make improvements to district buildings to enhance safety and security, provide more flexible learning spaces, and provide additional classroom and support spaces to accommodate enrollment growth; (2) **at Circle Benton Elementary School:** construct, furnish and equip a new three-section elementary school building, with support spaces and storm shelter, to be constructed on district-owned property in Benton and raze the existing Circle Benton Elementary School to accommodate the proposed new construction; (3) **at Circle Towanda Primary School:** construct, furnish and equip additions to the existing Circle Towanda Primary School to create new classrooms, mechanical improvements, building upgrades, and support spaces with storm shelter, to create new three-section, singular, Towanda Elementary School, and raze or repurpose existing Towanda Intermediate School; (4) **at Circle Greenwich Elementary:** construct, furnish and equip an addition to the existing Circle Greenwich Elementary School to create new classrooms, mechanical improvements, building upgrades, and support spaces to accommodate three-section elementary facility; (5) **at Circle Middle School:** construct and equip a new storm shelter area as well as make other improvements for enhanced safety and security, and acquire and install a new roof on the structure; (6) **at Circle Oil Hill Elementary School:** renovate existing restrooms and make other

(continued)

improvements for enhanced safety and security; and (7) **at District Transportation/Grounds/Custodial buildings in Towanda:** raze the grounds/custodial structure and construct a new maintenance and food service addition to the transportation building

This application does not contain any non-instructional-related items.

Based upon the following criteria, staff recommends that this application for capital improvement (bond and interest) state aid be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

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

<b>Unified School District 375-Circle</b>	<b>County: Butler</b>
---	-----------------------

1. Current equalized assessed tangible valuation *	<u>\$252,905,469</u>
2. Percentage of bond debt limit	<u>14.00%</u>
	<u>\$35,406,765</u>
	<u>0%</u>

\* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$50,840,000</u>	<u>20.1</u>
6. Amount of bond indebtedness requested	<u>\$39,545,000</u>	<u>15.6</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$90,385,000</u>	<u>35.7</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$35,406,765</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$54,978,235</u>	<u>21.7</u>

### Forms Requested

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>(X) 5-210-118 General Information</li> <li>(X) 5-210-106 Resolution</li> <li>(X) 5-210-108 Publication Notice</li> <li>(X) 5-210-110 Application</li> <li>(X) 5-210-114 Equalized Assessed Valuation</li> </ul> | <ul style="list-style-type: none"> <li>(X) Schematic floor plan of the proposed facilities</li> <li>(X) Map of the school district showing present facilities</li> <li>(X) Small map of the school district showing the adjoining school districts</li> <li>(X) Map of the school district showing proposed facilities</li> </ul> |
|--|---|

January 21, 2020  
Date

January 21, 2020  
Date

Craig Neuenswander  
Director, School Finance

Dale M. Dennis  
Deputy Commissioner



**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number: 21 g.**

**Staff Initiating:**

**Director:**

**Commissioner:**

**Meeting Date: 2/11/2020**

Cheryl Johnson

Cheryl Johnson

Randy Watson

**Item Title:**

Act on request to contract with the Kansas State Department of Agriculture for Summer Food Service Program Food Safety Inspections

**Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to negotiate and enter into a contract with the Kansas Department of Agriculture for the purpose of completing on-site health inspections of unlicensed Summer Food Service Program meal preparation and service sites at the rate of \$180 per inspection, not to exceed \$36,000 from May 18 through Aug. 31, 2020.

**Explanation of Situation Requiring Action:**

In order to participate in the Summer Food Service Program (SFSP) and receive funds for its operation, federal regulations require KSDE to ensure that food safety inspections of food preparation facilities and food service sites are conducted. The Kansas Department of Agriculture (KDA) is the state agency with the authority to conduct food safety inspections in Kansas. Funding for school food safety inspections is provided by the license fee.

Many short term summer feeding sites are not required to purchase a license from KDA. KSDE is allowed to request funds from USDA for health inspections to assure appropriate and needed inspections are completed. KSDE has requested funds from USDA to pay for the inspection of unlicensed summer feeding sites.

The proposed contract with KDA would begin May 18, 2020 and end Aug. 31, 2020. KDA would conduct site inspections, perform meal quality tests as necessary, and require corrective action for violations of food safety and sanitation requirements.

:

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number: 21 h.**

**Staff Initiating:**

**Director:**

**Commissioner:**

**Meeting Date:**

**2/11/2020**

Amanda Petersen

Amanda Petersen

Randy Watson

**Item Title:**

Act on request to negotiate with Brookes Publishing for the purpose of making the Ages and Stages Questionnaires available statewide

**Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to negotiate a contract with Paul H. Brookes Publishing Co., Inc., for the purpose of making the Ages & Stages Questionnaires available statewide for the period of July 1, 2020 through June 30, 2025.

**Explanation of Situation Requiring Action:**

The purpose of this agreement is to provide all Kansas school districts, child care providers, local health departments, Infant-Toddler Services (Part C) providers, Early Childhood Block Grantees, and Kansas Parents as Teachers programs access to a single statewide Ages & Stages Questionnaires Enterprise Account, and to allow those entities to provide developmental and social emotional screenings to all Kansas children birth through age 5 ½ years old (77 months and 30 days).

This builds on previous work to administer the Ages & Stages Questionnaires: Third Edition (ASQ-3) and the Ages & Stages Questionnaires: Social-Emotional, Second Edition (ASQ:SE-2) for kindergarten-age students. To help advance kindergarten readiness, Kansas elementary schools are partnering with parents and caregivers to implement the ASQ-3 and the ASQ:SE-2. All children are ready to enter kindergarten when they meet the age requirement – five on or before August 31 of their kindergarten year. The ASQ-3 and the ASQ:SE-2 provide a snapshot of a child’s developmental milestones. The snapshot data helps teachers ensure their kindergarten classrooms are ready to support the social, emotional, and academic success of each student.

Multiple state agencies have selected the ASQ to advance their early childhood work and have invested significant funding to build local and state capacity to administer the tool. As the state develops a strategic plan for early childhood, aligning measurement and tools across agencies is critical to streamlining requirements for local early childhood service delivery organizations and providing shared, consistent messages to parents regarding their children’s development. Consistency in tools from year to year allows comparable data to be utilized across agencies over time and reduces duplication at the local level.

Kansas included proposed funding to support a statewide ASQ initiative in its Preschool Development Grant Birth through Five renewal grant application. The Kansas State Board of Education will have the opportunity to authorize the Commissioner of Education to enter into a contract with Paul H. Brookes Publishing Co., Inc. in a specific amount not to exceed following negotiations.



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 i.

**Staff Initiating:**

Mischel Miller

**Director:**

Mischel Miller

**Commissioner:**

Randy Watson

**Meeting Date:** 2/11/2020

---

### **Item Title:**

Act on request to increase contract amount for providing mentorship opportunities for Kansas' first-year superintendents and principals, and to support school systems in the accreditation process.

### **Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to increase the total contract amount not to exceed from \$240,000 to \$300,000 for five years to provide mentorship opportunities for first-year superintendents and principals, and to support school systems in the accreditation process.

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

In December 2019, the Kansas State Board of Education approved initiating the contract bid process to provide mentorship opportunities for Kansas' first-year superintendents and principals, and to support school systems in the Kansas Education Systems Accreditation (KESA) process, in an amount not to exceed \$240,000 for a period of five years.

Based on bids and cost proposal, a request is made to amend the contract amount not to exceed \$300,000 for the five-year period, an increase of \$60,000. The contract amount would be used to provide professional development and mentor/mentee training. The services would also include coaching and facilitation skills, examination of system data and KESA process, regional support meetings, onsite visits, continued contact via phone and email, etc. As a result of these services, systems will be up to date with the processes of accreditation plus new superintendents and principals will be given high quality mentoring services.



**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:** 21 j.

**Staff Initiating:**  
Stacy Smith

**Director:**  
Scott Smith

**Commissioner:**  
Randy Watson

**Meeting Date:** 2/11/2020

---

**Item Title:**

Act on request to initiate the contract bid process for Microsoft Academy

**Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate the contract bid process for Microsoft IT Academy in an amount not to exceed \$2,000,000 for the period Dec. 1, 2020 through Nov. 30, 2024.

**Explanation of Situation Requiring Action:**

Industry recognized certifications continue to be an emphasis for the Kansas State Board of Education, and as Information Technology is an area of needed development, KSDE seeks consent to initiate the contract bid process for Microsoft Office Certifications (Microsoft IT Academy). As of Nov. 30, 2020, the Kansas Board of Regents’ contribution to the purchase of site licenses and certification packs will be discontinued. This will affect the quantity purchased, which in turn will raise the rate per site and certification pack. The proposed contract will replace the current contract with JourneyEd.

The Microsoft Imagine Academy grant is supported by funding provided by the legislature to promote Computer Science certifications. The Kansas End-of-Year Summary report for the 2018-19 school year indicated 8,956 exams were administered through secondary, postsecondary and workforce categories. This resulted in 2,737 certifications earned. The resulting certifications are part of the Kansans Can postsecondary measure and are captured by the National Student Clearinghouse data. Teachers also benefit from training and professional development through the program.





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

Janet Waugh District 1	Steve Roberts District 2	Michelle Dombrosky District 3	Ann E. Mah District 4	Jean Clifford District 5
Dr. Deena Horst District 6	Ben Jones District 7	Kathy Busch District 8	Jim Porter District 9	Jim McNiece District 10

**Subject:** Board Member Travel

Travel requests submitted prior to the meeting, and any announced changes, will be considered for approval by the Board.

Upcoming deadlines for reporting salary/payroll information to the Board office are:

Pay Period Begins	Pay Period Ends	Deadline to Report	Pay Date
01/26/2020	02/08/2020	02/06/2020	02/21/2020
02/09/2020	02/22/2020	02/20/2020	03/06/2020
02/23/2020	03/07/2020	03/05/2020	03/20/2020





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

Janet Waugh District 1	Steve Roberts District 2	Michelle Dombrosky District 3	Ann E. Mah District 4	Jean Clifford District 5
Dr. Deena Horst District 6	Ben Jones District 7	Kathy Busch District 8	Jim Porter District 9	Jim McNiece District 10

## WEDNESDAY, FEBRUARY 12, 2020 MEETING AGENDA

- |                 |  |
|-----------------|--|
| 9:00 a.m.       | 1. Call to Order   |
|                 | 2. Roll Call   |
|                 | 3. Approval of Agenda  |
| 9:05 a.m. (DI)  | 4. Discuss changes in qualified admissions and impact on high school graduation requirements |
| 10:30 a.m.      | Break  |
| 10:40 a.m. (DI) | Continue discussion on qualified admissions / HS graduation requirements                     |
| 11:00 a.m. (AI) | 5. Act on recommendations for Computer Science Standards implementation                      |
| 11:10 a.m. (AI) | 6. Act on amendments to Kansas Education Systems Accreditation regulations                   |
| 11:35 a.m. (RI) | 7. Receive History Government Social Studies curricular standards                            |
| Noon (RI)       | 8. Receive recommendations of the State Board Policy Committee                               |
| 12:15 p.m. (IO) | 9. Chairman's Report and Requests for Future Agenda Items                                    |
|                 | a. Committee Reports   |
|                 | b. Board Attorney's Report   |
|                 | c. Requests for Future Agenda Items  |
| 1:00 p.m.       | <b>ADJOURN</b>   |





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

**Item Title:** Discuss changes in qualified admissions and impact on high school graduation requirements

**From:** Brad Neuenswander

The Kansas Board of Regents (KBOR) has statutory authority to enact rules and regulations for admission to state universities. In September 2019, KBOR approved changes to the undergraduate admissions standards for public universities. State Board members will discuss these changes and the potential impact to pre-college curriculum, high school course offerings, high school graduation requirements and accreditation regulations.



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 5

**Staff Initiating:**

Stephen King

**Deputy Commissioner:**

Brad Neuenswander

**Commissioner:**

Randy Watson

**Meeting Date:** 2/12/2020

---

**Item Title:**

Act on recommendations for Computer Science Standards Implementation

**Recommended Motion:**

It is moved that the Kansas State Board of Education adopt the recommendations of the Computer Science Implementation Task Force.

**Explanation of Situation Requiring Action:**

At the January State Board of Education meeting, members received a report from the Computer Science Education Implementation Task Force. The report described the following five recommendations:

- Recommendation 1: KSDE creates a dedicated Computer Science education position
- Recommendation 2: KSDE should encourage all schools to offer computer science
- Recommendation 3: Computer Science should satisfy a core graduation requirement
- Recommendation 4: Create Licensure Endorsement
- Recommendation 5: Arrange Funding

The full report is scheduled for discussion at Tuesday's meeting.



**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number: 6**

**Staff Initiating:**

**Director:**

**Commissioner:**

**Meeting Date: 2/12/2020**

Scott Gordon

Scott Gordon

Randy Watson

**Item Title:**

Act on amendments to KESA regulations

**Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Kansas State Department of Education to continue the formal adoption process of the proposed amendments to the Kansas Education Systems Accreditation regulations.

**Explanation of Situation Requiring Action:**

In January, the State Board of Education received proposed changes to the Kansas Education Systems Accreditation (KESA) regulations. Since that meeting, paraprofessionals and those licensees holding the High Incidence Special Education endorsement were added to the list of staff to whom education systems must provide Dyslexia-centered professional development.

See attached documents.



**91-31-31. Definitions.** As used in this article of the department's regulations, each of the following terms shall have the meaning specified in this regulation:

~~(a) "Accredited" means the status assigned to a school that meets the minimum performance and quality criteria established by the state board.~~

~~(b) "Accredited on improvement" means the status assigned to a school that, for two consecutive years, is described by any of the following:~~

~~(1) The school fails to meet one or more of the performance criteria applicable to the school.~~

~~(2) The school has a prescribed percentage of students in one or more student subgroups that fails to meet one or more of the performance criteria applicable to the school.~~

~~(3) The school fails to meet three or more of the quality criteria applicable to the school.~~

~~(c) "Conditionally accredited" means the status assigned to a school that, for three consecutive years, is described by either of the following:~~

~~(1) The school has a prescribed percentage of all students assessed that scores below the proficient level on the state assessments.~~

~~(2) The school fails to meet four or more of the quality criteria applicable to the school.~~

~~(d) "Curriculum standards" means statements, adopted by the state board, of what students should know and be able to do in specific content areas.~~

~~(e) "External technical assistance team" means a group of persons selected by a school for the purpose of advising school staff on issues of school improvement, curricula and instruction, student performance, and other accreditation matters.~~

~~(f) "Local board of education" means the board of education of any unified school district or the governing body of any nonpublic school.~~

(a) "Accreditation" means the process of documenting that an education system meets requirements established by the state board.

(b) “Accreditation cycle” means the period of time from the beginning of the needs assessment to the point at which the state board grants an accreditation rating to an education system.

(c) “Accreditation rating” means the status granted by the state board upon recommendation of the accreditation review council.

(d) “Accreditation review council” means the body of education professionals charged with providing a recommendation of accreditation rating to the state board at the end of each accreditation cycle.

(e) “Accreditation year” means the final year, or step, of an education system’s accreditation cycle.

(f) “Accredited” means the status assigned to an education system that meets the following conditions established by the state board:

(1) The education system is in good standing.

(2) The education system provides conclusive evidence of improvement in student performance.

(3) The education system provides conclusive evidence of a process of continuous improvement.

(g) “Area for improvement” means the specific issue to be corrected, as determined by the accreditation review council, that an education system shall complete in order to improve the education system’s accreditation rating.

(h) “Chief administrative officer” means the person hired by a governing body to lead the work of achieving the education system’s mission and to oversee all aspects of the operation of the education system.

(i) “Commissioner” means the Commissioner of Education.

(j) “Conclusive evidence” means data that is sufficient to the accreditation review council to justify its recommendation of accredited to the state board.

(k) “Conditionally accredited” means the status assigned to any of the following:

(1) A new education system seeking accreditation;

(2) an education system seeking accreditation after one or more years of not seeking accreditation; or

(3) an education system about which both of the following are true:

(A) The education system is in good standing; and

(B) the education system provides neither conclusive evidence of growth in student performance nor conclusive evidence nor a process of continuous improvement.

(l) “Corrective action plan” means the set of actions developed by an education system in response to areas for improvement identified by the accreditation review council.

(m) “Credit” means formal acknowledgment by an education system’s governing body for criteria-based accomplishment. In Kansas K-12 education, this term is usually expressed as a number of units of credit.

(n) “Curriculum standards” means statements adopted by the state board specifying what students should know and be able to demonstrate in specific content areas.

(o) “Education system” means a Kansas unified school district, the Kansas state school for the blind, the Kansas school for the deaf, an organized body of non-public schools, or an independent private school.

(p) “Education system leadership team” means the group of education system employees that leads the education system’s work toward an accreditation rating during an accreditation cycle.

(q) “Education system site council” means the group of people from outside of the education system from whom the education system leadership team receives input related to the education system’s work toward an accreditation rating during an accreditation cycle.

(r) “Final analysis” means the process of reviewing education system-level data at the end of an accreditation cycle.

(s) “Foundational structures” means programs, models, or practices prerequisite to receiving an accreditation rating of “accredited” from the state board.

(t) “Framework” means a defined set of practices that together encompass the work that education systems do to prepare successful Kansas high school graduates.

(u) “Goal area” means one area of performance selected by an education system for specific focus during its accreditation cycle.

(v) “Governing body” means either of the following:

(1) The board of education of any public education system; or

(2) the decision-making authority of any private education system.

(w) “Independent private school” means a non-public school that, for accreditation purposes, is not affiliated with other non-public schools.

(x) “In good standing” means in compliance with, or working with the state board to achieve compliance with, all applicable federal and state statutes and regulations.

(y) “Kansas assessment program” means the evaluation that the state board conducts in order to measure student learning within the Kansas curriculum standards.

(z) “Kansas education systems accreditation” and “KESA” mean the Kansas model for the accreditation of education systems that offer any grades kindergarten through grade 12.

(aa) “Needs assessment” means a systematic process of scoring state board-approved rubrics and examining current data supporting KESA results for the purpose of determining needs or gaps between current conditions and desired conditions.

~~(g) (bb)~~ “Not accredited” means the status assigned to a school that, for five consecutive years, is described by either of the following: an education system that is described by either of the following:

~~(1) The school has a prescribed percentage of all students assessed that scores below the proficient level on the state assessments.~~

~~(2) The school fails to meet four or more of the quality criteria applicable to the school.~~

(1) Is not in good standing; or

(2) fails to provide conclusive evidence of either improvement in student performance or of an intentional, quality process.

~~(h) (cc) “On-site visit” means a visit at a school~~ an education system by either the school’s ~~external technical assistance~~ education system’s outside visitation team or a its state technical assistance team.

(dd) “Outside visitation team” means a group of trained education professionals selected by an education system to collaborate with the education system in a coaching or mentoring role, supporting the education system for the duration of an accreditation cycle.

(ee) “Outside visitation team chair” means the member of the outside visitation team who has been specifically trained and appointed to act as the leader of the group for the duration of an accreditation cycle.

(ff) “Private education system” means either of the following:

(1) An organized body of non-public schools; or

(2) an independent private school.

(gg) “Public education system” means any of the following:

(1) A Kansas unified school district;

(2) the Kansas state school for the blind; or

(3) the Kansas school for the deaf.

(hh) “Qualified admissions” means the set of criteria allowing a high school graduate guaranteed admission into Kansas public universities.

~~(i) (ii) “School” means an organizational unit that, for the purposes of school improvement,~~ constitutes provides educational services in a logical sequence of elements that may be structured as grade levels, developmental levels, or instructional levels.

(jj) “School leadership team” means the group of employees of a school leading that school’s work toward an accreditation rating during an accreditation cycle.

(kk) “School site council” means the group of people not employed by the school with whom the school leadership team consults.

~~(j) “School improvement plan” means a multiyear plan for five years or less that is developed by a school and that states specific actions for achieving continuous improvement in student performance.~~

~~(k) “Standards of excellence” means the expectations for academic achievement that the state board has set for Kansas schools.~~

~~(l) “State assessments” means the assessments that the state board administers in order to measure student learning within the Kansas curriculum standards for mathematics, reading, science, history and government, and writing.~~

~~(m)~~ (ll) “State board” means the Kansas state board of education.

(mm) “State board-approved rubrics” means the methods used by an education system during the needs assessment to evaluate the education system’s current condition.

~~(n)~~ (nn) “State technical assistance team” means a group of persons appointed by the state department of education commissioner to assist schools in meeting the performance and quality criteria established by the state board. “not accredited” public education systems in achieving an upgraded status.

(oo) “Successful Kansas high school graduate” means a high school graduate who 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.

~~(o) “Student subgroup” means those students within a school who, for monitoring purposes, are classified by a common factor, including economic disadvantage, race, ethnicity, disability, and limited English proficiency.~~

~~(p) (pp) “Unit of credit” means a measure of credit that may be awarded to a student for satisfactory completion of a particular course or subject. the number or amount, expressed in fractions or decimals, of credit assigned to a specific achievement. A full unit of credit is credit that is awarded for satisfactory the successful demonstration of competency and knowledge of a content area. completion of a course or subject that is offered for and generally requires 120 clock hours to complete. Credit may be awarded in increments based upon the amount of time a course or subject is offered and generally requires to complete. Individual students may be awarded credit upon demonstrated knowledge of the content of a course or subject, regardless of the amount of time spent by the student in the course or subject.~~

~~This regulation shall be effective on and after July 1, 2005. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; K.S.A. 72-5170, as amended by 2019 ch. 19, sec. 13; effective July 1, 2005; amended P-\_\_\_\_\_.)~~

**91-31-32. Performance and quality criteria Kansas education systems accreditation.** ~~(a) Each school shall be assigned its accreditation status based upon the extent to which the school has met the performance and quality criteria established by the state board in this regulation.~~

~~(b) The performance criteria shall be as follows:~~

~~(1) Except as provided in subsection (d), having met the percentage prescribed by the state board of students performing at or above the proficient level on state assessments or having increased overall student achievement by a percentage prescribed by the state board;~~

~~(2) having 95% or more of all students and 95% or more of each student subgroup take the state assessments;~~

~~(3) having an attendance rate equal to or greater than that prescribed by the state board; and~~

~~(4) for high schools, having a graduation rate equal to or greater than that prescribed by the state board.~~

~~(c) The quality criteria shall consist of the following quality measures, which shall be required to be in place at each school:~~

~~(1) A school improvement plan that includes a results based staff development plan;~~

~~(2) an external technical assistance team;~~

~~(3) locally determined assessments that are aligned with the state standards;~~

~~(4) formal training for teachers regarding the state assessments and curriculum standards;~~

~~(5) 100% of the teachers assigned to teach in those areas assessed by the state or described as core academic subjects by the United States department of education, and 95% or more of all other faculty, fully certified for the positions they hold;~~

~~(6) policies that meet the requirements of S.B.R. 91-31-34;~~

~~(7) local graduation requirements that include at least those requirements imposed by the state board;~~

~~(8) curricula that allow each student to meet the regent's qualified admissions requirements and the state scholarship program;~~

~~(9) programs and services to support student learning and growth at both the elementary and secondary levels, including the following:~~

~~(A) Computer literacy;~~

~~(B) counseling services;~~

~~(C) fine arts;~~

~~(D) language arts;~~

~~(E) library services;~~

~~(F) mathematics;~~

~~(G) physical education, which shall include instruction in health and human sexuality;~~

~~(H) science;~~

~~(I) services for students with special learning needs; and~~

~~(J) history, government, and celebrate freedom week. Each local board of education shall include the following in its history and government curriculum:~~

~~(i) Within one of the grades seven through 12, a course of instruction in Kansas history and government. The course of instruction shall be offered for at least nine consecutive weeks. The local board of education shall waive this requirement for any student who transfers into the district at a grade level above that in which the course is taught; and~~

~~(ii) for grades kindergarten through eight, instruction concerning the original intent, meaning, and importance of the declaration of independence and the United States constitution, including the bill of rights, in their historical contexts, pursuant to K.S.A. 2015 Supp. 72-1130 and amendments thereto. The study of the declaration of independence shall include the study of the relationship of the ideas expressed in that document to subsequent American history;~~

~~(10) programs and services to support student learning and growth at the secondary level, including the following:~~

~~(A) Business;~~

~~(B) family and consumer science;~~

~~(C) foreign language; and~~

~~(D) industrial and technical education;~~

~~(11) local policies ensuring compliance with other accreditation regulations and state education laws;~~

and

~~(12) programs for all school staff regarding suicide awareness and prevention. Each local board of education shall include the following in its suicide awareness and prevention programs:~~

~~(A) At least one hour of training each calendar year based on programs approved by the state board of education. The training requirement may be met through independent self review of suicide prevention training material; and~~

~~(B) a building crisis plan developed for each school building. The building crisis plan shall include the following:~~

~~(i) Steps for recognizing suicide ideation;~~

~~(ii) appropriate methods of intervention; and~~

~~(iii) a crisis recovery plan.~~

~~(d) If the grade configuration of a school does not include any of the grades included in the state assessment program, the school shall use an assessment that is aligned with the state standards.~~

(a) The Kansas accreditation model shall be the Kansas education systems accreditation model.

(b) An education system's accreditation status may be changed by the state board at any time in accordance with K.A.R. 91-31-37 or K.A.R. 91-31-40 or both.

(c) Each school that held an accreditation rating from the state board on June 30, 2017 shall retain that accreditation rating subject to subsection (b) and demonstrated engagement in the Kansas education systems accreditation process, until that accreditation rating is superseded by the first accreditation rating granted under Kansas education systems accreditation.

(d) Each public education system shall participate in the Kansas education systems accreditation process.

(e) Except as authorized by K.A.R. 91-31-42, each private education system that voluntarily participates in the Kansas education systems accreditation process shall be subject to all requirements of the Kansas education systems accreditation process.

(f) Before an education system shall be considered for an accreditation rating above “not accredited,” the education system shall be in good standing.

(g) Each education system seeking accreditation shall meet the following requirements:

(1) Participate in the Kansas assessment program as directed by the state board;

(2) have in place a method of data collection approved by the state board for collecting kindergarten-entry data;

(3) have in place a state board-approved individual plan of study program for each student. The program shall begin for all students by grade eight and continue through high school graduation;

(4) have in place a method of assessing all students’ social-emotional growth;

(5) provide evidence that the foundational structures for each accreditation cycle are in place;

(6) offer curricula that allow students to meet the requirements of the state scholarship program;

(7) offer subjects and areas of instruction approved by the state board that provide each student with the opportunity to achieve at least the capacities listed in K.S.A. 72-3218, and amendments thereto; and

(8) document the existence, membership, training, and meetings of school site councils, education system site councils, and education system leadership teams.

(h) Each education system shall be granted its accreditation rating following completion of the accreditation cycle. A new accreditation cycle shall begin after the state board grants the new accreditation rating, with the length of the accreditation cycle determined by the state board.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; K.S.A. 72-5170, as amended by 2019 ch. 19, sec. 13; effective July 1, 2005; amended Jan. 10, 2014; amended Dec. 9, 2016; amended P- \_\_\_\_\_.)

**91-31-33. Data submission.** Each ~~school~~ education system participating in the Kansas education systems accreditation shall provide ~~to the state department of education information concerning each of the~~ following, upon request:

- ~~(a) Qualifications of the school's teachers;~~
- ~~(b) student attendance;~~
- ~~(c) the number of high school students who graduate; and~~
- ~~(d) any other data requested by the state board.~~

~~This regulation shall be effective on and after July 1, 2005.~~ (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; K.S.A. 72-5170, as amended by 2019 ch. 19, sec. 13. effective July 1, 2005; amended P-\_\_\_\_\_.)

**91-31-34. ~~Local board of education~~ Governing body requirements.** (a) General. Each ~~local board of education~~ governing body shall ensure that ~~each school~~ its education system meets the requirements of this regulation.

(b) Staff.

(1) Except as otherwise provided in this subsection, in filling positions for which a license or certificate is issued by the state board, each ~~school district~~ education system shall employ persons who hold licenses or certificates with specific endorsements for the positions held.

(2) If a teacher holding an appropriate license or certificate is not available, the ~~school district~~ education system shall use a substitute teacher holding a valid Kansas teacher or administrator license or certificate at any level or in any field or subject. ~~A school district~~ An education system shall not allow any person holding a Kansas teaching license or certificate to substitute teach for more than ~~125~~ 140 days in the same assignment.

(3) If a substitute teacher holding a valid Kansas teacher or administrator license or certificate is not available, the ~~school district~~ education system shall use a substitute teacher holding a valid Kansas substitute teaching license or certificate. ~~A school district~~ An education system shall not allow a person holding a substitute teaching license or certificate to teach for more than 90 days in the same assignment.

(4) If a substitute teacher holding a valid Kansas substitute teaching license ~~or certificate~~ is not available, the ~~school district~~ education system shall use a person who holds a baccalaureate degree and an emergency substitute teaching license or certificate. ~~A school district~~ An education system shall not allow a person who holds a baccalaureate degree and an emergency substitute teaching license or certificate to teach for more than ~~30~~ 45 days in the same assignment.

(5)(A) If a person holding a baccalaureate degree and an emergency substitute teaching license ~~or certificate~~ is not available, the ~~school district~~ education system shall use a person who has been licensed or certified by the state board as an emergency substitute teacher. ~~A school district~~ An education system

shall not allow any person who does not hold a baccalaureate degree to teach for more than ~~15~~ 25 days in the same assignment or more than ~~60~~ 75 days in a semester.

(B) If a ~~local board of education~~ governing body documents that there is an insufficient supply of substitute teachers, the ~~board~~ governing body may appeal to the commissioner ~~of education~~ for authority to allow individuals holding an emergency substitute teaching license or certificate to continue to teach for an additional length of time ~~that shall not exceed a total of 93 days in a school year.~~

(6) If the state board ~~of education~~ has declared a time of emergency, any person holding a five-year substitute teaching license or certificate or an emergency substitute teaching license or certificate with a baccalaureate degree may teach for the duration of the time of emergency in a position made vacant by reason of the emergency.

(7) Each ~~school~~ education system shall report the name of each licensed or certified staff member on the personnel report or the supplemental personnel report required by the state board. Each licensed or certified personnel staff change that occurs between September 15 and the end of the school year shall be reported on a form prescribed by the state board within 30 days after the staff change.

(c) Minimum enrollment. Each ~~elementary school~~ education system shall have an enrollment of 10 or more students on September 20 to remain eligible for accreditation.

(d) ~~Student~~ Credit. Each ~~school~~ education system, through the ~~local board of education~~ governing body, shall have a written policy specifying that the credit of any pupil transferring from an accredited school or education system shall be accepted.

(e) Records retention. Each ~~school~~ education system shall permanently retain ~~records relating to~~ each student's records relating to academic performance, attendance, and activities.

(f) Interscholastic athletics.

(1) A ~~local board of education~~ governing body shall not allow any student below the sixth-grade level to participate in interscholastic athletics.

(2) A ~~local board of education~~ governing body may allow any student at the sixth-grade level or higher to participate in interscholastic athletics.

(3) If a ~~local board of education~~ governing body allows students at the sixth-grade level to participate in interscholastic athletics, the ~~local board of education~~ governing body shall comply with the guidelines for interscholastic athletics adopted by the state board.

(4) A Any ~~local board of education~~ governing body may join the Kansas state high school activities association and participate under its rules. A Each ~~local board of education~~ governing body that does not join that association shall comply with the guidelines for interscholastic athletics adopted by the state board.

(g) Athletic practice.

(1) Any elementary or middle school that includes any of the grades six through nine may conduct athletic practice during the school day only at times when one or more elective academic courses or a study period is offered to students.

(2) ~~A high school shall not conduct athletic practice during the school day, and athletic practice shall not be counted for credit or as a part of the school term. The time used for high school athletic practice that is conducted during the school day shall not count toward the statutorily required number of hours or days of instruction.~~

~~(3) A school shall neither offer credit for athletic practice nor count athletic practice as a physical education course.~~

~~This regulation shall be effective on and after July 1, 2005. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; K.S.A. 72-5170, as amended by 2019 ch. 19, sec. 13. effective July 1, 2005; amended P- \_\_\_\_\_.)~~

**91-31-35. Graduation requirements.** (a) Each ~~local board of education~~ governing body shall adopt a written policy specifying that pupils are eligible for graduation only ~~upon~~ after completion of at least the following graduation requirements as established by the state board:

(1) Four units of English language arts, which shall include reading, writing, literature, communication, and grammar. The chief administrative officer may waive up to one unit of this requirement if the chief administrative officer determines that a pupil ~~can profit~~ will benefit more by taking another subject;

(2) three units of history and government, which shall include world history; United States history; United States government, including the Constitution of the United States; concepts of economics and geography; and, except as otherwise provided in ~~S.B.R.~~ K.A.R. 91-31-32, a course of instruction in Kansas history and government;

(3) three units of science, which shall include physical, biological, and earth and space science concepts and which shall include at least one unit as a laboratory course;

(4) three units of mathematics, including algebraic and geometric concepts;

(5) one unit of physical education, which shall include health and which may include safety, first aid, or physiology. This requirement shall be waived if the school district is provided with either of the following:

(A) A statement by a licensed physician that a pupil is mentally or physically incapable of participating in a regular or modified physical education program; or

(B) a statement, signed by a lawful custodian of the pupil, indicating that the requirement is contrary to the religious teachings of the pupil;

(6) one unit of fine arts, which may include art, music, dance, theatre, forensics, and other similar studies selected by ~~a local board of education~~ the governing body; and

(7) six units of elective courses.

(b) ~~A minimum of~~ At least 21 units of credit shall be required for graduation.

(c) Any ~~local board of education~~ governing body may increase the number of units of credit required for graduation. Any additional requirements of the ~~local board of education~~ governing body that increase the number of units of credit required for graduation shall apply to those students who will enter the ninth grade in the school year following the effective date of the additional requirement.

(d) Unless more stringent requirements are specified by existing local policy, the graduation requirements ~~established by~~ specified in this regulation shall apply to those students who enter the ninth grade in the school year following the effective date of this regulation and to each subsequent class of students.

~~This regulation shall be effective on and after July 1, 2005.~~ (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; K.S.A. 72-5170, as amended by 2019 ch. 19, sec. 13 effective July 1, 2005; amended P-\_\_\_\_\_.)

**91-31-36. ~~Technical assistance~~ Outside visitation teams.** (a) Each ~~school~~ education system shall select an ~~external technical assistance~~ outside visitation team, which shall be approved by the ~~local board of education~~ education system's governing body. Each team shall be comprised of two or more people who are not affiliated with the school. The school shall determine the number of on-site visits to be made by ~~this team~~. The outside visitation team's composition and number of members shall be determined by the education system leadership team according to guidelines established by the state board.

(b) ~~If a school is accredited on improvement or conditionally accredited, the school shall be assigned a state technical assistance team to assist the school in meeting the performance and quality criteria established by the state board. The state technical assistance team shall determine the number of on-site visits that the team needs to make to the school. This team shall remain assigned to the school until the school either attains accredited status or is not accredited. Each member of an outside visitation team shall receive specific training determined by the state board. Each person serving as an outside visitation team chair shall attend additional, specific training to be determined by the state board.~~

(c) One meeting between the outside visitation team and the education system leadership team shall occur during each year of the accreditation cycle.

~~This regulation shall be effective on and after July 1, 2005. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; ; K.S.A. 72-5170, as amended by 2019 ch. 19, sec. 13 effective July 1, 2005; amended P- \_\_\_\_\_.)~~

**91-31-37. Accreditation recommendation and appeal.** (a) ~~A written recommendation regarding the accreditation status to be assigned to each school shall be prepared annually by the state department of education. Upon completion of the accreditation process during or before the education system's originally scheduled accreditation year, a recommendation from the accreditation review council regarding the accreditation rating to be assigned to the education system shall be communicated to the education system.~~ Each recommendation shall include a statement of the reasons for the recommendation.

(b) ~~The state department of education's recommendation shall be submitted to the local board of education of the school district in which the school is located.~~

(c) ~~If the local board of education disagrees with the recommendation, the local board~~ The education system's governing body may file an appeal with the commissioner of education within 15 days after receipt of the recommendation. ~~Except in regard to a recommendation for accredited on improvement, The local board of education~~ education system's governing body may raise any issue and present any additional information that is relevant to its appeal. ~~If the recommendation is for accredited on improvement, an appeal may be filed only if the local board of education believes that a statistical or clerical error has been made in regard to the recommendation.~~

(d)(1) (c) ~~If the local board of education~~ governing body files an appeal, a consultation shall be ordered by the commissioner and shall be conducted by an appeal team appointed by the commissioner.

(2) ~~The appeal team shall consult with one or more staff members who made the recommendation and one or more representatives of the local board of education.~~

(3) (1) If there is agreement on the recommendation following the appeal, the appeal team shall forward the accreditation recommendation to the commissioner for submission to the state board.

(4) (2) If there is not agreement on a recommendation following the appeal, the appeal team shall request the commissioner to appoint a hearing officer to conduct a hearing and forward an accreditation recommendation to the state board.

(e) (d) Each recommendation for an accreditation status rating shall be acted upon by the state board.

~~This regulation shall be effective on and after July 1, 2005.~~ (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; K.S.A. 72-5170, as amended by 2019 ch. 19, sec. 13 effective July 1, 2005; amended P-\_\_\_\_\_.)

**91-31-38. Accreditation-status rating.** (a) Each ~~school~~ education system shall be classified as one of the following:

- (1) Accredited;
- (2) ~~accredited on improvement;~~
- (3) conditionally accredited; or
- (4) (3) not accredited.

(b) ~~Each school that has accredited status from the state board on June 30, 2005 shall retain its accreditation status until that status is replaced with a status specified in subsection (a) of this regulation.~~

(c) ~~Each school unaccredited education system that seeks initial accreditation by the state board shall be designated as a candidate school and shall be granted accredited~~ receive an accreditation status rating until the school's status can be of "conditionally accredited" until the education system's accreditation rating is determined using the criteria prescribed in S.B.R. K.A.R. 91-31-32.

(d) ~~If a school is accredited on improvement or conditionally accredited, the school shall develop and implement a corrective action plan approved by the state technical assistance team assigned to the school and shall implement any corrective action required by the state board.~~

(e) ~~Each school that is accredited on improvement and that fails to meet one or more of the performance criteria in regard to all students assessed or four or more of the quality criteria shall be classified as conditionally accredited.~~

(f) ~~Any school that is accredited on improvement or conditionally accredited may attain the status of accredited or accredited on improvement, respectively, by meeting, for two consecutive years, the criteria for that accreditation status.~~

(g) ~~Each school that is conditionally accredited and that, for a fifth consecutive year, fails to meet one or more of the performance criteria or four or more of the quality criteria shall be classified as not accredited.~~

(h) ~~If a school is not accredited, sanctions shall be applied.~~

(c) If an education system receives an accreditation rating of “conditionally accredited,” the accreditation review council shall notify the education system of specific areas for improvement and any other corrective action that shall be addressed.

(1) To change the education system’s accreditation rating to “accredited,” the education system shall develop and implement a corrective action plan approved by the accreditation review council.

(2) Upon satisfaction of the requirements of the corrective action plan and any other required corrective actions, the education system’s accreditation rating may be upgraded to “accredited.”

(3) If the requirements of the corrective action plan and any other required corrective actions are not met by the deadline established by the accreditation review council, the education system’s accreditation rating may be downgraded to “not accredited.”

(d) If a public education system receives an accreditation rating of “not accredited,” that education system shall be assigned a state technical assistance team to guide it in achieving an upgraded accreditation rating. The state technical assistance team shall be appointed by the commissioner and take the place of the outside visitation team. The state technical assistance team shall provide guidance to the education system in achieving appropriate corrective action. The state technical assistance team shall remain assigned to the education system until it attains an accreditation rating of at least “conditionally accredited” through action of the state board.

(e) If a public education system retains the accreditation rating of “not accredited” after state technical assistance has been in place for one year, sanctions may be applied as determined by the state board under K.A.R. 91-31-40.

(f) An accreditation rating of “not accredited” for a private education system shall remain in effect until that education system demonstrates satisfactory achievement of all corrective actions required for an upgraded accreditation rating and until the state board grants the upgraded accreditation rating.

~~This regulation shall be effective on and after July 1, 2005.~~ (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; K.S.A. 72-5170, as amended by 2019 ch. 19, sec. 13 effective July 1, 2005; amended P-\_\_\_\_\_.)

**91-31-39.** (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005; revoked P-\_\_\_\_\_.)

**91-31-40. Sanctions.** ~~(a) One or more of the following~~ Sanctions may be applied by the state board to a school that is conditionally accredited or not accredited public education system in response to any of the following circumstances:

(1) The public education system's accreditation rating of "not accredited";

(2) the public education system's failure to move from "not accredited" to "conditionally accredited" after state technical assistance has been in place for one year; or

(3) failure to remain in good standing.

~~(b) One or more of the following sanctions may be applied in response to any of the circumstances specified in subsection (a):~~

~~(a) (1) An order~~ A recommendation that ~~district~~ public education system personnel or resources be reassigned or reallocated within the ~~district by the local board of education;~~ public education system by the governing body;

~~(b) (2) an order~~ a recommendation that the ~~local board of education hire one or more designated persons to assist the school in making the changes necessary to improve student performance;~~ public education system be assigned a state technical assistance team to assist the education system until it achieves an upgraded accreditation rating;

~~(c) (3) a recommendation to the legislature that it approve a reduction in state funding to the local school district~~ public education system by an amount that will be added to the local property tax imposed by the ~~local board of education~~ governing body;

~~(d) (4) a recommendation that the legislature abolish or restructure the local district;~~ public education system;

~~(e) (5) a letter of notification and a press release announcing the school's accreditation rating status of the school and specifying each reason for that accreditation rating;~~ or

~~(f) other action, as deemed appropriate by the state board.~~

~~This regulation shall be effective on and after July 1, 2005.~~ (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005; amended P-  
\_\_\_\_\_.)

**91-31-41. Public disclosure.** ~~At least once each year, each school shall notify the local board of education, parents, and community of the school's accreditation status and the progress that the school has made in school improvement. Within 60 days after being notified by the state board of the final determination of the school's accreditation status, each school shall disclose the accreditation results, including any performance or quality criteria that are not met, to the local board of education, parents, and community. The school shall make all notices and disclosures available in the primary languages of the community. Each education system participating in KESA shall at all times provide, on the home page of the education system's official web site, a link to the KSDE report card.~~

~~This regulation shall be effective on and after July 1, 2005. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005; amended P-\_\_\_\_\_.)~~

**91-31-42. Waiver.** (a) Any ~~school~~ education system may request a waiver from one or more accreditation requirements imposed by the state board. Each request for a waiver shall meet the following requirements:

(1) The ~~school~~ education system shall ~~make~~ submit the request, in writing, to the commissioner of ~~education~~.

(2) The chief administrative officer of the ~~school~~ education system shall sign the request. If the request is made by a public ~~school~~, education system, both the superintendent and the president of the ~~local school board governing body~~ shall sign the request.

(3) In the request, the ~~school~~ education system shall state ~~the each~~ specific requirement of ~~requirements~~ for which the ~~school~~ education system is requesting a waiver and shall indicate how the granting of the waiver would enhance improvement ~~at in~~ the ~~school~~ education system.

(b) Within 30 days after the receipt of a request for a waiver, a recommendation shall be made by the commissioner of ~~education~~ to the state board either to either grant or to deny the request. The commissioner may consider information in addition to that which is provided in the request.

(c) The request and the recommendation from the commissioner of ~~education~~ shall be considered by the state board, and the final decision on whether to grant or deny the request shall be made by the state board.

~~This regulation shall be effective on and after July 1, 2005.~~ (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005; amended P-  
\_\_\_\_\_.)

**91-31-43. Child Abuse and Neglect Mandated Reporter Training.** All accredited education systems shall develop and implement written policies for annual child abuse and neglect mandated reporter training of all employees. The training must address child abuse and neglect reporting requirements when any individual has reason to suspect a student attending the education system has been harmed as a result of physical, mental or emotional abuse or neglect or sexual abuse. Education systems shall maintain documentation each employee met the annual training requirement. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005; amended P-  
\_\_\_\_\_.)

**91-31-44. Dyslexia.** (a) As used in this regulation, each of the following terms shall have the meaning specified in this regulation:

(1) “Connected text” refers to the student’s ability to apply phonics skills the student has acquired when they encounter an unfamiliar word while reading more generalized printed or written matter.

(2) “Evidence-based” means an activity, strategy, or intervention that meets the requirements of 20 U.S.C. 7801(21), as in effect on January 1, 2020, which is adopted by reference.

(3) “Letter naming fluency” means a student’s ability to automatically identify both the upper case and lower case of each letter.

(4) “Letter sound fluency” means a student’s ability to automatically vocalize speech sounds associated with a particular letter.

(5) “Nonsense word fluency” means a student’s ability to automatically and accurately decode and blend an unfamiliar short vowel one syllable word.

(6) “Oral reading fluency” means a student’s ability to utter aloud words in text accurately and automatically with reasonable accuracy at an appropriate rate that leads to understanding of text.

(7) “Phoneme segmentation fluency” means a student’s ability to segment a word with up to four sounds into individual small units of sound.

(8) “Structured literacy” means explicit, systematic, and cumulative instruction that emphasizes the organization of language, including the speech sound system, the writing system, the organization of sentences, the meaningful parts of words and the relationships among words, and the organization of spoken and written discourse.

(b) All accredited education systems shall become aware of and understand that Dyslexia;

(1) is a specific learning disability that is neurobiological in origin;

(2) is characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities;

(3) causes a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction;

(4) may cause problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

(c) (1) All accredited education systems shall use a universal screening tool to screen and identify students who

(A) demonstrate characteristics of dyslexia; or

(B) are at risk of struggling to read.

(2) Accredited education systems shall only use universal screening tools that provide sub-scores for the following abilities: connected text, letter naming fluency, letter sound fluency, nonsense word fluency, oral reading fluency, and phoneme segmentation fluency.

(3) Accredited education systems shall only use universal screening tools that have the ability to compare the student's performance on the assessed skills with national normative data.

(4) All accredited education systems shall screen at least once per school year;

(A) all students enrolled in grades Kindergarten through 3, and

(B) all students in grade 4 and above that are not reading at their oral reading fluency benchmark.

(d) (1) Each accredited education system shall provide and require its professional staff as listed in (d) (4) to complete dyslexia-centered professional development. Dyslexia-centered professional development shall consist of on-going, evidence-based professional learning opportunities.

(2) The dyslexia-centered professional development shall consist of training regarding the nature of dyslexia, an introduction to procedures to identify students who are struggling in reading, and an introduction to intervention strategies and procedures.

(3) The dyslexia-centered professional development professional learning shall consist of the following:

(A) Overview of science and how science works to solve problems and create solutions, including the scientific method;

(B) Information concerning the meaning of the terms research-based and science-based and how to identify programs that are science-based;

(C) Definition of dyslexia; characteristics of dyslexia;

(D) Potential outcomes if students are not taught explicitly to become competent readers, including results of additional socio-emotional difficulties;

(E) Information regarding writing systems, including differences between transparent and opaque writing systems;

(F) Information concerning how the English writing system contributes to reading failure;

(G) Dyslexia identification procedures;

(H) Dyslexia intervention strategies and how to implement them; and

(I) Dyslexia progress monitoring and progress monitoring systems.

(4) At a minimum, the dyslexia-centered professional development shall be provided to all paraprofessionals as well as to staff with the following endorsements:

(A) elementary education;

(B) early childhood unified;

(C) reading specialist;

(D) English language arts;

(E) school psychologist;

(F) high incidence special education.

(e) All accredited education systems shall utilize structured literacy as the explicit and evidence-based approach to teaching literacy to all students and promote early intervention for students with characteristics of dyslexia.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005; amended P-\_\_\_\_\_.)



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

**Item Title:** Receive History Government Social Studies curricular standards

**From:** Don Gifford

The Kansas History, Government, and Social Studies (HGSS) Standards Committee is presenting the HGSS Standards document to the State Board of Education for consideration and discussion. Action to adopt the standards is anticipated for the March Board meeting.

The link to the proposed standards document is provided:

<https://www.ksde.org/LinkClick.aspx?fileticket=hzRZjRSc8Es%3d&tabid=472&portalid=0&mid=4744>





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

**Item Title:** Receive recommendations of the State Policy Committee

**From:** State Board Policy Committee – Chair Deena Horst

The Policy Committee of the Board shall review Board policies at least every two years and shall suggest to the Board any changes deemed necessary. (Policy 1001)

Policy Committee members Deena Horst (Chair), Ann Mah and Jean Clifford have been working to review and update the State Board Policies and Guidelines. They are assisted by Board Attorney Mark Ferguson and Board Secretary Peggy Hill. Recommended revisions within both documents are provided in redline format for Board consideration this month.



*Policy Committee Recommendations Redline, plus recodification of Chapter 72*

# Kansas State Board of Education Policies



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

## TABLE OF CONTENTS

Select Constitutional and Statutory Provisions	i-ii
<b>PREFACE</b>	
Mission	iii
Establishing Goals	iii
Board Contributions	iii
<b>Governance Process</b>	1000
Policy Review	1001
Governing Style	1002
Policies, Regulations and Guidelines	1003
Orientation of New Members	1004
Board Member Development	1005
Boardsmanship Expectations	1006
Officers – Election, Tenure and Duties	1007
Committee Principles	1008
Appointments to Committees and Commissions	1009
Operation of the State Board of Education	1010
Board Member Travel	1011
Citizens’ Open Forum	1012
Public Hearings	1013
<b>Board-Staff Linkage</b>	2000
Delegation to the Commissioner	2001
Monitoring and Evaluating Commissioner Performance	2002
<b>Commissioner Limitations</b>	3000
Communication and Counsel to the Board	3001
Staff Treatment	3002
Financial Planning and Legislative Recommendations	3003
Emergency Executive Succession	3004

**PROVISIONS FROM THE CONSTITUTION OF  
THE STATE OF KANSAS**

**ARTICLE VI**

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

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

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

## STATUTES REGARDING THE STATE BOARD OF EDUCATION

**72-7513 255. General powers of state board.** In general, but not by way of limitation, consonant with other applicable statutory provisions, the state board of education shall:

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

**72-7514 256. Rules and regulations; authorization to adopt.** The state board is hereby authorized to adopt rules and regulations not in conflict with law on any and all matters within its jurisdiction, except as is otherwise specifically provided by law.

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

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

## PREFACE

### MISSION & VISION

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

With this in mind, the State Board has adopted the following mission:

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

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

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

### ESTABLISHING GOALS

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

### BOARD CONTRIBUTIONS

The work of the Board shall be to:

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

Adopted: March 14, 2000

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

**GOVERNANCE PROCESS**

**POLICY REVIEW**

**Policy Type: Governance Process**

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

Adopted: August 9, 1989  
Amended: March 10, 1998

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

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

Accordingly, the Board will:

1. Set direction for education in Kansas by focusing on the careful initiation and establishment of policies.
2. Adhere to Board policies.
3. Be accountable to the public for competent, conscientious and effective accomplishment of its obligations as a Board. No member of the Board shall represent a minority position as that of the full Board.

Adopted: August 9, 1989

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

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

**Policy Type: Governance Process**

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

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

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

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

Adopted: August 9, 1989

Amended: March 10, 1998; March 14, 2000; August 8, 2017

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

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

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

For more information see Procedure A of the Guidelines

Adopted: August 9, 1989

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

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

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

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

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

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

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

For more information see Guideline I.

Adopted: August 9, 1989  
Amended: March 10, 1998; March 14, 2000

**POLICY: BOARDSMANSHIP EXPECTATIONS****Policy Type: Governance Process**

- A. Board members are expected to:
1. maintain an open dialogue with each other;
  2. listen and show courtesy and respect to each other, the public and staff;
  3. respect other Board members and their opinions;
  4. not make assumptions about the possible voting preferences of other members and feel free to ask for clarification of positions;
  5. accept the fact that there will be differences of opinion and not take dissenting opinions personally;
  6. make a good faith effort to find common ground on issues, including consideration of parts of proposals;
  7. earn trust from one another; and
  8. protect the integrity of the Board, and not misrepresent the Board's official position on issues to the press or in social media.
- B. Perceived Violations of Boardsmanship Expectations
1. Any perceived violation of boardsmanship expectations can be voiced to the chairman by any Board member.
  2. The chairman shall rule on the alleged violation.
  3. If any member is dissatisfied with the ruling of the chair, the member may make a motion on the issue.
- C. Board members also expect the chair and vice chair of the Board to work as a team with the Commissioner.

Adopted: August 9, 1989

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

**POLICY: OFFICERS - ELECTION, TENURE, AND DUTIES****Policy Type: Governance Process**

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

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

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

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

- B. Chairman: It shall be the duty of the chairman to preside at all meetings of the State Board and perform such other duties as the Board may direct. In case the office of chairman shall become vacant, the vice chairman shall assume the title, duties, and responsibilities of the chair for the remainder of the term for which the chairman was originally selected. The chairman may serve as an ex-officio member of all State Board committees. In the absence of the Commissioner or the inability of the Commissioner to act, the chairman shall appoint a deputy commissioner to act as Commissioner until the next regular meeting of the State Board.
- C. Vice chairman: It shall be the duty of the vice chairman to preside at all meetings of the State Board in the absence of the chairman. In case the office of vice chairman shall become vacant, the State Board shall elect a new vice chairman.
- D. In the absence of the chairman and the vice chairman at any meeting of the Board, the Board member with the most seniority on the Board shall serve as temporary chairman and preside for the purposes of calling the meeting to order, taking roll call and serving as temporary chairman to conduct business at the meeting.
- E. Positions attached to the State Board

**Commissioner:** The State Board of Education shall appoint a Commissioner of Education who shall serve at the pleasure of the Board as its executive officer. (Kansas Constitution Article VI, Section 4) The Commissioner of Education implements the Kansas State Board of Education's strategic goals and objectives, and leads the Kansas State Department of Education. ~~The Commissioner shall be evaluated annually by the State Board.~~ (STRIKE REFERENCE HERE AND INSERT THE LINE WITH OTHER EVALUATION TIMEFRAMES UNDER "E" CATEGORY SO ALL ARE TOGETHER)

**Secretary:** The secretary to the State Board of Education shall be appointed

by the State Board at each organizational meeting to serve at the pleasure of the State Board. The secretary shall not be a member of the Board.  
(K.S.A. ~~72-7508~~ 72-250)

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

**Attorney:** The attorney for the State Board of Education shall be appointed by the State Board at each organizational meeting to serve at the pleasure of the State Board. The attorney shall attend all meetings of the State Board and render any legal services which are directed by the State Board or the Commissioner. The State Board may appoint an attorney other than the State Board attorney to represent it or members in any litigation.  
(K.S.A. ~~72-7512~~ 72-254) The Board may enter into a contract for services with the State Board attorney.

- E. (1) Evaluations of ~~Secretary and Attorney~~ positions attached to the State Board: (TITLE NOW MATCHES PRIOR REFERENCE)

**Commissioner:** The Commissioner shall receive a formal, cumulative evaluation not more than six months after he/she is appointed. Thereafter, a formal, cumulative evaluation of the Commissioner shall be performed annually by the State Board. (MATCHES POLICY 2002 WHICH IS SPECIFIC TO COMMISSIONER PERFORMANCE).

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

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

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

For Additional Information, See Procedure B of the Guidelines.

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

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

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

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

Adopted: August 9, 1989

Amended: March 10, 1998; December 10, 2003; October 17, 2012

## **POLICY: APPOINTMENTS TO COMMITTEES AND COMMISSIONS**

### **Policy Type: Governance Process**

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

C. Appointments to Temporary Committees of the State Board:

The chairman and members of each temporary committee of the State Board shall be appointed by the chairman of the State Board from a list of those Board members who have expressed an interest in serving on the committee.

D. Appointments to Other Committees:

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

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

Adopted: August 9, 1989

Amended: March 13, 1990; July 10, 1991; October 13, 1992; March 10, 1998;  
December 12, 2001; September 9, 2003; December 10, 2003; March 11, 2014;  
August 8, 2017; January 15, 2019

**POLICY: OPERATION OF THE STATE BOARD OF EDUCATION**

**Policy Type: Governance Process**

1. Meetings

A. Regular Meetings

The State Board shall hold a regular meeting each month as provided by law. No later than January each year, the Board shall adopt by resolution specifying (1) the hour of commencement, (2) the day of the week, (3) the week of the month, and (4) locations for meetings for the entire year. (K.S.A. ~~72-7507~~-72-249) This shall include meetings to be held on the campus of each state school governed by the Board.

B. Other Meetings

The State Board may provide by resolution for (1) additional regular meetings; (2) special meetings; or (3) recessed or adjourned meetings. (K.S.A. ~~72-7507~~-72-249)

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

Telephone conference meetings may be called by the chairman or at the request of four Board members.

C. Notification of Meetings

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

When the regular meeting date, time or place is changed by resolution, or when additional regular meetings, special meetings, recessed or adjourned meetings are called, the secretary to the Board shall notify members of the Board and others who have requested notification, at least five days before such meetings. However, when the chairman deems the need for an emergency meeting, the chairman may call a meeting. In such event, reasonable notice shall be given to those parties named herein.

A party receiving notice of any conference shall be advised that this will be an open meeting and the discussion and action may be heard over speakers at the State Department of Education.

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

D. All official business of the State Board shall be transacted as provided by state law.

E. Agenda

(1) Construction

(a) A State Board meeting agenda shall be prepared by the chairman of the State Board, the vice chairman of the State Board and Commissioner.

(b) Any member of the State Board may request that an item related to State Board goals be placed on the agenda by submitting a request to the chairman in advance of the agenda preparation. Any such item shall be considered for the State Board agenda.

(c) In addition, a member of the State Board may request that any matter be placed on a future agenda of the State Board at a regular meeting. The request shall be discussed at a meeting of the State Board.

If consensus cannot be reached, the request shall be approved or disapproved by a vote of the State Board.

(2) Advance Delivery

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

(3) Distribution

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

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

F. Meeting Conduct

(1) Order of Business

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

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

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

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

Routine, procedural or noncontroversial action items may be placed on the consent agenda. For items that require clarification, or for which a Board member has a question, that clarification should be requested before the Board meeting. An item should not be pulled from the consent agenda just to have a question answered. That sort of information gathering should happen before the meeting. If there is an item about which a Board member dis-agrees, or believes the item requires discussion, then a request is made at the beginning of the Board meeting during the Approval of the Agenda to pull that item from the consent agenda.

G. Records and Minutes

- (1) The secretary to the State Board shall take minutes at each Board meeting, shall record the actions of the State Board, and shall officially certify the minutes of each meeting. (K.S.A. ~~72-7508~~ 72-250)
- (2) On any motion before the State Board, a recorded vote shall be taken and made a part of the public record. (K.S.A. ~~72-7509~~ 72-251) The name of any member voting against a motion or abstaining shall be recorded in the minutes.
- (3) Additions and/or corrections may be made to the minutes by a majority vote of the State Board.

Adopted: August 9, 1989

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

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

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

Objectives of travel:

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

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

For more information see Guideline I.

Adopted: August 9, 1989

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

## POLICY: CITIZENS' OPEN FORUM

### Policy Type: Governance Process

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

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

Adopted: August 9, 1989

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

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

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

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

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

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

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

### **COMMUNITY FORUMS**

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

Adopted: August 9, 1989

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

**BOARD-STAFF LINKAGE**

## POLICY: DELEGATION TO THE COMMISSIONER

### Policy Type: Board-Staff Linkage

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

1. The Commissioner is authorized to make all decisions, take all actions and develop all activities which are consistent with the Board's policies. The Board, by amending its policies, may expand or constrict the areas of the Commissioner's delegated authority. However, the Board will respect the Commissioner's choices so long as the delegation continues. This does not prevent the Board from obtaining information about activities in the delegated areas.
2. The Commissioner serves the State Board. Therefore, no Board member, officer or committee shall exercise authority over the Commissioner. If any request is made or direction given to the Commissioner by a Board member, officer or committee which requires material resources, it may be refused.
3. The Commissioner may not perform, allow or cause to be performed any act which is unlawful, insufficient to meet commonly accepted business and professional ethics or the "prudent person" test or contrary to explicit Board constraints on executive authority.
4. The Commissioner may employ persons in agency positions subject to confirmation by the State Board.
5. ~~The commissioner shall not establish the qualifications or method of selection of assistant commissioners without consulting the State Board.~~ **Assistant commissioners will be appointed by the State Board as required by K.S.A. 72-373.**

Adopted: August 9, 1989

Amended: March 10, 1998; March 11, 2014; April 17, 2018

**POLICY: MONITORING AND EVALUATING  
COMMISSIONER PERFORMANCE**

**Policy Type: Board-Staff Linkage**

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

For more information see Procedure B of the Guidelines.

Adopted: August 9, 1989

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

**COMMISSIONER LIMITATIONS**

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

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

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

Adopted: August 9, 1989

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

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

With respect to employment and treatment of staff, the Commissioner may not cause or allow conditions that:

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

Adopted: August 9, 1989

Amended: March 10, 1998; September 14, 1999; July 15, 2009; March 11, 2014; August 8, 2017

**POLICY: FINANCIAL PLANNING AND LEGISLATIVE  
RECOMMENDATIONS**

**Policy Type: Commissioner Limitations**

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

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

Adopted: August 9, 1989  
Amended: March 10, 1998

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

With respect to protecting the Board from sudden loss of chief executive services, the Commissioner may not allow insufficient executive backup. Accordingly, the Commissioner shall have no fewer than two other executives (**deputy commissioners**) familiar with Board and Commissioner issues and processes. (~~See K.S.A. 72-7601 et seq.~~)

Adopted: August 9, 1989  
Amended: March 10, 1998



# **Kansas State Board of Education Guidelines**



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

**STATE BOARD GUIDELINES/PROCEDURES  
INDEX**

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

**GUIDELINE I**  
**APPROVAL OF MEETING ATTENDANCE**  
**(BOARD MEMBER TRAVEL)**

A. Legal Basis

1. K.S.A. ~~72-7511a~~ 72-253 provides that State Board members are to get the same compensation, travel expenses and subsistence allowance as provided in K.S.A. 75-3212 for members of the legislature when members attend a meeting which has been approved by the State Board.
2. K.S.A. 75-3212 says members of the legislature are entitled to:
  - (a) the amount of compensation and subsistence allowance prescribed in K.S.A. 46-137a for actual attendance at in-state meetings;
  - (b) the subsistence allowance incurred in going to and returning from in-state meetings on days other than days of meetings, if the legislator lives more than 100 miles from the location of the meeting; and
  - (c) the mileage rate authorized by K.S.A. 75-3203a for each mile actually traveled by the usual route in going to and returning from authorized in-state meetings. The Commissioner will inform the Board annually of the current rate.
3. K.S.A. 46-137a provides for the amount of compensation (salary) and the rate of subsistence allowance (per diem). KSDE staff will inform the Board annually of the current rates.
4. Any member of the State Board may waive payments of compensation, subsistence allowance, or mileage to which the member is entitled.

B. Preapproved Attendance

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

1. Attendance at regular or special meetings of the State Board.
2. Attendance at any meeting at which the member is attending as the designated representative of the State Board. Any time a Board member is appointed by

the chair, the Commissioner, or the Governor, to participate on a committee, work group, study group, task force, council or other group for a state or national educational organization, the Board shall vote to authorize travel/salary expenses for such participation.

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

#### C. Discretionary Attendance

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

(b) When approving travel by Board members, the State Board will consider the balance of the allotment available to each Board member under section D.

2. The State Board will not grant approval for attendance at any partisan, political activity or event.
3. To comply with State ethics laws, the Board must vote to approve a Board member's travel even when the travel expenses are paid by a third party.

#### D. Annual Allocation for Board Member Travel

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

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

- c. District 5 Member
- d. ~~Legislative Liaison. (This share shall be available after January 1.)~~

- 5. Allocate ~~one-half of~~ **three-quarters of an additional share after January 1 to each of the two Legislative Liaisons.** ~~to the Assistant Legislative Liaison. (This one-half share shall be available after January 1.)~~

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

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

#### E. Definitions

The following definitions shall apply to this Guideline:

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

Adopted: March 10, 1998  
Amended: September 14, 1999  
Amended: December 12, 2001  
Amended: November 12, 2002  
Amended: November 14, 2007  
Amended: November 10, 2009  
Amended: September 8, 2015

**GUIDELINE II**  
**ACCESS TO COMMUNICATION EQUIPMENT BY STATE BOARD MEMBERS**

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

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

**GUIDELINE III**  
**DISCUSSING AND ADDRESSING ISSUES**

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

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

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

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

**GUIDELINE IV.**  
**HEARING OFFICER RECOMMENDATIONS**

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

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

## **GUIDELINE V. LAND TRANSFERS**

### I. Governing Law

K.S.A. ~~72-7108~~ **72-532** provides that a transfer of land from one school district to another can be made only under the following conditions:

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

The Kansas Supreme Court has determined that any land transfer must be consistent with, and not in derogation of, the purposes and provisions of the school unification acts. In addition, K.S.A. ~~72-7108~~ **72-532** contains factors that must be considered by the State Board when reviewing land transfer requests.

### II. Requests for Land Transfers Considerations

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

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

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

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

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

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

Adopted:	May 10, 1977	Amended:	November 14, 2001
Amended:	February 12, 1986	Amended:	September 9, 2003
Amended:	March 10, 1998	Amended:	April 17, 2018

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

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

Adopted: March 10, 1998  
Amended: November 14, 2001  
Amended: September 9, 2003  
Amended: September 8, 2015  
Amended: April 17, 2018

## **GUIDELINE VII**

### **ISSUANCE OF A VISITING SCHOLAR LICENSE**

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

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

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

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

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

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

A. PROCEDURES

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

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

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

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

C. COMMITTEE RECOMMENDATION

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

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

Adopted: May 10, 2000  
Amended: September 9, 2003  
Amended: April 17, 2018

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

A. PROCEDURES

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

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

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

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

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

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

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

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

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

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

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

Adopted: April 17, 2018

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

The Kansas Legislature has assigned to the State Board of Education the responsibility to administer the Charter School statutes, K.S.A. ~~72-1903~~ 72-4206 to ~~72-1911~~ 72-4213. To assist the State Board in fulfilling this responsibility, the staff of the Kansas State Department of Education (KSDE) shall adhere to the following procedures in submitting recommendations for approval or disapproval of initial charter school petitions under K.S.A. 72-1906.

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

In addition, KSDE staff shall adhere to the following procedures in submitting recommendations for approval or disapproval of requests for renewal of charter schools under K.S.A. ~~72-1907~~ 72-4209.

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

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

Adopted: December 10, 2003

Amended: April 17, 2018

## **PROCEDURE A: New Board Member Orientation**

1. The purpose of orientation is to prepare newly elected Kansas State Board of Education members for their public office and acquaint them with programs and activities of the Kansas State Department of Education.
2. On or before November 15 of an election year, the Board secretary shall send a welcome letter to each Board member-elect with information to include:
  - a. Links to Board Policies and Guidelines
  - b. List of School Districts in his/her Board District
  - c. Contacts of School District Superintendents in his/her Board District
  - d. Draft calendar of upcoming year's Board meetings
  - e. Request for photo and bio
  - f. Request for ordering name badge, name plate
3. In early December, the Board secretary shall notify each Board member-elect of the orientation schedule. A suggested agenda for the first orientation session could include the following: a discussion of each member's expectations, issues, concerns, and goals for the Board; Board member roles and responsibilities; differences between a state board and local board of education, the statutory and regulatory authority of the Board; Open Meetings Act; Board Policies and Guidelines; Board communications plan; Board elections and appointments; tour of KSDE building; and governmental and constituent relations.

In preparation for the session, Board members should receive:

- a. Board mission and goals, roles and responsibilities
- b. KSDE organizational chart, contact information for Commissioner and deputy commissioners
- c. Kansas Open Meeting Act, Open Records Act
- d. Draft calendar of Board meeting dates for the year
- e. Outline of regular communications to expect from Commissioner and board secretary
- f. Roles and duties of Board secretary and Board attorney
- g. Request for ordering business cards, stationery
- h. Instructions for submitting travel reimbursement (plus budget limitations) and payroll information
- i. Overview of benefits (insurance, KPERS, etc.)
- j. Required forms (W-9, I-9, permission for building key card)
- k. Parking instructions and parking tag

4. Details concerning swearing-in ceremonies, which differ during a gubernatorial election year, will be provided to newly elected and re-elected Board members as soon as they are made available to the Board secretary.
5. When the agenda for the January Board meeting is distributed, the Board secretary shall notify each Board member-elect that an orientation session will be held prior to the first day of the January Board meeting. A suggested agenda for this orientation session could include the following: computers/meeting technology; agenda development process; position descriptions for the secretary and Commissioner; issues and questions regarding the January Board meeting agenda; and questions from the previous orientation session.

In preparation for the session, Board members should receive:

- a. Statement of Substantial Interests form from Secretary of State's Office
  - b. List of committee members of advisory groups that work with State Board and KSDE
  - c. List of legislators in Board District
  - d. Overview of legislative process and committees
  - e. Chronicle of major Board decisions for the past year
  - f. General calendar of events Board members may attend (Kansas Teacher of the Year, annual conference, etc.)
6. When the agenda for the February Board meeting is distributed, the board secretary shall notify each of the new Board members that an orientation session will be held prior to the first day of the February Board meeting. A suggested agenda for this orientation session could include the following: the purpose and process for strategic planning; overview from the KSDE Divisions of Learning Services and Fiscal and Administrative Services; information from KSDE communications department; supervision of Kansas State School for the Deaf and Kansas State School for the Blind; general issues and questions from new members.
  7. If the Board determines that adaptation of the orientation sessions would benefit new members then the schedule may be adjusted.
  8. At the end of the orientation process, the participants will complete an evaluation form and return it to the Commissioner, chairman and vice chair. They may use the feedback from evaluations to develop agendas for future orientation sessions.

9. Newly-elected Board members attending required orientation sessions may request mileage and per diem in accordance with State travel regulations. However, the expenses of members-elect to attend regular Board meetings cannot be paid until their term of office begins. (Policy 1004)

Adopted: September 10, 2008  
Amended: September 8, 2015; April 17, 2018

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

1. At the October Board meeting, the human resource director provides evaluation forms for the Commissioner of Education, Board attorney and Board secretary to State Board members with instructions for submitting the completed forms to the Board chairman or designee. ~~Initial evaluations are to be conducted within six months of hire and annually thereafter.~~ See Policy 2002-1007 E. (1) (POLICY 1007 REFERENCES ALL THREE POSITIONS AND NOT ONLY THE COMMISSIONER)

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

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

Amended: April 17, 2018





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

Janet Waugh District 1	Steve Roberts District 2	Michelle Dombrosky District 3	Ann E. Mah District 4	Jean Clifford District 5
Dr. Deena Horst District 6	Ben Jones District 7	Kathy Busch District 8	Jim Porter District 9	Jim McNiece District 10

**Subject:** Chair's Report & Requests for Future Agenda Items

These updates will include:

- a. Committee Reports
- b. Board Attorney's Report
- c. Requests for Future Agenda Items

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