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

TUESDAY, JANUARY 14, 2020
MEETING AGENDA

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 December 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. (RI)	8.	Receive recommendations on Computer Science Standards implementation plan	**pg 23**
11:10 a.m.		Break	
11:20 a.m. (RI)	9.	Receive recommendations from the E-Cigarette/Vaping Task Force	**pg 31**
11:45 a.m. (RI)	10.	Receive Kansas Model Standards for Handwriting	**pg 33**
12:10 p.m.		Lunch *(Board members to meet with student teachers from Baker University, Room 560)*	
1:30 p.m. (IO)	11.	Update on Literacy Network of Kansas including presentations from Olathe and Dodge City schools	**pg 63**
2:00 p.m. (AI)	12.	Act on report and recommendations from Blue Ribbon Task Force on Bullying	**pg 67**
2:25 p.m. (IO)	13.	Receive Special Education Advisory Council (SEAC) Annual Report	**pg 109**

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.
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Next Meeting: Feb. 11-12, 2020 in Topeka

Kansas leads the world in the success of each student.

2:55 p.m.		Break	
3:05 p.m.	(AI)	14. Act on recommendations of the Professional Practices Commission	**pg 131**
3:15 p.m.	(RI)	15. Receive higher education preparation program standards for Health	**pg 141**
3:40 p.m.	(RI)	16. Receive higher education preparation program standards for P.E.	**pg 149**
4:00 p.m.	(IO)	17. Update on work to strengthen the Kansas early childhood system	**pg 159**
4:25 p.m.	(RI)	18. Receive proposed changes to Kansas Education Systems Accreditation regulations	**pg 161**
5:25 p.m.	(IO)	19. Legislative Matters	**pg 197**
5:40 p.m.	(AI)	20. Consent Agenda	
		a. Receive monthly personnel report	**pg 199**
		b. Act on personnel appointments to unclassified positions	**pg 201**
		c. Act on recommendations for licensure waivers	**pg 203**
		d. Act on recommended components of subtests to screen and assess students for characteristics of dyslexia	**pg 205**
		e. Act on amendment to definition of extraordinary enrollment growth	**pg 207**
		f. Act on the recommended process to identify and approve evidence-based practices for at-risk students	**pg 209**
		g. Act on request to extend agreement with Kansas Children's Cabinet and Trust Fund for the purpose of supporting the Preschool Development Grant Birth through Five	**pg 211**
		h. Act on request to extend agreement with the Kansas Department for Children and Families for the purpose of supporting the Preschool Development Grant Birth through Five	**pg 213**
		i. Act on request to extend agreement with the Kansas Department of Health and Environment for the purpose of supporting the Preschool Development Grant Birth through Five	**pg 215**
		j. Act on request to extend agreement with the University of Kansas Center for Research, Inc. for the purpose of supporting the Preschool Development Grant Birth through Five	**pg 217**
5:45 p.m.	(AI)	21. Act on Board Travel	**pg 219**
6:00 p.m.		**RECESS**	

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WEDNESDAY, JANUARY 15, 2020
MEETING AGENDA

7:30 a.m.	**Pre-Meeting Activity — Breakfast with Special Education Advisory Council** Room 509, 5th Floor of Landon State Office Building	**pg 222**
9:00 a.m.	1. Call to Order	
	2. Roll Call	
	3. Approval of Agenda	
9:05 a.m. (IO)	4. Overview of ACT WorkKeys	**pg 223**
9:40 a.m. (IO)	5. Receive Career Technical Student Organizations' report/presentations	**pg 225**
10:20 a.m.	Break	
10:30 a.m. (IO)	6. Update on Strengthening Career and Technical Education for 21st Century (Perkins V) Act	**pg 227**
10:50 a.m. (IO)	7. Recognition of 2020 Kansas Superintendent of the Year	**pg 229**
11:05 a.m. (AI)	8. Presentation of Gemini I & II schools' redesign plans for acceptance	**pg 231**
11:15 a.m. (IO)	9. Chairman's Report and Requests for Future Agenda Items a. Act on Resolution for 2020 Board Meeting Dates b. Committee Reports c. Board Attorney's Report d. Requests for Future Agenda Items	**pg 233** **pg 235**
11:40 a.m.	**ADJOURN**	
Noon	**Post-Meeting Activities for Jan. 15** Lunch and roundtable discussions with CTSO officers Capitol Plaza Hotel, 1717 SW Topeka Blvd.	
	Superintendent of the Year Recognition Luncheon Capitol Plaza Hotel, 1717 SW Topeka Blvd.	
6:30 p.m.	Governor's State of the State Address	

Kansas leads the world in the success of each student.

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, 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

(00:00:17)

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.

CITIZENS' OPEN FORUM

(00:28:56)

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.

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 devises 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

MOTION
(04:53:26)

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, Kyley Long, Marsha Warren, Megan Mejia, Molly Maher, Reginia O'Dell, Sarah Folse, Sharon Simwinga, Shea Wright, Robert Ewing, Shelly Roehrman, USD 500; Alicia

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 Grelk, Katherine May, Michele Byers, Michelle Cooper, Neil Trottier, Paige Lawson, Tiffany McCain, Rebecca Linquist, 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 (00:00:01)

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.

INFORMATION IN SUPPORT OF COMPUTER SCIENCE EDUCATION WEEK (00:38:41)

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.

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

ACTION ON NEW APPOINTMENTS TO THE PROFESSIONAL STANDARDS BOARD (00:43:19)

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

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.

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Kathy Busch, Chairman Peggy Hill, Secretary

MINUTES

Kansas State Board of Education

Tuesday, November 12, 2019

CALL TO ORDER (00:00:02)

Chairman Kathy Busch called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, Nov. 12, 2019, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. She welcomed everyone in attendance, including educators from Shawnee Mission USD 512 who are participating in a leadership academy. She also acknowledged American Education Week occurring Nov. 18-22.

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 AMENDED AGENDA

MOTIONS
(00:05:48)
(00:06:15)
(00:07:01)

Mrs. Clifford moved to approve the day's agenda. Mrs. Mah seconded. Mr. Roberts then moved to pull Consent Item 15 j. for discussion. Mrs. Dombrosky seconded Mr. Roberts' request and it was approved 7-3 with Mr. Jones, Mrs. Waugh and Mrs. Busch in opposition. Approval of the agenda as amended passed on a vote of 10-0.

APPROVAL OF THE OCTOBER MEETING MINUTES

MOTION
(00:07:28)

Mr. McNiece moved to approve the minutes of the October Board meeting. Dr. Horst seconded. Motion carried 9-0-1 with Mrs. Mah abstaining.

COMMISSIONER'S REPORT (00:07:49)

Dr. Randy Watson focused on measures that help track whether students are academically prepared when leaving high school. He explained there are eight areas looked at in terms of results, both qualitative and quantitative. Dr. Watson shared student achievement information on state assessments, SAT, ACT, Advanced Placement, Dual Enrollment and career/technical education. He also commented on the STAR recognition system being implemented. One of the distinction categories recognizes districts for exceeding their postsecondary predictive rate by outperforming challenges such as chronic absenteeism, accumulated poverty and student mobility.

CITIZENS' OPEN FORUM (00:37:29)

Chairman Busch declared the Citizens' Forum open at 10:37 a.m. Speakers and their topics were: Julie Wilson, KNEA—concerns about STAR recognition system and opposition to category placement; Lori Mann, Kansas Literacy Professionals in Higher Education — feedback on Dyslexia

Committee recommendations and impact to higher education. Chairman Busch declared the Citizens' Forum closed at 10:46 a.m.

INFORMATION ON EDUCATORS RISING KANSAS

(00:47:35) Educators Rising Kansas is a student organization that identifies and develops aspiring teachers while they are in high school and uses network supports for their journey toward the teaching profession. The presenter was Cathy Mong from USD 259 and an Educators Rising State Advisory Board member. She commented on the training participants receive such as teacher observation and internships, trends covered at regional and state conferences, and leadership development.

BREAK Board members took a break at 11:15 a.m.

RECOGNITION OF NATIONAL FINALISTS FROM KANSAS FOR THE PRESIDENTIAL AWARD FOR EXCELLENCE IN MATHEMATICS AND SCIENCE TEACHING

(01:13:00) Deputy Commissioner Dale Dennis introduced two of the most recent National Finalists from Kansas for the Presidential Award for Excellence in Mathematics and Science Teaching. The Board recognized Heidi Albin, a science teacher at Complete High School Maize (Maize USD 266), a 2017 recipient, and Sarah Rand, a mathematics teacher at Central Heights Elementary (Central Heights USD 288), a 2018 recipient. Two other recipients were unable to attend the meeting. They are Stephen Smith, a technology teacher at Allison Traditional Magnet Middle School (Wichita USD 259) and Monica Dreiling, a science teacher at Lincoln Elementary (Hays USD 489). Honorees shared remarks about activities in their classrooms and instruction styles. Students from Complete High School Maize spoke about their outdoor science education programs. *(Finalists for this specific award are announced by the White House. The process is currently behind schedule).*

LUNCH Chairman Busch recessed the meeting at 12:05 p.m. The Board's Policy Committee met during the lunch break.

KANSANS CAN HIGHLIGHT: USD 500 STUDENTS AND THEIR INTERNATIONAL SPACE STATION EXPERIMENT

P.M. SESSION
(01:42:27) Chairman Busch reconvened the meeting at 1:30 p.m. She welcomed teacher Erin Morley Henry and four students from USD 500—Daquon Cheadle, Uhunoma Amayo, Carlos Jimenez Reyes and Daleshone Sharkey. These students had the unique opportunity to send their microgravity science experiment to the International Space Station this summer. The project was in conjunction with the former Coronado Middle School (now Gloria Willis MS) and KU GEAR UP. The youth microgravity researchers wanted to discover the best method for growing mint leaves in space. Their application was selected for the Student Spaceflight Experiment program from among international entries. They conducted a ground truth experiment at the same time as the space lab experiment. They spoke about their learning experience and traveling to the Kennedy Space Center. A time for questions and comments followed.

RECEIVE E-CIGARETTE/VAPING TASK FORCE POLICY RECOMMENDATION

(02:07:04) KSDE Education Program Consultant Mark Thompson represented the E-Cigarette/Vaping Task Force to present draft policy recommendations for a comprehensive tobacco-free grounds policy schools could use. There was discussion about policy enforcement to school visitors. Dr. Thompson shared data released from the Youth Risk Behavior Survey showing increases in youth use of electronic nicotine devices. Task Force member Hina Shah talked about legislative options for key policy areas, including taxation. Several members of the Task Force were present to answer questions, including ones about research, exemptions and flavor bans. The Board is expected to vote on the policy recommendations in December.

REVIEW DEFINITION OF EXTRAORDINARY ENROLLMENT GROWTH (02:56:36)

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 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. The topic will be discussed again at the December meeting.

There was a break from 3:07 to 3:15 p.m. **BREAK**

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

Professional Practices Commission Chair Linda Sieck appeared remotely to introduce four cases for consideration this month. Mrs. Waugh moved to adopt the findings of fact and conclusions of law of the PPC in issuing the licenses of 19-PPC-35, 19-PPC-38 and 19-PPC-40. Mr. Roberts seconded. Motion carried 10-0. Next, Mr. Jones moved to adopt the findings of fact and conclusions of law in suspending the license of 19-PPC-05. Dr. Horst seconded. Motion carried 10-0. **MOTIONS** (03:12:41) (03:13:55)

ACTION ON RECOMMENDATIONS OF THE DYSLEXIA COMMITTEE (03:16:01)

At the October State Board meeting, the Dyslexia Committee's report and recommendations were presented for consideration. These recommendations are adapted from the Kansas Legislative Task Force on Dyslexia in order to improve reading instruction, professional development and pre-service teacher preparation in regards to identifying, intervening and re-mediating dyslexia in Kansas schools. Committee Chair Cynthia Hadicke explained about the proposed timelines noted with each recommendation. There was discussion about testing for pre-service teachers seeking particular licenses or endorsements, and the screening and evaluation process for students. Mr. Porter moved to approve the recommendations of the Dyslexia Committee for pre-service teacher programs, professional learning, screening and evaluation, and evidence-based reading practices, encouraging compressed timelines as much as possible, and to adopt the definition of dyslexia as presented. Mr. McNiece seconded. During discussion, Mr. Jones proposed an amendment to remove English Language Arts endorsements from the pre-service recommendation for science of reading testing. Mrs. Mah seconded the request. The amendment failed 3-7, lacking the 6 votes required for passage. Mrs. Clifford, Mr. McNiece, Dr. Horst, Mrs. Dombrosky, Mrs. Busch, Mrs. Waugh and Mr. Porter voted in opposition. Additional discussion followed. The vote on Mr. Porter's original motion passed 10-0.

MOTION (03:51:57)

PROPOSED AMENDMENT (03:52:35)

MOTION RESTATED (03:55:30)

ACTION ON CONSENT AGENDA

Mrs. Waugh moved to approve the Consent Agenda excluding 15 j. (request to contract for state assessment services), which would be acted on separately. Dr. Horst seconded. Motion carried 10-0. In the Consent Agenda, the Board: **MOTION** (03:58:59)

- received the monthly Personnel Report for October.
- confirmed the unclassified personnel appointments of Jennifer Shaffer as Applications Developer on the Information Technology team, effective Oct. 20, 2019, at an annual salary of $69,992; Megan Pearson as Coordinator on the Teacher Licensure and Accreditation team, effective Oct. 21, 2019, at an annual salary of $54,995.20; Dayna Kriley as Consultant on the Child Nutrition and Wellness team, effective Oct. 28, 2019, at an annual salary of $50,960.
- accepted the following recommendations for licensure waivers valid for one school year: *Deaf or Hard of Hearing* - Gina Westerman, D0725. *Early Childhood Special Education* - Cherice Benton, Deborah Cavener, USD 204; Ashlea Fales, USD 233; Cara Garretson, USD 253; Jamie Graham, USD 259; Erica Bunton, USD 261; Jessica Knox, USD 305; Sara Carrier, USD 330;

Stephanie Davies, Jessica Weishaar, USD 345; Melinda Hall, USD 389; Angela Voth, USD 418; Linda Morrison, D0618; Gena Jones, D0701; Tammy Cole, Amber Sampson, D0720; Nicole Veatch, D0725. *Early Childhood/Preschool* - Arleen Sponsel, USD 259; Elizabeth Dieker, D0620. *English as a Second Language* - Chelsea Pham, Kelly Shultz, Jessica Vogt, USD 259. *Gifted* - Khanthavivanh Khamdalanikone, USD 204; Marguerite Hunting, Sara Reimer, USD 231; Nichola Demarest, Jennifer Farha, Kristin Heasley, USD 259; Kent Hicks, USD 261; Keri Gehrt Miller, Carlene McManigal, USD 336; Katie Rhodes, USD 383; Jill Hultberg, USD 418; Jillian Kay, USD 475; Jessica Miescher-Lerner, USD 497; Sharon Stockton, Celia Stucky, D0613; Alex Butterfield, Michelle Lewis, Kylie Rush, D0618; Gerald Schwinn, D0638; Corinne Flynn, D0720; Mellany Flagler, Bambi Hanson, D0725. *High Incidence Special Education* - Margaret Seggar, USD 202; Stephen Anderson, USD 203; Anna Thompson, USD 204; Abbie Doerhoff, USD 229; Amy Bloodgood, Breanna Bowzer, Melinda Brown, Amber Nichols, USD 231; Blaine Buckles, Christina Hurd, Stacey Martin, Kelsey Meadows, Nicole Nafziger, USD 233; Jessica Knuth, Alex Lundry, USD 253; Shannon Balthrop, Alyssa Beck, Heather Brown, Camala Cathey, Jennifer Coslett, Heather Crump, Ashley Dowell, Veronica Forbes, Shane Goldwater, Esmeralda Gutierrez, Aubrey Heier, Emily Hellewell, Adrienne Johnson, Sara Johnson, Priscilla Kralicek, Elise Kratz, Jennifer Laflamme, Brook Lohmeier, Angela Masterson, Kayla Nott, Shannon Olson, Megan Plant, Amani Ross, Angela Smith, Judith Spor, Keely Tolbert, Pamela Waldrop, USD 259; Audrey Allen, Justin Carruthers, Rebecca Casey, Stephanie Dunback, Sarah Feather, Matthew Gerber, Amanda Hawkinson, Kristine Kirk, Rodney Marner, Sharon Norden, Vicki Rierson, USD 260; Mary Batt, Ashley Garten, Tiffany Meairs, Diana Moyer, USD 261; Brittany Ferraro, Brandi Flisram, USD 263; Sydney Bacon, Stacy Lambert, Hanna McCarty, Liliana Peters, Steven Taylor, Monica Zier, USD 305; Skyler Suther, USD 320; Stephanie Bender, Tiffany Benedick, Jacob Kirmer, Mallorie Lafarge, USD 345; Megan Perkuhn, Robert Shelburne III, USD 364; Seth Dills, Christine Warren, Jana Winter, USD 383; Kristin Jerrick, Jenessa Maldonado, Christina Whitmer, USD 418; Sonia Camerlinck, Bailee Flaming, Samantha Garner, Evan Goehl, Christina Rankin, Cassie Sandlin, USD 475; Jennifer Allen, Lauren Colman, Lacy Davison Symmonds, Samantha Hershberger, Emily Ray, USD 497; Theresa Barry, Christopher Funk, Colin McCarty, Benjamin Phillips, Scott Snavely, Betty Thomas, Christopher Wheat, USD 500; Erica Carter, April Farr, Cindie Franz, Patricia Hendrickson, Lori Unruh, D0602; Amanda Wolfe, D0603; Susan Clayton, D0605; Natalie Roberson, D0607; Alicia Birney, D0613; Rebecca Fiedler, Lucas Fitzmorris, Karin Good, Daniel Kliger, Chelsey Livingston, Jason Millemon, Tamara Mink, D0613; Amie Archer, Tyler Botts, Shawn Brown, Megan Davis, Lori Fisher, Logan Harpool, Lorane May, Julie Rader, Lorie Schaller, Tiffany Steinbacher, Randall VandenHoek, D0618; Christopher Duke, Alexia Wells, D0620; Shelley Merrick, D0637; Kelly Ankrom, Amy Dieter, Amy Gumm, Jera Kressly, Hannah Mason, Claire Mossman, Alyssa Rawlings, Ashley Unruh, Michele White, Karli Winter, D0638; Kelly Kimerer, Samantha Toombs, D0700; Amanda Vander Linden, Mindy Woods, D0701; Kaitlyn Isch, D0702; Kylee Brenn, Caitlyn Hecker, Tayvia Kemp, Cynthia Terry, D0725. *High Incidence Special Education – extension on number of days under an emergency substitute license* - Fritz Desir, USD 231; Mamta Renkuntla, USD 233. *Library Media Specialist* - Charity Carter, Kelly Cotton, Jennifer Stebral, Elizabeth Tackett, USD 259; Kari Duntz, Haley Fairbank, Becky Hinck, Terry Morris, USD 475. *Low Incidence Special Education* - Megan Mellring, USD 204; Paige Skouse, USD 229; Tracy Steele, USD 231; Ashley Arconati, Bailey Christensen, Courtney Dubois, Calvin Johnson, Megan Jones, Ellen Kopetzky, Lisa Urban, USD 233; Aubrie Ellis, Ricky Ewert, Maurice Gatewood, Teayanise Guiden, Nicolle Herman, Whitney Long, Michelle Murphy, Gary Rochester, Harley Schiermeister, Ali Wagner, Leslie Winzenried, Richard Wright, USD 259; Amy Hajdukovich, Jordan Hermes, Jennifer Scritchfield, USD 260 Beth Carl, USD 261; Anna Berger, Jessica Palmer, USD 364; Karen Phillips, USD 383; Macey Conrad, USD 497; Whitney Austin, USD 500; Blanca Bueno, USD 512; Amy Phelps, D0618; Susan Sterling, D0638; Renae Gifford, D0701; Alyxandra Rush, D0725. *Low Incidence Special Education - extension on number of*

days under an emergency substitute license - Cindy Hollinger, USD 375. *Math - extension on n number of days under an emergency substitute license* - Jilliann Jones, USD 233; Peggy Forsberg, USD 453. *Science - middle level* - Marie Seymore, USD 259. *Science - extension on number of days under an emergency substitute license* - Roberta Freeman, USD 450. *Spanish - extension on number of days under an emergency substitute license* - Gregory Danker, USD 233. *Visual Impaired* - Bailee Jablonowski, USD 260; Kerry Ingram, USD 305; Amber Hanson, USD 333.

- accepted the recommendations of the Evaluation Review Committee for program approval: **Bethany College -** Biology 6-12, English Language Arts 6-12, Mathematics 6-12, Instrumental Music PreK-12, Vocal Music PreK-12, all continuing programs through June 30, 2026; **Kansas State University -** Agriculture 6-12, English Language Arts 6-12, new programs both through Dec. 31, 2021; **Newman University** - Biology 6-12, Elementary Education K-6, Mathematics 6-12, Reading Specialist PreK-12, all continuing programs through June 30, 2026; **Ottawa University -** Art PreK-12, Business 6-12, Instrumental Music PreK-12, Vocal Music PreK-12, all continuing programs through June 30, 2026; **Washburn University -** Building Leadership PreK-12, District Leadership PreK-12, both new programs through Dec. 31, 2021.
- approved the Education Flexibility Partnership (Ed-Flex) waiver request for USD 407 Russell County.
- authorized USD 416 Louisburg, Miami County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.
- authorized USD 416 Louisburg, Miami County, to receive capital improvement (bond and interest) state aid as authorized by law.
- accepted recommendations of the Licensure Review Committee as follows: *Approved cases* - 3282, 3286, 3287, 3288, 3289, 3290, 3291, 3292, 3293, 3294, 3295, 3296, 3297, 3298, 3299, 3300.

authorized the Commissioner of Education to negotiate and

- initiate the Request for Proposal process for State Board Attorney legal services from July 1, 2020 to June 30, 2021, with the option of four one-year extensions in a five-year contract amount not to exceed $250,000;
- enter into a contract with Education Elements for calendar year 2020 in an amount not to exceed $295,700;
- initiate the contract bid process for providing state advisor services for Kansas Business Professionals of America in an amount not to exceed $67,500 for a four-year contract.

INDIVIDUAL ACTION ON CONSENT AGENDA

Mr. Roberts requested to pull Consent Item 15 j. (request to contract for state assessment services). After comments and explanation, Mr. McNiece moved to authorize the Commissioner of Education to enter into a contract with the recommended vendor resulting from a bidding process required by the Department of Administration and Division of Purchasing for the purpose of developing, administering, analyzing and reporting state assessments with a contract amount not to exceed thirty-six million ($36,000,000) through June 30, 2026. Mr. Jones seconded. Motion carried 8-2 with Mr. Roberts and Mrs. Dombrosky in opposition.

MOTION (04:05:20)
MOTION RESTATED (04:08:17)

BOARD MEMBER TRAVEL

MOTION (04:12:35)

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

EXECUTIVE SESSION #1

MOTION (04:13:18)

Mrs. Waugh moved to recess into Executive Session to discuss the subject of legal matters with legal counsel, which is justified pursuant to the exception for matters, which would be deemed privileged in the Attorney-Client relationship under KOMA, in order to protect the privilege and the Board's communications with an attorney on legal matters. The session would begin at 4:30 p.m. for 30 minutes and the open meeting would resume in the Board Room at 5 p.m. Board Attorney Mark Ferguson, KSDE General Counsel Scott Gordon, Commissioner Randy Watson and Deputy Commissioner Dale Dennis were invited to join the session. Mr. Roberts seconded. Motion carried 10-0.

Open session resumed at 5 p.m.

EXTENSION OF EXECUTIVE SESSION #1

MOTION

Mrs. Waugh moved to extend the same Attorney-Client executive session with the same participants for 15 minutes, beginning at 5:01 p.m.. Mr. Porter seconded. Motion carried 10-0.

Open session resumed at 5:16 p.m.

EXECUTIVE SESSION #2

MOTION

Mrs. Waugh moved to recess into Executive Session to discuss the subject of an individual employee's performance, which is justified pursuant to the non-elected personnel exception under KOMA, in order to protect the privacy interest of the individual(s) to be discussed. The session would begin at 5:16 p.m. for 15 minutes and the open meeting would resume in the Board Room at 5:31 p.m. Mr. Porter seconded. Motion carried 10-0.

RECESS

Members returned to open session at 5:31 p.m. Chairman Busch immediately recessed the meeting until 9 a.m. Wednesday at the Kansas Health Institute.

_____ _____

Kathy Busch, Chairman Peggy Hill, Secretary

MINUTES

Kansas State Board of Education

Wednesday, November 13, 2019

CALL TO ORDER

Chairman Kathy Busch called the Wednesday meeting of the State Board of Education to order at 9 a.m. on Nov. 13, 2019, at offices of the Kansas Health Institute, 212 SW Eighth, Topeka, Kansas.

(Meeting not recorded)

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

Mr. Jones moved to approve the Wednesday agenda as presented. Mrs. Dombrosky seconded. Motion carried 10-0.

MOTION

CHAIRMAN'S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS

School Mental Health Advisory Council — Chairman Busch summarized ongoing work of the School Mental Health Advisory Council. This included updates on the legislative pilot partnering schools with community mental health centers and utilizing liaisons; the grant supporting school mental health professional development and coaching; resources such as TASN, caregiver training materials and a comprehensive Suicide Prevention, Response and Postvention Toolkit. There were questions about crisis team intervention and assurances for privacy. There was also discussion about the Kansas Communities That Care survey as well as opt-out/opt-in consent.

Transition Work Group Report and Recommendations— Mr. Porter presented information from the Special Education Transition Work Group led by the Disability Rights Center of Kansas. Mr. Porter serves on the work group that addresses issues related to transition to adulthood for children with disabilities. Early intervention, supportive decision making, parent involvement, appropriate IEPs and training/technical assistance were among the topics. The work group will present its report to the State Board for acceptance in December and then to the Legislature.

Requests for Future Agenda Items —

- Any of his talking points from March 2017 (Mr. Roberts)
- Virtual schools (Mrs. Dombrosky)
- Courses on civic responsibility, including pre-voting preparation (Mrs. Dombrosky)
- Learning services for incarcerated students (Dr. Horst)
- Oversight of trauma students in absence of regular school advocate (Mrs. Dombrosky)
- Report on review of at-risk practices as amended in 2019 (Mrs. Busch)
- Extended time to talk in-depth about academic achievement and connection to KESA, redesign (Mrs. Busch)

- Discuss current state assessment system and how it fits with redesign and the mission (Mrs. Busch and Mr. Porter)

APPOINTMENTS

Chairman Busch appointed herself and Ann Mah to work with KSDE to review the at-risk practices as amended in 2019 and to report to the State Board by the January meeting.

BREAK

Board members took a 10-minute break.

DISCUSSION OF STATE BOARD LEGISLATIVE AGENDA

State Board Legislative Liaisons Mr. Porter and Dr. Horst led a discussion of existing and potential issues for the development of State Board legislative priorities. Members considered areas where they have direct responsibility. They discussed topics that the State Board would support and/or oppose, by general consensus. A list of the legislative priorities will be prepared and shared with other educational advocate groups. State Board members will further discuss the list at their December meeting.

INFORMATION FROM KANSAS HEALTH INSTITUTE LEADERSHIP

Board members welcomed Dr. Robert St. Peter, President and CEO of the Kansas Health Institute, who spoke about many parallels between moonshots in health and in education. He gave an overview of KHI, which is a non-partisan organization focused on improving health through research and information. Dr. St. Peter also shared data about various factors that impact health.

ADJOURN

The meeting adjourned at 12:30 p.m.

The next State Board meeting is Dec. 10 and 11, 2019 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

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.

KANSAS STATE DEPARTMENT OF EDUCATION
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www.ksde.org

Subject: Receive recommendations on Computer Science Standards implementation plan

From: Stephen King

The Kansas Computer Science Education Implementation Task Force was formed in June 2019 with the mission of creating recommendations for the Kansas State Board of Education to further computer science education throughout Kansas. The following report and associated presentation contain the results of those deliberations.

This month, Board members will receive the five recommendations of the Computer Science Education Implementation Task Force:

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

Recommendations of the Computer Science Education Implementation Task Force

Presented to the

Kansas State Board of Education

January 14, 2020

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.

KANSAS STATE DEPARTMENT OF EDUCATION
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(785) 296-3201
www.ksde.org

Subject: Receive recommendations from the E-Cigarette/Vaping Task Force

From: Mark Thompson

The E-Cigarette/Vaping Task Force will provide best practices recommendations for schools to implement regarding student discipline for those who are caught using or possessing Electronic Nicotine Delivery System (ENDS) devices or components. The Discipline and Cessation subgroup of the Task Force will present a menu of best practices to allow schools the flexibility to implement the approach to discipline that works best for their particular setting. Members of the Task Force will provide background on the rationale for the recommended discipline approaches.

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Subject: Receive Kansas Model Standards for Handwriting

From: Joann McRell

The Kansas model standards for K-6 Handwriting recently underwent a review in accordance with the legislative review mandate. Joann McRell, the K-12 English-Language Arts Education Program Consultant, will present the committee's work and proposed changes to the curricular standards for Kansas.

The attached draft document is for Board review this month with anticipated action in February.

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

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 (Peverly, 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:

	Young Infant: "i" *(By 8 months)*	**Mobile Infant: "mi"** *(By 18 months)*	**Toddler: "t"** *(By 36 months)*	**Pre 3: "p3"** *(By 48 months)*	**Pre 4: "p4"** *(By 60 months)*
Fine Motor Skills	PHD.i.4: Transfers object from one hand to the other. PHD.i.5: Grasps and releases object using entire hand	PHD.mi.4: Coordinates the use of arms, hands, and fingers to accomplish tasks (drinks from a bottle or cup by self, holds a spoon). PHD.mi.5: Coordinates eye-hand movements~~,~~ such as putting things in a box.	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).	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).	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).

Communication and Literacy: Writing

	Young Infant: "i" *(By 8 months)*	**Mobile Infant: "mi"** *(By 18 months)*	**Toddler: "t"** *(By 36 months)*	**Pre 3: "p3"** *(By 48 months)*	**Pre 4: "p4"** *(By 60 months)*
Text Types and Purposes	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). CL.W.i.2: Grasps objects using entire hand.	CL.W.mi.1: Picks up objects between thumb and finger (i.e., pincer grasp). CL.W.mi.2: Uses a full-hand grasp to hold a writing tool to make scribbles.	CL.W.mi.1: Picks up objects between thumb and finger (i.e., pincer grasp). CL.W.mi.2: Uses a full-hand grasp to hold a writing tool to make scribbles.	CL.W.p3.1: Uses drawing, scribbling, letter like forms, random letter strings and/or dictation to express thought and ideas	CL.W.p4.1: Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.CL.W.p4.2: Recognizably writes a majority of the letters in their name.

	Young Infant: "i" *(By 8 months)*	**Mobile Infant: "mi"** *(By 18 months)*	**Toddler: "t"** *(By 36 months)*	**Pre 3: "p3"** *(By 48 months)*	**Pre 4: "p4"** *(By 60 months)*
Production & Distribution of Writing	N/A	N/A	N/A	CL.W.p3.2: Uses consistent marks to represent name when writing. CL.W.p3.3: With guidance and support, imitates shapes and strokes. 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").	CL.W.p4.2: Recognizably writes a majority of the letters in their name. CL.W.p4.3: With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed. 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).

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
1.Demonstrate an understanding of the organization and basic features of manuscript writing.	1. Demonstrate an understanding of the organization and basic features of manuscript writing. a. Use a functional pencil grasp that facilitates legible writing. b. Form[1] manuscript lines (line, slant, curve, circle, cross).	1.Demonstrate an understanding of the organization and basic features of manuscript writing. a. Use a functional pencil grasp that facilitates legible writing. b. Previously addressed in Kindergarten.	1. Demonstrate an understanding of the organization and basic features of manuscript writing. a. Use a functional pencil grasp that facilitates legible writing. b. Previously addressed in K.	1. Maintain legible production of words, sentences, and numbers with proportion and spacing using manuscript writing.	1. Maintain legible production of manuscript writing with proportion and spacing.	1. Maintain legible production of manuscript writing with proportion and spacing.	Addressed in K-5

[1] to construct the written character shape and structure with models

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

[2] to construct the written character shape and structure with models
[3] to construct the written character's shape and structure from memory

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

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

[4] to construct the written character shape and structure with models
[5] to construct the written character's shape and structure from memory

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

Anchor Standard: Automaticity	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
3.Write with sufficient flow[6], ease[7], and pace[8] to support automaticity[9].	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

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

[6] the process of the pencil moving across the page in smooth and fluid motions
[7] the ability to access and retrieve written characters effortlessly
[8] the rate of production
[9] 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
1. Demonstrate an understanding of the organization and basic features of manuscript writing.	1. Demonstrate an understanding of the organization and basic features of manuscript writing. a. Use a pencil grasp that facilitates legible writing b. Form basic manuscript lines (line, slant, curve, circle). c. Form from a model upper and lowercase letters with left to right, and top to bottom progression, with proportion, spacing, and some reversals. d. Form many upper and lowercase letters with line awareness. e. Form from a model numbers with left to right, and top to bottom progression, with proportion, spacing, and minimal reversals. f. With prompting and support, form words and numbers with appropriate spacing.	1. Demonstrate an understanding of the organization and basic features of manuscript writing. a. Use a pencil grasp that facilitates legible writing. b. Previously addressed in Kindergarten. 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. d. Form and/or produce all upper and lowercase letters with line awareness. e. Form and/or produce numbers with left to right and top to bottom progression, with proportion, spacing, and minimal reversals. f. Form and/or produce words, sentences, and numbers with appropriate spacing.	1. Demonstrate an understanding of the organization and basic features of manuscript writing. a. Use a pencil grasp that facilitates legible writing. b. Previously addressed in K. c. Produce all upper- and lowercase manuscript letters with left to right and top to bottom progression, with proportion, spacing, and minimal reversals. d. Produce all upper- and lower-case letters with line awareness. e. Produce numbers with left to right and top to bottom progression, with proportion, spacing, and minimal reversals. f. Produce words, sentences, and numbers with appropriate spacing.

2. Demonstrate an understanding of the organization and basic features of cursive writing.	Begins in Third Grade	Begins in Third Grade	Begins in Third Grade
Anchor Standard: Automaticity	**Kindergarten**	**First Grade**	**Second Grade**
3. Write with sufficient flow, ease, and pace to support automaticity.	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
Anchor Standard: Handwriting Application	**Kindergarten**	**First Grade**	**Second Grade**
4. Develop a handwriting style to facilitate learning in all content areas.	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
1. Demonstrate an understanding of the organization and basic features of manuscript writing.	1. Maintain legible production of words, sentences, and numbers with proportion and spacing using manuscript writing.	1. Maintain legible production of manuscript writing with proportion and spacing.	1. Maintain legible production of manuscript writing with proportion and spacing.	Addressed in K-5
2. Demonstrate an understanding of the organization and basic features of cursive writing.	2. Demonstrate an understanding of the organization and basic features of cursive writing. a. Form basic cursive lines (e.g. undercurve, downcurve, overcurve, slant). b. Form joinings to connect letters, maintaining proportion of letters to joinings. c. Form upper- and lowercase cursive letters with proportion. d. Form letters in cursive using consistent slant. e. Form many upper and lowercase letters with line awareness. f. Form cursive words with appropriate spacing between letters g. form sentences with appropriate spacing between words and paragraphs.	2. Form words and sentences with proportion and spacing using cursive writing.	2. Produce legible cursive writing with proportion and spacing.	Addressed in K-5

Anchor Standard: Automaticity	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
3. Write with sufficient flow, ease, and pace to support automaticity.	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
Anchor Standard: Handwriting Application	**Third Grade**	**Fourth Grade**	**Fifth Grade**	**Sixth Grade**
4. Develop a handwriting style to facilitate learning in all content areas.	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).

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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.[10] (More information about the Summit and the research presented there is available online at 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.

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

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Subject: Update on Literacy Network of Kansas (federal Striving Readers grant project), including presentations from Olathe and Dodge City schools

From: Kimberly Muff

The Kansas State Department of Education (KSDE) received the Striving Readers Comprehensive Literacy award in September 2017. One of the largest grants ever received by KSDE, this $27 million+ project provides the state with an opportunity to build capacity for literacy at the state, regional and community levels.

KSDE named the project Literacy Network of Kansas (LiNK) and released a Request for Proposal (RFP) to prospective applicants in February 2018 after a major emphasis on getting sustainable structures and processes in place. KSDE, in partnership with the University of Kansas Center for Research on Learning, formed a LiNK leadership team and worked closely with a team of literacy experts, the Kansas State Literacy Team (KSLT), to develop professional development activities and resources for prospective applicants.

During the first implementation year of LiNK, KSDE announced eight grant recipients in June 2018, provided an onboarding process, and a statewide convening of their projects in September 2018 with over 200 participants from the district, school and community levels. Recipients include four district awardees and four consortia awardees, representing 32 school districts and approximately 88,000 children from 190 schools across Kansas.

At the January Board meeting, LiNK Project Director Kimberly Muff will provide an overview of accomplishments during the first year of grant implementation.

Olathe USD 233 will share its gain in kindergarten readiness language proficiency as a result of professional learning and collaboration with early childhood communities. Dodge City USD 443 will share its experiences with organizing a systemic approach to job embedded professional learning, and connecting the pieces between families, community, accreditation goals and alignment to systems of support structures.

KANSAS STATE DEPARTMENT OF EDUCATION

YEAR ONE SUMMARY

Literacy Network of Kansas (LiNK)

Birth to age 5 – Kindergarten Readiness

- Literacy activities shared with childcare providers.
- Child and family-friendly learning activities.
- Early childhood partnerships.

$8.6 million awarded directly to schools each year for three years.

LINK Literacy Network of Kansas

8 projects
32 districts
190 schools

Professional learning

- 11,000+ educators benefitted from nearly 500 professional development sessions.
- 3,500+ instructional coaching interactions with teachers.
- On-site consultation and training.
- Book studies.
- Learning Labs, institutes and workshops.
- Higher education tuition stipends.
- Cultural responsiveness.
- Media networks.

Resources for educators

- Evidenced-based literacy strategies identified to meet the needs of each school district.
- Reading and writing resources for school districts.
- Communities of practice to network and share resources with other educators.

Family and community partnerships

- 30,000+ books given to families and community preschool programs.
- 50+ family events to connect families with their students' learning.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

OCT. 2019

YEAR ONE SUMMARY

Literacy Network of Kansas (LiNK)

Birth through age 5 - Kindergarten Readiness

- New partnerships result in professional learning and resources for early childhood providers and expanded pre-K programming.
- LiNK districts gain additional data to determine the kindergarten readiness of students in their communities.
- LiNK districts sponsor children and family activities for early learners and collect data to determine if students who participate in these activities are better prepared for kindergarten than those who did not participate.

Professional learning for standards-driven instruction

- Professional learning opportunities for early childhood providers.
- Professional learning for the "science of reading," including phonological awareness, phonics, fluency, vocabulary and comprehension.
- Reading and writing instructional strategies for educators in content areas outside of English Language Arts (ELA).
- Instructional coaches provide embedded and ongoing professional development opportunities for educators pre-K-12.
- Professional learning to help educators increase the volume of reading and writing in all content areas.
- Literacy leadership teams and educators participate in book studies on topics specific to literacy, cultural responsiveness, supporting English Language Learners (ELL) and trauma-informed instruction.
- Cultural responsiveness training across all content areas.
- Professional development opportunities offered from local instructional coaches, regional consultants, KSDE consultants and nationally recognized presenters and trainers.

Resources for educators

- Reading and writing resources to match the Kansas ELA standards for all grade levels.
- Instructional coaches are developing guidebooks with evidence-based instructional strategies for literacy, along with links to the research and teaching resources.
- District literacy teams represent all grade levels, special education and ELLs. These representatives are the early-implementers of new district literacy initiatives.

Family and community partnerships

- Statewide partnerships: Childhood Nutrition and Wellness, Flint Hills Writing Project, Kansas Association of Teachers of English, Kansas Department for Health and Environment, Kansas Health Foundation, Kansas Masonic Literacy Center, Kansas Parent Information Resource Center, Kansas Regional Library Systems, KU Center for Research on Learning, The Writing Conference.
- New partnerships with community agencies and organizations (such as public libraries, service organizations, departments of parks and recreation, mental health agencies and community coalitions) provide support for students and families.

For more information, contact:

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REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 12

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date: 1/14/2020**
Myron Melton	Bert Moore	Randy Watson	

Item Title:

Act on report and recommendations from Kansas Blue Ribbon Task Force on Bullying

Recommended Motion:

It is moved that the Kansas State Board of Education act to approve the report and accept the recommendations of the Kansas Blue Ribbon Task Force on Bullying.

Explanation of Situation Requiring Action:

On Dec. 10, 2019 the State Board of Education received the final report and recommendations from the Kansas Blue Ribbon Task Force on Bullying. The report and recommendations presented by task force co-chairs Dr. Rick Ginsberg and Mr. James Regier are on the Jan. 14, 2020 Board agenda as an action item. The report is provided.

The goals of the Task Force were:

1. Research and identify current bullying definitions, trends, incidents and prevention measures occurring across the state.
2. Coordinate with stakeholders to address relevant issues effectively, to best meet the needs of students.
3. Review work in the areas of social-emotional learning as set forth by the State Board goals, identifying possible avenues that could reduce and prevent bullying and cyberbullying.
4. Review current statutes, regulations and policy to determine need for change.
5. Present recommendations to the Kansas State Board of Education by presenting recommendations to address bullying, cyberbullying, prevention and training measures.

Kansas Blue Ribbon Task Force on Bullying Final Report

KANSAS STATE DEPARTMENT OF EDUCATION

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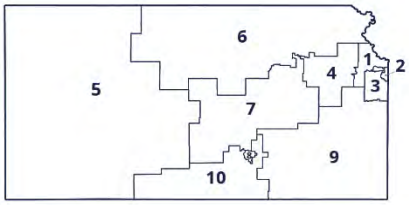

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MISSION
To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

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

MOTTO
Kansans Can

SUCCESS DEFINED
A successful Kansas high school graduate has the

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

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

OUTCOMES
- Social-emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

Kansans CAN
Kansas leads the world in the success of each student.

KANSAS STATE DEPARTMENT OF EDUCATION

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SEPT. 2019

Kansas Blue Ribbon Task Force on Bullying Final Report

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Kansas Blue Ribbon Task Force on Bullying

Executive Summary

Bullying in schools has been a persistent problem for generations. Peer bullying and victimization are concerns for students of all ages due to the negative outcomes that result for all those involved, including the targets of peer aggression, the perpetrators, and the witnesses or bystanders. With the Columbine High School shooting in 1999, and more recent shootings such as happened at a Parkland High School in Florida in 2018, the connection to bullying behavior towards the shooters heightened concern and interest in addressing bullying behavior. Bullied students have multiple school-related problems, including skipping school, feeling unsafe, being distracted, and having difficulty concentrating on lessons affecting school performance. Research has documented that bullied students report higher levels of loneliness and poorer health as well as greater levels of anxiety and depression, with both short-term and long-lasting effects. Bullied students are at high risk for depression, anxiety, suicidal ideation, academic difficulties, substance abuse, delinquency and other negative behaviors.

In Kansas schools, survey data provided by the Kansas Communities That Cares Survey (KCTC, 2018), suggests that 55.7% of 6th graders, 63.3% of 8th graders, 60.4% of 10th graders, and 59.7% of 12th graders self-reported having seen someone being bullied. Overall, 27.3% of Kansas students completing the survey in 6th – 12th grades reported being bullied at school, with 17.9% indicating it was in the form of cyberbullying.

In April, 2019, Kansas Commissioner of Education, Dr. Randy Watson, appointed a Blue-Ribbon Task Force to examine issues of bullying in the state's schools and report recommendations to the State Board of Education by December 2019. The Task Force included 35 members (see attached list of Task Force members, Appendix A), and first met on April, 25th 2019 in Topeka. At that first meeting, the Task Force agreed upon the following objectives and goals:

1. Research and identify current bullying definitions, trends, incidents, and prevention measures occurring across the state.
2. Coordinate with stakeholders to address relevant issues effectively, to best meet the needs of students.
3. Review work in the areas of social-emotional learning as set forth by the State Board goals, identifying possible avenues that could reduce and prevent bullying and cyberbullying.
4. Review current statutes, regulations and policy to determine need for change.

5. Present recommendations to the Kansas Board of Education by presenting recommendations to address bullying, cyberbullying, prevention and training measures.

This report offers a set of recommendations for the State Board of Education to help school boards, administrators, teachers, students, families and communities in addressing this persistent problem. The report begins with an examination of the legal and policy environment regarding bullying in Kansas, then provides current information available on the scope of the problem. The advantages Kansas has to leverage current practices are discussed, along with the barriers and challenges faced in addressing bullying in schools. Then the report addresses the state of the research on bullying and bullying prevention and a discussion of best practices. The report ends with a set of recommendations for the State Board of Education to consider in addressing bullying in Kansas schools.

The Task Force offers seven main recommendations with numerous sub-recommendations, fully set out in this report. The Task Force recognizes that many supports for bullying prevention already exist and is not attaching a fiscal note to these recommendations, leaving that to the elected officials and policy makers to consider.

The recommendations are not suggested in order of priority, but rather as the collective efforts needed to address the bullying problem in Kansas schools. The following is a short summary of the Task Force recommendations:

1. Better support and direction for school districts

   Kansas law requires school districts to adopt bullying policies and plans and make provisions for training. More direction and support are needed for these efforts. Clear guidelines for strong policies and effective plans need be shared. A statewide unit should be established or appointed to offer guidance and support school districts as they implement policies, plans and training. A bank of promising practices needs to be collected and available for school districts.
2. Continue and develop the state's focus on social-emotional and character development education to address school bullying

   The research is clear about those youth behaviors that lead to school bullying. Preparation in social-emotional and character development skills are directly related to these bullying and victimization behaviors. Social-emotional growth is one of five measured outcomes in the Kansans Can initiative. Resources and supports available related to these initiatives in Kansas need to be shared through better communication efforts.
3. Examine the current state law and determine if it requires reconsideration

   The Kansas law on bullying is broad and is somewhat inconsistent with research identifying bullying as repetitive over time and involving a power imbalance. The same inconsistency is evident in the state definition of cyberbullying. It is recommended that the State Board of Education examine the current state law and provide appropriate

guidance.

4. Local policies and plans must focus on relationships, school climate and culture, and the mental health impact of bullying in schools

   Bullying is a complex and multidimensional social issue. Bullying can occur in physical locations such as at the school, on a school bus, but can also take place virtually through online platforms such as social media and gaming. Different strategies are needed to address bullying based on the level of schooling, age of children and different school contexts. Changing school climate and culture takes time and persistence. Changing culture is especially difficult. To positively impact bullying behavior, schools need to focus on peer and adult-student relationships. A caring and safe environment is necessary. Any bullying plan must address the differing needs of students and staff identified by research regarding but not limited to biological sex, gender identity and expression, race, ethnicity, sexual orientation, disability, religious faith, and socio-economic status. The whole school community needs to be involved in policies and plans addressing bullying, including students, staff, teachers, leaders, families and those in the larger community context. A trusted means for reporting bullying behavior needs to be developed and shared. Mental health and counseling support for schools need to be strengthened and new funding sources considered.

5. The state needs better data on school bullying and measures for assessing program effectiveness.

   The KCTC survey is an ambitious effort to gather information from students across multiple dimensions. The survey currently contains seven questions regarding bullying. At the same time, no collectively accepted measures for assessing bullying exist in Kansas. Given there are disparities in bullying experiences for identifiable characteristics measures that enumerate those experiences by demographics should be available. It is recommended that the KCTC survey continue to be administered but improved in ways outlined in the report. In addition, the need for school climate and other teacher surveys should be considered. Districts need guidance in determining which bullying programs are truly evidenced-based. In addition, agreed upon variables and measures for assessing the effectiveness of bullying programs need to be identified. Any surveys conducted should include a common definition of bullying.

6. Addressing Cyberbullying

   As technology and social media continue to proliferate across our society, it is expected that the incidences of cyberbullying will increase. Cyberbullying can be exceedingly pernicious as it can increase the number of witnesses and audience, while also being anonymous. Districts need to consider specific plans regarding cyberbullying, and work with teachers, students, families, caregivers and technology/social media experts in finding effective means for addressing this behavior. Information campaigns by districts with input from students are recommended.

7. Training, professional development and teacher preparation

   Educators have a wide array of responsibilities. Teaching and learning are complex

matters that require a lot of skills. Academic achievement is important, as is the training of the other skills identified in the Kansans Can agenda. This includes growth on socio-emotional learning. But in order for schools to implement any program effectively, time, resources, and effective training are key. Training for in-service teachers and pre-service teachers on issues related to bullying and youth suicide prevention is recommended. The most promising practices to impact bullying behavior are those that are school-wide, universal and involve parents and families. This is the goal of social-emotional learning programs, and effective approaches should be shared and considered.

Introduction

Bullying has been a persistent problem in schools for generations. Research examining bullying actively started nearly fifty years ago (Menesini & Salmivalli, 2017; Olweus, 1973, 1978). Peer bullying and victimization is a concern for students of all ages due to the negative outcomes that result for all those involved, including the targets, the perpetrators, and the witnesses or bystanders. With the Columbine High School shooting in 1999, and more recent shootings such as what happened at Parkland High School in Florida in 2018, the connection to bullying behavior towards the shooters heightened concern and interest in addressing bullying behavior. Bullying impacts student mental health. Indeed, data from the Kansas Communities That Care survey (KCTC, 2018) suggests that 17.92% of Kansas students thought about dying by suicide, with 11.59% having made plans and 5.08% having made an actual attempt. While not all student suicidal behavior directly relates to bullying, it is among the more significant factors prompting such behavior (Winsper et al., 2012; Arseneault et al., 2010).

Due to the proliferation of technology and social media across our culture, addressing bullying is especially difficult given the advent of cyberbullying. Lack of civility in personal interactions is a troubling phenomenon affecting all of American society today. Bullying incidents in our schools can take place both on and off school property and can occur virtually through online platforms and social media at any point during the day.

Finding means to deal with bullying is important as there is ample evidence that bullied students have multiple school-related and other problems. These typically include skipping school, feeling unsafe, being distracted and having difficulty concentrating on lessons affecting school performance. Bullied students report higher levels of loneliness and poorer health, and greater levels of anxiety and depression (Rahal, 2010; Menesini & Salmivalli, 2017). Arseneault et al. (2010) found that bullying can impact victims with short-term severe consequences and long-lasting effects. Thus, students who are bullied and the bullies themselves are at greater risk for feeling depression, anxiety, suicidal ideation, academic difficulties, substance abuse, delinquency and other behaviors.

Specific data on bullying behavior in schools is hard to obtain given data collection challenges, and the numbers of those actually experiencing bullying differ from study to study. Data suggest the highest level of bullying is among middle school students, with it declining as students get older in high school. But students at all grade levels are affected. The recently released U.S. Department of Education School Crime Supplement to the National Crime Victimization Survey (NCES, 2019) indicated that 20.2% of students ages 12-18 reported being bullied in school. Of the four regions of the country identified, the Midwest had the highest

percentage of students reporting bullying behavior at 23.5%. Over 15% of those reporting being bullied indicated it came online or through texts. Other studies suggest that the percentages of individuals who have experienced cyberbullying at some point in their lifetime have doubled from 18% to 35% between 2007 and 2016 (Patchin & Hinduja, 2016; Cyberbullying Research Center, 2019), suggesting that this is a growing concern that schools will face.

For Kansas schools, in response to the question about having seen someone bullied during the current year from the most recent KCTC survey (2018), 55.7% of 6th graders, 63.3% of 8th graders, 60.4% of 10th graders, and 59.7% of 12th graders reported having seen someone bullied. Overall, 27.3% of Kansas students reported being bullied at school, with 17.9% indicating it was in the form of cyberbullying. Indeed, at a Task Force meeting with a panel of students from two local high schools in Lawrence, KS, when asked how often they witnessed bullying in their school, all seven indicated every day.

As part of our deliberations, the Task Force heard about a number of programs in place across the state to address bullying, and reviewed resources available to support prevention in schools. While there are promising approaches available, the research is clear about the complexity of the problem. There are no simple fixes or silver bullets for bullying prevention. However, there is an emerging consensus regarding the kinds of practices and approaches that should lead to success. Kansas is well-situated to implement such reforms given the state board's initiatives related to social-emotional learning and character development.

In April 2019, Kansas Commissioner of Education, Dr. Randy Watson, appointed a Blue-Ribbon Task Force to examine issues of bullying in the state's schools and report recommendations to the State Board of Education by December 2019. The Task Force included 35 members (see Appendix A for list of Task Force members), and first met on April 25, 2019 in Topeka. At that first meeting, the Task Force agreed upon the following objectives and goals:

1. Research and identify current bullying definitions, trends, incidents, and prevention measures occurring across the state.
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5. Present recommendations to the Kansas Board of Education by presenting recommendations to address bullying, cyberbullying, prevention and training measures.

The Task Force held six open Town Hall meetings and one online webinar co-sponsored by the Kansas National Education Association (KNEA), to gather community input and learn about

local efforts at addressing bullying. The Town Hall meetings were held in Clearwater (May 28th), Garden City (June 18th), Salina (August 5th), Girard (September 25th), Wichita (October 30th), and Lawrence (November 6th). Each meeting held open time for public comment, and commission members heard from local schools and experts regarding bullying-related programs and practices to address the problem. The online webinar (November 19th) provided an opportunity for educators, families and others to offer comments and provide input to the Task Force. Throughout the Task Force data collecting period, educators and interested parties were invited to provide written feedback, and a webpage was created on the Kansas State Department of Education (KSDE) website for documenting all materials received, all presentations made and resources to address bullying behavior. (See, https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Early-Childhood/Blue-Ribbon-Taskforce-on-Bullying.)

The Task Force created six working committees to address the goals and objectives. These committees included:

- Data and Research
- Evidenced-Based and Current Practices
- Cultural Awareness
- Policy Regulations/Accountability
- Barriers and Solutions
- Writing

To conduct the work of the committees, time was set aside at each Town Hall session for the work groups to meet, and each prepared a report on their identified topic. The entire Task Force met a final time on December 2nd to review and finalize the draft of this report prepared by the Task Force chairs and KSDE support staff.

This report offers a set of recommendations for the State Board of Education to help school boards, administrators, teachers, students, families and communities in addressing this persistent problem. The report begins with an examination of the legal and policy environment regarding bullying in Kansas, then provides current information available on the scope of the problem in Kansas. The advantages Kansas has to leverage current practices are discussed, along with the barriers and challenges faced in addressing bullying in schools. Then the report addresses the state of the research on bullying and bullying prevention and a discussion of best practices. The report ends with a set of recommendations for the State Board of Education to consider in addressing school bullying and cyberbullying in Kansas.

The Kansas Legal and Policy Environment

The U.S. Department of Education set out the key components of model state bullying legislation in its comprehensive 2011 report, "Analysis of State Bullying Laws and Policies." (Stuart-Cassel, Bell & Springer, 2011). These components included: Prohibition and Purpose Statement, Statement of Scope, Prohibited Behavior, Enumeration of Groups, Development and Implementation of Local Policies, Review of Local Policies, Components of Local Policies, Communications, Training and Prevention, Transparency and Monitoring, Right to Pursue Other Legal Remedies. Currently, every state in the U.S. has passed legislation regarding bullying.

Kansas Statute 72-6147 is the governing law for our state (Appendix B). The statute defines bullying as – *any intentional gesture or any intentional written, verbal, electronic or physical act or threat either by any student, staff member or parent towards a student or by any student, staff member or parent towards a staff member that is sufficiently severe, persistent or pervasive that such gesture, act or threat creates an intimidating, threatening or abusive educational environment that a reasonable person, under the circumstances, knows or should know will have the effect of:*

- *Harming a student or staff member whether physically or mentally*
- *Damaging a student or staff member's property*
- *Placing a student or staff member in reasonable fear of harm to the student or staff member*
- *Placing a student or staff member in reasonable fear of damage to the student's or staff member's property*

Bullying is further defined as including cyberbullying and any other form of intimidation or harassment prohibited by the board of education of the school district in policies concerning bullying.

In addition, the board of education in each district is directed to adopt a policy to prohibit bullying as well as a plan to address bullying. The plans must include provisions for the training and education of staff members and students.

The Kansas law is broad, addressing behavior by students, staff and families. However, the definition doesn't enumerate specific groups to address or how local policies will be reviewed. Ostensibly, these details are left to individual school districts to enumerate and determine. Moreover, given that the Kansas definition of bullying describes it as "sufficiently severe, persistent or pervasive," it contrasts with research which defines bullying as something that is repetitious (Olweus, 1978, 1993, 2001; Williford et al., 2018). Testimony shared with the Task Force argued that bullying should be distinguished from one-time acts of harassment, suggesting that a key element of the bullying definition is the behavior being repeated over time.

Litigation suggests that school officials hold some liability for addressing bullying-type of acts

when the behavior is based on race, national origin, gender, sexual orientation, disability, religion, etc. The *Theno v. USD 464* decision (394 F.Supp. 2nd 1299, 2005), dealt with a Title IX sexual harassment situation involving a 7th grade student who argued he had been harassed over several years, claiming negligent failure to supervise. The court balanced the recognition that districts can't expel every student accused of misconduct, with the understanding that measures need be taken that might work, or be changed if they do not. The court argued that when a district has "actual knowledge" of such behavior, and its efforts continue to fail, the district has, "failed to act reasonably in light of the known circumstances." School officials, therefore, have an obligation to act when informed and an obligation to try to use effective measures to address the behavior.

Regarding school district policies, the U.S. Department of Education report identified six key policy components to consider. These include:

- Bullying definitions
- Reporting procedures
- Investigations and response
- Use of written records
- Consequences or sanctions for prohibited behaviors
- Procedures for counseling or referral for mental health services and supports

The Kansas Association for School Boards offers districts Model Bullying Policies and Plans for their consideration https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-M-Z/School-Counseling/School-Counseling-Resources/Anti-Bullying-Awareness .

The Task Force Policy/Practice/Accountability committee was clear in its expectation that a well-defined reporting process is necessary to accurately record the impact of any change. They further called for training for staff about bullying, local policy and enforcement of rules. They highlighted the importance of support staff - counselors, social workers, etc. – having appropriate-sized caseloads so individual behavioral concerns can be adequately addressed.

The Situation in Kansas

The most comprehensive picture of the state of bullying behavior in Kansas schools is derived from the KCTC survey administered each year sponsored by the Kansas Department for Aging and Disability Services Behavioral Health Services Division. It is a lengthy self-report survey of over 140 questions containing seven questions for public school students specifically focusing on bullying behavior in schools. The survey is implemented in a window between November through January each year. Participation by schools and districts is voluntary. In the 2018-2019 school year, 232 school districts (81.2%) and nine private schools participated in the survey with a sample of approximately 70,000 students. Students are surveyed in grades 6, 8, 10 and 12.

The seven questions the KCTC survey focuses on bullying include the following – with results from the 2018 administration:

1. During the school year, how often have you seen someone being bullied?
    - 6th graders – 53.2%
    - 8th graders – 62.4%
    - 10th graders – 58.8%
    - 12 graders – 57.9%

2. During the school year, how often have you been bullied?

    - 6th graders – 28.6%
    - 8th graders – 27.4%
    - 10th graders – 23.1%
    - 12 graders – 19.6%

3. During the past 12 months, how often have you been electronically bullied?
    - All grades – between ~82%-84%

4. During the past year, how often did you miss school because you felt unsafe, uncomfortable or nervous at school or on your way to or from school?
    - I did not feel safe at school – 16.7%
    - Missed school because felt unsafe – 14.8%

5. During the past school year, how often have you had your property stolen or deliberately damaged?
    - Had property stolen or damaged – 20.0%

6. If you saw bullying at school, what would you do?

- Intervene to stop the bullying – 35%
- Report it to a teacher or other adult – 32%
- I haven't seen any bullying – 17%
- Ignore it as it is none of my business – 13%
- Nothing, just watch – 2%

7. What do adults do when they see bullying?
    - Stop it and solve the problem – 38.5%
    - I'm not certain – 35.5%
    - Stop it and tell everyone to leave – 14.6%
    - Nothing, they ignore it – 11.4%

In summary, the Kansas data largely reflect the national trends, though the number of students reporting being electronically bullied is exceedingly high. As in any self-report survey, these data measures lack any external validity checks regarding the accuracy of the reports. Thus, some of the data we heard from students and teachers conflicts with the overall self-reported numbers identified in the KCTC survey. One of the problems may be that there was no definition of bullying provided in the survey.

Several of the Task Force committees raised concerns and offered recommendations on ways to improve the KCTC survey. The first concern was on the length of the survey. It is quite long, with the concomitant concern that the validity of responses is compromised given the time needed for students to respond to over 140 questions. Second, the window for administering the survey is wide (November through January), and time of the year in administrating a survey can impact student responses. Indeed, it isn't clear if participating districts even administer the survey at the same time each year, making yearly comparisons problematic. Third, the reliability psychometric analyses are quite old and not particularly strong. These should be redone periodically to assure that the instrument carries sufficient levels of reliability. Fourth, certain demographic information isn't collected – for example, regarding gender identity and sexuality required to understand state and local disparities in LGBTQ+ youth experiences with bullying. And as KCTC itself reports, data about race is often collected in inconsistent ways with other state data collection efforts, making determinations of the representativeness of the data difficult. Finally, the KCTC survey was moved from an opt-out to an opt-in procedure in 2015 by legislative action, likely impacting response rate. Returning to an opt-out process would assure greater participation and representativeness of data across the state and districts. We also recommend that they include a definition of bullying in the survey.

The Task Force committee on Evidence-Based and Current Practices conducted a short, unscientific survey in summer of 2019 to gather information from educators regarding their feelings about current practices and bullying efforts in their schools. A call went out to educators across the state to provide feedback on 10 questions related to local bullying efforts and 794 district administrators, building administrators, counselors, teachers and others responded. Though voluntary in their responses, these data do provide an interesting picture

of teacher attitudes about bullying policies and plans.
The key findings included:

- 88% indicated they knew what their school or district's policies are
- 84% indicated they know what their school district does to prevent bullying
- Satisfaction with school or district's bullying efforts – 3.52 out of 5.0 (not satisfied to very satisfied)
- Top responses regarding what my school or district does to prevent bullying:
    - Counselor lessons/education (N=125)
    - Punishment/reporting (N=75)
- Top issues your school encounters with regard to bullying:
    - Social/cyberbullying (N=185)
    - Not understanding the definition (N=165)
    - Verbal (N=90)
    - Emotional exhaustion/relational aggression (N=55)
    - Bullying behaviors & students afraid to report (N=50)
- Top responses for "What I wish my school or district did to prevent bullying":
    - Educate families and/or students on bullying (N=55)
    - "Right Track" (N=27)
    - Harsher penalties for students or families (N=18)
    - Not sure (N=16)

While not a representative or scientifically verified survey, the data suggested that educators are aware of what is happening in their schools and districts and are somewhat satisfied with current practices. The results indicate that cyberbullying is prevalent, definitional concerns regarding bullying exist, and education is the best tactic for addressing the problem. Such data collection efforts should be routinized and strengthened to provide a periodic snapshot of ongoing efforts across schools and districts in Kansas.

The Kansas Advantage

The Kansans Can Vision for Education provides public schools of Kansas with relevant goals for improving: 1) Social-emotional growth; 2) Kindergarten Readiness; 3) Individual Plans of Study; 4) High school graduation rates; and 5) Post-secondary readiness. Related to bullying prevention, Social-emotional Growth (SEG) is one of the five measured outcomes established by the State Board of Education. Skills encompassed related to SEG include interpersonal and intrapersonal abilities (e.g. self-awareness, social awareness, problem solving and decision-making). To promote the teaching of these skills, the state adopted Social-Emotional and Character Development (SECD) standards in 2012 and revised them in 2018. These standards are divided in three areas for all grade levels – character development, personal development, and social development and are designed for implementation by classroom teachers in content areas. These social, emotional and character development skills relate strongly to the

research evidence on the kinds of behavior development that will positively impact bullying behavior.

At the same time, multiple districts across the state are involved in what is referred to as "Redesign," focused on developing local responses for ways to meet the needs of all students. Currently 150 schools across the state, involving 66 school districts are engaged in redesign efforts in partnership with KSDE.

It is also important to note that the Kansas Curricular Standards for School Counseling include developmentally appropriate social-emotional standards and benchmarks with knowledge and skill indicators for PreK-12 students (KSDE, 2015). The counseling standards align with the American School Counselor Association Mindsets and Behaviors Student Standards and the Kansas SECD Standards.

The Kansas Technical Assistance System Network (TASN) provides a wealth of resources regarding the implementation of the SECD standards. The state also has a strong alliance with the Collaborative for Academic, Social, and Emotional Learning (CASEL), which provides multiple free resources for states, districts and schools in implementing social-emotional learning. They work with a collaboration of states inspired by the notion of a community of practice. Their model, which inspired the Kansas SECD standards, is built around five competencies – self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Other state supports, such as the Research Collaboration at The University of Kansas, offer surveys and training for districts to develop and teach the Kansas Can competencies. The Task Force heard a presentation on their assertiveness training for students, which their data suggests has positive effects on bullying behaviors.

The Task Force Research committee identified some support for school-wide, universal interventions such as social-emotional learning as one of the more promising practices for impacting bullying behavior. Kansas has a strong focus in its standards and practices in this area and therefore brings certain advantages that can be leveraged in dealing with the bullying behavior in schools.

Barriers and Challenges in Addressing School Bullying

Multiple challenges impact efforts to address bullying and bullying prevention. These include:

1. Definitional concerns
2. Multiple cultural issues that create differing challenges for various sub-groups within the school population
3. Problems related to understanding what are truly evidence-based remedies

4. Issues related to properly implementing programs in schools (including issues of training and of fidelity of implementation of any program)
5. The challenges of cyberbullying
6. The need to generally address school climate and culture engaging students, teachers, administrators, staff, families and school communities in developing plans for addressing the problem
7. Identifying appropriate measures of bullying behavior
8. Time and costs

Definitional Concerns

Multiple terms are often used in describing bullying behavior in schools, including bullying, peer conflict, peer aggression, peer victimization, etc. Research is consistent in suggesting three parts to the definition of bullying: the behavior is aggressive, negative and intentional; the behavior is carried out repeatedly over an extended period of time; and, the behavior occurs in a relationship where there is an imbalance of power between the parties involved (Rahal, 2010 – ERS). Bullying behavior encompasses perpetrators, victims and witnesses or bystanders. The definition of bullying in Kansas law was drafted in 2007. It is quite broad, and allows for behavior to be labeled as bullying if it is persistent or pervasive. The generally accepted definition in the research focuses on the behavior being repetitive and therefore is inconsistent with Kansas law. The Task Force Committee on Barriers and Challenges questioned if the definition should be reconsidered to accommodate the reality that peer conflict between youth is common, but may not rise to the level of what is generally understood as bullying. While "bullying" is often overused as a way to describe many incidents of peer conflict, the committee recognized that it may be challenging to change the perception even with a new definition. Information provided to the Task Force from multiple school administrators and teachers highlighted that not all incidents of peer conflict rise to the level of bullying (e.g., includes a power differential). The Task Force committee highlighted the need for school communities to fully understand what is meant by bullying in the state, district and school. This understanding should involve clear communication and information sharing consistent with Kansas law. The key is ensuring that students, families, faculty and staff understand the definition and the differences between peer conflict and bullying.

Cultural Awareness

The Task Force committee on Cultural Awareness highlighted five identified student demographic disparities in bullying and/or victimization – biological sex, sexual orientation, gender identity and expression, race/ethnicity (including migrant populations), disability, and socio-economic status (SES). Other characteristics like religious beliefs may also be involved.

Females experience bullying at higher levels than males, both in school and through cyberbullying (NCES, 2019). Females have greater negative effects regarding relationships and physical health. Males do report higher levels of physical victimization than females.

Research is consistent that bullying of students from various minority racial backgrounds is higher than for Caucasian students (Raines, 2017). Students with sexual orientation, gender identity and expression differences experience bullying at much higher rates than their classmates (GLSEN 2017a, 2017b). Multiple studies show that students with disabilities are repeatedly victimized at a rate two to three times that for students without disabilities (Blake et al. 2012, Banks et al. 2009). Recent data released by the U.S. Department of Education suggests that children in poverty are bullied twice as much as higher socioeconomic youth (NCES, 2019).

These findings have legal implications for school districts (e.g. Title VI of the Civil Rights Act and Tittle IX of the Higher Education Amendments). Awareness and training are needed that includes specific information regarding the risk of varying demographic factors.

Evidence-Based Practices

Given the decades-long focus on bullying in schools, schools and school districts are inundated with possible remedies, what studies have referred to as literally hundreds of bullying and aggression-prevention programs (Swearer et al., 2017; Leff et al. 2004). While states have passed bullying laws, the research reports that, at best, these programs have had mixed results (Divecha & Brackett, 2019). Deciphering what will work best in a specific school situation and culture presents tremendous challenges to schools, teachers and administrators. Most every prevention program makes claims of being evidence-based, though the actual data substantiating such claims about the effects of specific programs on bullying behavior is typically lacking beyond hyperbolic testimonials. And what may have worked in one situation may not translate elsewhere. Part of the problem is that there aren't commonly accepted measures of how to assess the incidence of bullying behavior. This leaves school officials with the dual dilemma of not knowing how well any specific program truly works, and how they might assess any program's effectiveness once implemented.

There are resources available to school personnel to assist with these issues. For example, regarding evidenced-based social-emotional programs, CASEL created a guide for schools called, "Effective Social and Emotional Learning Programs "(2013). The report offers guidance in selecting programs that are well-designed, deliver high quality training and other implementation supports, and are evidence-based. Note, however, this guidance is directed at assisting with selection of programs training in social and emotional learning broadly, not specifically on bullying prevention programs. Other assistance can be gleaned from the Research Collaboration at The University of Kansas which provides surveys and data collection instruments along with training on select components of social-emotional learning. Despite such useful resources, school leaders, teachers, families and students looking for effective programs to address bullying face significant challenges in identifying evidence-based bullying prevention programs that best fit their circumstances.

Issues of Implementation

Schools are renowned for trying multiple new initiatives to address the various learning and social challenges inherent in modern education (Tyack & Cuban, 1998). Technological advances have, for example, dramatically impacted how schools operate. Most every student has access to a computer, phone or iPad. In recent years, states have recognized the importance of revising the sole focus on academic performance on standardized tests as the basis for assessing performance, and broadened that to include social and emotional learning. The prevalence of violence in schools have led to new programs around school safety. Schools are focusing on career readiness, redesigning classroom spaces with new furniture styles, dealing with growing trauma and mental health issues. Concerns about poor performance in subjects like reading launch new initiatives. These and other changes create an onslaught of new approaches, many focusing on Multiple Tiered Systems of Support (MTSS) as the mechanism for driving and promoting change in schools.

But implementing change in any organization is difficult, and the ongoing nature of change in schools often leads to cynicism by educators. As Seymour Sarason (1990) warned in his book years ago, aptly titled, "The Predictable Failure of Educational Reform," change is hard. Factors such as participant buy-in, training, support, dealing with staff turnover, addressing collectively agreed upon issues, burnout, etc. can all impact proper implementation of even the best intentioned and well-designed reforms (Cohen and Mehta, 2017). Any new programs are naturally being implemented while schools are carrying out all their other duties, basically changing the plane while it is in flight. Notably, even when a new program is implemented, assuring that the program is implemented and carried out as intended, what is referred to as "fidelity of implementation," is a significant concern. This involves time, strong training and support, resources, and significant commitment to be successful. Collecting appropriate data along the way, which is fed back into the system to make appropriate adjustments, is also vital. Families and caregivers should have opportunities for training and support to help shape attitudes and reinforce commitment regarding the anti-bullying messages that schools teach.

Cyberbullying

Participation with social media is prevalent across the world. According to the Pew Research Center (Linehart, 2015), for example, 92% of students indicate being online daily, with 71% using more than one type of media. New social media forms emerge continually. Kansas has defined cyberbullying as "bullying by use of any electronic communication device through means including, but not limited to, e-mail, instant messaging, text messages, blogs, mobile phones, papers, online games and web-sites." (72-6147) Researchers define it as, "willful and repeated harm inflicted through the use of computers, cell phones, or other electronic

devices." (Hinduja & Patchin, 2009). Here again, the nature of it being repeated behavior is emphasized.

The recent U.S. Department of Education survey (NCES, 2019) indicated about 15% of those being bullied were bullied online. Other studies put the incidence of cyberbullying much higher (Espelage et al., 2017). Targets of cyberbullying report the same symptoms as those bullied through "traditional" ways. No doubt, with the ongoing proliferation of technology and social media in people's lives, this is an area that will continue to grow.

What makes cyberbullying so challenging is that the behavior may take place off school grounds, then follow students through the schoolhouse gate and becomes a school-related problem. Research is clear that cyberbullying needs to be addressed, though there is no consensus as to how to prevent or deal with this growing problem (Aboujaode et al., 2015). For now, sharing information with students, families and school personnel about cyberbullying, and how to avoid becoming victimized, are the most commonly identified prevention approaches (Espelage and Hong, 2017).

School Climate and Culture

Schools are complex organizations and each has its own climate and culture. Schools differ in size and student make-up. Elementary, middle and high schools serve different aged populations. Schools are imbedded in communities that can differ from location to location. Staff sizes and experiences can differ dramatically, as does parent and community involvement and support. Any bullying prevention plan that works in one setting may not fare well in another.

Just as bullying activity can influence a school climate, for example, making students feel unsafe, a positive school climate can influence the likelihood of the effectiveness of prevention activities. A school's culture is derived from its underlying norms, values and beliefs. Climate represents the actions of a school that drive the culture – it's practices, policies and procedures (See, Willford, et al., 2018). Some have referred to a school's climate as its, "heart and soul." (Freiberg & Stein, 1999, p.11). According to research, schools that have a positive climate support healthy development among all students, whereas negative school climate is associated with a variety of behaviors like bullying, aggression, feeling unsafe and victimization (Cohen et al., 2015).

Overly punitive or harsh policies don't work to prevent bullying or reduce aggressive behavior, and may, in fact, have negative consequences like student disengagement (American Psychological Association Zero Tolerance Task Force, 2008; Swearer et al., 2017). Instead, focusing on school climate and culture, adding rehabilitation support from mental health and school support staff, can aid in strengthening a school's climate. The Task Force heard from several mental health professionals who described situations where schools with leadership and staff buy-in for mental health support had positive behavioral outcomes for students.

Similarly, the Task Force heard from Beloit High School counselors who described a multi-year process implementing two complimentary programs aimed at character development and positive behavior support. Students, teachers, staff, families and the surrounding community members worked in harmony to create a culture supportive of students. Evidence suggests that negative behaviors like bullying are minimized in this caring culture and positive school climate. But it takes time, careful training, resources, leadership and buy-in from school personnel and all constituents to be successful.

Measurement and Accountability

Good teaching requires corrective feedback from teachers to students for learning to be optimized. In the same way, school leaders and staff need information on how a program is working to truly know if it is effective. Accountability is important, and in order for that to happen, measures must be identified regarding elements of program success. Too often no data are collected, or simple self-report data are used as the sole means for assessing a program's worth. That isn't good enough. School leaders and school teams need to identify the goals of programs they implement, and identify measures they can operationalize and collect data on to determine if bullying programs are actually working. If they aren't, adjustments need be made or programs should be discarded and replaced.

Sadly, there aren't common measures that schools or districts employ to determine if their bullying prevention efforts work. Behavioral referrals, levels of absenteeism, reports of bullying, student levels of involvement and other similar measures need to be identified and periodically collected so informed program adjustments are possible.

Data on the prevalence of bullying in a school, district and the state should be strong. The KCTC survey is helpful in this regard, but weaknesses in that data approach should be addressed.

Time and Costs

Identifying, implementing, and assessing bullying prevention programs takes time and money. Many programs carry significant fiscal costs. They take time to put in place. Changing climate and culture are difficult processes. Given the added costs of ongoing training, parental and community support, mental health and counseling needs, leadership and personnel direction, and evaluation expertise, the costs attached to addressing bullying behavior are not insignificant. Districts intent on implementing an effective bullying prevention program need to set aside ample resources or find grants or other sources to support the work.

Research and Best Practice

Research is consistent that peer bullying and victimization is a major concern among youth of all ages due to the negative outcomes that often result for all individuals involved, including the aggressors, the victims, and the bystanders (Evans, Smokowski, Rose, Mercado, & Marshall, 2018; Vernberg & Biggs, 2010). Specifically, youth involved in bullying and victimization are at increased risk for experiencing depression, anxiety, suicidal ideation, academic difficulties, substance use, delinquency, and other behavior problems (e.g., Card & Hodges, 2008; Evans, et al., 2018; Reijntjes et al., 2011; Menesini & Salmivalli, 2017; Rivers & Noret, 2013; Vernberg & Biggs, 2010).

The two most common forms of victimization youth experience are relational and physical in nature. Relational aggression refers to acts that target social relationships (e.g., Menesini & Salmivalli, 2017; Ostrov et al., 2018), such as ignoring and withdrawing friendship and spreading rumors and/or lies. Physical aggression involves real or threatened physical injury to others (e.g., Menesini & Salmivalli, 2017; Ostrov et al., 2018), including hitting, kicking, and pushing. In recent years, there has been increasing concerns regarding cyber aggression, or the use of technology (e.g., instant message, text messaging, and social media) to threaten or harm others (e.g., Menesini & Salmivalli, 2017; Ostrov et al., 2018).

Alarmingly, between 60-73% of children report being victimized by their peers at least once during the elementary school years (Cooley, Fite, & Pederson, 2018; Kochenderfer-Ladd & Wardrop, 2001). It appears, however, that rates of victimization tend to decline as children progress through school (Ladd, Ettekal, & Kochenderfer-Ladd, 2017). Yet, up to 1 in 4 high school students report experiencing peer victimization (Centers for Disease Control, 2016). Moreover, many youth experience long-term and chronic victimization, and recent research indicates that approximately 1 in 4 youth were chronically victimized from kindergarten through 12th grade (Ladd, Ettekal, & Kochenderfer-Ladd, 2017). With regard to bullying behavior, between 4-9% of youth engage in frequent acts of bullying behavior toward their peers (Juvonen & Graham, 2014; Menesini & Salmivalli, 2017). Further, it is important to remember that virtually all children will be a witness or bystander to aggressive behavior during their school-age years.

Peer victimization most often occurs in locations where there is less adult monitoring, there is less structure, and the student-to-adult ratio is high (Fite et al., 2013; Williford, Fite, DePaolis, & Cooley, 2018). Within the school setting, the playground and bus are often identified as two of the most common locations (Bradshaw, Sawyer, & O'Brennan, 2007; Fite et al., 2013; Kochenderfer-Ladd & Wardrop, 2001; Nansel et al., 2001; Williford et al., 2018). However, it is important to note that bullying and victimization can occur anywhere, with youth indicating that home, the neighborhood, and a friend's house are also common locations in which

victimization takes place (Fite et al., 2013; Williford et al., 2018).

With regard to how to prevent bullying and victimization, existing research provides some support for the use of school-wide, universal interventions, such as social-emotional learning programs (for a meta-analysis, see Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). However, more research evaluating the effective components of these programs and the fidelity with which programs need to be implemented for successful outcomes is needed. There is substantial evidence suggesting that individual and group interventions, such as cognitive-behavioral approaches and parent management training, can be successful at reducing aggression (Flanagan & Battaglia, 2010; *Kaminski & Claussen, 2017; McCart, & Sheidow, 2016)*. However, the effectiveness of these programs to reduce bullying behavior specifically is still in need of investigation. Research examining the effectiveness of individual and group interventions for peer-victimized youth is currently limited (Fite et al., 2018). See the references or the KSDE website for more information on social-emotional character development standards (SECD).

According to Kansas law, all school districts must have a plan to address bullying and cyberbullying, adopt policies prohibiting bullying and implement a plan to address bullying which includes provisions for training staff and students. The challenge faced is that evidence on specific approaches that work is limited, though the research considers school-wide, universal interventions the most promising. Social-emotional learning (SEL) is identified as a favorable approach of this type, with cautions about more research being needed to identify the key components and best implementation practices.

With these limitations in mind, the Kansas emphasis on SEL and considerable work underway due to the SECD standards focusing on SEL competencies supporting intrapersonal, interpersonal and cognitive competencies, is an advantage to leverage. Continued work in these areas with a focus on bullying behavior is consistent with best practice. Best practice will require agreed upon measures for determining program success. The Task Force found that better clarifying and communicating the definition of bullying is important to reinforce anti-bullying messages for students, teachers, families and communities. Best practice will also necessarily include improving means for reporting bullying behavior, especially for students. The state offers multiple resources to assist schools in these and related mental health and trauma efforts, and these need to be shared and better communicated.

Recommendations

The Task Force offers the following recommendations, understanding that many require additional funding and support. The Task Force recognizes that many supports already exist. However, the Task Force is not attaching a fiscal note to these recommendations, and leaves that to the elected officials and policy makers to consider.

The recommendations are not suggested in priority order, but rather as a collective of efforts needed to address the bullying problem in Kansas schools.

1. Better support and direction for school districts

   Kansas law requires districts to adopt bullying policies and plans and make provisions for training. More direction and support are needed for these efforts. Clear guidelines for strong policies and effective plans need to be shared. To these ends, the Task Force specifically recommends:

   I. Establish or appoint a standing statewide unit to offer guidance and support to school districts as they implement policies, plans, and training.
   II. This unit should compile a bank of promising practices for schools and districts to share. These practices should be evidenced-based, providing solid data regarding how and why they work.
   III. Continue state efforts like Bullying Awareness Week, understanding that such substantive and symbolic activity is important only if the successful efforts to address bullying in schools are widely shared and known.

2. Continue and develop the state's focus on social-emotional and character development education to address school bullying

   The research is clear about those youth behaviors that lead to school bullying. Preparation in social-emotional and character development skills are directly related to these bullying and victimization behaviors. Social-emotional growth is one of five measured outcomes in the Kansans Can initiative. The following recommendations are suggested:

   I. Better communicate and share the SEL-related supports available to school districts in Kansas. CASEL provides multiple resources for school districts. The Research Collaboration at The University of Kansas provides training on student assertiveness including survey instruments and support in other specific SEL competencies. These and other available resources need to be better

communicated, known and shared with schools, districts, teachers, students and families.

II. Though the state is dedicated to strengthening social-emotional learning and has developed state-of-the-art SECD standards, districts are still left with the quandary of identifying appropriate curriculum strategies within their SECD efforts to address bullying. We recommend that the oversight unit identified in recommendation 1.I be charged with providing information and direction for school districts in devising curricula to address the bullying problems in schools and classrooms.

III. Kansas has included addressing bullying in the SECD and School Counselor standards. School boards should consider these standards in the development of their bullying plans (KSDE 2015, 2018).

3. Examine the current state law and consider appropriate guidance

I. The Kansas law on bullying is broad and is somewhat inconsistent with research identifying bullying as repetitive over time and involving a power imbalance. The same inconsistency is evident in the state definition of cyberbullying. It is recommended that the State Board of Education examine the current state law and provide appropriate guidance.

4. Local policies and plans must focus on relationships, school climate and culture, and the mental health impact of bullying in schools

Bullying is a complex and multi-dimensional phenomenon. Bullying takes place in school and online through social media and gaming. Different strategies are needed by level of schooling, age of children and different school contexts. Changing school climate and culture takes time and persistence. Changing culture is especially difficult. But to positively impact bullying behavior, schools need to focus on peer and adult-student relationships. A caring and safe environment is necessary. Strengthening school climate is key, driven by a school culture responsive to student and staff needs. To these ends, the following recommendations are made:

I. Any bullying plan must address the differing needs of students and staff identified by research including but not limited to biological sex, sexual orientation, gender identity and expression, race/ethnicity (including migrant populations), disability, religious faith and socio-economic status (SES). These groups are differentially affected by bullying and must be considered in deriving local policies.

II. The whole school community needs to be involved in policies and plans addressing bullying, including students, staff, teachers, leaders, families and those in the larger community context.

III. Students need simple, effective and trusted means for reporting bullying behavior. This is necessary for both victims and bystanders, as well as educators and families. Several apps and telephone hotlines (e.g. the Kansas Bullying Prevention Hotline, SpeakUp being used in Wichita) were offered as examples of possible means for reporting and dealing with bullying behavior. These apps and hotlines need to be developed and/or identified. Trained support staff or facilitators need to be available to examine and respond to these data inputs. The effectiveness of these reporting mechanisms should be continually monitored.

IV. Strong school cultures and climates have trusting relationships among those in the environment. Means for listening to students and families, addressing their concerns are a beginning point. Programs that offer training in character development, relevant social-emotional skills, assertiveness, positive behavior supports, and other behavioral interventions need to be implemented with proper training and fidelity. Ample time needs to be permitted for these to work, and their effectiveness must be monitored.

V. Training in resiliency should be part of any professional development offered by school districts.

VI. Districts should consider the use of restorative approaches that avoid re-victimization and build social skills rather than zero-tolerance policies.

VII. Students impacted by bullying have negative behavioral impacts and can be affected for life. Mental health support in communities and schools needs to be identified and available for potential users.

VIII. Bullying has consequences for the perpetrators, the victims and the bystanders. Any program addressing bullying should consider all those involved.

IX. Large caseloads in any counseling or mental health capacity weaken the ability to address problems. At a minimum, schools should strive to have a school counselor for all student's Pre-K-12. Schools should also try to meet the recommended ratio of 1 to 250 school counselors and social workers to students, and a ratio of 1 to 500-700 school psychologists to students. The school mental health team would also be strengthened by the addition of school nurses. The state should consider potential sources of funding such as at-risk funding.

X. Teachers have a lot of demands on their time, and are busy teaching. Tying bullying prevention efforts in with other reforms and mandates can minimize the workload and potential burnout teachers report.

5. The state needs better data on school bullying and measures for assessing program effectiveness.

The KCTC survey is an ambitious effort to gather information from students across multiple dimensions. It currently contains seven questions regarding bullying and should be continued with several alterations. At the same time, no collectively accepted

measures for assessing bullying or school climate exist in Kansas. Therefore, it is recommended that:

I. All districts in Kansas should be encouraged to participate in the KCTC survey. The board may want to consider the student privacy act to potentially increase participation rates.

II. The KCTC survey contains 142 questions, likely impacting its validity for students who respond given the amount of time it requires. The Task Force recommends the KCTC survey be administered several times a year with no more than 40-50 of the questions in each administration.

III. Consideration should be given to administering the KCTC survey at about the same time each year to strengthen longitudinal comparisons.

IV. The KCTC survey should have its psychometric reliability checks done every few years. These measures need to be checked to ensure they are internally consistent, meaning we would get the same responses over time. The current available reliability measures are somewhat low and quite old.

V. The KCTC survey should collect information on all the sub-groups identified by the Task Force as being differentially adversely impacted by bullying – biological sex, gender identity and expression, race, ethnicity, sexual orientation, disability, religious faith, and socio-economic status. Currently, the demographic break-downs collected in the KCTC survey are too limited and leave out certain groups, severely impacting the ability to address group specific problems.

VI. The KCTC survey should include the current definition of bullying in Kansas.

VII. The state should determine a mechanism for collecting data regarding bullying and school climate from educators. The Task Force committee was able to collect information about bullying from teachers relatively quickly. Collecting such data each year can assist in identifying common problems and areas for further development in addressing bullying behavior. We recommend that the oversight unit identified in Recommendation 1.I consider identifying or creating surveys regarding teacher perceptions of bullying and information regarding school climate.

VIII. Most anti-bullying programs contend they are evidence-based. They are not. The evidence rarely shows if any set of program practices actually affects the incidence of bullying. Just showing that training increased knowledge about a topic (bullying, SEL behaviors, etc.) is important but doesn't offer evidence that the programs affect bullying behavior in a school. Schools and districts should be certain to consider the evidence when adopting any program, understanding that what works in one context may not translate to another. CASEL provides thoughtful guidance on this for SEL programs. In addition, KSDE provides a statement on evidence-based practices for at-risk programs in meeting the requirements of the Every Student Succeeds Act (ESSA) and K.S.A 72-5153. These may prove helpful in discerning evidence-based approaches:

https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Announcements-Special-Education-and-Title-Services/Best-Practices

IX. The unit identified in recommendation 1.I should be responsible for recommending measures that districts use to assess the effectiveness of their bullying efforts. These may include indirect measures such as attendance rates, office referrals, in and out of school suspensions, academic achievement, etc., or self-reported incidents of bullying (e.g. from school, district or KCTC survey data)

6. Addressing Cyberbullying

As technology and social media continue to proliferate across our society, it is expected that the incidences of cyberbullying will increase. Cyberbullying can be exceedingly pernicious as it can increase the number of witnesses and audience, while also being anonymous. Districts need to consider specific policies regarding cyberbullying, and work with teachers, students, families and technology/social media experts in finding effective means for addressing cyberbullying at school and at home. The following are suggested as recommendations for school districts for sharing with students, families and school personnel:

I. Provide information regarding cyberbullying definition, how to avoid becoming victimized. Websites and tip sheets have been shown to be useful.
II. Share information about district cyberbullying policies, plans and expected consequences for engaging in this behavior.
III. Hold cyberbullying awareness activities and events (e.g. school assemblies, software programs, etc.)
IV. Train educators and families involved with students on the problems associated with cyberbullying.
V. Find social media apps or other means for students and others to report both bullying and cyberbullying behavior.
VI. Involve students in planning ways to best mobilize social media to address cyberbullying behavior.
VII. School Boards should monitor any changes in federal law regarding cyberbullying.

7. Training, professional development and teacher preparation

Educators have a wide array of responsibilities. Teaching and learning are complex matters that require a lot of skills. Academic achievement is important, as is the training of the other skills identified in the Kansans Can agenda. This includes growth on social-emotional learning. But in order to implement any program effectively, time, resources, and effective training are key. Recommendations include:

I. Schools and districts must set aside ample time and resources to support training and professional development for any anti-bullying program to be effective. One-time professional development opportunities don't work. Training must be imbedded in classroom practice, with ample coaching or support, and be driven by the people in the school - what the leading expert on change, Michael Fullan (2016), refers to as "let the group change the group". Schools need to invest in both social capital (the quality of interactions and relationships among people) and human capital (the quality and ability of the individuals in the school).

II. Programs impacting bullying behavior require specific skills. Outside support from the community, professional programs, etc. should be expected to be needed.

III. As the research clearly identified, the most promising practices to impact bullying behavior are those that are school-wide, universal, and include a parental component. This is the goal of social-emotional learning efforts, and effective approaches should be considered.

IV. In-service training for teachers should be coupled with preparation for staff, students, families and others in the school community.

V. Pre-service teacher preparation must also address the issues of bullying in schools and various anti-bullying approaches. Institutions of higher education preparing teachers in Kansas should include training on bullying and youth suicide prevention (Jason Flatt Act) in their classroom management and other components of their programs. The State Department of Education should ask institutions of higher education to report the bullying-related portions of the preparation curriculum, and share best practices among institutions.

VI. School districts should also include families in their anti-bullying training efforts.

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Appendix A

Task Force Members

Bullying Task Force Members List			
First Name	**Last Name**	**Job Title**	**Area of interest**
Angie	Salava	College and Career Readiness and Counseling Services Coordinator	USD Administrator
Brenda	Dietrich	Vice Chair, House Education Committee	Kansas House of Representatives
Camille	Straub	Counselor St. Mary's Grade Salina - At large Member of KAIRS Ex. Board	KAIRS
Dr. David	Benson	Member, House Education Committee	Kansas House of Representatives
Debbie	Deere	Owner / Operator A Deere Place Early Learning Center	State Board Nominee
Dinah	Sykes	Ranking Minority Member, Senate Education Committee	Kansas Senate
Donna	Whiteman	Assistant Executive Director Legal Services KASB	KASB
Dotty	Schuckman	USD 320 Social Worker	Kansas School Social Worker
Dr. Jane	Groff	Executive Director, KS Parent Information Resource Center	Kansas Parent Information Resource Center

Dr. Jim	Persinger	Director, School Psychology Program ESU (GLSEN)	Targeted Groups Transgender/Gay/ Lesbian
Dr. Judy	Hughey	Associate Professor Coordinator of Counselor Education	Higher Education
Dr. Karen	Kroh	Assistant Superintendent Archdiocese of KCK	Private Schools
Dr. Paula	Fite	PhD. Professor in the Clinical Child Psychology Program at KU,	Faculty Member in Clinical Child Psychology
Dr. Rick	Ginsberg	KU Dean of Education	CO-CHAIR
Gin	Meier-Hummel	Executive Director Office of Kansas Attorney General	AG's Office
Irvin	Parga	Early Career Classroom Teacher	State Board Nominee
James	Regier	Superintendent Remington-Whitewater	CO-CHAIR
Jean	Clifford	State Board Member	Kansas State Board of Education Member
Joe	Coles	Educational Consultant	Expert Vendor
Jose	Cornejo	Mental Health Facilitator Lawrence Schools	Mental Health Facilitator
Jose	Martinez	Special Education Teacher/Testing Room Facilitator	State Board Nominee
Kim	Keiser	School Psychologist / KASP Representative	KASP Referral
Kyle	Griffitts	Principal Cottonwood Elementary, USD 305	State Board Nominee
Lindsay	Buck	Special Ed Teacher from Lawrence	KNEA Representative
Lori	Blake	Executive Director of Child Advocacy and parenting Services KASB President Elect	KASB School Board Member Representative
Molly	Baumgardner	Chair, Senate Education Committee	Kansas Senate

Pat	Happer	Superintendent USD 340	State Board Nominee
Rebecca	Lewis-Pankratz	Parent & Director of Learning Centers, ESSDACK	State Board Nominee
Rhonda	White	Principal Lakeside Elem. USD 250 Pittsburg	State Board Nominee
Sara	Hortenstine	Executive Director, Kansas Child Death Review Board	Office of Kansas Attorney General
Stephanie	Anderson	Counselor Coordinator for Wichita Public Schools USD 259	State Board Nominee
Stephanie	Litton	Beloit Jr High Counselor USD 273	K-12 Practicing School Counselor
Susan	McMahan	KSDE School Safety Specialist	KSDE School Safety Unit
Thomas	Witt	Executive Director, Equality KS	Equality Kansas
Whitney	Morgan	Wyandotte High School ESL Teacher	KTOY

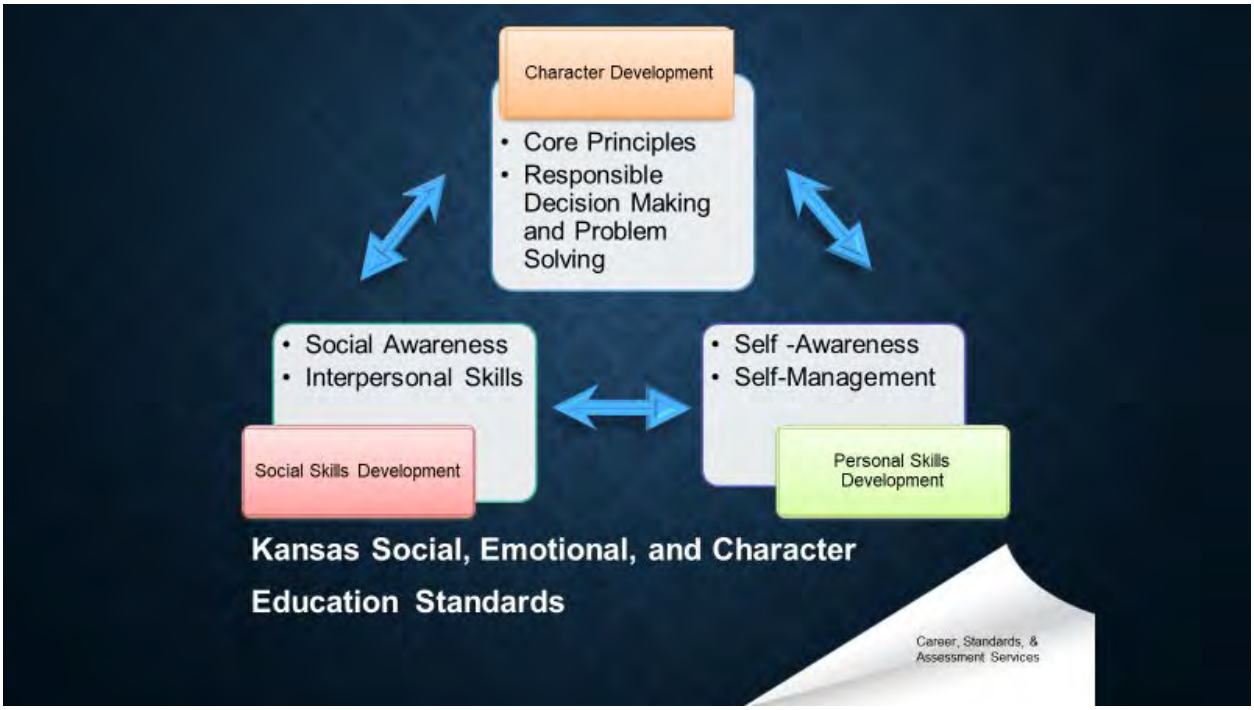
Appendix B

Kansas Statute 72-6147

72-6147. Bullying, school district policies. (a) As used in this section:
(1) "Bullying" means: (A) Any intentional gesture or any intentional written, verbal, electronic or physical act or threat either by any student, staff member or parent towards a student or by any student, staff member or parent towards a staff member that is sufficiently severe, persistent or pervasive that such gesture, act or threat creates an intimidating, threatening or abusive educational environment that a reasonable person, under the circumstances, knows or should know will have the effect of:
(i) Harming a student or staff member, whether physically or mentally;
(ii) damaging a student's or staff member's property;
(iii) placing a student or staff member in reasonable fear of harm to the student or staff member; or
(iv) placing a student or staff member in reasonable fear of damage to the student's or staff member's property;
(B) cyberbullying; or
(C) any other form of intimidation or harassment prohibited by the board of education of the school district in policies concerning bullying adopted pursuant to this section or subsection (e) of K.S.A. 72-1138, and amendments thereto.
(2) "Cyberbullying" means bullying by use of any electronic communication device through means including, but not limited to, e-mail, instant messaging, text messages, blogs, mobile phones, pagers, online games and websites.
(3) "Parent" includes a guardian, custodian or other person with authority to act on behalf of the child.
(4) "School district" or "district" means any unified school district organized and operating under the laws of this state.
(5) "School vehicle" means any school bus, school van, other school vehicle

and private vehicle used to transport students or staff members to and from school or any school-sponsored activity or event.
(6) "Staff member" means any person employed by a school district.
(b) The board of education of each school district shall adopt a policy to prohibit bullying either by any student, staff member or parent towards a student or by a student, staff member or parent towards a staff member on or while utilizing school property, in a school vehicle or at a school-sponsored activity or event.
(c) The board of education of each school district shall adopt and implement a plan to address bullying either by any student, staff member or parent towards a student or by a student, staff member or parent towards a staff member on school property, in a school vehicle or at a school-sponsored activity or event. Such plan shall include provisions for the training and education for staff members and students.
(d) The board of education of each school district may adopt additional policies relating to bullying pursuant to subsection (e) of K.S.A. 72-1138, and amendments thereto.
(e) Nothing in this section shall be construed to limit or supersede or in any manner affect or diminish the requirements of compliance by a staff member with the provisions of K.S.A. 2018 Supp. 38-2223 or 38-2226, and amendments thereto.
History: L. 2007, ch. 185, § 4; L. 2008, ch. 77, § 1; L. 2013, ch. 121, § 15; July 1.
Source or Prior Law:
72-8256.

Appendix C


Character Development
• Core Principles
• Responsible Decision Making and Problem Solving
• Social Awareness
• Interpersonal Skills
Social Skills Development
• Self -Awareness
• Self-Management
Personal Skills Development
Kansas Social, Emotional, and Character Education Standards
Career, Standards, & Assessment Services

For more information, contact:

Name Myron Melton
Title Education Program Consultant
Team Special Education & Title Services
Phone 785-296-4941
Email mmelton@ksde.org

Name Kent Reed
Title Education Program Consultant
Team Career Standards & Assessment Services
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Kansans CAN

Task Force Co-Chairs

Dr. Rick Ginsberg
KU Dean of Education
ginsberg@ku.edu

James Regier
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Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
www.ksde.org

Agenda Number: 11
Meeting Date: 1/14/2020

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

Subject: Receive the Special Education Advisory Council (SEAC) Annual Report

From: Bert Moore

The Special Education Advisory Council (SEAC) will present its Annual Report to the Kansas State Board of Education. SEAC formation and membership requirements are set forth in the Individuals with Disabilities Education Act (IDEA). Council leadership will share highlights of the report as well as upcoming topics for discussion and recommendations for moving forward.

The purpose of the SEAC is to:

- Advise the State Education Agency (SEA) of unmet needs within the state in the education of children and youth with exceptionalities.
- Comment publicly on any rules and regulations proposed by the state regarding the education of children and youth with exceptionalities.
- Advise the SEA in developing evaluations and reporting on data to the Secretary under Section 618 of the Act.
- Advise the SEA in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the Act.
- Advise the SEA in developing and implementing policies relating to the coordination of services for children and youth with exceptionalities.
- Advise on the education of eligible students with disabilities who have been convicted as adults and incarcerated in adult prisons.

KANSAS SPECIAL EDUCATION ADVISORY COUNCIL

Annual Report

July 1, 2018 to June 30, 2019

Special Education & Title Services
Kansas State Department of Education
900 SW Jackson Street, Suite 620
Topeka, KS 66612
1-800-203-9462

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2019 KANSAS STATE BOARD OF EDUCATION

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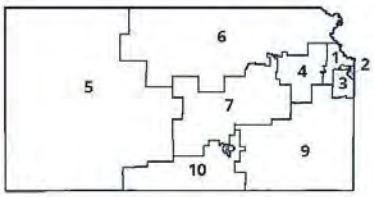

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Kansans CAN
Kansas leads the world in the success of each student.

KANSAS STATE DEPARTMENT OF EDUCATION

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Division of Learning Services

Dr. Brad Neuenswander

MISSION

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

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

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

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

OUTCOMES

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

900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
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Table of Contents

Secretary's Report

The State of Kansas continues to have a diverse group of stakeholders leading the work of the Special Education Advisory Council. The Council is focused on improving outcomes for students with exceptionalities by reviewing topics of common interest related to students with exceptionalities. This includes involving assisting families to navigate the complexities of working with schools and agencies that serve students with exceptionalities. Services for students with exceptionalities in Kansas are focused on constructing relationships with parents, teachers, and administrators in order to provide the maximum benefit for students.

The Special Education Advisory Council works to ensure that the state is engaging stakeholders on topics of concern to students with exceptionalities, their families and the agencies that support both the students and the families. The primary motivation for individuals to be selected to serve on SEAC is a focus on quality improvement in the Kansas education system, particularly as it relates to students with exceptionalities. SEAC has represented its constituents well again this past year and has been productively engaged in fulfilling its legal commitments and mission on behalf of students. The SEAC members meet on a regular basis, study issues of significance, provide a representative advisory function, and advise the Special Education and Title Services (SETS) team and Kansas State Board of Education (KSBE) on matters of concern regarding special education.

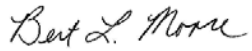
SEAC's 2018-2019 accomplishments, under the leadership of SEAC chair, Mike Martin, are wide ranging and include the following:

- SEAC members represented the council at the annual National and Kansas Council for Exceptional Children Conference, the Kansas Multi - Tier System of Supports Symposium, The Annual Kansas Summer Leadership Conference for Special Education Administrators, The OSEP Summer Leadership Conference, The Tri-State Law Conference, and the KSDE Annual Conference.
- Dr. Marvin Miller and Dr. Joan Robbins represented SEAC as members of the statewide task force set up by the 2015 Kansas Legislature to study issues directly related to Emergency Safety Interventions (ESI). Both members provided updates to the SEAC as well as the Kansas State Board of Education regarding the ESI task force.
- Dr. Marvin Miller supported the annual Kansas CEC Yes, I Can Conference by providing SEAC materials and networking with participants.
- The SEAC collaborated with other stakeholders to support Senate Bill 323, (later becoming K.S.A. 75-5397e) which made specific recommendations for language acquisition and language assessment for students who are deaf or hard of hearing. Joan Macy served on the Governor's advisory committee to develop a specific action plan for implementation of a statewide language assessment program for children who are deaf/hard of hearing (DHH) ages birth through eight. This program will assess, monitor, and track language development in American Sign Language (ASL) and English of these children to ensure they have language skills commensurate with their hearing peers.
- Provided feedback to KSDE Special Education and Title Services (SETS) team on:
    - The Annual Performance Report submitted to the Office of Special Education Programs (OSEP);

- Reviewed Transition regulations to ensure that all students with disabilities have transition goals and assessments initiated no later than the student's 14th birthday;
- Discussed dyslexia as an area of concern to ensure that students diagnosed with dyslexia are receiving appropriate educational supports and services;
- Provided feedback to KSDE on Significant Disproportionality;
- Determined that detention centers needed to be monitored and provided input on this issue;
- Reviewed the work of the School Mental Health Advisory Council;
- Received information for KSDE licensure on the shortage of special education personnel in Kansas;
- Received training on the "Redesign" framework for selected districts that applied to be in the redesign cohort; and
- Provided forums for public comment on disability related issues.
- Worked in collaboration on the development and review of the Considerations for the Effective Use of Paraprofessionals in Schools for the field by reviewing and providing input on the content as it was developed.

SEAC serves a valuable role in representing the stakeholders of Kansas regarding special education services. Please feel free to contact me if you have any questions regarding SEAC.

Sincerely,



Bert Moore
Director Special Education and Title Services
Secretary of the Kansas Special Education Advisory Council

Introduction

The Kansas Special Education Advisory Council (SEAC) held five meetings during the 2018-2019 school year. The January meeting was a two-day meeting and included members of the Kansas State Board of Education (KSBE).

SEAC advises the Kansas State Board of Education in six key areas as required by the regulations of the Individuals with Disabilities Education Act (IDEA), and Kansas statutes. Those areas include:

- Advise the State Education Agency (SEA) of unmet needs within the state in the education of children and youth with exceptionalities;
- Comment publicly on any rules and regulations proposed by the state regarding the education of children and youth with exceptionalities;
- Advise the SEA in developing evaluations and reporting on data to the Secretary under Section 618 of the Act;
- Advise the SEA in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the Act;
- Advise the SEA in developing and implementing policies relating to the coordination of services for children and youth with exceptionalities; and
- Advise on the education of eligible students with disabilities who have been convicted as adults and incarcerated in adult prisons.

Kansas Special Education Advisory Council

The major responsibilities of the council are to advise, consult and provide recommendations to the Kansas State Board of Education regarding matters concerning special education services. The SEAC is composed of individuals in, or concerned with, the education of children with exceptionalities. The council performs such duties as specified by IDEA and as outlined in the Kansas SEAC Bylaws.

The primary role of the council is to advise and assist the KSDE to achieve excellence, equity, and lifelong learning opportunities for all students in Kansas. As such, it is committed to representing individuals with diverse and changing educational needs. This responsibility leads the SEAC to support the vision and mission of KSBE, the Division of Learning Services (DLS) and the Special Education, and Title Services team.

Kansas State Board of Education

Kansans CAN!

VISION

Kansas leads the world in the success of each student.

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.

SEAC GOAL

The Kansas Special Education Advisory Council will advocate for an educational system that achieves excellence, equity, and lifelong learning for all individuals in Kansas.

SEAC BELIEFS

The Kansas Special Education Advisory Council is committed to lifelong learning. SEAC believes that:

- Partnerships increase collaboration for better services.
- Visionary leadership is essential for appropriate services to meet the needs of all students.
- Innovation is essential to the process of lifelong learning.
- All child service systems must be provided in an integrated and collaborative manner.
- Education is an evolving process that requires innovation, continuous growth, and evaluation.
- The needs of individuals in a diverse community must be met.

Council Membership

The 2018-2019 SEAC was composed of twenty-one members and one non-voting ex-officio member, all of whom are concerned with the education of children and youth with exceptionalities and includes the state director. SEAC members include individuals with disabilities and/or parents of children with exceptionalities. The 2018-2019 membership included:

Special Education Advisory Council
FY 2018-2019

SEAC Members

Council Member	Appointment Expires	Representation	Fulfills require	Board Region	Voting Member	Address
Mike Martin * **(Chair)**	6/30/2019 (1st term)	Parent of a child or person with a disability	Yes	9	Yes	2009 Carline Road Girard, KS 66743 (620) 249-4793 *mmartin@frontenac249.org*
Rebekah Helget * **(Chair Elect)**	6/30/2020 (2nd term)	Administrator of Exceptional Programs	Yes	6	Yes	USD 333 Special Education Director 421 E. 3rd Minneapolis, KS 67467 (785) 488-8153 *rebekah.helget@usd333.com*
Joan Macy * **(Past Chair)**	6/30/2020 (2nd term)	State Official	Yes	3	Yes	Kansas State School for the Deaf 450 E Park Street Olathe, KS 66061 (913) 210-8149 *jmacy@kssdb.org*
Stacie Clarkson	6/30/2020 (2ndt term)	Department of Corrections - Adult	No	9	Yes	Special Education Director SEKESC 947 W HWY 47 Girard, KS 66062 (620) 330-0209 (620) 724-6281 *stacie.clarkson@greenbush.org*
Dr. Heidi Cornell (WSU)	6/30/2021 (1st Term)	IHE Special Education	No	8	Yes	Wichita State University 1845 N Fairmount, Box 28 Wichita, KS 67226-0028 316-978-6067 *Heidi.cornell@wichita.edu*

Council Member	Appointment Expires	Representation	Fulfills require	Board Region	Voting Member	Address
Amy Dejmal	6/30/2020 (2nd term)	Other state agency involved in financing or delivery of services to exceptional children	No	9	Yes	Butler County Special Education Interlocal 9110 SW Haverhill Road Augusta, KS 67010 (316) 775-1819 *adejmal@usd375.org*
Tina Gibson	6/30/2021 (2nd Term)	General Education Teacher	No	4	Yes	USD 345 Seaman 1124 NW Lyman Road Topeka, KS 66608 (785) 575-8700 *tgibson@usd345.com*
Dr. Chelle Kemper *	6/30/2020 (1st term)	LEA Official	Yes	5	Yes	100 Mexico Ave., Montezuma, KS 67867 620-789-5050 *ckemper@skacd.com*
Kathy Kersenbrock-Ostmeyer *	6/30/2020 (2nd term)	Department of Corrections - Juvenile	Yes	5	Yes	703 W 2nd Oakley, KS 67748 (785) 672-3125 *kko@nkesc.org*
Jennifer King	6/30/2021 (1st term)	Charter School Representative	Yes	6	Yes	3250 Pin Oak Cr. St. George, KS 66535 931-980-8433 *jenking@k12.com*
Megan Laurent	6/30/2020 (1st term)	Parent of a child with Giftedness	No	2	Yes	8030 Mullen Road Lenexa KS 66215 913-302-6789 *meg61299@aol.com*
Dr. Judy Martin	6/30/2019 (2nd term)	Homeless Children	No	3	Yes	USD 231 Gardner Edgerton 231 E Madison Gardner, KS 66030 (913) 856-2080 (913) 206-2580 *martinj@usd231.com*
Rachel Marsh*	6/30/2021 (1st term)	Foster Care Agency	No	4	Yes	Topeka, KS 620-200-0635 *rachel.marsh@st-francis.org*
Dr. Marvin Miller *	6/30/2020 (2nd term)	Parent of a child or person with a disability	Yes	10	Yes	10808 W. Harvest Lane Wichita, KS 67212 316-765-3145 *mjmiller@abilityed.com*
Heath Peine	6/30/2021 (1st Term)	LEA Official		10		USD 353 Wellington 527 N. Forestview St. Wichita, KS 67235 *(620) 326-4300* *hpeine@kasea.org*
Sarah Schaffer *	6/30/2021 (2nd Term)	Parent of a child or person with a disability	Yes	4	Yes	3409 Trail Road Lawrence, KS 66049 (785) 760-4672 *s081s504@ku.edu*.

Council Member	Appointment Expires	Representation	Fulfills require	Board Region	Voting Member	Address
Dr. Robb Scott	6/30/2019 (2nd term)	Vocational, community or business organization concerned with provision of transition services	No	5	Yes	Assistant Professor Fort Hays State University 600 Park Street RH 210A Hays, KS 67601 (785) 236-8158 *rbscott2@fhsu.edu*
Laura Thompson *	6/30/2020 (1st term)	Related Service Provider	Yes	7	Yes	123 N. Eisenhower Junction City, KS 66441 785-717-4334 *laurathompson@usd475.org*
Becci Werner	6/30/2019 (1st term)	LEA Official	No	8	Yes	USD 259 Wichita 903 S Edgemoor Wichita, KS 67218 316-973-4438 *rwerner@usd259.net*
Deb Young *	6/30/2021 (2nd Term)	Parent of a child or person with a disability	Yes	4	Yes	829 Silver Rain Rd Lawrence, KS 66049 (785) 766-9324 *deb.young@greenbush.org*
Vacant	6/30/2019 (1st term)	Private Schools				
Lesli Girard **	Ex-officio	Parent Training and Information Center		4	No	Families Together, Inc. 5611 SW Barrington Court South, Suite 120 Topeka, KS 66614 (785) 233-4777 *lesli@familiestogetherinc.org*
Jim McNiece **	Ex-Officio	Kansas State Board of Education		10	No	1213 Manchester Court Wichita, KS 67212 *jmcniece@ksde.org*
Rocky Nichols** Mike Burgess	Ex-Officio	Disability Rights Center				*rocky@drckansas.org* *mike@drckansas.org*
	Ex-Officio	Senate Education Chair or Designee				
	Ex-Officio	House Education Chair or Designee				

Secretary to SEAC: Bert Moore, Director of Special Education and Title Services, KSDE

* These representatives fulfill the majority requirement; persons who are individuals with a disability and/or parent of children with a disability and who may represent another required area.

** Non-voting ex-officio member.

COUNCIL LEADERSHIP

The chair for the 2018-2019 year was Mike Martin. He was unanimously elected to fulfill the obligations of the chair at the April 2017 council meeting.

OPERATIONAL STANDARDS

The SEAC's 2018-2019 meeting schedule was as follows:

Meeting Date	Location
July 24, 2018	Wichita Hyatt, Wichita
September 13, 2018	Kansas State Department of Education (KSDE) Topeka
November 13, 2018	KSDE, Topeka
January 15-16, 2019	KSDE, Topeka
April 17, 2019	KSDE, Topeka

The SEAC is required to conduct a minimum of four regular meetings per IDEA statute. The 2018-2019 year exceeded this standard by holding five meetings, one of which was a two-day meeting that included meeting with members of the Kansas State Board of Education.

Official minutes of the meetings were kept, reviewed at each following meeting for accuracy, and posted on the KSDE Special Education and Title Services team website at http://www.ksde.org/Default.aspx?tabid=561.

A public comment period was offered at each regular SEAC meeting, and written public comment was accepted throughout the year.

COUNCIL ACCOMPLISHMENTS

SEAC's 2018-2019 accomplishments, under the leadership of SEAC chair, Mike Martin, are wide ranging and invaluable to KSDE in ensuring the education of all students. SEAC is especially proud to have been involved in the following work.:

- Participation in the selection of the new state director of Special Education.
- Dr. Marvin Miller and Dr. Joan Robbins represented SEAC as members of the statewide task force set up by the 2015 Kansas Legislature to study issues directly related to Emergency Safety Interventions (ESI). Both members provided updates to the SEAC as well as the Kansas State Board of Education regarding the ESI task force.
- The SEAC collaborated with other stakeholders to support Senate Bill 323, (later becoming K.S.A. 75-5397e) which made specific recommendations for language acquisition and language assessment for students who are deaf or hard of hearing. Joan Macy served on the Governor's advisory committee to develop a specific action plan for implementation of a statewide language assessment program for children who are deaf/hard of hearing (DHH) ages birth through eight. This program will assess, monitor, and track language development in American Sign Language (ASL) and English of these children to ensure they have language skills commensurate with their hearing peers.
- Provided feedback to KSDE Special Education and Title Services (SETS) team on:

- The Annual Performance Report submitted to the Office of Special Education Programs (OSEP);
- Reviewed Transition regulations to ensure that all students with disabilities have transition goals and assessments initiated no later than the student's 14th birthday;
- Discussed dyslexia as an area of concern to ensure that students diagnosed with dyslexia are receiving appropriate educational supports and services;
- Provided feedback to KSDE on Significant Disproportionality;
- Reviewed the work of the Mental Health Advisory Council;
- Received information for KSDE licensure on the shortage of special education personnel in Kansas;
- Marvin Miller represented SEAC as a member of the Transition Task Force.

Special Education Advisory Council
Summary of Activities by Priority Area
2018-2019

The Kansas Special Education Advisory Council will advise the KSDE SETS team so Kansas has an educational system that achieves excellence, equity, and lifelong learning for students with exceptionalities by:

- Priority Area 1: Advise the State Education Agency (SEA) of unmet needs within the state in the education of children and youth with exceptionalities;

Area of Focus	Data Sources	Action Completed
1.1 Increase awareness and understanding of provision of services from the public perspective • Senate Bill 323 Language Assessment Bill (K.S. A. 75-5397e) • Trauma Informed Care	• Families Together, Inc. (PTI) • Public Comment • Written Testimony • TASN • KS School for the Deaf	July 24, 2018 September 13, 2018 November 13, 2018 January 15-16, 2019 April 17, 2019
1.2 Promote the role of SEAC functions to the legislature, other advisory councils, committees, parents, and organizations • Address council membership to include student with disabilities • Emergency Safety Interventions Task Force • Add Kansas State Board of Education member as an Ex-Officio member • Kansas School Mental Health Advisory Council • Language Assessment Program Advisory Committee	• IEP Meetings • Public forums • Statewide projects • Website • Conferences • TASN • KDHE • SICC • KPIRC • Families Together, Inc. (PTI) • KS School for the Deaf	July 24, 2018 September 13, 2018 November 13, 2018 January 15-16, 2019 April 17, 2019
1.3 Evaluate the working conditions of special education teachers in Kansas. Study relevant issues including licensure and endorsement and assist with dissemination of related information • Participation in Blue Ribbon Taskforce on Teacher Shortage by Kathy Kersenbrock-Ostmeyer • Unified License for Special Education • Appropriate use of Para Professionals	• SPDG • KSDE, TLA and ECSETS teams • E-Mentoring Project • TASN	July 24, 2018 September 13, 2018 November 13, 2018 January 15-16, 2019 April 17, 2019

- Priority Area 2: Comment publicly on any rules and regulations proposed by the state regarding the education of children and youth with exceptionalities;

Area of Focus	Data Sources	Action Completed
2.1 Study and provide comment on proposed federal and state laws and regulations and assist in implementation of changes • Elementary and Secondary Education Act regulations • Language Assessment Program (K.S.A. 75-5397e)	• Personnel Report • KSDE • Testimony • Public Comment • Stakeholder Meetings • Ks School for the Deaf	July 24, 2018 September 13, 2018 November 13, 2018 January 15-16, 2019 April 17, 2019

- Priority Area 3: Advise the SEA in developing evaluations and reporting on data to the Secretary under Section 618 of the Act;

Area of Focus	Data Sources	Action Completed
3.1 Provide oversight of the implementation of federal and state special education laws and regulations to ensure Kansas has effective systems in place to monitor compliance and support improved achievement and outcomes for children & youth with exceptionalities	• Data for SPP Indicators • Data and review of due process hearings, mediation and formal complaints • Kansas Integrated Accountability System (KIAS) Data • KAN-DIS • TASN	July 24, 2018 September 13, 2018 November 13, 2018 January 15-16, 2019 April 17, 2019
3.2 Assist in the dissemination of information in the area of early childhood and secondary transition to help ensure Kansas can demonstrate compliance with IDEA 2004 and regulations	• SICC • SEAC Members • TASN	July 24, 2018 September 13, 2018 November 13, 2018 January 15-16, 2019 April 17, 2019
3.3 Analyze the data on the educational progress of students with exceptionalities and make recommendations to enhance their educational program, services, and achievement • Discuss/Analyze threshold for Kansas Significant Disproportionality	• SEAC Council Member reports • APR/SPP Data o Graduation/drop-out rates o EC outcomes o State Assessment Data o Suspension/Expulsion Data o APR/SPP Data o Post-secondary outcomes o Emergency Safety Intervention (ESI) Data	July 24, 2018 September 13, 2018 November 13, 2018 January 15-16, 2019 April 17, 2019
3.4 As stakeholders, assist in the interpretation of Kansas data in reporting to the public and U. S. Department of Education (OSEP)	• APR and SPP Data	July 24, 2018 September 13, 2018 November 13, 2018 January 15-16, 2019 April 17, 2019

- Priority Area 4: Advise the SEA in developing corrective action plans to address findings identified in Federal Monitoring reports under Part B of the Act;

Area of Focus	Data Sources	Action Completed
4.1 As a result of the onsite focused monitoring conducted by OSEP, Kansas had to make changes to the KIAS in the areas of secondary transition and the review of updated data as interpreted by OSEP in Memo 09-02	• KIAS	July 24, 2018 September 13, 2018 November 13, 2018 January 15-16, 2019 April 17, 2019

- Priority Area 5: Advise the SEA in developing and implementing policies relating to the coordination of services for children and youth with exceptionalities;

Area of Focus	Data Sources	Action Completed
5.1 Enhance school-family-community partnerships by encouraging and developing coordinated programs and/or services	• Presentation by TASN • Families Together, Inc. (PTI) • KPIRC • Family Voices • Ks School for the Deaf	July 24, 2018 September 13, 2018 November 13, 2018 January 15-16, 2019 April 17, 2019
5.2 Improve communication & collaboration between SEAC & SICC Councils to enhance services to children & families in Kansas	• SICC • Families Together, Inc. (PTI) • Family Voices	July 24, 2018 September 13, 2018 November 13, 2018 January 15-16, 2019 April 17, 2019
5.3 Promote and enhance the blending of services between special and general education, including federal, state, and local programs (Title I, Special Ed.)	• KSDE • KDHE • TASN • KPIRC • Families Together, Inc. (PTI) • Family Voices	July 24, 2018 September 13, 2018 November 13, 2018 January 15-16, 2019 April 17, 2019
5.4 Enhance Kansas Assessment System • Reducing the State Assessment Footprint • Improvements to Dynamic Learning Maps	• KSDE – Early Childhood, Special Education and Title Services Team • KSDE – Career Standards and Assessment Services Team	July 24, 2018 September 13, 2018 November 13, 2018 January 15-16, 2019 April 17, 2019

- Priority Area 6: Advise on the education of eligible students with disabilities who have been convicted as adults and incarcerated in adult prisons.

Area of Focus	Data Sources	Action Completed
6.1 Enhance education of eligible students with disabilities who have been convicted as adults and incarcerated in adult prisons	• SEAC Member Reports • Office of Special Education Programs (OSEP) • Kansas State Department of Education (KSDE)	July 24, 2018 September 13, 2018 November 13, 2018 January 15-16, 2019 April 17, 2019

ACRONYMS

ADA: Americans with Disabilities Act

APR: Annual Performance Report

CADRE: Consortium for Appropriate Dispute Resolution In Special Education (OSEP Project)

CEIS: Coordinated Early Intervening Services

CWDs: Children with Disabilities

DGB: Data Governance Board

DHH: Deaf/Hard of Hearing

DLM: Dynamic Learning Maps

ECO: Early Childhood Outcomes Center

ECSETS: Early Childhood, Special Education and Title Services

ED or USDE: U.S. Department of Education

EDEN: Education Data Exchange Network

EDGAR: Education Department General Administrative Regulations

EPC: Education Program Consultants

ESEA: Elementary & Secondary Education Act of 1964

ESI: Emergency Safety Interventions

ESSA: Every Student Succeeds Act

FAPE: Free & Appropriate Public Education

FERPA Family Educational Rights & Privacy Act

GAO: Government Accountability Office or U.S. General Accounting Office

ICC: Interagency Coordinating Council

IDEA: Individuals with Disabilities Education Act

IEE: Independent Educational Evaluation

IEP: Individualized Education Program

IHE: Institution of Higher Education

IPS: Individual Plan of Study

JJA: Juvenile Justice Authority

KASEA: Kansas Association of Special Education Administrators

KCCR: Kansas College and Career Readiness

KDHE: Kansas Department of Health and Environment

KEEB: Kansas Education Employment Board (TASN Project)

KESA Kansas Education Systems Accreditation

KIAS: Kansas Integrated Accountability System

KIDS: Kansas Individual Data on Students

KIRC: Kansas Instructional Resource Center (TASN Project)

KLFA: Kansas Learning First Alliance

KLN: Kansas Learning Network

KPIRC: Kansas Parent Information Resource Center (TASN Project)

KSD: Kansas School for the Deaf

KSBE: Kansas State Board of Education

KSDE: Kansas State Department of Education

LEA: Local Education Agency

LETRS: Language Essentials for Teachers of Reading and Spelling

LOD: Levels of Determination

LRE: Least Restrictive Environment

MOA: Memorandum of Agreement

MOE: Maintenance of Effort

MOU: Memorandum of Understanding

MTSS: Multi-Tier System of Supports

NASDSE: National Association of State Directors of Special Education

NAESPA National Association of ESEA State Program Administrators

OCR: Office of Civil Rights

OGC: Office of General Counsel

OMB: Office of Management and Budget

OSEP: U.S. Department of Education's Office of Special Education Programs

OSERS: U.S. Department of Education's Office of Special Education & Rehabilitative Services

OWS: Outcomes Web System

PBIS: Positive Behavior Intervention Supports

PII: Personally Identifiable Information

PTI: Parent Training Information Center (Families Together)

RDA: Results Driven Accountability

RFP: Request for Proposal

SEA: State Education Agency

SEAC: Special Education Advisory Council

SICC: State Interagency Advisory Council

SPDG: State Personnel Development Grant

SPP: State Performance Plan

SSIP:	State Systemic Improvement Plan
TASN:	IDEA Title VI-B: Kansas Technical Assistance System Network administered by KSDE
TIP:	Targeted Improvement Plan
TLA:	Teacher Licensure and Accreditation
UGG:	Uniform Grant Guidance

Appendix A

SEAC Chair Report – Mike Martin

A continued topic of discussion for SEAC is the use of Emergency Safety Interventions in our schools. We met on November 13, 2018 to review the progress that is being made throughout the state. What we noticed is that there were some schools who still have questions about ESI and the continued need for training with all parties. We were also provided with testimony from parents who believe that ESI was being used inappropriately with their student. This is an ongoing issue that will continue to need the attention of school districts, the state board of education, the leadership at KSDE and the legislative and executive branches of our state. I know that ESI regulations have made a positive impact on our students, but we need to continue the process of meeting the needs of individual students, and also provide the structure and supports needed for educators to be successful in the classrooms.

Another area where we worked to create a bond was with current legislators. We wanted them to know that if a bill was presented in the area of special education, we would be happy to provide knowledgeable members who could provide testimony and assistance to committees and individual members. We recognize that we are an advisory group to the state board, but we wanted to make our group available so the legislators could hear from special education professionals, parents of special education students, and support service providers from around the state. We were not asked to assist in the last session, and there appeared to be no issue from SEAC that we saw a need for our input. I do feel we made inroads with the legislators with whom we spoke.

We also started the process of asking KSDE to engage special education providers in the process of redesign. SEAC has a positive feel towards redesign, but we wanted to make sure IDEA was considered when schools were redesigning and that special educators were actively involved in the process.

In closing, I would like to thank the Kansas State Board of Education for its continued work on behalf of the students in Kansas. It is nice to see people from different political points of views be able to find the best avenue to educate all of our kids. Each time I have had the privilege to meet with this group it appears that the best interest of students is always at the forefront of the discussions. Also, thank you to the KSDE staff who help organize and facilitate our work as SEAC members. Without them, we would not be able to accomplish half of what we do.

Finally, I wish to thank the great men and women who are on the Special Education Advisory Council. This is an amazing group of people who take their roles seriously. I am on this committee as a parent, but I am also an educator. I am humbled by the knowledge of this group and in awe of the work going on throughout the state. We have people on this committee who provide a first-hand account of what people are facing in the area of special education and they do a masterful job. Each one brings their own unique expertise and they do it with a constant eye on what is best for the students, parents and educators in the State of Kansas. It has been my honor to represent this group today and we would be willing to answer any questions from the board.

For more information, contact:
Pat Bone
Special Education and Title Programs
(785) 291-3097
pbone@ksde.org

Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
www.ksde.org

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14 a.

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date: 1/14/2020**
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-48 and 19-PPC-49 with each Licensee to be censured.

Explanation of Situation Requiring Action:

19-PPC-48

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 April 8, 2019. The Applicant promised to never do it again. The PPC recommends her license be issued subject to public censure.

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 BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of the Application of [redacted]

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 [redacted] 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. [redacted] appeared on her own behalf.

FINDINGS OF FACT

1. [redacted] applied for a renewal of her professional license in September 2019.
2. [redacted] was charged with possession of marijuana and possession with intent to use drug paraphernalia.
3. On April 9, 2018, [redacted] entered into a one-year diversion agreement and was successfully completed on April 8, 2019.
4. [redacted] disclosed her drug diversion agreement on her application for her professional license renewal.
5. According to [redacted] testimony, she was stopped for a traffic infraction when the police noticed the smell of marijuana. Police found [redacted] to be in possession of: a marijuana cigarette; Roaches; 3 baggies; and two hair clips used to hold the marijuana cigarette.
6. [redacted] testified that she made a mistake; however, the Commission finds there was no clear sense of remorse.
7. [redacted] was a licensed educator or employed in a position of public trust at the time of her offenses.
8. The Commission finds that [redacted] 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, [redacted] 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.

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of the Application of [redacted]

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 [redacted] 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. [redacted] appeared on her own behalf.

FINDINGS OF FACT

1. [redacted] applied for a renewal of her professional license.
2. [redacted] 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. [redacted] did disclose her diversion on the application.
4. According to [redacted] 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. [redacted]' 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. [redacted] 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 [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; 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 [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.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14 b.

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date: 1/14/2020**
Scott Gordon	Scott Gordon	Randy Watson	

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 [redacted]

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 [redacted] 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. [redacted] did not appear.

FINDINGS OF FACT

1. [redacted] applied for two Emergency Substitute Licenses on July 6, 2019 and July 11, 2019.
2. On August 28, 2006, [redacted] plead guilty and was convicted of two felony counts of False Declaration of Ownership in Pawn. [redacted] falsely declared ownership of a Paintball Gun and Black Cat Air Compressor.
3. [redacted] 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. [redacted] 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 [redacted] 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 [redacted] 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. [redacted] 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 [redacted] 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.

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

Subject: Receive higher education preparation program standards for Health Education PreK-12

From: Catherine Chmidling

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 before 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.

Attached are the following:

- completed set of revised standards for review: Health Education PreK-12
- crosswalk document that provides a comparison summary between the previous standards and the proposed new standards.

Staff and representatives from the standards revision committee will explain the process, present the standards and answer questions. Approval of the standards would occur at the February Board meeting.

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?
Standard 1: 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.	Standard 1: Content and Foundational Knowledge 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.	• Edited to emphasize the use of technology in instructional practices. • Updated the 10 Health Education content areas. • Included theoretical foundations for healthy behavior and learning.

Standard 2

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard 3: The teacher of health education uses knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and	Standard 2: Planning Health education candidates plan relevant and meaningful school health education instruction and programs that are sequential and aligned with appropriate PreK-12	• Moved 2014 Standard #2: Professional Development to create a proposed Standard #5: Professional Development. Now, proposed Standard #2 is Planning.

engagement in various health education settings and understands how individuals differ in their approaches to learning. Standard 4: 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.	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.	• Merged elements from former Standards 3 and 4 to create proposed Standards 2, 3, and 4.
Standard 3		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard 3: 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. Standard 4: The teacher of health education uses an understanding of individual and group motivation and behavior to create a safe learning environment that	Standard 3: Implementation 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.	• Merged elements from former Standards 3 and 4 to proposed Standards 2, 3, and 4.

encourages positive social interaction, active engagement in learning, and self-motivation.		
Standard 4		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard 3: 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. Standard 4: 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.	Standard 4: Assessment of Student Learning 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.	• Merged elements from former Standards 3 and 4 to proposed Standards 2, 3, and 4.
Standard 5		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard 2: The teacher of health education understands the need to foster relationships with colleagues, parents/guardians and	Standard 5: Professional Responsibility Health education candidates work collaboratively with all stakeholders, demonstrate ethical behavior, and engage	• Created a proposed standard, moving from four standards to five standards. • Moved from former Standard 2: Professional Development to proposed

other professionals in the learning community and seeks opportunities to grow professionally.	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.	Standard 5: Professional Development. • Additional emphasis on advocacy and enhancement of Health Education. • Stressing the knowledge and practice of the Kansas Code of Conduct. • Encourages the continual use of emerging research.

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.

Standard 1: Content and Foundational Knowledge 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.
Component 1.a: 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).
Component 1.b: Candidates demonstrate knowledge of health education standards.
Component 1.c: Candidates demonstrate knowledge of theoretical foundations for health behavior and learning.
Component 1.d: Candidates have knowledge of developmentally appropriate instructional strategies that meet the needs of diverse learners.
Component 1.e: Candidates understand the process of curriculum development and ability to integrate into other content areas.
Component 1.f: Candidates demonstrate proficiency in health literacy skills and digital literacy skills.
Standard 2: Planning 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.
Component 2.a: Candidates collect and analyze contextual information to plan relevant school health instruction and programs.
Component 2.b: Candidates design a logical scope and sequence of meaningful, comprehensive and challenging learning experiences.
Component 2.c: Candidates construct measurable, developmentally appropriate, performance-based objectives that are aligned with local, state, and/or the National Health Education Standards.

Component 2.d: Candidates plan instruction that facilitates skill development and application of functional health knowledge.
Component 2.e: Candidates will plan instruction to meet the needs of all learners, adding accommodations and/or modifications specific to individual learners.
Component 2.f: Candidates apply the process of curriculum development and the ability to integrate into other content areas.
Standard 3: Implementation 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.
Component 3.a: Candidates implement a variety of instructional strategies to facilitate students' development of health-related skills and their application of functional health knowledge.
Component 3.b: Candidates implement instructional strategies that incorporate verbal and visual cues, technology, media and other appropriate resources to enhance student learning.
Component 3.c: Candidates reflect on and adjust instruction to meet student learning outcomes, and current community health issues.
Component 3.d: Candidates apply effective, developmentally appropriate, and respectful communication skills (verbal & non-verbal) and feedback.
Component 3.e: 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.
Standard 4: Assessment of Student Learning 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.
Component 4.a: Candidates implement a variety of summative and formative assessment techniques to document learners' progress.
Component 4.b: Candidates use assessment data to plan instruction, analyze student learning, reflect on implementation practices, provide meaningful feedback and adjust units and lessons.
Standard 5: Professional Responsibility 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.

Component 5.a: Candidates demonstrate ethical behavior, as defined by health education and/or Kansas Educators Code of Conduct.
Component 5.b: Candidates work collaboratively with stakeholders, professional organizations and/or peer groups to advocate for, and enhance, health education.
Component 5.c: 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.
Component 5.d: 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.
Component 5.e: Candidates demonstrate strategies for communications and socialization with school colleagues and parents/community members.

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Subject: Receive higher education preparation program standards for Physical Education PreK-12

From: Catherine Chmidling

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- crosswalk document that provides a comparison summary between the previous standards and the proposed new standards.

Staff and representatives from the standards revision committee will explain the process, present the standards and answer questions. Approval of the standards would occur at the February Board meeting.

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

General Information about this Revision:

- Changed language from "teacher of physical education" to "educational candidate".
- Moved planning from former standard 5 to proposed standard 3 (3a, 3b, 3d).
- Included social-emotional components to standard 1 and 3.
- Added a stand alone technology standard (Standard 6)
- Added a standard to address health-related fitness (Standard 2)
- Move portions of former standard 2 to proposed standard 3.

STANDARD 1

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
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.	Standard 1: Content and Foundational Knowledge: 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.	• 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. • 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. • Included sports skills. • Changed the wording to encompass both the knowledge and the application of knowledge in each component, which

		allowed us to combine the two categories into one set of components. • Included a social emotional component. • Changed motor movement to sensorimotor movement. • Changed the wording from fitness, to lifetime fitness. • Changed the wording from first-aid and emergency procedure to risk management to ensure we support prevention as well as response to injury. • Changed the wording from interdisciplinary to cross-curricular and changed content area to knowledge based core curriculum content areas.
STANDARD 2		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
None	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.	• Note: Refer to Standards 1,3, and 5.

STANDARD 3		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard 2: 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.	Standard 3: Planning and Implementation 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.	• Moved from former Standard 2 to develop current Standard 3. • Most performance and knowledge indicators from former Standard 2 found into proposed Standard 3 components. • Exceptions: • Safety issues moved to Standard 4, component e. • 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. • A component was added to address the social-emotional development of all learners. This is component 3.f. • Added more adapted and inclusive language indicating the need to work and develop appropriate programing for all learners.
Standard 5: The teacher of physical education plans and implements a variety of developmentally appropriate instructional strategies to develop		• Moved from former Standard 5 to proposed Standard 3 (Component 3.a, 3.b. and 3.d).

physical educated individuals.		
STANDARD 4		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard 4: 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.	Standard 4: Instructional Delivery and Management 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.	• The use of verbal and nonverbal communication (former Standard 4) is addressed in Component 4.b. • The ability to use communication skills to address different approaches to learning is in Component 4.c. • References to "current technological Innovations" in former Standard 4, Knowledge 4 has been moved to proposed Standard 6.
Standard 7: 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.		• Former Standard 7 moved to proposed Standard 4, component 4.a.

STANDARD 5		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard 6: 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.	Standard 5: Assessment of Student Learning Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.	• Former Standard 6 moved to proposed Standard 5. • The terms "formal and informal" can be found in Components 5.a and 5.b as they relate to pre-assessments and formative assessments. • 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.
STANDARD 6		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard 4: 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.	Standard 6: Technology Physical education candidates exhibit technological literacy, model appropriate digital citizenship, and engage students in technology use to enhance learning.	• Former Standard 4 Knowledge was moved to proposed Standard 6, component 6.a. • Expand skills needed in this area.

STANDARD 7		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard 3: 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.	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.	• Proposed Standard 7 expanded professional responsibilities that educational candidates need to model as they leave a professional program.

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.

Standard 1: Content and Foundational Knowledge 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.
Component 1.a: Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.
Component 1.b: Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.
Component 1.c: Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.
Component 1.d: Describe the historical, philosophical, social perspectives and legislation in general physical education and adapted physical education.
Component 1.e: Describe and apply content knowledge of enhanced physical activity and how it affects cognitive, affective and behavioral functioning.
Standard 2: Health-Related Fitness Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
Component 2.a: 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).*
*(Skillful Performance) A person's effective employment of techniques, tactics, strategies, rules and etiquette in the context of the activity.
Standard 3: Planning and Implementation 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.

Component 3.a: Plan and implement appropriate short- and long-term objectives 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.
Component 3.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.
Component 3.c: Plan for and manage resources, including adapted equipment, to provide active, fair and equitable learning experiences.
Component 3.d: Plan and implement instruction, specially designed when necessary, adding specific accommodations and/or modifications for all students.
Component 3.e: Plan and implement learning experiences that engage students in using critical thinking strategies appropriately to analyze their own performance.
Standard 4: Instructional Delivery and Management 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.
Component 4.a: Establish a caring and inclusive learning environment through constructive feedback and positive behavior management strategies that support relationship building.
Component 4.b: Employ verbal and/or nonverbal communication skills that clearly state the learning objectives to students during the lesson introduction and closure.
Component 4.c: 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).
Component 4.d: Exhibit the ability to modify or adjust instructional activities in response to off-task behavior, schedule changes, and unanticipated classroom events.
Component 4.e: Execute effective management strategies for safety, efficient use of time, maximized participation, and student self-management.
Component 4.f: 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.
Standard 5: Assessment of Student Learning Physical Education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.
Component 5.a: Implement formal and/or informal pre-assessments and utilize data to plan developmentally appropriate learning experiences.
Component 5.b: Conduct formal and/or informal formative assessments to guide instructional strategies, student practice, and modification of learning objectives.
Component 5.c: 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.

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Subject: Update on work to strengthen the Kansas early childhood system

From: Amanda Petersen

Early childhood lays the foundation for student success, and Kansans are working together to strengthen the state's early childhood system. The Kansas Children's Cabinet and Trust Fund, the Kansas Department for Children and Families, the Kansas Department of Health and Environment, the Kansas State Department of Education, and other partners are engaging in five activities:

Activity 1: Develop Comprehensive Statewide Early Childhood Needs Assessment
Activity 2: Develop Comprehensive Statewide Early Childhood Strategic Plan
Activity 3: Maximize Parental Choice and Knowledge
Activity 4: Share Best Practices
Activity 5: Improve Overall Quality

Funding for these activities is provided by a planning grant authorized by the federal Every Student Succeeds Act. More information is available at kschildrenscabinet.org/early-childhood.

More than 6,000 Kansans from across the state and in every county have informed and guided this work. Kansas has concluded the information-gathering phase and is seeking feedback on how individuals, communities, and the state can address the needs identified by Kansans.

The Kansas State Board of Education will receive an update regarding the status of these activities, and how they will inform strategies to ensure that each Kansas student enters kindergarten at age 5 socially, emotionally and academically prepared for success.

Agenda Number: 18
Meeting Date: 1/14/2020

KANSAS STATE DEPARTMENT OF EDUCATION
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Subject: Receive proposed new language for KESA regulations, K.A.R. 91-31-31 through 91-31-44

From: Scott Gordon

The Kansas State Board of Education last voted to amend the accreditation regulations in September, 2017. Since that time, substantive changes have come to light which require further approval by the State Board before proceeding through the formal adoption process. Although the complete set of regulations is provided, the substantive changes to be voted on in February are as follows:

91-31-32(g)(6) will no longer require education systems to offer a curriculum which allows students to meet the requirements of the Kansas Board of Regents qualified admissions for postsecondary institutions. Rationale: KBOR is phasing out qualified admissions.

91-31-40 will no longer reference the State Board ordering school district to either reassign or reallocate resources such as personnel. Such an order would go beyond the State Board's constitutional or statutory authority. Instead, the State Board may make recommendations to any education system which fails to be fully accredited.

91-31-43 is a new regulation, which will require education systems to provide training to all school employees on their legal obligations to report suspected child abuse and neglect.

91-31-44 is a new regulation, which will require education systems to screen students for dyslexia as well as require the education systems to provide professional development for certain school personnel.

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.

(j) “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 grown 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 public education system'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 ~~or 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 the staff with the following endorsements:

(A) elementary education;

(B) early childhood unified;

(C) reading specialist;

(D) English language arts;

(E) school psychologist;

(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-_____.)

Agenda Number: 19
Meeting Date: 1/14/2020

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

Subject: Legislative Matters

From: Dale M. Dennis

The 2020 Kansas Legislature convenes on Jan. 13, 2020.

The Governor's State-of-the-State Address is scheduled for 6:30 p.m. Jan. 15, 2020. State Board members should tentatively plan to meet in the State Board Room at 5:30 p.m. on that date to walk to the Capitol building as a group.

Budget recommendations for Fiscal Years 2020 and 2021 will not be available until after the Governor's address. Information on the Governor's budget recommendations for KSDE will be included in the Commissioner's Friday letter on Jan. 17.

Agenda Number: 20 a.

Meeting Date: 1/14/2020

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
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Subject: Personnel Report

From: Candi Brown, Wendy Fritz

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

Total employees 237 as of pay period ending 12/14/2019. 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: 20 b.**

Staff Initiating:	Director:	Commissioner:	Meeting Date: 1/14/2020
Candi Brown	Wendy Fritz	Randy Watson	

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 appointment is presented this month:

Crystal Roberts to the position of Education Program Consultant on the Career Standards and Assessment Services team, effective Dec. 9, 2019, at an annual salary of $ 56,118.40. This position is funded by the Carl Perkins and Career and Technical Education funds.

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 20 c.**

Staff Initiating:	Director:	Commissioner:	Meeting Date: 1/14/2020
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 20 c. Attachment**

District	Dist Name	First	Last	Subject	Recomm.
D0200	Greeley Co. Schools	Courtney	Harwager	High Incidence Special Ed.	Approved
D0232	De Soto	Shawn	Moore	Low Incidence Special Ed.	Approved
D0259	Wichita	Bret	Eckert	Low Incidence Special Ed.	Approved
D0259	Wichita	Eva	Arevalo	Low Incidence Special Ed.	Approved
D0259	Wichita	Mark	Sanders	Low Incidence Special Ed.	Approved
D0259	Wichita	Eryn	John	High Incidence Special Ed.	Approved
D0259	Wichita	Renee	Franklin	Library Media Specialist	Approved*
D0345	Seaman	Sarah	Hosler	High Incidence Special Ed.	Approved
D0345	Seaman	Alberto	Vinent	High Incidence Special Ed.	Approved
D0383	Manhattan-Ogden	Tiffany	Harms	High Incidence Special Ed.	Approved
D0450	Shawnee Heights	Jordan	Wolf	High Incidence Special Ed.	Approved**
D0469	Lansing	Beth	Dowty	High Incidence Special Ed.	Approved
D0500	Kansas City	Brandy	Hempen	High Incidence Special Ed.	Approved
D0501	Topeka Public Schools	Jason	White	High Incidence Special Ed.	Approved**
D0501	Topeka Public Schools	Suzanne	Carlgren	High Incidence Special Ed.	Approved*
D0501	Topeka Public Schools	Mary	Heffern	Early Childhood Special Ed. - extension on the number of days under an emergency substitute license	Approved
	*First Renewal			**Final Renewal	

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 20 d.

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date: 1/14/2020**
Cynthia Hadicke	Scott Smith	Randy Watson	

Item Title:

Act on recommended components of subtests to screen and assess students for characteristics of dyslexia.

Recommended Motion:

It is moved that the Kansas State Board of Education approve 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.

Explanation of Situation Requiring Action:

In November, the State Board of Education unanimously approved the plan and recommendations presented by the Kansas Dyslexia Committee. Many of these actions have timelines.

A recommendation within the Screening and Evaluation Category states: The Kansas State Board of Education shall develop and provide to school districts criteria for vetting and approving tools for screening and assessing students for characteristics of dyslexia. (Timeline January 2020)

Therefore, it is recommended that the Board approve the required subtests for identifying characteristics of dyslexia. The subtests are:

- There are several early literacy skills that need assessed in PreK. The committee recommends these assessments include picture naming, rhyming, sound comprehension, and alliteration. These are all oral assessments.
- Letter Naming Fluency (LNF) given to all kindergarten students at fall, winter, and spring benchmarks and to first graders in the fall. LNF assesses the student's ability to name the letter on the page both upper and lower case in random order. Once a student passes or is at benchmark there would be no need for follow-up instruction. Those who score below the benchmark would need immediate intervention. This assessment takes one minute per child to conduct.
- Letter Word Sound Fluency (LWSF) - given to all kindergarten students at fall, winter, and spring benchmarks and to first graders in the fall. LWSF assesses the student's ability to make letter sounds, make the sounds of two-letter combinations, and read aloud consonant-vowel-consonant (CVC) words. This assessment takes one minute to administer to a child.

(continued)

- Phoneme Segmentation Fluency (PSF) - given to all kindergarten students in the winter and spring testing windows and to all first graders in the fall and winter testing windows. This assesses the student's ability to segment three and four phoneme words into their individual phonemes. This assessment takes about 1-2 minutes per child to complete.
- Nonsense Word Fluency (NSF) - given to all kindergarten students in the spring and to all first-grade students in fall, winter, and spring and to second-grade students in fall. This assessment is critical for determining if a student has learned the alphabetic principle and knows letter sounds and how they apply in pseudowords. The rationale behind decoding pseudowords (for example jiz) is that since these words have no meaning they are being read as a true example of phoneme/grapheme correspondence, or that children know the sounds of letters and can decode that sound in print. This assessment takes about 1-2 minutes per student to conduct.
- Oral Reading Fluency (ORF) - given to every student beginning in the winter of first-grade to the end of eighth grade. The ability to read connected text with accuracy and automaticity is the purpose of this assessment. This assessment is usually given in one to two minutes per child.

There are several assessments that meet the above criteria that many schools in Kansas currently use.

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 20 e.**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 1/14/2020
Dale Dennis	Dale Dennis	Randy Watson	

Item Title:

Act on amendment to definition of extraordinary enrollment growth

Recommended Motion:

It is moved that the Kansas State Board of Education define 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.

Explanation of Situation Requiring Action:

Kansas Statutes Annotated 72-5158 provides that the State Board of Education shall define enroll-lment 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 a new facility.

The process consists of a school district authorizing and approving a bond issue to construct a new facility. If the school district has rapid enrollment growth that meets the State Board's requirements, the district is given the opportunity to submit an appeal to the State Board of Tax Appeals for the purpose of making an additional levy to open a new facility.

Currently, there are four (4) school districts that use this provision in the law.

If the State Board of Tax Appeals approves a dollar amount, the school district may levy up to the amount authorized for two years. After two years, there is a six-year phase down of the amount approved.

The current definition of extraordinary enrollment growth is listed below.

- 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, or
- an increase of 750 or more students over three of the last six years if the new facilities being constructed are not replacement.

(continued)

The issue before the State Board will be enrollment growth in a selected part of a school district. For example, a school district could have minor enrollment growth overall but one part of the district is experiencing rapid enrollment growth which requires additional facilities.

KSDE staff recommend adding the following provision to the definition of extraordinary enrollment growth:

- 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.

If the State Board of Education approves this addition to the definition, it is not likely it would be used prior to the Spring of 2022.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 20 f.

Staff Initiating:	**Deputy Commissioner:**	**Commissioner:**	**Meeting Date: 1/14/2020**
Brad Neuenswander	Brad Neuenswander	Randy Watson	

Item Title:

Act on the recommended process to identify and approve evidence-based practices for at-risk students

Recommended Motion:

It is moved that the Kansas State Board of Education approve the agency process for identifying and approving evidence-based best practices for at-risk students.

Explanation of Situation Requiring Action:

At the December State Board of Education meeting, Dr. Brad Neuenswander presented materials to the Board on funding and implementation of supports for at-risk students, including the process that the Kansas State Department of Education uses to identify and approve evidence-based best practices for at-risk students.

The KSDE requests Board approval for this process, and will continue to look for ways to improve this process.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 20 g.

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date: 1/14/2020**
Amanda Petersen	Amanda Petersen	Randy Watson	

Item Title:

Act on no-cost extension for agreement with the Kansas Children's Cabinet and Trust Fund for the purpose of supporting the Preschool Development Grant Birth through Five

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to amend an agreement with the Kansas Children's Cabinet and Trust Fund 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.

Explanation of Situation Requiring Action:

In December 2018, the United States Department of Health and Human Services awarded Kansas a planning grant that gives Kansas the opportunity to engage in a collaborative effort to shape the state's future direction for early childhood. The Kansas Children's Cabinet and Trust Fund, the Kansas Department for Children and Families, the Kansas Department of Health and Environment, the Kansas State Department of Education, and other early childhood partners are engaging in five activities:

- Activity 1: Develop Comprehensive Statewide Early Childhood Needs Assessment
- Activity 2: Develop Comprehensive Statewide Early Childhood Strategic Plan
- Activity 3: Maximize Parental Choice and Knowledge
- Activity 4: Share Best Practices
- Activity 5: Improve Overall Quality

Funds for this project are provided through the Department of Health and Human Services (HHS), Administration for Children and Families (ACF) Every Student Succeeds Act (ESSA). The Preschool Development Grant Birth through Five 90TP0016-01-00 ($4,482,305) was awarded to the Kansas State Department of Education (KSDE).

More information is available at kschildrenscabinet.org/early-childhood. In November 2019 Kansas applied for renewal grant funding to implement the state strategic plan.

The Kansas Children's Cabinet is a subrecipient of this award (receiving an amount not to exceed $8,711 of the grant award) to participate in community engagement sessions and other grant activities.

(continued)

The agreement was originally scheduled to end Jan. 31, 2020, with a 90-day liquidation period ending March 30, 2020. The additional six months will allow adequate time to collaborate with early childhood stakeholders and complete all planned grant activities. The U.S. Department of Health and Human Services has already approved this six-month no cost extension, with a grant performance period ending June 30, 2020.

Funding is provided by the federal Preschool Development Grant Birth through Five.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 20 h.

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date: 1/14/2020**
Amanda Petersen	Amanda Petersen	Randy Watson	

Item Title:

Act on no-cost extension for agreement with the Kansas Department for Children and Families for the purpose of supporting the Preschool Development Grant Birth through Five

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to 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.

Explanation of Situation Requiring Action:

In December 2018, the United States Department of Health and Human Services awarded Kansas a planning grant that gives Kansas the opportunity to engage in a collaborative effort to shape the state's future direction for early childhood. The Kansas Children's Cabinet and Trust Fund, the Kansas Department for Children and Families, the Kansas Department of Health and Environment, the Kansas State Department of Education, and other early childhood partners are engaging in five activities:

- Activity 1: Develop Comprehensive Statewide Early Childhood Needs Assessment
- Activity 2: Develop Comprehensive Statewide Early Childhood Strategic Plan
- Activity 3: Maximize Parental Choice and Knowledge
- Activity 4: Share Best Practices
- Activity 5: Improve Overall Quality

Funds for this project are provided through the Department of Health and Human Services (HHS), Administration for Children and Families (ACF) Every Student Succeeds Act (ESSA). The Preschool Development Grant Birth through Five 90TP0016-01-00 ($4,482,305) was awarded to the Kansas State Department of Education (KSDE).

More information is available at kschildrenscabinet.org/early-childhood. In November 2019 Kansas applied for renewal grant funding to implement the state strategic plan.

The Kansas Department for Children and Families is a subrecipient of this award (receiving an amount not to exceed $69,694 of the grant award) to enhance Links to Quality, the Kansas Quality Recognition and Improvement System, for child care providers. Kansas Department for Children and Families staff are also participating in community engagement sessions and other grant activities. (continued)

The agreement was originally scheduled to end Jan. 31, 2020, with a 90-day liquidation period ending March 30, 2020. The additional six months will allow adequate time to collaborate with early childhood stakeholders and complete all planned grant activities. The U.S. Department of Health and Human Services has already approved this six-month no cost extension, with a grant performance period ending June 30, 2020.

Funding is provided by the federal Preschool Development Grant Birth through Five.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 20 i.

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date: 1/14/2020**
Amanda Petersen	Amanda Petersen	Randy Watson	

Item Title:

Act on no-cost extension for agreement with the Kansas Department of Health and Environment for the purpose of supporting the Preschool Development Grant Birth through Five

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to 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.

Explanation of Situation Requiring Action:

In December 2018, the United States Department of Health and Human Services awarded Kansas a planning grant that gives Kansas the opportunity to engage in a collaborative effort to shape the state's future direction for early childhood. The Kansas Children's Cabinet and Trust Fund, the Kansas Department for Children and Families, the Kansas Department of Health and Environment, the Kansas State Department of Education, and other early childhood partners are engaging in five activities:

- Activity 1: Develop Comprehensive Statewide Early Childhood Needs Assessment
- Activity 2: Develop Comprehensive Statewide Early Childhood Strategic Plan
- Activity 3: Maximize Parental Choice and Knowledge
- Activity 4: Share Best Practices
- Activity 5: Improve Overall Quality

Funds for this project are provided through the Department of Health and Human Services (HHS), Administration for Children and Families (ACF) Every Student Succeeds Act (ESSA). The Preschool Development Grant Birth through Five 90TP0016-01-00 ($4,482,305) was awarded to the Kansas State Department of Education (KSDE).

More information is available at kschildrenscabinet.org/early-childhood. In November 2019 Kansas applied for renewal grant funding to implement the state strategic plan.

The Kansas Department of Health and Environment is a subrecipient of this award (receiving an amount not to exceed $707,586 of the grant award) to conduct supplemental needs assessments of the Kansas early childhood workforce and early childhood facilities, coordinate parent

(continued)

leadership activities among partners to develop meaningful parent engagement, and enhance the capacity of the Kansas Parent Helpline. Kansas Department of Health and Environment staff are also participating in community engagement sessions and other grant activities.

The agreement was originally scheduled to end Jan. 31, 2020, with a 90-day liquidation period ending March 30, 2020. The additional six months will allow adequate time to collaborate with early childhood stakeholders and complete all planned grant activities. The U.S. Department of Health and Human Services has already approved this six-month no cost extension, with a grant performance period ending June 30, 2020.

Funding is provided by the federal Preschool Development Grant Birth through Five.

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 20 j.**

Staff Initiating:	Director:	Commissioner:	Meeting Date: 1/14/2020
Amanda Petersen	Amanda Petersen	Randy Watson	

Item Title:

Act on no-cost extension for agreement with the University of Kansas Center for Research, Inc., for the purpose of supporting the Preschool Development Grant Birth through Five

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to 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.

Explanation of Situation Requiring Action:

In December 2018, the United States Department of Health and Human Services awarded Kansas a planning grant that gives Kansas the opportunity to engage in a collaborative effort to shape the state's future direction for early childhood. The Kansas Children's Cabinet and Trust Fund, the Kansas Department for Children and Families, the Kansas Department of Health and Environment, the Kansas State Department of Education, and other early childhood partners are engaging in five activities:

- Activity 1: Develop Comprehensive Statewide Early Childhood Needs Assessment
- Activity 2: Develop Comprehensive Statewide Early Childhood Strategic Plan
- Activity 3: Maximize Parental Choice and Knowledge
- Activity 4: Share Best Practices
- Activity 5: Improve Overall Quality

Funds for this project are provided through the Department of Health and Human Services (HHS), Administration for Children and Families (ACF) Every Student Succeeds Act (ESSA). The Preschool Development Grant Birth through Five 90TP0016-01-00 ($4,482,305) was awarded to the Kansas State Department of Education (KSDE).

More information is available at kschildrenscabinet.org/early-childhood. In November 2019 Kansas applied for renewal grant funding to implement the state strategic plan.

The University of Kansas Center for Public Partnerships and Research (KU-CPPR), which is part of the University of Kansas Center for Research, Inc., is a subrecipient of this award (receiving an amount not to exceed $3,205,081 of the grant award) and is providing backbone support for all

(continued)

grant activities. This work includes collecting and synthesizing information for the comprehensive statewide early childhood needs assessment, facilitating stakeholder collaboration, drafting and refining the comprehensive statewide early childhood strategic plan based on stakeholder recommendations, enhancing the Kansas Help Me Grow initiative, training Kansas early childhood professionals to become more trauma-informed and resilience-focused, and strategically framing and disseminating grant work.

The agreement was originally scheduled to end Jan. 31, 2020, with a 90-day liquidation period ending March 30, 2020. The additional six months will allow adequate time to collaborate with early childhood stakeholders and complete all planned grant activities. The U.S. Department of Health and Human Services has already approved this six-month no cost extension, with a grant performance period ending June 30, 2020.

Funding is provided by the federal Preschool Development Grant Birth through Five.

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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
12/29/2019	01/11/2020	01/09/2020	01/24/2020
01/12/2020	01/25/2020	01/23/2020	02/07/2020
01/26/2020	02/08/2020	02/06/2020	02/21/2020

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WEDNESDAY, JANUARY 15, 2020
MEETING AGENDA

7:30 a.m.	**Pre-Meeting Activity — Breakfast with Special Education Advisory Council** Room 509, 5th Floor of Landon State Office Building
9:00 a.m.	1. Call to Order
	2. Roll Call
	3. Approval of Agenda
9:05 a.m. (IO)	4. Overview of ACT WorkKeys
9:40 a.m. (IO)	5. Receive Career Technical Student Organizations' report and presentations
10:20 a.m.	Break
10:30 a.m. (IO)	6. Update on Strengthening Career and Technical Education for 21st Century (Perkins V) Act
10:50 a.m. (IO)	7. Recognition of 2020 Kansas Superintendent of the Year— Cory Gibson, USD 262
11:05 a.m. (AI)	8. Presentation of Gemini I & II schools' redesign plans for acceptance and launch
11:15 a.m. (IO)	9. Chairman's Report and Requests for Future Agenda Items a. Act on Resolution for 2020 Board Meeting Dates b. Committee Reports c. Board Attorney's Report d. Requests for Future Agenda Items
11:40 a.m.	**ADJOURN**
Noon	**Post-Meeting Activities for Jan. 15** Lunch and roundtable discussions with CTSO officers Capitol Plaza Hotel, 1717 SW Topeka Blvd.
	Superintendent of the Year Recognition Luncheon Capitol Plaza Hotel, 1717 SW Topeka Blvd.
6:30 p.m.	Governor's State of the State Address

Kansas leads the world in the success of each student.

The Special Education Advisory Council (SEAC)

Cordially invites members of the
Kansas State Board of Education
to the
Annual Get-Acquainted Breakfast

January 15, 2020
7:30 - 8:30 AM

Landon State Office Building
Room 509

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
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Subject: Overview of ACT WorkKeys

The ACT WorkKeys® assessments measure foundational skills required for success in the workplace, and help measure the workplace skills that can affect job performance. Dr. Mary LeFebvre, Principal Research Scientist, ACT State & Federal Policy, will provide an overview of the Condition of Career Pathway Readiness in the US 2019 report with breakouts for Kansas students and examinees. The presentation will highlight trends in foundational career readiness skills for Kansas students alongside benchmarks of career pathway readiness for 16 CTE career clusters. Dr. LeFebvre will also discuss how this information can be used in Kansas to help guide students in exploring different career paths, regardless of their path after high school.

KANSAS STATE DEPARTMENT OF EDUCATION
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Subject: Receive Career and Technical Student Organizations' Report and Presentations by CTSO Officers

From: Stacy Smith

CTSO Citizenship Day offers the Kansas State Board of Education a chance to meet the elected state leaders of the various Career and Technical Student Organizations. At the same time, these student officers are provided a unique opportunity to gain a better awareness of the roles individuals, such as members of the State Board, have in Kansas public education. CTSO state leaders represent each organization and will make brief remarks during the presentation.

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

Subject: Update on Strengthening Career and Technical Education for 21st Century (Perkins V) Act

From: Stacy Smith

KSDE staff members will present the finalized state plan for implementation of The Strengthening Career and Technical Education for the 21st Century (Perkins V) Act, which ensures that all students can benefit from high-quality CTE programs to prepare them for high-skill, high-wage employment.

A written summary of requirements, state plan highlights and key strategies is provided.

Strengthening Career and Technical Education for the 21st Century Act Perkins V

Required by Perkins V:

1. Local Needs Assessment required. This is developed locally by 19 regions (developed by the Kansas Perkins Team) composed of secondary districts, post-secondary schools, and workforce centers in each region.
2. Large list of Stakeholders who were required to be engaged in the process.
3. Increased focus on Special Population groups of students
4. Heightened focus on Work Based Learning (WBL) as a priority

Highlights of increased flexibility in Kansas State Plan:

1. 5% of local improvement plan funds required to be spent to engage special population students
2. Middle school career pathway teachers may obtain Career and Technical Education (CTE) professional development
3. Allowing Career and Technical Student Organization (CTSO) membership fees for Special Population students to be paid
4. Curriculum aligned to CTSOs could be allowable purchase
5. Local Needs Assessment teams will continue to provide guidance

Five Key Strategies from the Kansas State Plan:

1. Engage employers into Pathway planning, implementation and review to continuously enhance and modernize occupational exploration and training.
2. Provide high-quality, affordable, accessible, and equitable CTE for all learners
3. Supply efficient academic integration
4. Implement effective work-based learning
5. Further align Pathways across secondary and postsecondary education

FULL TEXT OF KANSAS STATE PLAN FOR PERKINS V

https://www.kansasregents.org/workforce_development/perkins_grants/perkins-v

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

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Subject: Recognition of 2020 Kansas Superintendent of the Year

From: Denise Kahler

The Kansas State Board of Education will have the pleasure of hearing from Dr. Cory Gibson, Superintendent of Valley Center USD 262, who was named 2020 Kansas Superintendent of the Year by the Kansas School Superintendents Association.

He will briefly share some of the things being done in Valley Center USD 262 to meet the State Board of Education's outcomes for measuring progress towards achieving the Board's vision of "Kansas leads the world in the success of each student." He also will be available to respond to questions from Board members.

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 8**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 1/15/2020
Tamra Mitchell, Jay Scott	Brad Neuenswander	Randy Watson	

Item Title:

Presentation of Gemini I and II schools' redesign plans for acceptance and launch

Recommended Motion:

It is moved that the Kansas State Board of Education accept the Gemini I and Gemini II schools identified as a "Go" for launch for the 2019-2020 school year.

Explanation of Situation Requiring Action:

The school districts/schools listed below have participated in regional Redesign workshops and have been "cleared for launch" by a third-party Launch Readiness Committee made up of representatives from the Kansas State Department of Education (KSDE) and Educational Service Centers. These schools have also been approved by their local board of education to launch in 2019-2020, joining another 160 plus schools in 66 districts approved by the State Board for the launch of their Kansans Can School Redesign Project plans.

These schools applied to be part of the Redesign initiative during the Gemini phase and, upon acceptance, were given the option of planning for one or two years to launch. They adhered to the same application criteria as outlined for the original Mercury cohort.

All of the schools engaged deeply at regional workshops facilitated by KSDE and Educational Service Center staff working together. Each school sent a school Redesign team to the bi-monthly workshops throughout the planning year.

The following schools have had their Redesign launch plans approved by a launch readiness committee this fall. The launch readiness committee recommends the State Board of Education approve all three of these schools:

Burrton USD 369

- Burrton K-12 School (Gemini I)

Halstead-Bentley USD 440

- Halstead-Bentley Primary School (Gemini II)

Rolla USD 217

- Rolla K-12 School (Gemini I)

(continued)

Stafford K-12 School (Gemini I) is planning to present its Redesign launch plans to a launch readiness committee very soon followed by going before the USD 349 local board of education in February. Pending Stafford's local board approval, it is anticipated that the Stafford K-12 School's Redesign launch plan will be presented to the State Board of Education for consideration in July 2020.

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Subject: Chair's Report & Requests for Future Agenda Items

These updates will include:

a. Act on Resolution for 2020 Board Meeting Dates (attached)
b. Committee Reports
c. Board Attorney's Report
d. Requests for Future Agenda Items

Note: Individual Board Member Reports are to be submitted in writing.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 9 a.
Meeting Date: 1/15/2020

Item Title:

Act on Resolution for 2020 Board Meeting Dates

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the Resolution establishing the 2020 calendar of Board meeting dates, time and location.

Explanation of Situation Requiring Action:

The Kansas State Board of Education is required by Statute 72-249 to meet at least once a month. During the month of January of each year, the Board shall adopt a Resolution specifying a regular meeting time of the Board, including hour of commencement, day of the week and month. The 2020 schedule of meeting dates, which the Board agreed to in July 2019, is provided. All official actions of the State Board shall be taken at official meetings open to the public.

Meetings are conducted the second Tuesday and Wednesday of the month. An exception occurs in November 2020, when a one-day meeting is planned to avoid conflict with Veteran's Day, a state holiday.

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:

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

TO: Kansas State Board of Education

SUBJECT: Career & Technical Student Organizations
Citizenship Day 2020

Annual CTSO Citizenship Day Luncheon
Wednesday, Jan. 15, 2020
Beginning at noon at the Capitol Plaza Hotel
Emerald Room III-IV
17th and Topeka Blvd.

CTSO Citizenship Day offers the Kansas State Board of Education a chance to meet the elected student-officers of the various career and technical student organizations, and provides these officers a unique opportunity to gain a better awareness of the roles individuals such as you and other members of the Board have in Kansas public education.

Kansas Career & Technical Student Organizations