

## TUESDAY, JUNE 12, 2018 MEETING AGENDA

<b>10:00 a.m.</b>	1. Call to Order — Chairman Jim Porter	
	2. Roll Call	
	3. Mission Statement, Moment of Silence and Pledge of Allegiance	
	4. Approval of Agenda	
	5. Approval of May Minutes	<b>page 5</b>
<b>10:05 a.m.</b>	6. Commissioner’s Report — Dr. Randy Watson	
<b>10:30 a.m.</b>	7. Citizens’ Open Forum	<b>page 23</b>
<b>10:45 a.m. (AI)</b>	8. Act on recommendations from Kansas State School for the Blind on Goal 5	<b>page 25</b>
<b>10:55 a.m. (AI)</b>	9. Act on recommendations from Kansas School for the Deaf on Goal 5	<b>page 27</b>
<b>11:05 a.m. (IO)</b>	10. Update on Kansas School for the Deaf/NEA negotiated agreement and possible action	<b>page 29</b>
<b>11:15 a.m.</b>	Break	
<b>11:25 a.m. (DI)</b>	11. Discuss State Board’s participation with the Coalition of Innovative School Districts	<b>page 31</b>
<b>11:45 a.m. (AI)</b>	12. Act on recommendations of the Professional Practices Commission	<b>page 47</b>
<b>11:50 a.m. (AI)</b>	13. Act on KSDE request for Oral Argument	<b>page 77</b>
<b>11:55 a.m. (AI)</b>	14. Act on appointments to the Special Education Advisory Council	<b>page 79</b>
<b>Noon</b>	Lunch	
<b>1:30 p.m. (IO)</b>	15. Recognition of Kansas Superintendent and Principals of the Year	<b>page 83</b>
<b>2:10 p.m. (IO)</b>	16. Update on Kansans Can Outcome: Social-Emotional Growth	<b>page 85</b>

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 Kansas State Board of Education meeting.

Website: Electronic versions of the agenda and meeting materials are available at [www.ksde.org/Board](http://www.ksde.org/Board). Information on live media streaming the day of the meeting is also posted there.

Next Meeting: July 10 and 11, 2018

- 2:45 p.m. (RI) 17. Receive Kansas model standards for Social, Emotional and Character Development p 87
- 3:05 p.m. Break
- 3:15 p.m. (AI) 18. Presentation of Mercury 7 schools’ redesign plans for acceptance: Wellington USD 353 and Coffeyville USD 445 page 113  
*(Remaining districts will present on Wednesday)*
- 5:00 p.m. Break
- 5:10 p.m. (DI) 19. Legislative Matters page 115
- 5:40 p.m. (AI) 20. Consent Agenda  
  - Routine Items**
  - a. Receive monthly personnel report page 129
  - b. Act on personnel appointments to unclassified positions page 131
  - c. Act on re-appointments to the Professional Practices Commission page 133
  - d. Act on Evaluation Review Committee recommendations for higher education accreditations and program reviews page 137
  - e. Act on local in-service education plans page 155
  - f. Act on educator license fees page 157
  - g. Act on recommendations for funding 2018-19 Kansas AmeriCorps Grant awards
  - h. Act on FY 2019 awards for IDEA VI-B Special Education Targeted Improvement Plan Grants page 161
  - i. Act on recommendations for funding continuation of Kansas 21st Century Community Learning Centers Grants for 2018-19 page 165
  - j. Act on recommendations for funding new Kansas 21st Century Community Learning Centers Grants for 2018-19 page 169
  - k. Act on recommendations for funding continuation of Kansas After School Enhancement Grants for 2018-19 page 171
  - l. Act on recommendations for funding continuation of Kansas Middle School After School Advancement Grants for 2018-19 page 173
  - m. Act on request from USD 477, Ingalls, for capital improvement (bond and interest) state aid page 175
  - n. Act on request to contract with the Kansas Association of Broadcasters for public service announcements to encourage healthy eating and physical activity page 177
  - o. Act on renewal of current accreditation status of all public and private schools awaiting their completion of Kansas Education Systems Accreditation (KESA) cycle
  - p. Act on request to contract with ACT for the purpose of providing ACT and Work-Keys assessments page 181
- 5:50 p.m. (IO) 21. Board Reports and Requests for Future Agenda Items page 183
- 6:10 p.m. (AI) 22. Act on Board Travel page 185
- 6:15 p.m. RECESS

## WEDNESDAY, JUNE 13, 2018 MEETING AGENDA

**9:00 a.m.**

1. Call to Order
2. Roll Call
3. Approval of Agenda

**9:05 a.m. (AI)**

4. Presentation of Mercury 7 schools' redesign plans for acceptance:  
Liberal USD 480, Stockton USD 271, McPherson USD 418

**page 189**

**11:45 - 12:30**

Lunch

**12:30 p.m. (AI)**

Continuation of Mercury 7 schools' redesign plans for acceptance:  
Twin Valley USD 240, Olathe USD 233

**2:00 p.m.**

**ADJOURN**



# 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



**KANSAS STATE BOARD OF EDUCATION**

**Meeting Minutes  
May 8, 2018**

**CALL TO ORDER**

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, May 8, 2018, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas.

**5/8/2018  
A.M. Session  
(00:00:11)**

**ROLL CALL**

All Board members were present:

John Bacon	Jim McNiece
Kathy Busch	Jim Porter
Sally Cauble	Steve Roberts
Deena Horst	Janet Waugh
Ann Mah	Ken Willard

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

Chairman Porter read both the Board’s Mission Statement and Kansans Can Vision Statement. He then asked for a moment of silence after which the Pledge of Allegiance was recited.

**APPROVAL OF AMENDED AGENDA**

Mrs. Cauble requested adding an update from the Teacher Vacancy and Supply Committee as an informational item. Mrs. Horst moved to approve the agenda with the addition. Mrs. Busch seconded. Motion carried 10-0. The update would occur before Legislative Matters in the afternoon.

**MOTION  
(00:03:00)**

**APPROVAL OF THE APRIL MEETING MINUTES**

Mr. McNiece moved to approve the minutes of the April Board meeting. Mrs. Horst seconded. Motion carried 10-0.

**MOTION  
(00:03:28)**

**COMMISSIONER’S REPORT**

Commissioner Randy Watson acknowledged the observance of National Teacher Appreciation Week and encouraged others to thank an educator. He then introduced KSDE Director Colleen Riley who spoke about a collaboration program between Emporia State University and the Kansas Association of School Psychologists to help address the shortage of school psychologists. The proposed expedited respecialization plan is designed for individuals already specialized in a related field. A pilot of this program will take place in the 2018-19 school year. Commissioner Watson then briefed Board members on changes in federal Title I funding that impacts Kansas. He reviewed the statute-driven funding formula and the variables that determine the distribution of aid across the U.S. Kansas’ loss is about 9 percent.

**(00:03:44)**

**CITIZENS’ OPEN FORUM**

Chairman Porter declared the Citizens’ Forum open at 10:33 a.m. Speakers and their topics were: John Richard Schrock, Emporia — support for in-depth training for high school science teachers; Ari- anne Seidl, Kansas Association of Health Physical Education Recreation and Dance — benefits of daily physical education for students. Chairman Porter declared the Citizens’ Forum closed at 10:45 a.m.

**(00:33:39)**

**RECOGNITION OF GARY MUSSELMAN, KSHSAA RETIRING EXECUTIVE DIRECTOR**

The connection between the Kansas State Board of Education and Kansas State High School Activities Association is identified in state statute. Gary Musselman, KSHSAA Executive Director, will be retiring

**(00:46:09)**

in July after 30 years with the organization. State Board members honored Mr. Musselman for his leadership and service to students and to interscholastic activity programs over three decades. Chairman Porter highlighted several of the organization's accomplishments during Mr. Musselman's tenure. Chairman Porter and Vice Chair Kathy Busch, who both serve on the KSHSAA leadership boards, presented the recognition plaque. Others offered congratulatory remarks.

**BREAK**

Board members took a break from 11:05 to 11:15 a.m. for photos.

**MOTION**  
(01:05:59)

**ACTION ON KANSAS STATE SCHOOL FOR THE BLIND GOAL FOUR**

Mrs. Cauble moved to adopt the proposed recommendations from the Kansas State School for the Blind for increasing collaboration and professional development. This is the fourth of five themed goals to set direction for KSSB. Mrs. Waugh seconded. Motion carried 10-0.

(01:06:28)

**RECEIVE RECOMMENDATIONS FROM KSSB ON GOAL FIVE: TRANSITION SERVICES**

KSSB Interim Superintendent Jon Harding gave an overview of a plan to improve student transitions through a more individualized approach. This is the school's fifth improvement goal. Transition services may support a student's return to home, to school or the workplace. He identified challenges and the need for more family involvement in the process. Mr. Harding also addressed the important role of field services whether it is through employment support or community assessments.

**MOTION**  
(01:29:37)

**ACTION ON KANSAS SCHOOL FOR THE DEAF GOALS THREE AND FOUR**

Mrs. Busch moved to adopt recommendations from the Kansas School for the Deaf for improving community engagement (Goal Three) and increasing professional development (Goal Four). Mr. Roberts seconded. Motion carried 10-0.

(01:29:57)

**RECEIVE RECOMMENDATIONS FROM KSD ON GOAL FIVE: POSTSECONDARY OUTCOMES**

KSD Interim Superintendent Luanne Barron described measures recommended for supporting post-secondary outcomes, both on campus and statewide. She cited a career fair as one example of how to inform students about employment opportunities. Ms. Barron also shared ideas for identifying more resources for students in their transition to life after leaving the School for the Deaf. Lastly, she showed video clips of KSD alumni describing their preparations for college and career choices.

**LUNCH**

At 12:15 p.m., the Board recessed for lunch until 1:30 p.m.

**P.M. SESSION**  
(02:04:48)

**RECOGNITION OF KANSAS SENATE YOUTH DELEGATES FOR 2018**

Deputy Commissioner Dale Dennis introduced the 2018 Senate Youth program delegates from Kansas. They are Jaron Caffrey, Haven High School, USD 312, and Sandhya Ravikumar, Lawrence Free State High School, USD 497. Mr. Dennis also recognized Phillip Pyle, Eudora High School, USD 491, as this year's alternate. The delegates were selected to represent the state in Washington D.C. and were awarded a \$10,000 scholarship from the William Randolph Hearst Foundation. These high school seniors described their most impactful learning experiences in D.C., including discussing political climate challenges with the other delegates and a visit to the Pentagon. They then engaged in a question and answer period with the Board members.

(02:26:34)

**INFORMATION ON CAREER AND TECHNICAL EDUCATION PATHWAY DEVELOPMENT**

Assistant Director Stacy Smith summarized the previous day's announcement in Wichita of a new proposed aviation curriculum for high schoolers. This is one example of CTE pathway innovation driven by labor market data. Mr. Smith emphasized business and industry support for the aviation pathway, and provided a timeline for development of this statewide. He updated the Board on development in other areas, such as considerations for the energy pathway which is due for a five-year cycle review.

Some school districts, he noted, are creating specialized pathways to meet industry and demographic needs in their locations. CTE funding, however, is tied to occupations of high need. Suggested considerations were pathways related to growth in the biotech and agribusiness fields. The connection between education and economic development was highlighted.

**UPDATE FROM KANSAS MUSIC EDUCATORS ASSOCIATION**

Implementation of the Kansas State Music Standards was one focus of the update from the Kansas Music Educators Association. KMEA President Gretchen Bixler also spoke about the organization's expansion of districts serving the state. She shared information on many of the resources available, including professional development opportunities for training teachers on how to implement the standards into lesson planning and curriculum writing. Mike Quilling, KMEA Government Relations Chair, described the advocacy campaign for rural school music programs. Board members were interested in mentoring programs for first-year music teachers and the availability of music curriculum.

(02:55:41)

There was a break from 3:05 to 3:15 p.m. Mr. Roberts did not return after the break.

**BREAK**

**ACTION ON KANSAS CURRICULAR STANDARDS FOR DRIVER EDUCATION**

Mrs. Cauble moved to adopt the Kansas Curricular Standards for Driver Education. Mr. McNiece seconded. Motion carried 9-0 with Mr. Roberts absent. These standards help provide direction for schools in developing effective driver education programs and set benchmarks for what students should know and be able to do following participation in a driver education program.

**MOTION**  
(03:34:29)

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

Nominations were presented for three openings on the Professional Standards Board. Assistant Director Susan Helbert reviewed the vacancy categories. The positions are effective from July 1, 2018 through June 30, 2021. Mrs. Cauble moved to approve the appointments of Patty Jurich to her first full term representing a member of Kansas PTA, Shana Steinlage to her first full term representing special education administrators; and Cameron Carlson to his first full term representing unit heads for private Institutions of Higher Education. Mrs. Horst seconded. Motion carried 9-0.

**MOTION**  
(03:38:24)

**ACTION ON NEW APPOINTMENTS TO THE LICENSURE REVIEW COMMITTEE**

Nominations were presented for two openings on the Licensure Review Committee. Mrs. Cauble moved to approve the appointments of Ruth Schneider, USD 394, to serve a full term from July 1, 2018 through June 30, 2021 as a representative of special education classroom teachers; and Marc Williams, USD 230, to serve a partial term fulfilling a vacancy representing building level administrators from June 1, 2018 through June 30, 2019. Mr. Willard seconded. Motion carried 9-0.

**MOTION**  
(03:38:48)

**UPDATE ON KANSAS SCHOOL FOR THE DEAF/NEA NEGOTIATED AGREEMENT**

Board Attorney Mark Ferguson informed Board members that the negotiations team for the Kansas School for the Deaf was still considering the latest proposal. The negotiated agreement is not ready to present at this time.

(03:40:32)

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

Linda Sieck, Chair of the Professional Practices Commission, was remotely connected to the meeting and presented the recommendations of the PPC on licensure cases this month. KSDE General Counsel Scott Gordon helped answer questions. Mrs. Busch moved to adopt the findings of fact and conclusions of law of the PPC and grant the application of Michael Beitz. Mr. McNiece seconded. Motion carried 9-0. Next, Mrs. Sieck presented four other cases for action. Mr. McNiece moved to adopt the findings of fact and conclusions of law of the PPC and revoke the licenses of Timothy Coleman, Zhiyang Ji, Gabrielle Bauman and Michael Jascizek. Mr. Willard seconded. Motion carried 9-0.

**MOTIONS**  
(03:43:15)  
(03:49:16)

### **UPDATE ON TEACHER VACANCY AND SUPPLY COMMITTEE**

(03:50:11)

Mrs. Cauble, who is a member of the Teacher Vacancy and Supply Committee, requested amending the day's agenda to add a committee report. The TVSC is charged with specific recommendations from the Blue Ribbon Task Force on Teacher Vacancies and Supply, including exploration of a comprehensive science endorsement. Discussion occurred on what classes could be taught with this endorsement, the need for a comprehensive science licensure test that aligns with the standards, shortage of science teachers, concerns for perceived lowering of professional standards, and a request for input from practitioners. Director of Teacher Licensure and Accreditation Mischel Miller and Assistant TLA Director Susan Helbert helped answer questions.

### **LEGISLATIVE MATTERS**

(04:19:56)

Deputy Commissioner Dale Dennis reviewed major policy provisions of the school finance plan — 2018 House Substitute for Senate Bill 61 — which was approved by the Legislature and Governor. He spent time on the topics of career and technical education weighting, early childhood funding, local option budget percentages and amendments. He also discussed a mental health intervention pilot program and elements of the Kansas Safe and Secure Schools Act. Lastly, he reminded members that normally budget option recommendations are considered in June, but the court's decision on school finance could delay those discussions.

### **CONSENT AGENDA**

**MOTION**  
(04:59:02)

Mr. McNiece moved to approve the Consent Agenda as presented. Mr. Willard seconded. Motion carried 9-0. In the Consent Agenda, the Board:

- received the monthly Personnel Report for April.
- received the third quarter reports (FY 2018) for the Kansas State School for the Blind and Kansas School for the Deaf.
- approved reappointments of the following individuals to their second full term on the Professional Standards Board: Bill Biermann, USD 352; Jamie Finkeldei, Catholic Diocese of Wichita; PJ Reilly, USD 262; Kyle Stadalman, USD 491; Maria Worthington, USD 229; and approved reappointment of Tasha Markham, USD 484 to her first full term, with all positions effective July 1, 2018-June 30, 2021.
- approved reappointment of Bruce Major, USD 410, to his second full term on the Licensure Review Committee effective July 1, 2018-June 30, 2021.
- accepted the following recommendations for licensure waivers valid for one school year: *Math* — Joseph Clay, USD 259. *High Incidence Special Education* — Rachael Schaffer, USD 512.
- accepted recommendations of the Licensure Review Committee as follows: *Approved cases* — 3196 Cora Haines, 3203 Lisa Kemp; 3204 Anna Davila; 3206 Donna Hull; 3207 Benjamin Schreiner; 3209 Merissa D'Antuono; 3210 Richard Parrett; 3211 Elizabeth Schantz (PreK-12 high incidence special education endorsement). *Denied cases* — Elizabeth Schantz (K-6 elementary education endorsement).
- approved requests for charter status renewal effective for five years to Insight School, USD 230 Spring Hill and Service Valley Charter Academy, USD 504 Oswego-Service Valley.
- issued a Calendar Year 2018 license to Rawhide Harley-Davidson commercial driver training school, Olathe.
- approved recommendations of the School Breakfast Waiver Review Committee to grant School breakfast waivers for the 2018-19 school year to the following: Arbor Creek Elementary, Cedar Creek Elementary, Manchester Park Elementary, Meadow Lane Elementary in USD 233; Garden



Plain Elementary, St. Marks Elementary, Garden Plain High and Andale High in USD 267; South-east of Saline Elementary and Southeast of Saline Junior/Senior High in USD 306; Elmont Elementary, North Fairview Elementary and West Indianola Elementary in USD 345; Conway Springs Middle School in USD 356.

- approved recommendations for funding of the Migrant Summer Services Grants as follows: USD 102 Cimarron \$12,530; USD 200 Greeley \$2,150; USD 215 Lakin \$6,272; USD 216 Deerfield \$6,136; USD 250 Pittsburg \$8,838; USD 253 Emporia \$23,125; USD 259 Wichita \$7,541; USD 316 Golden Plains \$10,900; USD 374 Sublette \$13,027; USD 443 Dodge City \$21,235; USD 445 Coffeyville \$24,620; USD 457 Garden City \$24,568; USD 466 Scott County \$1,802; USD 480 Liberal \$20,000; USD 489 Hays \$12,800; USD 500 Kansas City Kansas \$17,700; USD 501 Topeka \$21,835; USD 507 Satanta \$4,400; DO 602 NKESC \$27,113; DO 609 SEKESC \$20,000. Total \$286,592.
- approve the Interlocal Cooperation Agreement to renew Technology Excellence in Education Network.

*authorized the Commissioner of Education to negotiate and*

- continue the Microsoft IT Academy State Coordinator contract with NCK Technical College in an amount not to exceed \$150,000 from July 1, 2018 through June 30, 2023.

Board members took a break until 4:37 p.m.

**BREAK**

### **BOARD REPORTS AND FUTURE AGENDA REQUESTS**

A special meeting/work session and tour for Board members is planned for Monday, May 14 in Wichita. Mr. McNiece provided a proposed schedule of the day. There will be industry tours, visits to Wichita State University's Innovation Campus and WSU Tech, plus roundtable discussions with business leaders and superintendents.

(05:01:30)

Mrs. Cauble shared a handout about a micro-credentialing pilot to explore this potential pathway for re-licensure and emphasis on specific competencies. She also mentioned work on licensure review criteria. Mrs. Waugh reported on recent meetings of the Kansas Prescription Drug and Opioid Advisory Committee and its work to track excessive purchases. Mrs. Busch commented on the School Mental Health Advisory Council's work to provide website resources. Chairman Porter gave an update on securing membership for the new Legislative Task Force on Dyslexia, which he chairs.

Individual Board members reported on activities and school visits within the past month. More in-depth accounts of these events are available in the archived recordings posted on the Board's webpage at [www.ksde.org](http://www.ksde.org).

#### **Requests for Future Agenda Items:**

- Receive draft of comprehensive science proposal from Teacher Vacancy and Supply Committee (Mrs. Busch)
- Feedback from practitioners about comprehensive science option (Mrs. Horst)
- Presentation from Teach for America and comparison to KSDE programs
- Demonstration of website resources as compiled by School Mental Health Advisory Council for mandated trainings (Mrs. Busch)
- Recommendations for Board appointments to Dyslexia Task Force membership (Mr. Porter)
- Presentation on Kansas Reading Roadmap (Mr. Willard)

### **BOARD MEMBER TRAVEL**

Additions to the travel requests were: Mrs. Busch—May 16 Governor's Behavioral Services presentation, May 24 Governor's Education Council sub-committee; May 25 meeting with Rep. Eplee; Mrs.

**MOTION**  
(05:31:28)

Horst — May 22 Supreme Court oral arguments; Mrs. Mah — June 4 Impact Institute at Emporia; Mr. McNiece — May 31 USA-Kansas annual convention in Wichita. Mrs. Busch moved to approve the travel requests and additions. Mr. Willard seconded. Motion carried 9-0.

Chairman Porter recessed the meeting at 5:20 p.m. The meeting would resume at 9 a.m. on Wednesday in Room 509 of the Landon Building.

\_\_\_\_\_  
Jim Porter, Chairman

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

**KANSAS STATE BOARD OF EDUCATION**  
**May 9, 2018**

**MEETING NOT  
RECORDED**

On Wednesday, May 9, 2018, Board members participated in a work session on the Kansas Education Systems Accreditation (KESA).

Chairman Jim Porter called the meeting to order at 9 a.m. in Room 509 of the Landon State Office Building. Board members present were: John Bacon, Kathy Busch, Sally Cauble, Deena Horst, Ann Mah, Jim McNiece, Jim Porter, Steve Roberts, Janet Waugh and Ken Willard. Commissioner Randy Watson and several KSDE staff also attended.

**ACTION ON RECOMMENDATIONS FROM COALITION OF INNOVATIVE SCHOOL DISTRICTS FOR ISSUING 2018-19 SPECIALIZED CERTIFICATES**

The Coalition of Innovative School Districts was represented by Dr. Cynthia Lane, Superintendent for USD 500 Kansas City Kansas. She, along with Professional Workforce Development Director Shelly Beech, presented 40 applications for specialized certificates to be considered by the State Board of Education based on Board-approved specifications. The applicants are all for USD 500 and are effective for one year. The applications represent 26 new candidates and 14 renewals. The USD 500 Board of Education approved the applications on April 10. Mrs. Beech noted that the first group of Teaching Fellows will be recognized this month and the retention rate is currently 85 percent. Mrs. Waugh moved to approve the Specialized Certificate applications as presented for use in USD 500 Kansas City Kansas for the 2018-19 school year. Mrs. Horst seconded. Motion carried 10-0. Dr. Lane recommended reconsidering the approval steps for filling positions through the specialized certificate process. Additional discussion occurred on promoting alternate licensure pathways, benefits of Teaching Fellows Program and need to track participants after two years.

**MOTION**

**WORK SESSION: KANSAS EDUCATION SYSTEMS ACCREDITATION**

The Kansas Education Systems Accreditation (KESA) is the new model of accreditation which follows a systems/districts approach over a multi-year cycle. Board members spent the morning discussing roles of the Outside Visitation Teams (OVT) and Accreditation Review Council (ARC). Representative Jim Karleskint, former superintendent and OVT Chair, talked about the importance of utilizing a growth model and identifying what year systems are entering into the accreditation cycle. Darrel Kohlman, USD 115 Nemaha Central, explained how having a strategic plan is key to the process. He described his district's focus on relationships and relevance, two of the accreditation "Rs" in the rubric. He also noted that KESA promotes intentional decision making, for instance about curriculum choices and CTE pathway selection.

The Board took a break at 10 a.m.

**BREAK**

There was discussion about the KESA model's flexibility, comparison between the former building accreditation model and the new systems model, and OVT makeup. Mischel Miller, Bill Bagshaw and Jeannette Nobo from KSDE were the primary facilitators for the discussion and answered questions.

Board member comments and questions included the need for quantitative data, safeguards for accountability, selection of visitation teams members, monitoring of growth, districts' predictive and effective rates, general summary of ARC recommendation and next steps.

The meeting adjourned at 12:05 p.m.

**ADJOURN**

The next State Board meeting is June 12 and 13, 2018 in Topeka.

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Jim Porter, Chairman

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Peggy Hill, Secretary



**KANSAS STATE BOARD OF EDUCATION**

**Special Meeting Minutes**

**May 14, 2018**

**CALL TO ORDER**

Chairman Jim Porter called the special meeting and work session of the Kansas State Board of Education to order at 8:30 a.m. Monday, May 14, 2018 at the Textron Aviation Activity Center, 9710 E. Central Ave., Wichita, Kansas.

**ROLL CALL**

The following Board members were present:

Kathy Busch	Jim McNiece
Sally Cauble	Jim Porter
Deena Horst	Steve Roberts
Ann Mah	Janet Waugh

Members John Bacon and Ken Willard were absent.

**BUSINESS AND INDUSTRY ROUNDTABLE DISCUSSION**

Area business and industry leaders were invited to discuss workforce needs and opportunities to partner with schools. First, Chairman Porter led introductions and gave an overview of the Kansans Can vision, mission and outcomes. Representatives from Textron Aviation, Murphy Tractor, Spirit AeroSystems, Cox Machine and Legacy Bank were in attendance. Issues discussed were the need for skilled workers to replenish a retiring workforce, opportunities for training and growth in the aviation industry, student internships, avenues to inform students of job options/career exploration, emphasis on interpersonal and employability skills, and job attendance/retention problems.

**TOURS**

Board members transitioned to Textron Aviation’s Plant IV to tour the Citation Longitude production line and view the static display of Scorpion and T-6 aircraft.

The next tour stop was Wichita State University Tech and the National Center for Aviation Training. WSU Tech President Sheree Utash directed the tour. Programs there are designed around job demand and workforce needs. The institution works with area high schools, traditional-age students, and adults who need retraining. Two of the program areas visited were aviation and manufacturing. Lunch was provided at WSU Tech. Members then traveled to WSU’s Innovation Campus. The tour there included the 3-D printing lab, a robotics demonstration and presentation of the 3-D experience center.

**SUPERINTENDENTS’ FORUM**

Chairman Porter led a roundtable discussion with area school district superintendents. This was an opportunity for Board members to hear issues and concerns from the field. A theme was the need for adequate resources to meet various challenges, such as creating business partnerships and matching students’ interests with different businesses. Examples of positive initiatives were shared. The group also discussed implementation of the Individual Plan of Study, hiring of career advisors or similar positions, the new accreditation model, and suggestions for ways KSDE can more effectively communicate with the field.

Adjournment was at 3:50 p.m.

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Jim Porter, Chairman

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Peggy Hill, Secretary



**KANSAS STATE BOARD OF EDUCATION**

**Meeting Minutes  
April 17, 2018**

**CALL TO ORDER**

Vice Chair Kathy Busch called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, April 17, 2018, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. She welcomed all in attendance and acknowledged guests from Emporia State University’s teacher education program.

**4/17/2018  
A.M. Session  
(00:00:10)**

**ROLL CALL**

Board members present were:

Kathy Busch	Jim McNiece
Sally Cauble	Steve Roberts
Deena Horst	Janet Waugh
Ann Mah	Ken Willard

Board member John Bacon was absent. Chairman Jim Porter was delayed and arrived at 10:50 a.m.

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

Vice Chair 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 Tuesday agenda as presented. Mrs. Waugh seconded. Motion carried 8-0.

**MOTION  
(00:02:37)**

**APPROVAL OF THE MARCH MEETING MINUTES**

Mr. Willard moved to approve the minutes of the March Board meeting. Mrs. Horst seconded. Motion carried 8-0.

**MOTION  
(00:03:28)**

**COMMISSIONER’S REPORT**

Commissioner Randy Watson this month reviewed work being done around the Kansans Can vision to lead the world in the success of each student. He referred back to what Kansans said they wanted in their school system and described how themes of the vision’s strategic activities fit with Kansans’ ideals. Dr. Watson spoke about the elements defining a successful Kansas high school graduate and the state-level outcomes used for measuring success. He also addressed the relationship between the individual plan of study process and postsecondary success. School redesign, he noted, is gaining momentum through the initiatives of Mercury and Gemini schools. Lastly, Dr. Watson introduced a proposed recognition system to acknowledge the gains schools are making in vision outcomes.

**(00:03:44)**

**CITIZENS’ OPEN FORUM**

Vice Chair Busch declared the Citizens’ Forum open at 10:39 a.m. Speakers and their topics were: Tina Quarles, Overland Park — support for House Bill 2048 concerning sexual abuse prevention programs and education; Leah Fliter, Kansas Association of School Boards — KASB report on current issues. Vice Chair Busch declared the Citizens’ Forum closed at 10:51 a.m.

**(00:38:57)**

The arrival of Chairman Porter was acknowledged.

**RECEIVE KANSAS CURRICULAR STANDARDS FOR DRIVER EDUCATION**

(00:50:56)

Content standards are reviewed approximately every seven years. The model curricular standards for Driver Education have been through a committee review and were presented to the State Board of Education for consideration. Education Program Consultant Joan Peterson explained that the review committee recommended these standards follow what has been established nationally by the American Driver and Traffic Safety Education Association. The standards include both classroom and in-car study and evaluation. They pertain to school district programs as well as commercial driving schools. The Driver Education standards will be presented for action at the May meeting.

**UPDATE ON KANSAS ASSESSMENTS**

(01:01:40)

Assistant Director Beth Fultz provided an update on the status of the 2018 state assessments, reviewing the testing window as well as grades and subjects assessed. At the time of her report on Tuesday, more than 80 percent of testing was complete. She informed Board members about the timetables for the Kansas English Language Proficiency Assessment 2 (KELPA2) and Dynamic Learning Maps (DLM) assessment. New interim assessments, predictive for English Language Arts and mathematics, were offered this year, providing instant feedback. The target release for 2018 score reports is the before the end of the current school year. The ELA and math score reports will include an ACT predictive range for Grade 10. ACT predictive ranges for Grade 8 are anticipated in the fall. There were questions about which tests were machine scored and which were human scored. Progress on the assessment process during the past three years was praised.

**BREAK**

Board members took a break from 11:30 to 11:40 a.m.

**REPORT FROM OFFICE OF GENERAL COUNSEL ON PROFESSIONAL PRACTICES COMMISSION PROCESS AND REVIEW OF LICENSURE CASES**

(01:27:51)

State Board members received the annual report regarding licensure applications that the Office of General Counsel has reviewed and approved based on the Board's 2014 decision allowing the OGC to clear applicants meeting specific criteria. Assistant General Counsel Kelli Broers outlined the application review process and shared calendar year data for new and renewal applications. There was some discussion about possibly expanding the discretion criteria. To date, the ability to clear some applicants with permission has reduced the caseload of the Professional Practices Commission and increased efficiencies for those wanting to get licensed.

**ANNOUNCEMENT OF KANSAS CAREER AND TECHNICAL EDUCATION SCHOLARS FOR 2018**

(01:42:06)

The Career and Technical Education Scholar initiative, now in its second year, is an opportunity to give state-level recognition to outstanding CTE students finishing their senior year of high school. Assistant Director for CTE Stacy Smith announced that there are 58 Kansas CTE Scholars for 2018. Board members received a list of the students' names, school of attendance, career pathway and career choice. These scholars, however, only represented 10 school districts in Kansas. Students could apply for this distinction based on their accomplishments in several areas, including technical skill attainment, demonstrated leadership, civic engagement and career vision. Board members want to encourage more student applicants and greater participation. Comments included identifying which students obtained an industry-recognized certification and knowing how the application notice was distributed to schools.

**LUNCH**

At 12:10 p.m., the Board recessed for lunch until 1:30 p.m.

**UPDATE ON CIVIC ENGAGEMENT INITIATIVES IN SCHOOLS**

**P.M. SESSION**

(01:57:44)

Chairman Porter reconvened the meeting at 1:30 p.m. The next item of business was an update on civic engagement initiatives led by Assistant Director Jessica Noble and Education Program Consultant Don Gifford. One project is recognition through the Civic Advocacy Network. All schools may apply.



Awards will be made on Sept. 17, 2018. Another initiative was the Civic Engagement Conference held this past February in Topeka. Students presented many of the breakout sessions during the conference. Students from Olathe North High School were present at the Board meeting to talk about their experiences, reflecting on what was shared at the conference, particularly work of the school's student-led Diversity Council. Other initiatives include a kindness and acceptance assembly, new select courses on culture in the curriculum, peer mentors within the social justice council and a cultural fair. Students responded to several questions.

**INFORMATION ON CULTURALLY RELEVANT PEDAGOGY PROJECT**

State Representatives Valdenia Winn and John Alcala, along with Christina Valdivia-Alcala provided information as a follow-up to their proposal last summer when they shared with the State Board an outline for ethnic studies curriculum development that builds upon existing Kansas standards. Their update focused on a four-week seminar organized for middle school and high school teachers to enhance professional competence in Culturally Relevant Pedagogy and prepare them to be leaders in this area. The seminar will be June 25 to July 21 at Washburn University in Topeka. They shared the program outline which features national scholars.

(02:34:39)

**ANNOUNCEMENT OF GEMINI II PARTICIPANTS IN SCHOOL REDESIGN PROJECT**

Gemini II marks the third group of districts and schools committed to the Kansans Can School Redesign Project as part of the Kansans Can vision. In August 2017, the seven districts selected as the first to totally redesign one elementary and one secondary school became known as the Mercury 7. Additional districts that accepted the redesign challenge were named in the Gemini Project. Following the most recent application process, 50 schools in 19 districts were announced as Gemini II. The anticipated launch for them is August 2019. School redesign specialists Jay Scott (secondary) and Tammy Mitchell (elementary) introduced representatives from the districts who were in attendance.

(03:01:54)

The Gemini II districts and schools are: Meadowlark Elementary, Robert Martin Elementary, Cottonwood Elementary, Andover Central Middle in Andover USD 385; Caldwell Elementary and Caldwell Secondary in Caldwell USD 360; Cedar Vale Elementary and Cedar Vale Memorial High in Cedar Vale USD 285; Garfield Elementary, Wakefield Elementary, Clay Center Community Middle, Clay Center Community High and Wakefield High in Clay County USD 379; Lincoln Elementary and Fredonia Jr/Sr High in Fredonia USD 484; Bentley Primary, Halstead Middle and Halstead High in Halstead-Bentley USD 440; Haven Grade, Yoder Charter, Haven Middle and Haven High in Haven USD 312; Haviland Grade and Haviland Junior High in Haviland USD 474; Lakin Grade and Lakin High in Lakin USD 215; Windom Elementary and Little River Jr/Sr High in Little River USD 444; Central Elementary and Lyons High in Lyons USD 405; North Lawn Elementary, Heller Elementary, Neodesha Middle/High in Neodesha USD 461; Swenson Early Childhood Education Center, Trojan Elementary and Osawatomie Middle in Osawatomie USD 367; Peabody-Burns Elementary and Peabody-Burns Middle/High in Peabody-Burns USD 398; Neosho Rapids Elementary and Hartford Jr/Sr High in Southern Lyon USD 252; Stafford Elementary and Stafford Middle/High in Stafford USD 349; Remington Elementary, Remington Middle/High in Whitewater-Remington USD 206; Cessna Elementary and Chester Lewis Academic Learning Center in Wichita USD 259; Country View Elementary, Irving Elementary and Winfield Middle in Winfield USD 465.

Board members took a break until 3:15 p.m.

**BREAK**

**ACTION ON RECOMMENDATIONS OF THE STATE BOARD POLICY COMMITTEE**

Updates to the section of Guidelines that accompany the State Board Policies were presented last month for consideration. Board Policies and Guidelines are reviewed every two years. Mrs. Waugh moved to adopt the recommendations of the Board Policy Committee as presented for updating the Guidelines and Board Policy #2001. Mrs. Busch seconded. Motion carried 9-0.

**MOTION**  
(03:22:00)

### **ACTION ON BOARD ATTORNEY CONTRACT**

**MOTION**  
(03:22:59)

The current contract for legal services provided to the Kansas State Board of Education expires June 30, 2018. Mr. McNiece moved to approve renewal of Contract ID 40370 with Gates Shields Ferguson Swall Hammond, P.A. for providing legal services for the period July 1, 2018 through June 30, 2019 with no increase in rates. Mrs. Cauble seconded. Motion carried 9-0. This is the third of four one-year extension options for continued legal services under the contract that was approved by the Board in May 2015.

### **CONSENT AGENDA**

**MOTION**  
(03:24:14)

Mrs. Busch moved to approve the Consent Agenda as presented. Mrs. Cauble seconded. Motion carried 8-1 with Mr. Roberts in opposition. In the Consent Agenda, the Board:

- received the monthly Personnel Report for March.
- received the biannual report from the Coalition of Innovative School Districts.
- accepted the following recommendations for licensure waivers valid for one school year:  
*Chemistry - extension on number of days under an emergency substitute license* — Shawna John, USD 203. *Early Childhood Special Education* — Felisha Bland, D0636. *Early Childhood Special Education - extension on number of days under an emergency substitute license* — Melinda Hall, USD 389; Katherine Porterfield, USD 233; Jocelyn Dease, USD 345; Nicole Veatch, USD 465. *General Business Topics—extension on number of days under an emergency substitute license* — Corey Dahl, USD 233. *High Incidence Special Education* — Courtney Metzen, USD 253; Rebecka McMillan, USD 457; Mary Culross, USD 231; Colin McCarty, Marion Schmekel, Scott Snavely, Kirk Duckers, Leslie Lucas, Sabrina Bell, Katherine Baldus, USD 500; Emily Ray, Sandy Theilen, USD 497; Laura Ehler, Andrea Jordan, USD 345; Lori Rutland, D0607; Kathleen Setser, Trey Utz, USD 259; Lori Wood, USD 465. *High Incidence Special Education - extension on number of days under an emergency substitute license* — Jessica Grinstead, USD 469; Quintin Dougherty, USD 233. *Low Incidence Special Education* — Anna Ohmes, USD 229; Whitney Austin, USD 500; Keely Skaggs, USD 469; Alisa Neighbors, USD 512; Judith Spor, Leslie Winzenried, Sherri Dorsey, Vikki Valentine, USD 259. *Low Incidence Special Education - extension on number of days under an emergency substitute license* — Anna Davis, USD 233. *Math - extension on number of days under an emergency substitute license* — Bailey Winkler, USD 233. *Music - extension on number of days under an emergency substitute license* — Crystal Dissel, USD 233. *Physical Education - extension on number of days under an emergency substitute license* — Stephanie Dunkley, USD 233. *Psychology - extension on number of days under an emergency substitute license* — Rachel Ilaria, USD 233.
- authorized the following districts to hold elections on the question of issuing bonds in excess of the district's general bond debt limitation: USD 287 West Franklin, USD 453 Leavenworth.
- authorized the following districts to receive capital improvement (bond and interest) state aid as authorized by law: USD 287 West Franklin, USD 453 Leavenworth.

*authorized the Commissioner of Education to negotiate and*

- enter into a six-month extension of the current state contract with BTU Consultants to provide E-Rate telephone support and training to unified school districts for the period July 1-Dec. 1, 2018 with the cost for services not to exceed \$27,000;
- continue a contract with the Smoky Hill Central Kansas Education Service Center to support KSDE and the Kansas Professional Learning Team in providing professional learning across Kansas;
- continue a contract with the Kansas Department of Health and Environment for the continued support of special child clinics in an amount not to exceed \$7,000 annually for the next three fiscal years (SFY 2019, 2020, 2021)

- continue a state assessment contract with the University of Kansas Center for Research, Inc. on behalf of the Achievement and Assessment Institute, formerly known as the Center for Educational Testing and Evaluation, with the contract amount not to exceed \$6,000,000;
- continue a contract with Brooks Publishing to provide materials, training and a data collection tool for the kindergarten entry snapshot tool through June 30, 2020 in an amount not to exceed \$226,500;
- continue the Kansas Integrated Accountability Systems (KIAS) contract with Leader Services to provide ongoing service and maintenance of the Early Childhood, Special Education and Title Services' KIAS web-based Data Collections and Analysis application through no later than June 30, 2023 in an amount not to exceed \$133,580 to be paid out of the federal Title I consolidated pool and IDEA VI-B funds;
- continue the Kansas Integrated Accountability System (KIAS) contract with Leader Services to provide ongoing service and maintenance of the Early Childhood, Special Education and Title Services' KIAS web-based grants management system application through, no later than June 30, 2023 in an amount not to exceed \$184,000 to be paid out of the federal Title I consolidated pool and IDEA VI-B funds.

**LEGISLATIVE MATTERS**

Deputy Commissioner Dale Dennis reported on the status of selected education legislation considered by the 2018 Legislature. Bills included Senate Substitute for Senate Substitute for House Bill 2386 which impacts professional licensing, Substitute for House Bill 2602 on screening students for dyslexia and related disorders, and House Bill 2773 concerning safety and security in school districts. He discussed major policy provisions of Substitute for Senate Bill 423, which makes appropriations to the Department of Education and Board of Regents, and provided a handout with estimated effects of the approved language. He answered questions throughout his report. There was also discussion on the School Finance Study the legislature requested from Dr. Lori Taylor of Texas A & M University.

(03:29:46)

**ACTION ON APPOINTMENTS TO GOVERNOR'S EDUCATION COUNCIL**

Governor Jeff Colyer signed Executive Order 18-10 in March 2018 establishing the Governor's Education Council. Co-chairs of the Council are Dr. Blake Flanders, President and CEO, Kansas Board of Regents, and Dr. Randy Watson, Commissioner of Education. According to the Order, KBOR and KSDE shall each appoint two additional representatives to the Council. Dr. Watson reported the Council will include stakeholders from preK-12, higher education and business leaders. Mrs. Waugh moved to approve appointments of Jim Porter and Kathy Busch to serve on the Governor's Education Council. Mr. McNiece seconded. Motion carried 9-0.

**MOTION**  
(04:24:20)

**ACTION TO SUSPEND EDUCATION SYSTEM COORDINATING COUNCIL**

The Education System Coordinating Council was created by approval of the State Board of Education on Sept. 19, 2012, as a vehicle for sustained cooperation between higher education and K-12 upon the dissolution of the P-20 Education Council. Dr. Watson explained that the newly created Governor's Education Council reintroduces the work of the former P-20 Council and thus overlaps with the intent of the Education System Coordinating Council. Mr. McNiece moved to suspend the current Education System Coordinating Council while the Governor's Education Council is active. Mrs. Cauble seconded. During discussion, it was mentioned that work needs to continue on certain issues already prioritized for KBOR and KSDE. Motion carried 8-1 with Mrs. Mah in opposition.

**MOTION**  
(04:27:04)

Board members took a break until 4:33 p.m.

**BREAK**

**BOARD REPORTS AND FUTURE AGENDA REQUESTS**

(04:39:38)

A special meeting/work session and tour for Board members is planned for Monday, May 14 in Wichita. Mr. McNiece provided a proposed schedule of the day. There will be industry tours, visits to the Wichita State University Innovation Campus and round table discussions with business leaders and superintendents.

Individual Board members reported on committee meetings, activities and school visits within the past month.

Board Attorney Mark Ferguson reported on work of the negotiations bargaining team with Kansas School for the Deaf/NEA.

**KSSB and KSD Graduation Designees:** Chairman Porter named Steve Roberts as the Board’s designee at the Kansas State School for the Blind graduation May 17 and John Bacon as designee for the Kansas School for the Deaf graduation May 23.

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

**Action on Task Force Appointment:** Mrs. Busch moved to appoint Jim Porter to the Legislative Task Force on Dyslexia and authorized him to make other appointments as categorized in the bill with input from the Board and agency. Mr. Willard seconded. Motion carried 9-0.

**Requests for Future Agenda Items:**

- Preview of School Mental Health Advisory Council module on required trainings (Mrs. Busch)
- Discussion on strategy for informing civic groups about vision (Mrs. Cauble)
- Class of Kansas Master Teachers for 2018 (Mrs. Horst)

**BOARD MEMBER TRAVEL**

Additions to the travel requests were: Mrs. Horst — April 26 legislative liaison work, May 2 school visit to Manhattan-Ogden; Mr. Porter — April 24 KAEA meeting, May 21 Governor’s Education Council subcommittee; Mrs. Waugh — April 27 KTOY team visit to Atchison County; Mr. Roberts — April 26 SkillsUSA Championships; May 14 Special Board meeting for all members; Challenge Award presentations to schools. Mrs. Busch moved to approve the travel requests and additions. Mr. McNiece seconded. Motion carried 9-0.

**MOTION**  
(05:55:14)

**RECESS**

Chairman Porter recessed the meeting at 5:48 p.m. The meeting would resume at 9 a.m. on Wednesday at the Kansas State School for the Blind in Kansas City.

\_\_\_\_\_  
Jim Porter, Chairman

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

**KANSAS STATE BOARD OF EDUCATION**  
**April 18, 2018**

On Wednesday, April 18, 2018, Board members made their annual visits to the Kansas State School for the Blind (KSSB) in the morning and Kansas School for the Deaf (KSD) in the afternoon.

Chairman Jim Porter called the meeting to order at 9:20 a.m. at KSSB. Board members present for both sessions were: John Bacon, Kathy Busch, Sally Cauble, Deena Horst, Ann Mah, Jim McNiece,

Jim Porter, Steve Roberts, Janet Waugh and Ken Willard. Commissioner Randy Watson and Board Secretary Peggy Hill also attended.

**ACTION ON KSSB GOAL THREE: IMPROVE COMMUNICATIONS AND VISIBILITY**

Mrs. Cauble moved to adopt the proposed recommendations from the Kansas State School for the Blind for improving communications and visibility around services and supports. Mrs. Waugh seconded. Motion carried 10-0.

**RECEIVE RECOMMENDATIONS FROM KSSB ON GOAL FOUR: INCREASE PROFESSIONAL DEVELOPMENT**

KSSB Interim Superintendent Jon Harding gave an overview of the three strands of professional development incorporated into the school's fourth goal. The areas are KSSB employees, vision professionals/educators and partnerships between KSSB and KSD.

**PANEL DISCUSSIONS**

Time was set aside for Board members to hear from and interact with KSSB alumni, field services staff and parent of a current KSSB student. Topics included transition services, challenges to meet the needs of students around the state, identification of KSSB services on IEPs, supports for parents, communication, expansion of field services and a centralized network for teachers of the visually impaired.

Board members had lunch at KSSB then traveled to the School for the Deaf where they first visited preschool and elementary classrooms and received a student-led presentation on understanding deaf culture. They also received information on dual placement programs with Olathe North.

**ACTION ON KSD GOAL TWO: STATEWIDE RESOURCES AND OUTREACH SERVICES**

Mrs. Busch moved to adopt recommendations from the Kansas School for the Deaf for expanding statewide resources and outreach services. Mrs. Horst seconded. Motion carried 9-0 with Mr. McNiece absent for the vote.

**RECEIVE RECOMMENDATIONS ON KSD GOAL THREE: COMMUNITY ENGAGEMENT AND PARTNERSHIPS AND GOAL FOUR: PROFESSIONAL DEVELOPMENT AND SUPPORTS**

The remainder of the visit at KSD centered on recommendations on the next two goals. For goal three, Mrs. Barron gave specific examples of local, state and national partnerships. Goal four identified ways to support professionals by facilitating growth.

The meeting adjourned at 4:15 p.m.

The next State Board meeting is May 8 and 9, 2018 in Topeka.

\_\_\_\_\_  
Jim Porter, Chairman

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

**ADJOURN**



**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.





**Item Title:**

Act on recommendations from Kansas State School for the Blind on Goal Five: Improve student transitions

**Recommended Motion:**

It is moved that the Kansas State Board of Education adopt the proposed recommendations from the Kansas State School for the Blind for improving student transitions through a more individualized approach.

**Explanation of Situation Requiring Action:**

Kansas Statutes place the control and supervision, rules and regulations of the Kansas State School for the Deaf (76-1001a.) and Kansas State School for the Blind (76-1101a.) under the Kansas State Board of Education. For such control and supervision, the State Board of Education may enter into contracts, adopt rules and regulations and do or perform such other acts as are authorized by law or are necessary for such purposes.

Five goal areas have been identified to set the direction for the Kansas State School for the Blind (KSSB). Goal Five centers on improvement of transition services to support a return to home, to school or the workplace. The State Board of Education will act upon proposed recommendations from KSSB as presented by Interim Superintendent Jon Harding.



**Item Title:**

Act on recommendations from Kansas School for the Deaf on Goal Five

**Recommended Motion:**

It is moved that the Kansas State Board of Education adopt the proposed recommendations from the Kansas School for the Deaf for supporting postsecondary outcomes.

**Explanation of Situation Requiring Action:**

Kansas Statutes place the control and supervision, rules and regulations of the Kansas State School for the Deaf (76-1001a.) and Kansas State School for the Blind (76-1101a.) under the Kansas State Board of Education. For such control and supervision, the State Board of Education may enter into contracts, adopt rules and regulations and do or perform such other acts as are authorized by law or are necessary for such purposes.

Five goal areas have been identified to set the direction for the Kansas School for the Deaf (KSD). Goal Five centers on supporting postsecondary outcomes, both on campus and statewide. This includes identifying more resources for students in their transition to life after leaving KSD. The State Board of Education will act upon proposed recommendations from KSD as presented by Interim Superintendent Luanne Barron.





Great students. Great teachers. Great leaders. Great citizens.

Janet Waugh  
*District 1*

Steve Roberts  
*District 2*

John W. Bacon  
*District 3*

Ann Mah  
*District 4*

Sally Cauble  
*District 5*

Deena Horst  
*District 6*

Kenneth Willard  
*District 7*

Kathy Busch  
*District 8*

Jim Porter  
*District 9*

Jim McNiece  
*District 10*

**Subject:** Update on Kansas School for the Deaf/NEA negotiated agreement and possible action

The negotiations bargaining team will provide an update on progress of negotiations between the Kansas School for the Deaf NEA and the Kansas State Board of Education.





Janet Waugh  
*District 1*

Steve Roberts  
*District 2*

John W. Bacon  
*District 3*

Ann Mah  
*District 4*

Sally Cauble  
*District 5*

Deena Horst  
*District 6*

Kenneth Willard  
*District 7*

Kathy Busch  
*District 8*

Jim Porter  
*District 9*

Jim McNiece  
*District 10*

**Subject:** Discuss State Board's participation with the Coalition of Innovative School Districts

The Coalition of Innovative Districts Act became law July 1, 2013. The Act allowed up to 10 percent of the state's school districts to opt out of most state laws, rules and regulations in exchange for setting higher student achievement goals. The Coalition's membership currently consists of seven school districts.

The Kansas State Board of Education's responsibilities are weaved throughout the Coalition's Bylaws and Guidelines (attached). The State Board approved both documents in the summer of 2014. Two State Board members are appointed to serve on the Coalition Board.

Commissioner Randy Watson will lead a discussion and present possible recommendations for re-evaluating the Board's participation with the Coalition.





**COALITION OF  
INNOVATIVE  
DISTRICT BOARD  
  
BYLAWS**

# COALITION OF INNOVATIVE DISTRICT BOARD BYLAWS

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# **COALITION OF INNOVATIVE DISTRICT BOARD BY-LAWS**

Adopted by the Coalition of Innovative Districts -- July 17, 2014

Adopted by the State Board of Education --

## **ARTICLE I**

The name of the coalition of districts established by K.S.A. 2013 Supp. 72-1921 through 72-1930, and amendments thereto shall be the Coalition of Innovative Districts Board.

## **ARTICLE II PURPOSE**

The purposes of this coalition of innovative districts board shall be to:

- A. Support a system which promotes innovation as a means to ensure the continued growth in student achievement and prosperity of education in the State of Kansas.
- B. Approve or deny the request of Kansas Unified School Districts to operate as an innovative district.
- C. Monitor the percentage of districts accepted as innovative districts according to K.S.A. 2013 Supp. 72-1921 through 72-1930, and amendments thereto.
- D. Monitor district success in meeting the standards for math and reading assessments; in demonstrating progress in achievement of goals and outcomes described in its application for authority to operate as an innovative district; and showing improvement in the percentage of graduates enlisting in the military or completing post-secondary programs.
- E. Consider submitting a petition for removal of authority to operate as an innovative district when the district has for two consecutive years not met the standards outlined in K.S.A. 2013 Supp. 72-1921 through 72-1930, and amendments thereto.
- F. To pilot innovative ideas and report the results to the Kansas State Board of Education, the Governor, the Legislature and peers.

## **ARTICLE III MEMBERSHIP**

### **Section I. Initial Membership**

The first two members of the Coalition of Innovative Districts, according to K.S.A. 2013 Supp. 72-1921 through 72-1930, and amendments thereto, are to be selected by the Governor and the Chairpersons of the Senate Education Committee and the House Education Committee. Those two members will be responsible for determining other initial members of the Coalition of Innovative Districts.

### **Section II. Membership Eligibility**

Any Kansas Unified School District is eligible to be considered for membership in the Coalition of Innovative Districts. Districts must submit an application to be accepted to membership which will be considered by the process outlined in Article III, Section III.

### **Section III. Membership Application**

- A. The application for membership must be developed by the Kansas State Board of Education according to the requirements of K.S.A. 2013 Supp. 72-1921 through 72-1930, and amendments thereto. The application shall be accessible on the Kansas State Department of Education website. The State Board of Education must provide assistance to districts while completing their application. The application includes the following:
  1. A description of the educational program of the public innovative district,
  2. A description of the interest and support for partnerships between the public, innovative district, parents and the community,
  3. The specific goals and the measurable pupil outcomes to be obtained by operating as a public innovative district,
  4. An explanation of how pupil performance in achieving the specified outcomes will be measured, evaluated and reported and
  5. Laws, rules, and/or regulations the district feels need to be waived in order to accomplish the planned innovation(s).
- B. The application shall be submitted no later than December 1 of the school year preceding the school year in which the school district intends to operate as an Innovative District.
- C. Applications are submitted to the Coalition of Innovative Districts Board for approval. The Coalition Board must act on the application within 30 days of receipt. A majority vote of the Coalition of Innovative Districts will be required to approve the district's application. The district is to be notified within 10 days following the decision of the Coalition. If authority is not granted, the reasons for the denial must be stated.
- D. The Coalition Board has the authority to request that the applying district modify its application which subsequently may be considered prior to making a final decision.

- E. Approved applications are to immediately be forwarded to the Kansas State Board of Education which must review approved applications and within 90 days after receipt of the applications either grant or deny the granting of authority to operate as an innovative district. The district is to be notified within 10 days following the decision of the State Board of Education. If authority is not granted, the reasons for the denial must be stated.
- F. When a district's application is not accepted by the Coalition, the district may revise the application and within 30 days re-submit it for re-consideration. The Coalition Board shall act upon the re-submitted application within 30 days.
- G. When the State Board does not grant an approved district the authority to operate as an Innovative District, the district may, within 30 days, submit a request for reconsideration of the application and may submit an amended application with the request. The State Board of Education shall act on the request for reconsideration within 60 days of receipt of such request.

**Section IV. Limitations to Membership**

K.S.A. 2013 Supp. 72-1921 through 72-1930, and amendments thereto limit membership to no more than 10% of the school districts in Kansas plus up to an additional 10% of school districts if such school district operates a school within its district which is deemed to be either a Title I Focus School or a Title I Priority School as described by the state board under the Elementary and Secondary Education Act Flexibility Waiver. The Coalition of Innovative Districts is prohibited by the Coalition of Innovative Districts Act from accepting any additional applications once this quota is filled.

**Section V. Members of the Coalition Board**

- A. The Board of Education of each Innovative District appoints the superintendent or his/her designee to be its representative on the Coalition of Innovative Districts Board.
- B. The State Board of Education will appoint two members to serve as members of the Coalition of Innovative Districts Board. The State Board will determine the length of appointment of its membership to the Coalition Innovative Districts Board. The first two members appointed by the State Board will serve from 2014-2016. Future appointees will serve a two-year term to which they may be re-appointed.
- C. The Commissioner of Education or his/her designee will serve as a member of the Coalition of Innovative Districts Board.
- D. All members appointed to the Coalition Board are voting members.

**Section VI. Members of the Executive Board**

The Executive Board shall consist of the first two districts chosen to be members of the Coalition of Innovative Districts, the two State Board Members and Commissioner of Education or his/her designee. The Executive Board shall work with the Chair to establish appropriate agendas for Coalition Board action.

**Section VII. Revocation of Innovative District Authority to Operate**

- A. An Innovative District may petition the Coalition Board and the State Board of Education to be released from the grant of authority to operate as an innovative district.
- B. The Coalition of Innovative Districts Board may submit a petition to the State Board of Education requesting that an Innovative District's authority to operate as an innovative district be revoked if the district fails to meet the renewal requirements for two or more consecutive school years.
  - 1. If an Innovative District submits the petition, the Coalition Board and State Board of Education shall grant the petition and release the Innovative District from the grant of authority to operate as an innovative district effective for the school year immediately following the grant of the petition.
  - 2. If a petition is submitted by the Coalition Board, the State Board of Education shall hold a hearing on the issues that caused the petition to be submitted. Representatives of the Innovative District that is the subject of the petition shall be provided the opportunity to present information refuting the basis upon which the petition was premised.
    - a. The Innovative District's Board of Education shall be provided a notice of the hearing at least 30 days prior to its occurrence.
    - b. Within 60 days following the hearing, the State Board of Education shall determine whether to grant or deny the petition.
    - c. Notification of the State Board's decision shall be sent to the Innovative District's Board of Education and shall include the reasons for the decision. The Coalition of Innovative Districts Board shall also be informed of the State Board's decision.
    - d. If the petition is granted, the authority to operate as a public innovative district shall be revoked beginning with the school year immediately following the grant of the petition.

**Section VIII. Renewal of Membership in the Coalition**

- A. At least 90 days prior to the expiration of the five school-year period, the Board of Education of a public Innovative District, in good standing with the Coalition Board, may submit an application for renewal of its authority to operate as a public innovative district. The application for renewal shall be developed by the State Board of Education and shall be assessable on the Department of Education's website.
- B. The application must include the following evidence that while operating as an innovative district:
  - 1. The district has met the standards on the math and reading state assessments or the alternative assessment adopted by the local Board of Education.
  - 2. The district has shown improvement in the percentage of high school graduates who have:
    - a. Enlisted in the military,
    - b. Completed a postsecondary educational certificate program or degree program as determined by the national student clearinghouse or

- other postsecondary educational program completion database utilized by the Unified School District, and
- c. The district has demonstrated progress in achieving the goals and outcomes described in its application for authority to operate as a public innovative district.
- C. Applications are submitted to State Board of Education. Within 60 days after the submission, the State Board of Education shall review the renewal application to determine compliance with the requirements for renewal. If the requirements are met the State Board of Education shall grant the renewal of the authority to operate as a public innovative district for a subsequent five-year period and will, within 10 days of the decision, notify the Innovative District's Board of Education.
  - D. If the State Board of Education determines the renewal application is not in compliance with the requirements for renewal, the State Board shall hold a hearing on the issues that are not in compliance.
    1. Representatives of the Innovative District shall be provided the opportunity to present information refuting the basis upon which the non-compliance is premised.
    2. A notice of at least 30 days must be given to the Board of Education of the Innovative District prior to the hearing.
    3. Within 60 days after the hearing, the State Board of Education shall determine whether to:
      - a. not renew the grant of authority,
      - b. renew the grant of authority, contingent upon compliance with specified conditions;
      - c. or renew the grant of authority without conditions.
    4. Notification of the State Board of Education's decision shall be sent to the Innovative District's Board of Education and shall specify reasons for the decision.
    5. If a grant of authority to operate as an innovative district is not renewed, an Innovative District may apply through the process outlined in Article III, Section III.

## **ARTICLE IV OFFICERS AND COMMITTEES**

### **Section I. Officers**

- A. The Governor and the Chairpersons of the Senate and House Education Committees, by a unanimous decision, determine the Chairperson of the Coalition of Innovative Districts. The Chairperson will serve for five years.
- B. In the case of a resignation of the Chairperson within the first five years, the new Chairperson is to be selected in the same manner as outlined in Section 1. A.

- C. A Vice-Chairperson will be elected by the Coalition Board.
- D. After the initial five year period, the Coalition of Innovative Districts Board will elect the Chairperson of the Coalition of Innovative Districts Board.

**Section II. Committees**

The Coalition of Innovative Districts may appoint sub-committees.

## **ARTICLE V DUTIES OF OFFICERS and COMMITTEES**

**Section I. Duties of Officers**

- A. Chairperson
  - 1. Preside at Coalition Board meetings,
  - 2. Sets Agenda in consultation with the Executive Board,
  - 3. Ensures that all members of the Board are notified of meetings,
  - 4. Appoints members to Sub-Committees of the Coalition Board, and
  - 5. Insures public notification of Coalition Board meetings.
- B. Vice-Chairperson
  - 1. In case of absence of Chairperson, will preside at the meeting.
  - 2. Assists the Chairperson

**Section II. Duties of Committees**

When committees are appointed, the duty of the Committee will be to fulfill the expectations as determined by the Coalition Board.

## **ARTICLE VI APPLICATION OF LAWS**

**Section I. Laws from which Innovative Districts are not exempt:**

- A. A public innovative district shall not charge tuition for any pupils residing within the public innovative district.
- B. A public innovative district shall participate in all Kansas math and reading assessments applicable to such public innovative district, or an alternative assessment program for measuring student progress as determined by the board of education.
- C. Abide by all financial and auditing requirements that are applicable to school districts, except that an Innovative District may use generally accepted accounting principles.
- D. Comply with all applicable health, safety, and access laws.
- E. An Innovative District shall be subject to the Special Education for Exceptional Children Act, the Virtual School Act, the School District Finance and Quality



- Performance Act, the provisions of K.S.A. 72-8801 et. al. and amendments thereto; all laws governing the issuance of general obligation bonds by school districts; the provisions of K.S.A. 74-8801 et. seq. and amendments thereto; and
- F. all laws governing the election of members of the Board of Education; the Open Meetings Act as provided in K.S.A. 75-4317 et. seq. and amendments, thereto; and the Open Records Act as provided in K.S.A. 45-215, et. seq. and amendments thereto.

**Section II.** Laws from which Innovative Districts may be exempt:

An Innovative District may be exempt from all laws and Rules and Regulations that are applicable to school districts with the exception of those listed in Article VI, Application of Laws, those within the Innovative Schools Act and those required by the Innovative District's Board of Education.

## **ARTICLE VII**

### **KANSAS STATE BOARD OF EDUCATION SUPPORT**

**Section I.**

The State Board of Education, upon request, shall provide any Board of Education with technical advice and assistance regarding the preparation of an application for a grant of authority to operate a public innovative district.

**Section II.**

The State Board of Education, upon request, shall provide any Innovative District's Board of Education with technical advice and assistance during the implementation of its goals of innovation.

**Section III.**

The State Board of Education shall adopt such rules and regulations as necessary for the implementation and administration of the provisions of the Innovative Districts Act.

**Section IV.**

The State Board of Education will have direct responsibility and oversight of the Coalition of Innovative Districts Board.

**Section V.**

Upon request, the districts comprising the Coalition of Innovative Districts Board shall be waived of all laws and regulations under the control of the State Board of Education per the guidelines of the Coalition of Innovative Districts Act.

**Section VI.**

In areas not under the control of the State Board of Education, the State Board of Education and the State Department of Education will lend assistance to and partner with the Coalition of Innovative Districts Board to assist in the waiver process of those additional laws and regulations of other entities.

## **ARTICLE VIII MEETINGS**

### **Section I.**

The Coalition Board may meet as needed. The location of the meeting will be at the discretion of the Board.

### **Section II.**

The superintendent of each innovative district shall meet at least once a month to discuss the educational programs of the Innovative Districts and the success or failures of those programs. Such meetings shall be conducted in the spirit of cooperation and the sharing of educational program concepts that are either being implemented or being considered for implementation.

### **Section III.**

Are subject to the provisions of the Kansas Open Meetings Act.

### **Section IV.**

Are subject to the provisions of the Kansas Open Records Law.

### **Section V.**

A majority of the members shall constitute a quorum for meetings of the Coalition Board.

## **ARTICLE IX REQUIRED REPORTS**

### **Section I.**

The Coalition Board is required to report annually to the Legislature regarding pupil performance in the public innovative districts, laws and rules and regulations deemed problematic by the Coalition Board, and any other information regarding success or problems experienced by the public innovative districts during the previous school year.

### **Section II.**

The Coalition Board is required to report two times a year to the State Board of Education relative to the status of the Innovative Districts' efforts and success as well as any issues and topics related to the law and the needs of the Coalition Board.

## **ARTICLE X PARLIAMENTARY AUTHORITY**

The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the actions of the Coalition Board in all cases in which they are applicable and in which they are not inconsistent with these By-laws or the Coalition of Innovative Districts Act.

## ARTICLE XI BYLAW DEVELOPMENT AND AMENDMENTS

### **Section I.**

The Coalition of Innovative Districts Board will develop bylaws which establish the operational procedures of the Coalition Board. The bylaws will be approved by the State Board of Education.

### **Section II.**

These bylaws may be amended by a two-thirds vote of the total Coalition of Innovative Districts Board membership, provided that the proposed amendment(s) shall have been presented to this board at a previous regular meeting. Amendments shall be approved by the State Board of Education.



## Kansas State Board of Education Innovative Districts Guidelines

June 10, 2014

In 2013 the Kansas Legislature created the Coalition of Innovative Districts Act, the purpose of which is to allow up to ten percent of the state's school districts, at any one time, to opt out of most state laws, rules and regulations in order to improve student achievement. In the 2014 legislative session, the law was amended to include an additional ten percent of school districts that are deemed either to be a Title I Focus School or a Title I Priority School pursuant to the Elementary and Secondary Education Act Flexibility Waiver for Kansas.

In late February, McPherson USD 418 and Concordia USD 333 were approved by the Governor and chairs of the senate and house education committees to become the first two districts to form the Coalition of Innovative Districts Board.

Therefore, it is recommended that the State Board of Education take action to approve the first two districts, McPherson and Concordia with the following guidelines:

1. The Governor, Kansas Legislature and State Board of Education have been long-time supporters of innovation in Kansas public schools. They support a system which promotes innovation as a means to ensure the continued growth and prosperity of education in the State of Kansas.
2. The State Board of Education members are charged with the constitutional and statutory responsibility to establish educational policy and supervise education in the State of Kansas. The State Board will retain its constitutional authority and intends to carry out the responsibility to serve as good stewards of public education which was entrusted by the Kansas Constitution and the electorate.
3. The State Board of Education will have direct responsibility and oversight of Coalition of Innovative Districts Board. The State Board will exercise its discretionary functions when reviewing applications submitted under the Act and provide direction for districts who intend to submit an application under the Act.
4. Upon request, the districts comprising the Coalition of Innovative Districts Board shall be waived of all laws and regulations under the control of the State Board of Education per the guidelines of the Coalition of Innovative Districts law.
5. The Coalition of Innovative Districts Board will develop bylaws which establish the operation of the Coalition Board. These bylaws and any changes to the bylaws in the future require State Board of Education approval.
6. The State Board of Education will appoint two board members to serve as permanent voting members on the Coalition of Innovative Districts Board.
7. The Commissioner of Education, or his/her designee, will serve as a permanent voting member of the Coalition of Innovative Districts Board.
8. In areas not under the control of the State Board of Education, the State Board of Education and State Department of Education will lend assistance to and partner with the Coalition of Innovative Districts Board to assist in the waiver process of those additional laws and regulations of other entities.
9. The Coalition of Innovative Districts Board will report to the State Board of Education twice a year (on dates and times to be established) relative to the status of the Innovative Districts efforts and success as well as any issues and topics related to the law and needs of the Coalition Board.



**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

Agenda Number: 12 a.

**Staff Initiating:**

**Director:**

**Commissioner:**

**Meeting Date: 6/12/2018**

Scott Gordon

Scott Gordon

Randy Watson

**Item Title:**

Act on the recommendations of the Professional Practices Commission (no discipline)

**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 and impose no discipline of Phillip Van Horn or Jessica Boldridge.

**Explanation of Situation Requiring Action:**

**1. 17-PPC-35 Phillip Van Horn**

Mr. Van Horn engaged in professional misconduct by committing the crime of misdemeanor theft on May 26, 2016 while holding a State Board-issued professional license. The PPC conducted a hearing on April 13, 2018 and heard evidence of the crime as well as Mr. Van Horn’s evidence of rehabilitation. In spite of KSDE’s request for Mr. Van Horn to be censured, the PPC recommends the Kansas State Board of Education take no disciplinary action.

**2. 17-PPC-36 Jessica Boldridge**

On April 18, 2017, Ms. Boldridge accidentally left her two-year-old daughter in her car while taking her older daughter to the YMCA. Because she was convicted of misdemeanor criminal endangerment of a child, KSDE filed a complaint seeking revocation of her license. The PPC conducted a hearing on April 13, 2018 and heard evidence of the crime, Ms. Boldridge’s personal testimony, and testimony from several witnesses who spoke on her behalf.

The PPC recommends the Kansas State Board of Education take no disciplinary action.

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION

In the Matter of  
the License  
of Phillip Van Horn

Case No. 17-PPC-35

OAH No. 18ED0010

**INITIAL ORDER**

Statement of Case

This matter comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the Amended Complaint seeking public censure of the licensee, Phillip Van Horn.

The hearing was held on April 13, 2018. Appearing for the Commission were chairperson, Linda Sieck, vice chairperson, Jessica Snyder, and members, Vici Jennings, Nathan Reed, and Maret Schrader.

Mr. Van Horn appeared *pro se*. The KSDE appeared by and through its attorney, Kelli Broers.

Findings of Fact

1. Mr. Van Horn has been a licensed educator for nine years.
2. On May 26, 2016, Mr. Van Horn shoplifted two hoodie jackets and a sheet set with a total value of \$290.00 from J.C. Penney.
3. On August 1, 2016, Mr. Van Horn received diversion after having been charged with one count of misdemeanor theft.
4. On February 28, 2017, Mr. Van Horn successfully completed diversion.
5. Mr. Van Horn self-reported the incident to the KSDE.



6. On January 30, 2018, the KSDE filed the Amended Complaint at issue seeking public censure of Mr. Van Horn.

Conclusions of Law  
and  
Discussion

1. K.A.R. 91-22-1a(a) provides, in pertinent part, that “[a]ny license issued by the state board may be suspended or revoked, or the license holder may be publicly censured by the state board for misconduct or other just cause including any of the following: . . . 3) conviction of any misdemeanor involving theft; . . . 11) entry into a criminal diversion agreement after being charged with any offense or act described in this section [in this case, theft].”
2. K.A.R. 91-22-1a(g)(1) provides factors relevant to a determination as to rehabilitation. (*See also* K.S.A. 72-2165(c).) The factors are as follows:
  - (A) The nature and seriousness of the conduct that resulted in the denial or revocation of a license;
  - (B) the extent to which a license may offer an opportunity to engage in conduct of a similar type that resulted in the denial or revocation;
  - (C) the present fitness of the person to be a member of the profession;
  - (D) the actions of the person after the denial or revocation;
  - (E) the time elapsed since the denial or revocation;
  - (F) the age and maturity of the person at the time of the conduct resulting in the denial or revocation;

- (G) the number of incidents of improper conduct; and
  - (H) discharge from probation, pardon, or expungement.
7. Mr. Van Horn was a licensed educator at the time of the shoplifting.
  8. Mr. Van Horn stated his wife was pregnant and that they were having financial issues. He stated, however, this did not excuse his conduct.
  6. Mr. Van Horn has taken full responsibility and has shown remorse for his actions.
  7. Mr. Van Horn self-reported the incident to the Department of Education.
  8. Mr. Van Horn testified that he took the requirements of the diversion seriously and wants to “move forward with integrity.”
  9. The Commission found Mr. Van Horn’s determination to put his past behind him and become a role model for children was sincere.
  10. The Commission found that Mr. Van Horn has shown rehabilitation as well as his fitness to be a member of the teaching profession.

On a unanimous vote of 5-0, the Commission recommends to the Board of Education that no discipline be imposed against Mr. Van Horn.

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

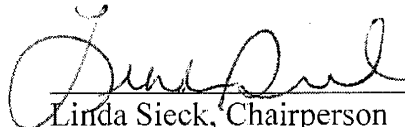
You may submit to the State Board for its consideration as part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation

should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within **ten calendar days** after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

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

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

This Initial Order is made and entered this 27 day of April, 2018.

  
\_\_\_\_\_  
Linda Sieck, Chairperson  
Professional Practices Commission

**CERTIFICATE OF SERVICE**

On April 30, 2018, I mailed a copy of this document to:

Phillip Van Horn  
2808 N. Terrace Drive  
Wichita, KS 67220

and via interoffice mail to:

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



\_\_\_\_\_  
Gwen Kramer, Secretary  
Professional Practices Commission  
Kansas State Department of Education  
900 SW Jackson Street  
Topeka, KS 66612-1182

BEFORE THE PROFESSIONAL PRACTICES COMMISSION  
KANSAS STATE DEPARTMENT OF EDUCATION

In the Matter of  
the License of  
Jessica Boldridge

Case No. 17-PPC-36

OAH No. 18ED0007

**INITIAL ORDER**

Statement of Case

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the Complaint filed by the KSDE seeking revocation of the license of Jessica Boldridge.

The hearing was held on April 13, 2018. Appearing for the Commission were: chairperson, Linda Sieck; vice chairperson, Jessica Snyder; and members, Vici Jennings, Nathan Reed, and Maret Schrader.

Ms. Boldridge appeared in person and with her attorney, David M. Schauner. The KSDE appeared by and through its attorney, Kelli Broers.

Findings of Fact

Ms. Boldridge, age 31, holds a professional teaching license.

Ms. Boldridge has been employed as a teacher at Atchison Elementary School, USD 409, for 10 years.

On April 18, 2017, Ms. Boldridge left her two-year-old daughter in her car while she accompanied her older daughter to a Karate class at the YMCA.

An individual saw the toddler in the car and called the police.

The police arrived and removed the toddler from the car.

Ms. Boldridge, upon realizing that she had left her daughter in the car, ran to car, where she found her daughter with the police. The toddler was examined by EMS and was determined to be okay.

Ms. Boldridge was taken in to custody and charged with Aggravated Child Endangerment.

Ms. Boldridge plead guilty to a misdemeanor charge of Criminal Endangerment in violation of K.S.A. 21-5429.

On August 11, 2017, Ms. Boldridge was sentenced to a one-year jail term. However, the jail sentence was suspended, and Ms. Boldridge was placed on supervised probation for one year.

On November 30, 2017, the KSDE filed a Complaint seeking revocation of Ms. Boldridge's license.

Ms. Boldridge timely requested a hearing.

Conclusions of Law  
and  
Discussion

K.A.R. 91-22-1a(a) provides, in pertinent part, that “[a]ny license issued by the state board may be suspended or revoked, or the license holder may be publicly censured by the state board for misconduct or other just cause” including: 2) “conviction of any crime involving a minor.”

For the following reasons, the Commission found that revocation of Ms. Boldridge's license is not warranted.

Ms. Boldridge's testimony that she unintentionally left her daughter in the car was extremely compelling. It was obvious to the Commission that she understands that the consequences of her action could have been tragic.

It was also obvious from the testimony of the witnesses who testified on her behalf that Ms. Boldridge is a very loving mother and caring educator, and that leaving her child in the car was a terrible mistake.

Based on Ms. Boldridge's testimony and the testimony of her witnesses, on a unanimous vote of 5-0, the Commission finds Ms. Boldridge fit to remain a member of the teaching profession.

IT IS THEREFORE RECOMMENDED by the Commission to the Board of Education that no discipline be imposed against Ms. Boldridge.

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

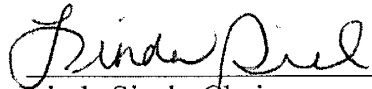
You may submit to the State Board for its consideration as part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within **ten calendar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

transmittal to the State Board. You must also make any request for oral argument at that time.

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

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

This Initial Order is made and entered this 7 day of May 2018.

  
Linda Sieck, Chairperson  
Professional Practices Commission



CERTIFICATE OF SERVICE

I hereby certify that on this 8<sup>th</sup> day of May 2018, a true and correct copy of the above and foregoing Initial Order was deposited in the U.S. Mail, postage paid, addressed to:

Jessica Boldridge  
1413 S. 7<sup>th</sup> St.  
Atchison, KS 66002

David Schauner  
715 SW 10<sup>th</sup> Ave.  
Topeka, KS 66612

and via interoffice mail to:

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



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



**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

Agenda Number: 12 b.

**Staff Initiating:**

**Director:**

**Commissioner:**

**Meeting Date: 6/12/2018**

Scott Gordon

Scott Gordon

Randy Watson

**Item Title:**

Act on the recommendations of the Professional Practices Commission (revocation and 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 to deny the application of Debra Ellebracht and revoke the license of Melinda Wilson.

**Explanation of Situation Requiring Action:**

**1. 17-PPC-22            Debra Ellebracht**

Ms. Ellebracht reapplied for a teaching license after having a previous licensed revoked by the Kansas State Board of Education. In 2016, Ms. Ellebracht’s license was revoked after she entered into a diversion agreement admitting that she had committed the crime of felony theft. In 2017, she applied to have her license reinstated and the Professional Practices Commission (PPC) conducted a hearing on April 13, 2018. The PPC found Ms. Ellebracht’s behavior was a wanton abuse of trust, that there was no credible evidence of rehabilitation, and that Ms. Ellebracht did not possess the character and fitness to be in a position of public trust and perform the duties and responsibilities of a member of the teaching profession in Kansas.

The PPC recommends the Kansas State Board of Education deny Ms. Ellebracht’s application for licensure.

Ms. Ellebracht submitted a letter to the Kansas State Board of Education asking that her license be granted. The Kansas State Department of Education believes the PPC’s initial order clearly and fully details the reasons why her license should be denied and submits no further argument.

**2. 17-PPC-37            Melinda Wilson**

Ms. Wilson engaged in professional misconduct as detailed in her May, 2017 conviction for misdemeanor theft as well as her 2015 diversion for misdemeanor theft. A complaint was filed by KSDE and the PPC conducted a hearing on April 13, 2018. Ms. Wilson did not appear.

The PPC recommends the Kansas State Board of Education revoke Ms. Wilson’s emergency substitute teaching license.

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION  
PROFESSIONAL PRACTICES COMMISSION

In the Matter of  
the Application of  
Debra Ellebracht

Case No. 17-PPC-22

OAH No. 18ED0002

**INITIAL ORDER**

Statement of Case

This matter comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the Complaint filed by the KSDE seeking denial of the application of Debra Ellebracht for a teaching license.

The hearing was held on April 13, 2018. Appearing for the Commission were: chairperson, Linda Sieck; vice chairperson, Jessica Snyder; and members, Vici Jennings, Nathan Reed, and Maret Schrader.

Ms. Ellebracht appeared *pro se*. The KSDE appeared by and through its attorney, Kelli Broers.

Findings of Fact

Ms. Ellebracht, a 48-year-old woman, holds a BSE and MS from the University of Tennessee. She was first licensed as a Kansas educator in 1998.

During the relevant time period, Ms. Ellebracht was employed as a teacher in the Baldwin City School District, U.S.D. 348.

Ms. Ellebracht was a member of the Omicron Chapter (chapter) of Delta Kappa Gamma which is a professional women educator's organization. The chapter is staffed by educators who assist with educational needs such as scholarships.

Ms. Ellebracht was an active member of the chapter and served as its treasurer from July 2012 through September 2014.

During her tenure as treasurer, and while employed as an educator, Ms. Ellebracht embezzled approximately \$30,000 from the chapter by transferring the chapter's seed money from a CD to its checking account and obtaining a debit card for the account. She concealed her theft by creating altered monthly bank statements using parts of the real statements and then "cutting and pasting" false information regarding transactions and the balance into new bank statements. She then presented these false statements at the chapter meetings.

During this time, Ms. Ellebracht freely spent funds from the chapter checking account for her own personal use, without permission. Ms. Ellebracht used the funds to take at least one trip out of the country and multiple trips to Texas. Ms. Ellebracht frequently ate at restaurants, including the Hereford House and other steak houses. She spent thousands of dollars in retail purchases.

In July 2014, Ms. Ellebracht's embezzlement was discovered shortly after Georgiana Beverly was elected chapter president.

Ms. Ellebracht was charged with felony theft in violation of K.S.A. 21-5801(a)(1)(b)(2) in Case No. 2014-CR- 000926 in the District Court of Douglas County, Kansas.

Ms. Ellebracht's father-in-law gave her the money to repay the chapter almost immediately. She also wrote an apology letter to the chapter. Ms. Ellebracht received diversion for her crime.

During this period of time, Ms. Ellebracht kept her job at USD 348. She disclosed her legal troubles, however, did not fully disclose all the facts. Upon learning the truth, her employment with USD 348 ended.

On June 29, 2015, the KSDE filed a Complaint seeking revocation of Ms. Ellebracht's license. Ms. Ellebracht timely requested a hearing.

Eventually, Ms. Ellebracht agreed to voluntarily surrender her license as a consequence of her criminal charges and her subsequent entry into a diversion agreement.

On January 13, 2016, the Kansas State Board of Education revoked Ms. Ellebracht's Kansas teaching license.

Ms. Ellebracht took a teaching job in Missouri as she continued to be licensed in Missouri.

Ms. Ellebracht successfully completed diversion. Her case was dismissed on April 7, 2017. She applied for reinstatement of her Kansas license on May 22, 2017.

On August 10, 2017, the KSDE filed the Complaint at issue against Ms. Ellebracht seeking denial of her application based on the above-referenced criminal conduct.

On August 25, 2017, Ms. Ellebracht filed her request for hearing.

Conclusions of Law  
and  
Discussion

K.A.R. 91-22-1a(b) provides that a “license may be denied by the state board to any person . . . for any act for which a license may be suspended or revoked pursuant to subsection (a).”

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

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

K.A.R. 91-22-1a(g)(1) provides factors relevant to a determination as to rehabilitation. (*See also* K.S.A. 72-2165(c).) The factors are as follows:

- (A) The nature and seriousness of the conduct that resulted in the denial or revocation of a license;
- (B) the extent to which a license may offer an opportunity to engage in conduct of a similar type that resulted in the denial or revocation;
- (C) the present fitness of the person to be a member of the profession;

- (D) the actions of the person after the denial or revocation;
- (E) the time elapsed since the denial or revocation;
- (F) the age and maturity of the person at the time of the conduct resulting in the denial or revocation;
- (G) the number of incidents of improper conduct; and
- (H) discharge from probation, pardon, or expungement.

Ms. Ellebracht was in her mid-forties when she began embezzling funds from the chapter. For almost two years, Ms. Ellebracht repeatedly used chapter funds, totaling almost \$30,000. She knew these funds, which had been a gift from a donor, were to be used, in part, for educational needs including scholarships for women.

At the time, Ms. Ellebracht was a licensed professional and was employed as a teacher for USD 348.

Ms. Ellebracht told others, including the Commission, she took the funds to help pay medical bills and other expenses which were the result of her husband's serious medical issues. Ms. Ellebracht, however, provided no evidence that the funds were used to pay medical bills and/or expenses. Instead, the overwhelming evidence was that during the two-year period, Ms. Ellebracht used the chapter's funds to take trips, including a trip to Jamaica, spend thousands of dollars eating out at restaurants, and thousands of dollars on retail purchases.

Each and every time Ms. Ellebracht used the debit card to access chapter funds, she knew she was engaging in criminal activity. Each and every time she produced the



false bank statement, her actions were intentional in an effort to conceal her criminal activity. Her conduct was a wanton abuse of trust.

Several witnesses testified on Ms. Ellebracht's behalf. Notwithstanding their testimony, the Commission is not convinced that Ms. Ellebracht is rehabilitated. Instead, the Commission finds that Ms. Ellebracht has not really "paid dearly" for her actions, as one witness claimed.

Ms. Ellebracht got the money to pay the chapter back from her father-in-law. Ms. Ellebracht testified that she has not made any effort to repay her father-in-law.

Despite having her teaching license revoked in Kansas, Ms. Ellebracht has continued to teach in Missouri.

Other than the testimony of her clergy, there was no evidence that Ms. Ellebracht has sought professional help to ascertain what caused her to embezzle the money and develop strategies to prevent such conduct in the future.

The Commission found it telling that Ms. Ellebracht's clergy testified that he would not put her in a position where she had access to money. Certainly, as an educator, there will be opportunities for Ms. Ellebracht to take money. The Commission is simply not convinced that Ms. Ellebracht would not engage in similar conduct.

The Commission finds that Ms. Ellebracht failed to establish that she possesses the character and fitness to be in a position of public trust and perform the duties and responsibilities of a member of the teaching profession in Kansas.

On a vote of 5-0, the Commission finds that there is sufficient and just cause to deny Ms. Ellebracht's application for a teaching license.

IT IS THEREFORE RECOMMENDED by the Commission that the Board of Education deny Debra Ellebracht's application for a teaching license.

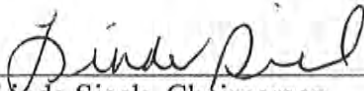
This Order is not a Final Order. The Kansas State Board of Education must review the order in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days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

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

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

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

This Initial Order is made and entered this 7 day of May, 2018.

  
Linda Sieck, Chairperson  
Professional Practices Commission

CERTIFICATE OF SERVICE

I hereby certify that on this 5th day of May 2018, a true and correct copy of the above and foregoing Initial Order was deposited in the U.S. Mail, postage paid, addressed to:

Debra Ellebracht  
717 Sturbridge Ct.  
Lawrence, KS 66049

and via interoffice mail to:

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

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

May 14, 2018

TO: Kansas State Board of Education

From: Debra Ellebracht

Case No. 17-PPC-22 OAH No. 18ED0002

RE: In the Matter of the Application of Debra Ellebracht

To Whom It May Concern:

May 14, 2018, I, Debra Ellebracht, received the Initial Order from the Professional Practices Commission Hearing that took place April 13, 2018, which outlined in detail the PPC Hearing. A recommendation by the Commission to the Board of Education denies the application for a teaching license. Please allow me to ask that you reconsider that recommendation of denial.

September 2014, I made it known to a few staff members and the principal at Baldwin Elementary School, Primary Center that I had made a terrible, inexcusable mistake. The small group of teachers were also members of Delta Kappa Gamma, Omicron Chapter and the right thing to do was to inform the principal as well. As the process unfolded with the Douglas County District Courts, I continued to reveal the severity of this crime to my principal. I was open and honest with my principal, who was relaying information to the Superintendent of Schools. When Kelli Broers informed the Superintendent of the details for the crime that had been committed, I was accused of not being completely honest, but I had given all the information to my principal knowing she was relaying this information to the Superintendent. As shocked as he was, I was even more surprised to realize that not all the information had been conveyed. This of course does not justify the crime but allows the Board to see that I was honest and not all details were shared between parties.

For several years, I was a member of Delta Kappa Gamma, Omicron Chapter. Many times, I have admitted to knowingly embezzle funds. Yes, I knew it was wrong and always had a knot in my stomach when it happened. Many feelings overwhelmed me but the strongest was being remorseful of an act that was extremely out of control. When the previous treasurer handed over all of the treasurer's materials, she also handed me a debit card she had established, not me. Out of shame I attempted to hide the severe inadequacies within financial statements, by recreating financial documents to reflect what should have been versus what was reality. Please understand that I have never done anything like this ever in my life and will not repeat this horrible offense ever again. I have learned my lesson. One point I do want to bring to your attention, within the Omicron Chapter, is I know for a fact the Chapter officers did not have any intentions of this matter becoming this large. They did not want to press charges but since they notified the Lawrence Police Department, the protocol had to be carried out. Having a judgement handed down with an agreement of a Diversion, not only did Douglas County District Courts have to report to the Kansas State Department of Education, it was encouraged that I do the same. Again, the officers of Omicron Chapter, at that time, never had any intentions of me loosing my job much less my license. The attorney I had retained at the time encouraged me to voluntarily revoke my teaching license to show that I understood the severity of the offense and that when the time came to reapply for my license to be reinstated that would be the process. The day of the Hearing there was an exchange between Kelli Broers and Georgiana Beverly, past Omicron President, as Ms. Beverly was leaving she strongly tried to convince Ms. Broers this was never Omicron Chapter's intention for this

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MAY 15 2018  
KS State Dept of Education

situation to ever go this far but Ms. Broers did not want to hear any of that and Ms. Broers said her good byes and reentered the hearing. This is mentioned to not lessen the significance of the crime but to show that Omicron Chapter wanted a quick resolution and move on. It is mentioned that my father-in-law did help me with the repayment to Omicron Chapter and he gave this as a gift. He did not expect any form of repayment. This was very humbling for me, extremely generous by him and allowed Omicron to receive restitution and be able to move forward as a Chapter. There was a very sharp worded question to one of my witnesses at the Hearing, as to did I resign from Delta Kappa Gamma or was I kicked out? Please know I tried my best to handle every part of reconciliation with integrity and honesty. I was not kicked out and Omicron did not ask for my resignation, but I voluntarily wrote a letter of resignation to the Omicron Chapter.

In reading the Conclusions of Law and Discussion, several times Ms. Broers made the comment that I am an untrustworthy person or I abused trust, not fit to be a teacher because of trust issues and this shows a weak character. Every time she said this I strongly disagreed, as she nor the PPC do not know me as a person but as a crime that was committed. I am viewed as a crime instead of a person who is true to my word, always giving 110% to all I set out to work on and complete, showing integrity through all I do, putting my family first and foremost, knowing that it is not only a privilege but an honor to be a teacher and have students, staff and parents see me as an upstanding, trustworthy person. I am an educator who is passionate about teaching to the best of my ability and therefore allowing my students to succeed to the best of theirs. I have stated and stand by what I say, with the extreme medical issues that my husband was battling, and the medical needs not covered by insurance, the out of pocket expenses for prescribed medications and medical supplies that were needed for wound healing were very costly. He did not have short term disability and the money that was coming in was absorbed with all his medical needs, our bills and being able to survive. Ms. Broers mentioned that no receipts or statements have been shown for these costs. I was never asked to provide record of the vast costs. There are other expenses listed that have nothing to do with my husband's medicals issues at that time. As I mentioned above, this situation continued to grow and get out of hand. I know that Ms. Broers was ready to attack me at the Hearing and that she did. I have "paid dearly" over and over the past several years, but in her eyes, it was never enough. Losing my job abruptly was a hardship and that made the entire situation even more challenging and difficult to support a family. My husband and I sought counseling, as a family we sought counseling and presently are in counseling with our youngest daughter, which is going on 2 ½ years. He and I attended an extensive Dave Ramsey "Financial Peace" 13 week class. This helped us to get back on track financially, which took a long time to learn again to live within our means instead of grossly out of our means. This being a very practical financial, in depth class allowed us to refocus and relearn ways help our family live and stick to a budget. My actions were never intentional to hurt anyone through this whole event and I understood that trust had been broken but that was my place to rebuild trust that I had shattered. I made a series of horrible choices that led to a difficult consequence which I accepted, took responsibility for and fulfilled completely. Ms. Broers states that there is no evidence that I sought professional help as to why this crime was committed. This most likely would make no sense to Ms. Broers, as I sought help that I knew would best help me work through the crime, consequence and help to move positively forward. I am a very strong Christian and through all of this grueling time I relied on Christ to give me strength to carry on day in and day out. Over the past several years I have been involved in extensive Bible studies that afforded me the time to soul search, pray and come to the conclusion in different ways why I did what I did. I know this was personal, initially in nature, but grew to a very bad habit. Within that time of habitually continuing to allow this crime to

grow larger, it was an out of control experience. Learning from this crime, it has also helped me know my limits on what situations I can be a part of. My pastor did mention he would find other areas for me to serve in to steer clear of temptation of money. He and I have worked closely to know where my strengths and weaknesses are. Since this whole experience has unfolded, I do have a very good understanding that I know I can be trusted and a valued person. This has also afforded me the opportunities to give back to our community in a variety of ways, that allow me to contribute in many different settings.

In closing, I hope you will please take this information into consideration and understand that I am a rehabilitated person, who has taken the extra steps and leaps to improve trust with many people and settings. Also prove, that I have grown as a person and do completely understand the mistake, infraction, anomaly, crime that was committed, know why it was and that under no circumstances it will never be repeated. Please reconsider my application for reinstating my teaching license. This is my passion and desire to have the privilege granted to me to teach in a Kansas classroom once again, as a trusted and valuable teacher.

Thank you for your time and consideration.

Respectfully submitted,

  
Debra Ellebracht

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION  
PROFESSIONAL PRACTICES COMMISSION

In the Matter of  
the License  
of Melinda Wilson

Case No. 17-PPC-37

OAH No. 18ED0008

**INITIAL ORDER**

Statement of Case

This matter comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the Amended Complaint filed by the KSDE requesting revocation of Melinda Wilson's emergency substitute license.

The hearing was scheduled for April 13, 2018. Appearing for the Commission were chairperson, Linda Sieck, vice-chairperson, Jessica Snyder, and members, Vici Jennings, Nathan Reed, and Maret Schrader.

The KSDE appeared by and through its attorney, Kelli Broers.

Ms. Wilson did not appear.

Findings of Fact

Ms. Wilson, approximately 40 years old, has held an emergency substitute license since October 5, 2016.

On May 10, 2017, Ms. Wilson was convicted of misdemeanor theft in Case No. 17CR0250 and Case No. 17CR0251, in the Municipal Court of Iola, Kansas. She

received probation and was ordered to pay restitution and fines. In exchange, two additional cases were dismissed.

On December 13, 2017, the KSDE filed the Complaint seeking revocation of Ms. Wilson's license based on the above-referenced criminal conduct.

On or about December 29, 2017, Ms. Wilson requested a hearing

On January 29, 2018, a prehearing conference was held. Ms. Wilson appeared *pro se*. Ms. Broers appeared as counsel for the KSDE.

During the conference, this matter was scheduled for hearing on April 13, 2018 at 2:30 p.m.

A Prehearing Order was issued on January 30, 2018, memorializing the hearing date and other deadlines. The Prehearing Order also provided that "[a]ny party who fails to attend or participate in a . . . hearing . . . may be held in default pursuant to K.S.A 77-520 of the Kansas Administrative Procedure Act."

Thereafter, the KSDE learned that Ms. Wilson had a prior charge for theft. She had entered a diversion agreement after having been charged with misdemeanor theft in 2015, also in the Municipal Court of Iola, Kansas, Case No. 15 CR 472.

On April 2, 2018, the KSDE filed an Amended Complaint adding the 2015 theft charge as an additional ground for revocation of Ms. Wilson's license.

The hearing was convened on April 13, 2018. Ms. Wilson did not appear.

The KSDE presented its evidence to the Commission regarding this matter.



Conclusions of Law  
and  
Discussion

Initially, since Ms. Wilson failed to appear for the hearing, pursuant to K.S.A 77-520, the Commission could find that she is in default and recommend to the Board that her license be revoked on this basis alone. However, the Commission also considered the merits of this matter.

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

K.A.R. 91-22-1a(g)(1) provides factors relevant to a determination as to rehabilitation. (*See also* K.S.A. 72-2165(c).) The factors are as follows:

- (A) The nature and seriousness of the conduct that resulted in the denial or revocation of a license;
- (B) the extent to which a license may offer an opportunity to engage in conduct of a similar type that resulted in the denial or revocation;
- (C) the present fitness of the person to be a member of the profession;
- (D) the actions of the person after the denial or revocation;
- (E) the time elapsed since the denial or revocation;

- (F) the age and maturity of the person at the time of the conduct resulting in the denial or revocation;
- (G) the number of incidents of improper conduct; and
- (H) discharge from probation, pardon, or expungement.

Ms. Wilson is approximately 40 years old. She held an emergency substitute license at the time she committed the thefts in 2017.

Given the incident in 2015, Ms. Wilson has a pattern for this type of criminal behavior.

Ms. Wilson did not appear to provide any evidence of rehabilitation or establish her fitness to be a member of the teaching profession.

The Commission finds that Ms. Wilson's conduct is inconsistent with the commonly held perceptions and expectations of a member of the teaching profession. Such conduct violates the public trust and confidence placed in the profession and demonstrates a lack of fitness to perform the duties and responsibilities of a member of the teaching profession. The Commission finds such conduct is sufficient and just cause to revoke Ms. Wilson's license.

On a unanimous vote of 5-0, the Commission recommends to the Board of Education that Ms. Wilson's emergency substitute license be revoked based on her failure to appear at the hearing and as a consequence of her pattern of criminal misconduct.

This Order is not a Final Order. The Kansas State Board of Education must review the order in accordance with the provisions of the Kansas Administrative

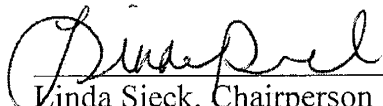
Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

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

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

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

This Initial Order is made and entered this 7 day of May, 2018.

  
\_\_\_\_\_  
Linda Sieck, Chairperson  
Professional Practices Commission

CERTIFICATE OF SERVICE

I hereby certify that on this 8<sup>th</sup> day of May, 2018, a true and correct copy of the above and foregoing Initial Order was deposited in the U.S. Mail, postage paid, addressed to:

Melinda Wilson  
818 North Sycamore  
Iola, KS 66749

and via interoffice mail to:

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



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

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number: 13**

**Staff Initiating:**

**Director:**

**Commissioner:**

**Meeting Date: 6/12/2018**

Scott Gordon

Scott Gordon

Randy Watson

**Item Title:**

Act on KSDE request for Oral Argument

**Recommended Motion:**

It is moved that the Kansas State Board of Education (grant / deny) KSDE's request for oral argument during the July meeting.

**Explanation of Situation Requiring Action:**

The Kansas State Department of Education disagrees with the recommendations of the Professional Practices Commission regarding the licensure of Trenton Banning. The State Board will review the PPC recommendations and a written argument to be submitted by General Counsel R. Scott Gordon during its regularly scheduled July meeting.

KSDE requests permission to address the State Board for reasons set out in the Motion provided on the next page.

KSDE anticipates needing no more than 10 minutes to give an explanation and to answer any questions.

BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of  
the License of  
Trenton Banning

Case No. 17-PPC-42  
OAH No. 18ED0009

Request for Oral Argument

COMES NOW, by and through its General Counsel R. Scott Gordon, the Kansas State Department of Education (KSDE) to request an opportunity to present brief oral argument regarding Mr. Banning's license.

In support of this request, KSDE submits the following:

1. The Professional Practices Commission conducted a hearing on April 23, 2018 regarding a complaint filed against Mr. Banning's professional license. Per customary practice and as required by state law, the State Board will review the PPC's recommendations during its regularly scheduled July meeting.
2. For several legal and factual reasons, KSDE will be submitting a written brief with proposed findings for the State Board to review along with the PPC's recommendations.
3. To help ensure the State Board fully understands KSDE's position and recommended actions, KSDE asks for the opportunity to speak and potentially answer any questions State Board members may have during the July meeting.
4. This Motion comes to the State Board a month prior to actually reviewing the PPC recommendations to ensure ample time is included in the agenda, and to provide fair notice to Mr. Banning.

Therefore, the Kansas State Department of Education respectfully requests no more than 10 minutes of the State Board's time to summarize why the recommendations of the Professional Practices Commission should not be followed.

Signed,



R. Scott Gordon, KS Bar #23858  
General Counsel  
Kansas State Department of Education

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14 a.

**Staff Initiating:**

Colleen Riley

**Director:**

Colleen Riley

**Commissioner:**

Randy Watson

**Meeting Date:** 6/12/2018

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### **Item Title:**

Act on re-appointments to the Special Education Advisory Council

### **Recommended Motions:**

It is moved that the Kansas State Board of Education re-appoint Tina Gibson, Deb Young and Sarah Schaffer for their second three-year terms on the Special Education Advisory Council, effective July 1, 2018 through June 30, 2021.

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

The mission of the Kansas State Special Education Advisory Council (SEAC) is to work collaboratively to provide leadership for continuous improvement of educational systems to ensure equity and enhance learning for all students in Kansas.

One of the major functions of the SEAC is to serve as a liaison between the statewide populace and the Kansas State Board of Education. Citizens of Kansas are encouraged to communicate with the SEAC. This may be accomplished through contact with any Council member or the Secretary of the Council. Local education agency personnel, school patrons, students, lay community persons, private sector, public and private agencies, and educators at all levels are encouraged to submit relevant issues, questions and problems to the Council for consideration and action.

It is requested that the Board ratify the following re-appointments:

- Tina Gibson to represent General Education Teacher for a second term
- Deb Young to represent a person with a disability for a second term
- Sarah Schaffer to represent a person with a disability for a second term

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14 b.

**Staff Initiating:**

Colleen Riley

**Director:**

Colleen Riley

**Commissioner:**

Randy Watson

**Meeting Date:** 6/12/2018

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### **Item Title:**

Act on new appointments to the Special Education Advisory Council

### **Recommended Motions:**

Nominees are presented for State Board action to fill open positions representing specific categories on the Special Education Advisory Council as identified in the following recommended motions:

- 1) It is moved that the Kansas State Board of Education appoint Rachel Marsh, Megan Laurent and Jennifer King as representatives to the Special Education Advisory Council, effective July 1, 2018 through June 30, 2021.
- 2) It is moved that the Kansas State Board of Education appoint \_\_\_\_\_ (name) to represent Institute of Higher Education-Special Education on the SEAC, effective July 1, 2018 through June 30, 2021.
- 3) It is moved that the Kansas State Board of Education appoint \_\_\_\_\_ (name) to represent Local Education Agency, effective July 1, 2018 through June 30, 2021.

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

The mission of the Kansas State Special Education Advisory Council (SEAC) is to work collaboratively to provide leadership for continuous improvement of educational systems to ensure equity and enhance learning for all students in Kansas.

One of the major functions of the SEAC is to serve as a liaison between the statewide populace and the Kansas State Board of Education. Citizens of Kansas are encouraged to communicate with the SEAC. This may be accomplished through contact with any Council member or the Secretary of the Council. Local education agency personnel, school patrons, students, lay community persons, private sector, public and private agencies, and educators at all levels are encouraged to submit relevant issues, questions and problems to the Council for consideration and action.

The complete list of nominees and the representative categories is provided. SEAC also requests that the Board consider adding positions to the council for Senate Education Chair or Designee, House Education Chair or Designee, and Disability Rights Center of Kansas representative to serve in an Ex-Officio capacity.



## Special Education Advisory Council Nominees

Nominee Name	Which position(s)	This nominee is a: (select all that apply)	USD	Current Position Held	Board Dist.	Nominee notified
Rachel Marsh	Foster Care Representative	Foster Care/Attorney			4	Yes
Megan Laurent	Parent of a child with giftedness (term 2018-2020)	Parent of a child with giftedness	USD 512		2	Yes
Jennifer King	Public Charter School Representative, Local Education Organization (LEA) Representative	Parent of a child with a disability (age birth through 26), Administrator of a program for children with exceptionalities	USD 230 Insight School of Kansas	Special Programs Administrator	6	Yes
Dr. Terri Cooper-Swanson	Institute of Higher Education - Special Education	Special Education Program Instructor at Pittsburg State			3	Yes
Heidi Cornell	Institute of Higher Education - Special Education	Faculty in a Special Education graduate program - Wichita State		Assistant Professor, Program Chair	8	Yes
Catherine Ayantoye (Ph.D)	Institute of Higher Education - Special Education	Assistant Professor of Special Education - Emporia State		Assistant Professor of Special Education	7	Yes
Dr. Neil Friesland	Institute of Higher Education - Special Education	Professor of Special Education - MidAmerica Nazarene University	USD 233 (university in this district)		3	Yes
Nancy Damron	Institute of Higher Education - Special Education	Administrator of a program for children with exceptionalities - MidAmerica Nazarene		Dean	1	Yes

(continued)

Nominee Name	Which position(s)	This nominee is a: (select all that apply)	USD	Current Position Held	Board Dist.	Nominee notified
Sierra Jackson	Local Education Organization (LEA) Representative	Parent of a child with a disability (age birth through 26), Administrator of a program for children with exceptionalities	USD 475	Executive Director of Special Education	6	Yes
Heath Peine	Local Education Organization (LEA) Representative	Parent of a child with a disability (age birth through 26), Administrator of a program for children with exceptionalities	USD 353	Assistant Supt.	10	Yes
	Senate Education Chair of Designee Ex-Officio	Recommendation from SEAC to the State Board				
	House Education Chair or Designee Ex-Officio	Recommendation from SEAC to the State Board				
	Disability Rights Center of Kansas Ex-Officio	Recommendation from SEAC to the State Board				



## Kansas State Department of Education

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Landon State Office Building  
900 SW Jackson Street, Suite 307  
Topeka, Kansas 66612-1212

(785) 296-3201  
(785) 296-6659 - fax

[www.ksde.org](http://www.ksde.org)

**To:** Commissioner Randy Watson  
**From:** Denise Kahler  
**Subject:** Recognition of Kansas Superintendent and Principals of the Year

The Kansas State Board of Education will have the pleasure of hearing from three of the four Kansas administrators who have received prestigious awards.

- Mr. John Allison, superintendent at Olathe USD 233, is the 2018 Kansas Superintendent of the Year as named by the Kansas School Superintendents Association.
- Mr. Michael King, principal at Dodge City Middle School (Dodge City USD 443), is the 2017-2018 Kansas Middle School Principal of the Year as named by the Kansas Association of Middle School Administrators.
- Mr. Tad Hatfield, principal at Andale Elementary School (Renwick USD 267), is the 2018 National Distinguished Principal of the Year as named by the Kansas Association of Elementary School Principals.

Unfortunately, Mr. Ben Jimenez, principal at Decatur Community Jr.-Sr. High School (Oberlin USD 294) and 2017-2018 Kansas High School Principal of the Year, has a conflict that will prevent him from attending the Board meeting.

These three administrators will share with Board members some of the things they are doing to build instructional capacity to help all students learn and achieve success. They also will be available to respond to questions from Board members.



Agenda Number: 16

Meeting Date: 6/12/2018



## Kansas State Department of Education

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Topeka, Kansas 66612-1212

(785) 296-3201

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[www.ksde.org](http://www.ksde.org)

**To:** Commissioner Randy Watson  
**From:** Kerry Haag  
**Subject:** Update on Kansans Can state-level outcome: Social Emotional Growth

At the June 2018 State Board meeting, KSDE staff will provide an update on the work that has taken place to ensure each student develops the social, emotional and character competencies that promote learning and success in life.



Agenda Number: 17

Meeting Date: 6/12/2018



## Kansas State Department of Education

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Landon State Office Building  
900 SW Jackson Street, Suite 307  
Topeka, Kansas 66612-1212

(785) 296-3201  
(785) 296-6659 - fax

[www.ksde.org](http://www.ksde.org)

**To:** Commissioner Randy Watson  
**From:** Suzanne Myers  
**Subject:** Receive Kansas model standards for Social, Emotional and Character Development

The Social, Emotional and Character Development (SECD) standards recently underwent a review process in accordance with the legislative review mandate. The SECD committee will be presenting its work and proposed changes to the model standards for Kansas. The attached document is for Board review this month with anticipated action in July.







# Kansas

## Social, Emotional, And Character Development Model Standards

Adopted by the Kansas State Board of Education, April 17, 2012  
Revised July, 2018

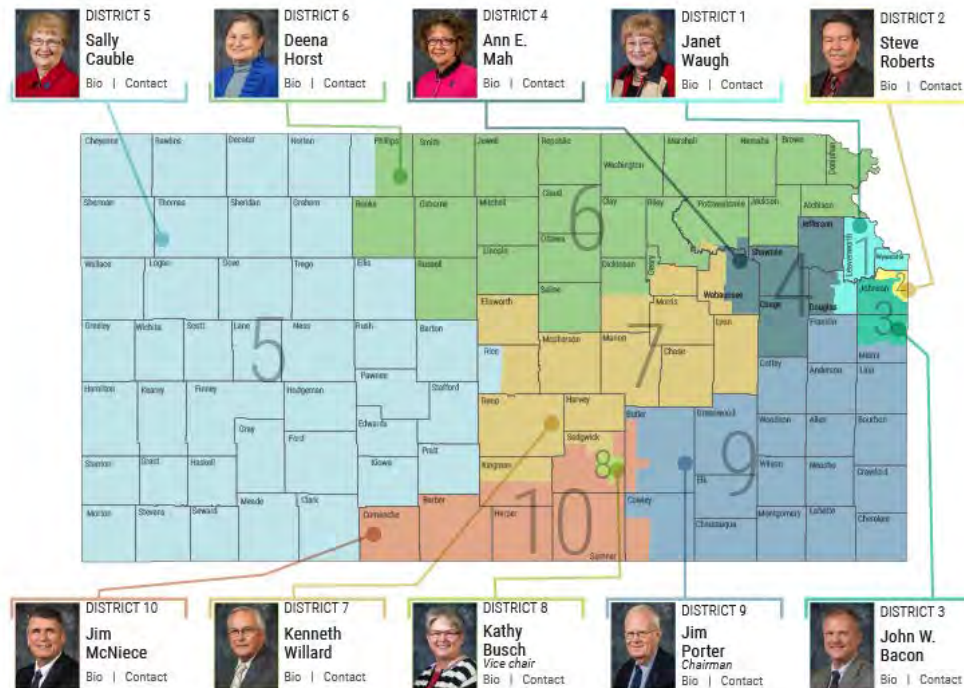




The Mission of the State Board of Education is to prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

The Kansans CAN Vision is to Lead the World in the Success of Each Student.

The Kansas State Board of Education consists of 10 elected members, each representing a district comprised of four contiguous senatorial districts. Board members serve four-year terms with an overlapping schedule. (View each one's profile and contact information by selecting his/her photo). Every other year, the State Board reorganizes to elect a chairman and vice-chairman. The State Board appoints a Commissioner of Education who serves as its executive director.





Brad Neuenswander  
Deputy Commissioner

Effective social-emotional character development programs (SECD) impact thousands of Kansas students each year. Such vital programs, an integral part of each school's educational program, must be designed to address the individual needs of students as we seek to realize the State Board Vision: "Kansas Leads the World in the Success of Each Student."

The State Board Goal has set the social-emotional goal that "Each student develops the social, emotional, and character competencies that promote learning and success in life." This in turn, will ensure that each student will also have the academic preparation, cognitive preparation, technical skills and employability skills to be successful in postsecondary education, or the workforce, without remediation. Our Social-Emotional Character Development (SECD) Standards will raise the bar to that end by establishing a framework for evidenced-based practices.

Research has demonstrated that implementing social-emotional character development strategies increases prosocial behavior, reduces problem behaviors, increases social and emotional skills, improves attitudes about self and others, and increases academic success. Additionally, and in light of, parallel current initiatives such as school mental health, trauma-sensitive schools, bullying prevention, youth suicide prevention, child sexual abuse prevention and school safety, SECD is crucial to ensuring the success of each student.

The Kansas Social-Emotional Character Development Revised Standards provide administrators, counselors, social-workers, school psychologists and classroom teachers the framework necessary to ensure the success of each student in Kansas.

The Social-Emotional Character Development Standards (SECD) were first approved by the Kansas State Board of Education in 2012. We are grateful for the prior work done by the *Illinois Social, Emotional Learning Standards*, and the *Social and Emotional Learning (SEL) Standards and Benchmarks for the Anchorage School District, Alaska* that the writing committee referenced and borrowed from. Kansas was the second state to adopt social-emotional competencies and the **first** state to integrate social-emotional learning and character development. This integration makes our Kansas SECD Standards unique. Currently there are three states, including Kansas, that have k-12 social-emotional competencies.

The need to revise the standards has occurred as a result of 1) several new prevention statutes (i.e. bullying, youth suicide, opioid abuse) in Kansas; 2) SECD being a State Board Outcome; 3) a need to align SECD with the KSDE School Mental Health Initiative; and 4) emerging social-emotional learning initiatives, research and best practices.

The work of the Standards Revision Committee is built on the research and practices from schools across Kansas, the Collaborative for Academic, Social, and Emotional Learning (CASEL), *Character.org*, Research and Collaboration (KU), the School Mental Health Advisory Group and participating Kansas Education Service Centers.

The Kansas SECD Standards are aligned with and supportive of 1) the Kansas Multi-Tier System of Supports (MTSS) 2) Positive Behavioral Interventions and Supports (PBIS) 3) trauma-sensitive schools 4) the Kansas Department of Education State Board Outcomes and 5) the Kansas School Mental Health Advisory Group.

We further acknowledge the participation of our SECD Revision Committee made up of teachers, counselors, psychologists, administrators, parents, community members, and curriculum and staff developers from over 25 school districts and educational organizations throughout the state. Their passion, expertise, and dedication are evident in this work.

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Feedback gathered from over a dozen public comment sessions also informs the standards. Over 300 teachers, administrators, counselors, psychologists, and social workers reviewed the work and provided written feedback. Ninety-eight percent of the respondents *Agreed* or *Strongly Agreed* that, “The SECD Standards will be useful to me in my position,” and “The SECD Standards will support positive change in the climate and culture of Kansas schools.”

The SECD Writing Committee appreciates the support and challenge provided by the following Kansas State Dept. of Education staff: Dr. Scott Smith, Director, Career, Standards and Assessment Services (CSAS); Branden Johnson, Assistant Director, CSAS; Stacy Smith, Assistant Director (CSAS); Kent Reed, Counseling Education Program Consultant, CSAS; Dr. Suzy Myers, Standards Coordinator for CSAS; Myron Melton, Mental Health Education Program Consultant (ECSET); Jonathan Loppnow, Administrative Specialist CSAS; and Amanda Williams, Administrative Specialist CSAS. Their vision, analysis, and support of this work were critical.

SECD in Kansas would not have become the educational force it has without the support and encouragement from Dr. Randy Watson, Kansas Education Commissioner and Brad Neuenswander, Division of Learning Services Deputy Commissioner. Their commitment for SECD has been manifested through the Community Conversations Study, leading the State Board to adopt it as a State Outcome and the many presentations to educational, civic and business leaders about the merits of SECD. This has increased both the awareness and the significance of SECD and the SECD Standards.

This work is also informed by the Kansas Multi-Tiered System of Supports; Kansas Model School Counseling Standards, the School Mental Health Initiative and the Kansas Career and Technical Education Initiative. We are grateful for this powerful and important work.

## **Purpose**

Social, Emotional, and Character Development (SECD) Standards provide a framework to schools for integrating social-emotional learning (SEL) with character development so that students will learn, practice and model essential personal life habits that contribute to academic, career, and personal success.

## **Definition**

SECD standards encompass practicing good citizenship as respectful, responsible, empathetic and ethical individuals, through making healthy decisions, practicing personal safety, understanding risk prevention, promoting a positive school culture, problem solving effectively, and valuing excellence.

## **Core Beliefs**

- SECD skills are teachable and measurable.
- SECD skills are essential for academic achievement.
- SECD skills are developed within a continuous growth process throughout life.
- SECD skills are acquired by students through intentional, integrated efforts of the entire school, family and community.
- SECD skills are best learned in a respectful, safe and civil school environment where adults are caring role models.

## **Postsecondary Success Goal**

Students who are ready for postsecondary success must identify and demonstrate well-developed social-emotional skills and identified individual and community core principles that assure academic, vocational, and personal success. Students who are ready for postsecondary success in social-emotional and character development reflect these descriptions. These are not standards but instead offer a portrait of students who meet the standards in this document.

- They demonstrate character in their actions by treating others with respect and kindness and by giving their best effort.
- They assume responsibility for their thoughts and actions.
- They utilize a growth mindset and continually develop cognitively, emotionally and socially.
- They exhibit the skills to work independently and collaboratively with efficiency and effectiveness.
- They strive for excellence by committing to hard work, persistence and intrinsic motivation.
- They exhibit creativity and innovation, critical thinking and effective problem solving.
- They use resources, including technology and digital media, effectively, strategically capably and appropriately.
- They demonstrate an understanding of other perspectives and cultures; showing empathy for the feelings and beliefs of others.
- They model the responsibility of citizenship and exhibit respect for human dignity.

## Character Development

**Definition:** Developing skills to help students identify, define and live in accordance with core principles that aid in effective problem solving and responsible decision-making.

**Rationale:** Our schools have the job of preparing our children for American citizenship and participation in an interdependent world. Success in school and life is built upon the ability to make responsible decisions, solve problems effectively, and to identify and demonstrate core principles.

<b>I. Core Principles</b>
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Students will:

- A. Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing.
- B. Develop, implement, promote, and model core ethical and performance principles.
- C. Create a caring community.

<b>II. Responsible Decision Making and Problem Solving</b>
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Students will:

- A. Develop, implement, and model responsible decision making skills.
- B. Develop, implement, and model effective problem solving skills.

<b>I. Core Principles</b>
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- A. Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing.

K-2	<ul style="list-style-type: none"> <li>1. Understand that core ethical and performance principles exist in classrooms, in the community and in homes.</li> <li>2. Identify and apply core principles in everyday behavior.</li> </ul>
3-5	<ul style="list-style-type: none"> <li>1. Discuss and define developmentally appropriate core ethical and performance principles and their importance such as respect, responsibility, fairness, kindness, honesty, punctuality, treating others as they wish to be treated and giving their best effort.</li> <li>2. Identify and apply personal core ethical and performance principles.</li> </ul>
6-8	<ul style="list-style-type: none"> <li>1. Compare and contrast personal core principles with personal behavior.</li> <li>2. Illustrate and discuss personal core principles in the context of relationships and of classroom work.</li> </ul>
9-12	<ul style="list-style-type: none"> <li>1. Evaluate personal core principles with personal behavior, including ethical and performance principles.</li> <li>2. Reflect upon personal core principles, appreciate them, and become committed to them.</li> </ul>



B. Develop, implement, promote, and model core ethical and performance principles.

K-2	<ol style="list-style-type: none"> <li>1. Recognize and celebrate the natural, beneficial consequences of acts of character.</li> <li>2. Identify community needs in the larger community, discuss effects on the community, and identify positive, responsible action.</li> <li>3. Learn about ethical reasoning by giving examples of what makes some behaviors appropriate and inappropriate.</li> <li>4. Exhibit clear and consistent expectations of good character throughout all school activities and in all areas of the school.</li> <li>5. Learn about, receive, and accept feedback for responsible actions in academic and behavioral skills.</li> </ol>
3-5	<ol style="list-style-type: none"> <li>1. Assess community needs in the larger community, investigate effects on the community, assess positive responsible action and reflect on personal involvement.</li> <li>2. Interpret ethical reasoning through discussions of individual and community rights and responsibilities.</li> <li>3. Explain clear and consistent expectations of good character throughout all school activities and in all areas of the school.</li> </ol>
6-8	<ol style="list-style-type: none"> <li>1. Analyze community needs in the larger community, analyze effects on the community, design positive, responsible action, and reflect on personal involvement.</li> <li>2. Develop ethical reasoning through discussions of ethical issues in content areas.</li> <li>3. Create clear and consistent expectations of good character throughout all school activities and in all areas of the school.</li> <li>4. Practice and receive feedback on responsible actions including academic and behavioral skills.</li> </ol>
9-12	<ol style="list-style-type: none"> <li>1. Analyze community needs in the larger community, analyze effects on the local and larger community, design and critique positive, responsible action, and reflect on personal and community involvement.</li> <li>2. Analyze ethical dilemmas in content areas and/or daily experiences.</li> <li>3. Hold self and others accountable for demonstrating behaviors of good character throughout all school activities and in the community.</li> <li>4. Reflect, analyze, and receive feedback on responsible actions including actions using academic and behavioral skills.</li> </ol>

C. Create a caring community.

1. Consider it a high priority to foster caring attachments between fellow students, staff, and the community.

K-2	<ol style="list-style-type: none"> <li>a. Recognize characteristics of a caring relationship.</li> <li>b. Recognize characteristics of a hurtful relationship.</li> <li>c. Identify relationships in their family, school, and community that are caring.</li> </ol>
3-5	<ol style="list-style-type: none"> <li>a. Demonstrate and practice characteristics of a caring relationship by treating others with empathy.</li> <li>b. Illustrate characteristics of a hurtful relationship and the negative impact it has on others.</li> <li>c. Practice relationships in their family, school, and community that are caring.</li> </ol>
6-8	<ol style="list-style-type: none"> <li>a. Analyze characteristics of a caring relationship and hurtful relationship.</li> <li>b. Compare and contrast characteristics of a caring relationship and hurtful relationship.</li> <li>c. Engage in and model relationships in their family, school, and community that are caring.</li> </ol>

C. Create a caring community.(continued)

9-12	<ul style="list-style-type: none"> <li>a. Evaluate characteristics of a caring relationship and hurtful relationship.</li> <li>b. Manage personal behavior in family, school, and community that contributes to caring relationships.</li> </ul>
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2. Demonstrate mutual respect and utilize strategies to build a safe and supportive culture.

K-2	<ul style="list-style-type: none"> <li>a. Demonstrate caring and respect for others.</li> <li>b. Describe “active listening”.</li> </ul>
3-5	<ul style="list-style-type: none"> <li>a. Practice empathetic statements and questions.</li> <li>b. Demonstrate active listening skills.</li> <li>c. Utilize multiple-media and technologies ethically and respectfully, evaluate its effectiveness and assess its impact.</li> </ul>
6-8	<ul style="list-style-type: none"> <li>a. Compare and contrast different points of view respectfully.</li> <li>b. Practice effective listening skills to understand values, attitudes, and intentions.</li> <li>c. Model respectful ways to respond to others’ points of views.</li> <li>d. Utilize multiple-media and technologies ethically and respectfully, evaluate its effectiveness and assess its impact.</li> </ul>
9-12	<ul style="list-style-type: none"> <li>a. Communicate respectfully and effectively in diverse environments.</li> <li>b. Evaluate active listening skills of all parties involved before, after and during conversations.</li> <li>c. Analyze ways to respond to ethical issues in life as they appear in the curriculum.</li> <li>d. Utilize multiple-media and technologies ethically and respectfully, evaluate its effectiveness and assess its impact.</li> </ul>

3. Take steps to prevent peer cruelty or violence and deal with it effectively when it occurs digitally, verbally, physically and/or relationally.

K-2	<ul style="list-style-type: none"> <li>a. Recognize and define bullying and teasing.</li> <li>b. Illustrate or demonstrate the definitions of what “tattling” is and what “telling” or “reporting” is.</li> <li>c. Model positive peer interactions.</li> </ul>
3-5	<ul style="list-style-type: none"> <li>a. Differentiate between bullying, teasing, and harassment.</li> <li>b. Explain how power, control, popularity, security, and fear play into bullying behavior towards others.</li> <li>c. Describe the role of students in instances of bullying (bystanders, “up standers”, students who bully, targets of bullying).</li> <li>d. Recognize and model how a bystander can be part of the problem or part of the solution by becoming an “up stander” (someone who stands up against injustice).</li> <li>e. Identify and understand how certain behaviors can have unintended consequences that cause an individual to become a target of bullying.</li> </ul>

6-8	<ul style="list-style-type: none"> <li>a. Differentiate behavior as bullying or not, based on the power of the individuals that are involved.</li> <li>b. Model positive peer interactions that are void of bullying behaviors.</li> <li>c. Compare and contrast how bullying affects the targets of bullying, bystanders, and the student who bullies.</li> <li>d. Practice effective strategies to use when bullied, including how to identify and advocate for personal rights.</li> <li>e. Analyze how a bystander can be part of the problem or part of the solution by becoming an “up stander” (someone who stands up against injustice).</li> <li>f. Apply empathic concern and try to understand the perspective or point of view of others.</li> </ul>
9-12	<ul style="list-style-type: none"> <li>a. Appraise and evaluate behavior as relational aggression and/or bullying.</li> <li>b. Justify the value of personal rights and those of others to commit to ensuring a safe and nurturing environment within and outside of the school setting.</li> <li>c. Conclude how to act in accordance with the principle of respect for all human beings.</li> <li>d. Evaluate how bullying behavior impacts personal experiences beyond high school and in the work force.</li> <li>e. Analyze and evaluate effectiveness of bullying intervention and reporting strategies.</li> </ul>

**II. Responsible Decision Making and Problem Solving**

- A. Develop, implement, and model responsible decision making skills.
  - 1. Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.

K-2	<ul style="list-style-type: none"> <li>a. Identify and illustrate safe and unsafe situations.</li> <li>b. State the difference between appropriate and inappropriate behaviors.</li> <li>c. Explain the consequences and rewards of individual and community actions.</li> </ul>
3-5	<ul style="list-style-type: none"> <li>a. Compare and contrast safe and unsafe situations.</li> <li>b. Identify how responsible decision-making affects personal/social short-term and long-term goals.</li> <li>c. Identify choices made and the consequences of those choices.</li> <li>d. Students recognize consequences of inappropriate behavior.</li> </ul>
6-8	<ul style="list-style-type: none"> <li>a. Manage safe and unsafe situations.</li> <li>b. Monitor how responsible decision making affects progress towards achieving a goal.</li> <li>c. Students recognize consequences of sexual behavior, including sexual consent and the inability of minors to give consent.</li> </ul>

9-12	<ul style="list-style-type: none"> <li>a. Assess lessons learned from experiences and mistakes while demonstrating the ability to build resiliency.</li> <li>b. Implement responsible decision making skills when working towards a goal and assess how these skills lead to goal achievement.</li> <li>c. Utilize skills and habits of applying standards of behavior by asking questions about decisions that students or others make, are about to make, or have made.</li> <li>d. Evaluate situations that are safe or unsafe and how to avoid unsafe practices.</li> <li>e. Effectively analyze and evaluate evidence, arguments, claims, and beliefs.</li> <li>f. Students recognize consequences of sexual behavior, including sexual consent, pregnancy and the inability of minors to give consent.</li> </ul>
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2. Organize personal time and manage personal responsibilities effectively.

K-2	<ul style="list-style-type: none"> <li>a. Identify what activities are scheduled for the day and how much time is spent on each.</li> <li>b. Identify and perform steps necessary to accomplish personal responsibilities in scheduled activities.</li> </ul>
3-5	<ul style="list-style-type: none"> <li>a. Create a daily schedule of school work and activities.</li> <li>b. Identify factors that will inhibit or advance the accomplishment of personal goals.</li> <li>c. Recognize how, when and who to ask for help.</li> </ul>
6-8	<ul style="list-style-type: none"> <li>a. Analyze daily schedule of school work and activities for effectiveness and efficiency.</li> <li>b. Recognize how, when, and who to ask for help and utilize the resources available.</li> <li>c. Monitor factors that will inhibit or advance effective time management.</li> </ul>
9-12	<ul style="list-style-type: none"> <li>a. Utilize time and materials to complete assignments on schedule.</li> <li>b. Anticipate possible obstacles to completing tasks on schedule.</li> <li>c. Organize and prioritize personal schedule.</li> <li>d. Advocate for personal needs in accomplishing goals.</li> <li>e. Recognize how, when, and who to ask for help and utilize the resources available.</li> </ul>

3. Play a developmentally appropriate role in classroom management and school governance.

K-2	<ul style="list-style-type: none"> <li>a. Participate in individual roles and responsibilities in the classroom and in school.</li> <li>b. Recognize the various roles of the personnel that govern the school (all staff).</li> </ul>
3-5	<ul style="list-style-type: none"> <li>a. Identify and organize what materials are needed to be prepared for class.</li> <li>b. Understand personal relationships with personnel that govern the school.</li> <li>c. Discuss and model appropriate classroom behavior individually and collectively.</li> </ul>
6-8	<ul style="list-style-type: none"> <li>a. Construct and model classroom expectations and routines.</li> <li>b. Compare and contrast behaviors that do or do not support classroom management.</li> </ul>
9-12	<ul style="list-style-type: none"> <li>a. Analyze the purpose and impact of classroom and school-wide activities, policies, and routines</li> <li>b. Interpret and evaluate the importance of personal roles and responsibilities in the overall school climate.</li> </ul>

B. Develop, implement, and model effective problem solving skills.

K-2	<ol style="list-style-type: none"> <li>1. Develop self-control skills (for example, stop, take a deep breath, and relax).</li> <li>2. Identify and illustrate the problem.</li> <li>3. Identify desired outcome.</li> <li>4. Identify possible solutions and the pros and cons of each solution.</li> <li>5. Identify and select the best solution.</li> <li>6. Put the solution into action.</li> <li>7. Reflect on the outcome of the solution.</li> </ol>
3-5	<ol style="list-style-type: none"> <li>1. Apply self-regulation skills.</li> <li>2. Identify the problem and understand reason for the problem.</li> <li>3. Identify and analyze desired outcome.</li> <li>4. Generate possible solutions and analyze the pros and cons of each solution.</li> <li>5. Select and implement the best solution.</li> <li>6. Analyze the outcome of the solution.</li> </ol>
6-8	<ol style="list-style-type: none"> <li>1. Identify specific feelings about the problem and apply appropriate self-regulation skills.</li> <li>2. State what the problem is and identify the perspectives of those involved.</li> <li>3. Identify desired outcome and discuss if it is attainable.</li> <li>4. Use creativity and innovation to generate multiple possible solutions and discuss each option in relation to resources, situation, and personal principles.</li> <li>5. Identify best solution and analyze if it is likely to work.</li> <li>6. Generate a plan for carrying out the chosen option.</li> <li>7. Evaluate the effects of the solution.</li> <li>8. Understand resiliency and how to make adjustments and amendments to the plan.</li> </ol>
9-12	<ol style="list-style-type: none"> <li>1. Identify personal feelings and the feelings of others involved with a problem and apply appropriate self-regulation and empathy skills.</li> <li>2. Identify, analyze, and state what the problem is and identify and consider the perspectives of those involved.</li> <li>3. Identify desired outcome and analyze if it is attainable.</li> <li>4. Use creativity and innovation to generate multiple possible solutions and analyze each option in relation to resources, situation, and personal principles.</li> <li>5. Identify and ask systematic questions that clarify various points of view and lead to the best solution.</li> <li>6. Use resiliency to reflect on past problems, identify ways to improve, and implement changes.</li> <li>7. Apply improvement strategies to future projects and situations.</li> </ol>

## Personal Development

**Focus is on skill development through personal understanding - using the lens of intrapersonal learning.**

**Definition:** Developing skills that help students identify, understand and effectively manage and regulate their thoughts, mindsets, feelings and behaviors.

**Rationale:** *Personal and academic success are built upon the ability to consider thoughts, understand feelings and manage one's responses. Personal thoughts, feelings, and mindsets impact management of experiences and determine behavior outcomes.*

<b><i>I. Self-Awareness: Understanding and expressing personal thoughts, mindsets, and emotions in constructive ways.</i></b>
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Students will:

- A. Understand and analyze thoughts, mindsets, and emotions.
- B. Identify and assess personal qualities and external supports

<b><i>II. Self-Management: Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals.</i></b>
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Students will:

- A. Understand and practice strategies for managing thoughts and behaviors, such as resiliency.
- B. Reflect on perspectives and emotional responses.
- C. Set, monitor, adapt, and evaluate goals to achieve in school and life.

<b>Self-Awareness – Understanding and expressing personal thoughts, mindsets and emotions in constructive ways.</b>
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A. Understand and analyze thoughts, mindsets, and emotions.

K-2	<ol style="list-style-type: none"> <li>1. Identify and describe basic emotions.</li> <li>2. Identify a variety of emotions.</li> <li>3. Identify situations within my control that might evoke emotional responses.</li> <li>4. Identify my emotional responses to situations outside of my control.</li> </ol>
3-5	<ol style="list-style-type: none"> <li>1. Critically reflect on behavioral responses depending on context or situation.</li> <li>2. Identify the varying degrees of emotions one can experience in different situations.</li> <li>3. Identify the positives and negatives of emotions that can be experienced with various communication forums.</li> <li>4. Recognize reactions to emotions.</li> </ol>
6-8	<ol style="list-style-type: none"> <li>1. Describe common emotions and effective behavioral responses.</li> <li>2. Recognize common stressors and the degree of emotion experienced.</li> <li>3. Analyze and assess reactions to emotions in multiple domains (for example, in face-to-face or electronic communication).</li> </ol>

9-12	<ol style="list-style-type: none"> <li>1. Analyze complex emotions.</li> <li>2. Evaluate degree of personal emotion from common experiences.</li> <li>3. Recognize direct positive and negative reactions to emotions/stress (for example, fight or flight response, voice volume, tonal quality, shallow/rapid breathing, rapid heart rate, crossed arms, facial distortions, sweating).</li> <li>4. Recognize indirect, negative reactions to emotion/stress (for example, substance abuse, insomnia, social withdrawal, depression, socially inappropriate displays of emotion, bullying, risk-taking behaviors).</li> <li>5. Interpret/anticipate how positive and negative expressions of emotions affect others in the interdependent world.</li> </ol>
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B. Identify and assess personal qualities and external supports.

K-2	<ol style="list-style-type: none"> <li>1. Identify personal likes and dislikes.</li> <li>2. Identify personal strengths and weaknesses.</li> <li>3. Identify consequences of behavior.</li> <li>4. Ask clarifying questions.</li> <li>5. Identify positive responses to problems (for example, get help, try harder, use a different solution)</li> <li>6. Identify people, places and other resources to go for help (parents, relatives, school personnel).</li> </ol>
3-5	<ol style="list-style-type: none"> <li>1. Describe personal qualities (for example, personal strengths, weaknesses, interests, and abilities).</li> <li>2. Identify benefits of various personal qualities (for example, honesty, curiosity, and creativity).</li> <li>3. Identify reliable self-help strategies (for example, positive self-talk, problem solving, time management, self-monitoring).</li> <li>4. Solicit the feedback of others and become an active listener.</li> <li>5. Identify additional external supports (for example, friends, historical figures, media representations).</li> </ol>
6-8	<ol style="list-style-type: none"> <li>1. Analyze personality traits, personal strengths, weaknesses, interests, and abilities.</li> <li>2. Inventory personal preferences.</li> <li>3. Describe benefits of various personal qualities, (for example, honesty, curiosity, and creativity).</li> <li>4. Describe benefits of reflecting on personal thoughts, feelings, and actions.</li> <li>5. Identify self-enhancement/self-preservation strategies.</li> <li>6. Identify common resources and role models for problem solving.</li> <li>7. Recognize how behavioral choices impact success.</li> <li>8. Identify additional external supports (for example, friends, inspirational characters in literature, historical figures, and media representations).</li> </ol>
9-12	<ol style="list-style-type: none"> <li>1. Evaluate the effects of various personal qualities (for example, honesty and integrity).</li> <li>2. Analyze reflection and self-enhancement/self-preservation strategies.</li> <li>3. Analyze resources for problem solving (additional print and electronic resources or specific subject problem solving models).</li> <li>4. Evaluate how behavior choices can affect goal success.</li> <li>5. Evaluate external supports (for example, friends, acquaintances, archetypal inspirations, historical figures, media representations, community resources).</li> </ol>

**Self-Management – Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals**

A. Understand and practice strategies for managing and regulating thoughts and behaviors.

K-2	<ol style="list-style-type: none"> <li>1. Identify and demonstrate techniques to manage common stress and emotions.</li> <li>2. Identify and describe how feelings relate to thoughts and behaviors.</li> <li>3. Describe and practice sending effective verbal and non-verbal messages.</li> <li>4. Recognize behavior choices in response to situations.</li> <li>5. Identify healthy personal hygiene habits.</li> </ol>
3-5	<ol style="list-style-type: none"> <li>1. Identify and develop techniques to manage emotions.</li> <li>2. Distinguish between facts and opinions.</li> <li>3. Describe cause/effect relationships.</li> <li>4. Identify and demonstrate civic responsibilities in a variety of situations (for example, bullying, vandalism, and violence)</li> <li>5. Describe consequences/outcomes of both honesty and dishonesty.</li> <li>6. Describe and practice communication components (for example, listening, reflecting, and responding).</li> <li>7. Predict possible outcomes to behavioral choices.</li> <li>8. Develop and practice responsibility for personal hygiene.</li> </ol>
6-8	<ol style="list-style-type: none"> <li>1. Identify multiple techniques to manage stress and maintain confidence.</li> <li>2. Distinguish between facts and opinions, as well as logical and emotional appeals.</li> <li>3. Recognize effective behavioral responses to strongly emotional situations.</li> <li>4. Recognize different models of decision making (for example, authoritative, consensus, democratic, individual).</li> <li>5. Recognize cause/effect relationships.</li> <li>6. Recognize logical fallacies, bias, hypocrisy, contradiction, distortion, and rationalization.</li> <li>7. Practice effective communication (for example, listening, reflecting and responding).</li> <li>8. Recognizing the impact of personal care.</li> </ol>
9-12	<ol style="list-style-type: none"> <li>1. Identify and evaluate techniques to successfully manage emotions, stress and maintain confidence.</li> <li>2. Analyze accuracy of facts/information/interpretation.</li> <li>3. Evaluate quality of support for opinions.</li> <li>4. Evaluate logical and emotional appeals.</li> <li>5. Analyze cause/effect relationships.</li> <li>6. Analyze consequences/outcomes of logical fallacies, bias, hypocrisy, contradiction, ambiguity, distortion, and rationalization.</li> <li>7. Apply effective listening skills in a variety of setting and situations.</li> <li>8. Recognize barriers to effective listening (for example, environmental distractions, message problems, sender problems, and receiver problems).</li> </ol>



B. Reflect on perspectives and emotional responses.

K-2	<ol style="list-style-type: none"> <li>1. Describe personal responsibilities to self and others.</li> <li>2. Describe responsibilities in school, home, and communities.</li> <li>3. Describe how they react to getting help from others (for example, surprise, appreciation, gratitude, indifference and resentment).</li> <li>4. Describe common responses to success, challenge, failure, and disappointment.</li> </ol>
3-5	<ol style="list-style-type: none"> <li>1. Acknowledge personal responsibilities to self and others.</li> <li>2. Recognize and demonstrate environmental responsibilities.</li> <li>3. Examine the personal impact of helping others.</li> <li>4. Reflect on your personal responses to success, challenge, failure, and disappointment.</li> <li>5. Understand causes and effects of impulsive behavior.</li> </ol>
6-8	<ol style="list-style-type: none"> <li>1. Demonstrate personal responsibilities to self and others (for example, friends, family, school, community, state, country, culture, and world).</li> <li>2. Practice environmental responsibilities.</li> <li>3. Practice and reflect on democratic responsibilities.</li> <li>4. Describe positive and negative experiences that shape personal perspectives.</li> <li>5. Demonstrate empathy in a variety of settings and situations.</li> <li>6. Evaluate causes and effects of impulsive behavior.</li> </ol>
9-12	<ol style="list-style-type: none"> <li>1. Analyze personal responsibilities.</li> <li>2. Practice environmental responsibility.</li> <li>3. Analyze consequence of ignoring environmental responsibilities.</li> <li>4. Analyze civil/democratic responsibilities.</li> <li>5. Analyze experiences that shape their perspectives.</li> <li>6. Demonstrate empathy in a variety of settings, contexts and situations.</li> <li>7. Predict the potential outcome of impulsive behavior.</li> </ol>

C. Set, monitor, adapt, and evaluate personal goals to achieve in school and life.

K-2	<ol style="list-style-type: none"> <li>1. Understand the process of setting and achieving goals.</li> <li>2. Identify personal goals, school goals, and home goals (for example, hopes and dreams).</li> <li>3. Identify factors that lead to goal achievement and success.</li> <li>4. Identify specific steps for achieving a particular goal.</li> </ol>
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3-5	<ol style="list-style-type: none"> <li>1. Demonstrate factors that lead to achievement of goals (for example, integrity, motivation, and hard work).</li> <li>2. Design action plans for achieving short-term and long-term goals and establish timelines.</li> <li>3. Identify and utilize potential resources for achieving goals (for example, home, school, and community support).</li> <li>4. Establish criteria for evaluating, monitoring and adjusting goals.</li> <li>5. Establish criteria for evaluating personal and academic success.</li> </ol>
6-8	<ol style="list-style-type: none"> <li>1. Analyze factors that lead to the achievement of goals.</li> <li>2. Describe the effect personal habits have on school and personal goals.</li> <li>3. Identify factors that may negatively affect personal success.</li> <li>4. Describe common and creative strategies for overcoming or mitigating obstacles.</li> <li>5. Explain the role of meaningful practice in skill development.</li> <li>6. Design action plans for achieving short-term and long-term goals.</li> <li>7. Utilize school, family, community, and other external supports.</li> <li>8. Establish criteria for evaluating goals.</li> </ol>
9-12	<ol style="list-style-type: none"> <li>1. Evaluate factors that lead to the achievement of goals.</li> <li>2. Analyze the effect personal habits have on goals.</li> <li>3. Reflect on the personal and social results based goal outcome.</li> <li>4. Analyze and activate strategies used previously to overcome obstacles.</li> <li>5. Analyze factors that may have negatively affected personal success.</li> <li>6. Determine the role or meaningful practice in skill development and goal attainment.</li> </ol>

# Social Development

Focus is on skill development of social awareness and social interaction – using the lens of interpersonal learning.

**Definition:** Developing skills that establish and maintain positive relationships and enable communication with others in various settings and situations.

**Rationale:** Building and maintaining positive relationships and communicating well with others are central to success in school and life. Recognizing the thoughts, feelings, and perspectives of others leads to effective cooperation, communication, and conflict resolution.

## I. Social Awareness

Students will:

- A. Recognize the thoughts, feelings, and perspective of others.
- B. Demonstrate awareness of cultural issues and a respect for human dignity and differences.

## II. Interpersonal Skills

Students will:

- A. Demonstrate communication and social skills to interact effectively.
- B. Develop and maintain positive relationships.
- C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts.

## Social Awareness

A. Recognize the thoughts, feelings, and perspectives of others.

K-2	<ul style="list-style-type: none"><li>1. Label others' feelings based on verbal and non-verbal cues in different situations.</li><li>2. Label possible sparks for emotions in others.</li><li>3. Predict possible behaviors and reactions in response to a specific situation.</li><li>4. Demonstrate an ability to listen to others.</li><li>5. Demonstrate a capacity to care about the feelings of others.</li></ul>
3-5	<ul style="list-style-type: none"><li>1. Describe a range of emotions in others.</li><li>2. Describe possible sparks for emotions.</li><li>3. Describe possible behaviors and reactions in response to a specific situation.</li></ul>

	<ol style="list-style-type: none"> <li>4. Use “I-statements” to let others know that you have heard them.</li> <li>5. Describe how one feels when bullied or left out of an activity or group.</li> </ol>
6-8	<ol style="list-style-type: none"> <li>1. Identify ways to express empathy.</li> <li>2. Recognize nonverbal cues in the behaviors of others.</li> <li>3. Demonstrate respect for other people’s perspectives.</li> <li>4. Recognize how behaviors impact others perceptions of oneself.</li> </ol>
9-12	<ol style="list-style-type: none"> <li>1. Evaluate opposing points of view.</li> <li>2. Analyze the factors that have influenced different perspectives on an issue.</li> <li>3. Differentiate between factual and emotional content of a person’s communication.</li> <li>4. Practice empathy for others.</li> <li>5. Respond to social cues in a manner that contributes to their success in the school and broader community.</li> </ol>

B. Demonstrate awareness of cultural development and a respect for human dignity and differences.

K-2	<ol style="list-style-type: none"> <li>1. Describe ways that people are similar and different.</li> <li>2. Use respectful language and actions when dealing with conflict or differences of opinions.</li> </ol>
3-5	<ol style="list-style-type: none"> <li>1. Recognize and develop a respect for individual similarities and differences.</li> <li>2. Develop strategies for building relationships with others who are different from oneself.</li> <li>3. Define and recognize examples of stereotyping, discrimination and prejudice.</li> <li>4. Demonstrate respect for the perspective of others.</li> <li>5. Identify how the unique contributions of under-represented individuals and groups are related to respect for human dignity.</li> </ol>
6-8	<ol style="list-style-type: none"> <li>1. Analyze the impact of stereotyping, discrimination, and prejudice.</li> <li>2. Practice strategies for accepting and respecting similarities and differences.</li> <li>3. Practice “perspective taking” as a strategy to increase acceptance of others.</li> <li>4. Demonstrate a growth mindset and willingness to integrate diverse points of view.</li> <li>5. Analyze how culture impacts historical events.</li> </ol>

9-12	<ol style="list-style-type: none"> <li>1. Recognize how personal perspective and biases impact interactions with others.</li> <li>2. Practice strategies to increase acceptance of others.</li> <li>3. Evaluate how advocacy for the rights of others contributes to the common good.</li> <li>4. Participate in cross-cultural activities and reflect on the experience and how it contributed to personal growth and how similar experiences could potentially impact society.</li> <li>5. Challenge personal perspective with cognitive dissonance to enhance a growth mindset.</li> <li>6. Evaluate how the unique contributions of under-represented individuals and groups are related to respect for human dignity.</li> </ol>
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<b><i>Interpersonal Skills</i></b>
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A. Demonstrate communication and social skills to interact effectively.

K-2	<ol style="list-style-type: none"> <li>1. Initiate and engage in social interactions with peers, respond and maintain conversations with peers and adults.</li> <li>2. Describe how words, voice tone, and body language communicate and can impact relationships positively and negatively.</li> <li>3. Demonstrates active listening, sharing, and responding skills to identify the feelings and perspectives of others.</li> <li>4. Understand the importance and demonstrate respect for personal space.</li> <li>5. Recognize the difference between helpful and harmful behaviors in relationships.</li> <li>6. Identify and report harmful behaviors in relationships for protection in unsafe situations.</li> <li>7. Practice sharing encouraging comments.</li> </ol>
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3-5	<ol style="list-style-type: none"> <li>1. Respond appropriately and respectfully in social situations.</li> <li>2. Describe how words, voice tone, and body language communicate and can impact relationships positively and negatively.</li> <li>3. Practice refusal skills for protection in unsafe situations.</li> <li>4. Respond positively to constructive feedback.</li> <li>5. Recognize the needs of others and how those needs may differ from their own.</li> <li>6. Recognize the positive and negative impact of peer pressure on self and others in group dynamics.</li> <li>7. Identify a problem in a relationship and seek appropriate assistance.</li> <li>8. Recognize differences in communication practices in face-to-face interactions from social media interactions.</li> </ol>
6-8	<ol style="list-style-type: none"> <li>1. Determine when and how to respond to the needs of others demonstrating empathy, respect, and compassion.</li> <li>2. Monitor how facial expressions, body language, and tone impact interactions.</li> <li>3. Engage in advocacy and/or refusal skills during times of bullying, harassment, intimidation, or abusive behavior.</li> <li>4. Engage and respond in personal and social discourse and receive feedback to make decisions that will lead to personal and social change.</li> <li>5. Understand group dynamics and respond appropriately.</li> <li>6. Appraise and demonstrate professionalism and proper etiquette.</li> <li>7. Identify appropriate and inappropriate uses of social and other media and the potential repercussions and implications.</li> </ol>
9-12	<ol style="list-style-type: none"> <li>1. Evaluate how societal and cultural norms and mores affect personal interactions, decisions, and behaviors.</li> <li>2. Engage in processes of co-regulation to create positive group dynamics.</li> <li>3. Respond appropriately when self and/or others are threatened with physical or emotional harm.</li> <li>4. Present oneself professionally and exhibit proper etiquette.</li> <li>5. Practice constructive strategies in social and other media.</li> </ol>

B. Develop and maintain positive relationships.

K-2	<ol style="list-style-type: none"> <li>1. Identify the multiple types of relationships in life.</li> <li>2. Identify and practice appropriate behaviors to maintain positive relationships.</li> <li>3. Develop self-regulation skills to prevent, manage, and resolve interpersonal conflicts constructively with guidance from adults.</li> </ol>
3-5	<ol style="list-style-type: none"> <li>1. Recognize characteristics of healthy and unhealthy relationships.</li> <li>2. Understand how personality traits affect relationships.</li> <li>3. Demonstrate a capacity to manage actions and emotional expressions with guidance from adults.</li> <li>4. Understand the positive and negative impact of peer pressure on self and others.</li> </ol>

6-8	<ol style="list-style-type: none"> <li>1. Evaluate how self-regulation and relationships impact your life.</li> <li>2. Understand how safe and risky behaviors affect relationships and one’s health and well-being.</li> <li>3. Respond in a healthy manner to peer-pressure against self and others.</li> <li>4. Identify the impact of social media in relationships.</li> <li>5. Identify the difference between safe and risky behaviors and understand effective responses.</li> </ol>
9-12	<ol style="list-style-type: none"> <li>1. Practice strategies for maintaining self-regulation and positive relationships.</li> <li>2. Identify consequences of safe and risky behaviors.</li> <li>3. Practice refusal strategies and reporting of unhealthy behaviors and relationships.</li> <li>4. Define the impact of social media on reputation and relationships.</li> <li>5. Develop understanding of relationships within the context of networking and careers.</li> </ol>

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

K-2	<ol style="list-style-type: none"> <li>1. Identify conflict and the feelings associated with the conflict.</li> <li>2. Identify the feelings and behaviors contributing to the conflict.</li> <li>3. Identify and practice healthy conflict resolution.</li> <li>4. Develop self-regulatory skills to increasingly prevent, manage, and resolve interpersonal conflicts constructively.</li> </ol>
3-5	<ol style="list-style-type: none"> <li>1. Describe and utilize conflict resolution strategies.</li> <li>2. Describe and apply strategies to be proactive, advocate and resolve conflict in a constructive manner.</li> <li>3. Develop greater active listening and more respectful communication skills</li> </ol>
6-8	<ol style="list-style-type: none"> <li>1. Identify roles and associated needs of individuals engaged in conflict and how those are integral to resolution.</li> <li>2. To resolve differences apply conflict resolution skills while being encouraging and affirming.</li> <li>3. Practice greater active listening and respectful communication skills.</li> <li>4. Identify their role in managing and resolving conflict (for example, staying calm, listening to all sides, being open to different solutions).</li> <li>5. Reflect on previous experiences to gain conflict management skills.</li> </ol>
9-12	<ol style="list-style-type: none"> <li>1. Analyze the role and impact of conflict in society how conflict has played a role in society.</li> <li>2. Apply effective and appropriate conflict resolution skills to prevent, and resolve conflict.</li> <li>3. Develop and implement mediation skills to work toward productive outcomes.</li> </ol>





## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18

**Staff Initiating:**

Tamra Mitchell and  
Jay Scott

**Deputy Commissioner:**

Brad Neuenswander

**Commissioner:**

Randy Watson

**Meeting Date: 6/12/2018**

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**Item Title:**

Act to accept individual plans for Mercury 7 School Redesign Project

**Recommended Motion:**

It is moved that the Kansas State Board of Education accept the school redesign plans of \_\_\_\_\_ (name district) as presented for the Mercury 7 Project and to be implemented by the 2018-19 school year.

**Explanation of Situation Requiring Action:**

The seven school districts participating in the Kansans Can School Redesign Project will present their redesign plans to the State Board of Education in June for acceptance. They are set to launch their programs in August. Officially referred to as the “Mercury 7,” these districts each represent one of the Mercury 7 astronauts.

Approximately one year ago, Kansas school districts were invited to apply to become one of seven districts selected for the redesign project. To be considered, districts had to designate one elementary school and one secondary school to be redesigned around the five outcomes established by the Kansas State Board of Education, the five elements identified as defining a successful Kansas high school graduate, and what Kansans said they want their schools to provide and look like in the future. Each district also had to acquire approval from the local school board, faculty and local Kansas National Education Association or other professional organization.

The ultimate goal of this project is to build an education system that provides choice for students within the existing Kansas public education system while using existing resources. The individually selected schools will serve as demonstration sites for others in Kansas to study, learn and visit. For a list of Mercury 7 school buildings, go to:

<http://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Communications-and-Recognition-Programs/Vision-Kansans-Can/School-Redesign/Mercury-7>

District participants and their chosen astronaut project name are:

Wellington USD 353 – Scott Carpenter

Coffeyville USD 445 – John Glenn

Liberal USD 480 – Alan Shepard

Stockton USD 271 – Deke Slayton

McPherson USD 418 – Walt “Wally” Schirra

Twin Valley USD 240 – Virgil “Gus” Grissom

Olathe USD 233 – Gordon Cooper





## Kansas State Department of Education

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**To:** Commissioner Randy Watson  
**From:** Dale Dennis  
**Subject:** Legislative Matters

### DISCUSS OPTIONS FOR FY 2020 AND FY 2021 BUDGET RECOMMENDATIONS

Attached is a historical record and options for education state aid programs for State Board review. These program options will be reviewed at the June meeting with a request that final budget recommendations for FY 2020 and FY 2021 be approved at the July meeting. This will allow KSDE staff adequate time to prepare the agency budget for submittal to the Division of the Budget on or before Sept. 15, 2018.

Other legislative recommendations concerning education will be discussed in the Fall.



## DISCUSS FY 2020 AND FY 2021 KSDE BUDGETS

Listed below are options to begin the discussion on recommendations for the FY 2020 and FY 2021 KSDE budgets.

### BASE STATE AID PER PUPIL (BSAPP)

History:	2005-06	\$ 4,257	
	2006-07	\$ 4,316	
	2007-08	\$4,374	
	2008-09	\$ 4,400	
		Reduced from \$4,433	
	2009-10	\$ 4,012	
	2010-11	\$ 3,937	
	2011-12	\$ 3,780	
	2012-13	\$ 3,838	
	2013-14	\$ 3,838	
	2014-15	\$ 3,852	
	2015-16	\$ 3,852	
	2016-17	\$ 3,852	
	2017-18	\$ 4,006	
	2018-19	\$ 4,165*	<u>Cost</u>
	2019-20	\$ 4,302*	\$ 95,695,000
	2020-21	\$ 4,439*	\$ 95,695,000
	2021-22	\$ 4,576*	\$ 95,695,000
	2022-23	\$ 4,713*	\$ 95,695,000
Options:	2019-20	\$ 100	\$ 69,800,000
	2019-20	\$ 200	\$ 139,600,000
	2019-20	\$ 300	\$ 209,400,000
	2019-20	\$ 400	\$ 279,200,000
	2019-20	\$ 500	\$ 349,000,000
	2020-21	\$ 100	\$ 69,800,000
	2020-21	\$ 200	\$ 139,600,000
	2020-21	\$ 300	\$ 209,400,000
	2020-21	\$ 400	\$ 279,200,000
	2020-21	\$ 500	\$ 349,000,000

\* BSAPP amounts established in 2018 Senate Bill 61.

**SUPPLEMENTAL GENERAL STATE AID (LOCAL OPTION BUDGET)**

History:	2008-09	\$ 324,145,881
	2009-10	\$ 339,212,000 (90.0%)
	2010-11	\$ 339,212,000 (91.7%)
	2011-12	\$ 339,212,000 (86.1%)
	2012-13	\$ 339,224,000 (79.0%)
	2013-14	\$ 339,212,000 (79.3%)
	2014-15	\$ 448,973,840 (92.0%)
	2015-16	\$ 450,500,000 (99.0%)
	2016-17	\$ 470,625,852 (100.0%)
	2017-18	\$ 454,500,000 (100.0%)
	2018-19	\$ 483,917,000 (100.0%)

		<u>Current Law</u>
Options:	2019-20	\$ 15,000,000
	2020-21	\$ 15,000,000

(May need to adjust amounts based on the BSAPP amount recommended by the State Board.)

**CAPITAL OUTLAY STATE AID**

History:	2008-09	\$ 22,600,000
	2009-10	\$ 0
	2010-11	\$ 0
	2011-12	\$ 0
	2012-13	\$ 0
	2013-14	\$ 0
	2014-15	\$ 28,927,119
	2015-16	\$ 27,047,902
	2016-17	\$ 58,039,060
	2017-18	\$ 60,530,000
	2018-19	\$ 63,000,000

			<u>Additional Cost</u>	
Options:	2019-20	KSA 72-53,126	Fund Law	\$ 3,000,000
	2020-21		Fund Law	\$ 3,000,000

**JUVENILE DETENTION FACILITIES**

History:	2013-14	\$ 4,692,480
	2014-15	\$ 4,632,405
	2015-16	\$ 4,542,828
	2016-17	\$ 4,060,366
	2017-18	\$ 4,771,500
	2018-19	\$ 4,771,500

Will adjust amounts based on the BSAPP amount recommended by the State Board. This program provides funding for each student served in the amount of two times the BSAPP amount or actual expenditures, whichever is less.

**SPECIAL EDUCATION**

History:	2008-09	\$ 427,753,137 (92.0%)	
	2009-10	\$ 367,540,630 (88.7%)	(Rec. \$56,517,000-ARRA)
	2010-11	\$ 389,404,843 (92.0%)	(Rec. \$54,454,000-ARRA)
	2011-12	\$ 428,140,397 (88.4%)	
	2012-13	\$ 427,724,000 (82.8%)	
	2013-14	\$ 427,717,000 (80.1%)	
	2014-15	\$ 428,360,566 (80.8%)	
	2015-16	\$ 434,902,949 (80.0%)	
	2016-17	\$ 435,469,632 (79.6%)	
	2017-18	\$ 445,981,646 (78.5%)	
	2018-19	\$ 490,380,818 (83.2%)	

		<u>Approved in Five-Year School Finance Plan</u>	<u>Cost</u>
	2019-20	\$ 497,880,818 (81.4%)	\$ 7,500,000
	2020-21	\$ 505,380,818 (79.8%)	\$ 7,500,000

			<u>Additional Cost</u>
Options:	2019-20 KSA 72-3422	\$ 562,380,000 (92.0%)*	\$ 64,499,182
	2019-20	\$ 550,380,000 (90.0%)	\$ 52,499,182
	2019-20	\$ 538,380,000 (88.0%)	\$ 40,499,182
	2019-20	\$ 526,380,000 (86.0%)	\$ 28,499,182
	2020-21	\$ 582,380,000 (92.0%)*	\$ 84,499,182
	2020-21	\$ 569,980,000 (90.0%)	\$ 72,099,182
	2020-21	\$ 557,580,000 (88.0%)	\$ 59,699,182
	2020-21	\$ 545,180,000 (86.0%)	\$ 47,299,182

\* Current law specifies that state aid be computed at 92 percent of each district's excess costs for providing special education services.

**PARENTS AS TEACHERS**

Helps parent become child's first teacher. Improves school readiness and provides screening for undetected health problems, disabilities, and developmental delays. Serve an estimated 18,000 children and parents.

History:	2008-09	\$ 7,521,357	
	2009-10	\$ 7,527,019	
	2010-11	\$ 7,359,130	
	2011-12	\$ 7,237,635	
	2012-13	\$ 7,237,635	
	2013-14	\$ 7,237,635	
	2014-15	\$ 7,237,635	
	2015-16	\$ 7,237,635	
	2016-17	\$ 6,028,487 (TANF)	
	2017-18	\$ 7,237,635	
	2018-19	\$ 8,237,635 (Reduced local match from 65% to 50%)	
			<u>Additional Cost</u>
Options:	2019-20	Increase number of children by 2,000	\$ 1,420,000
	2019-20	Increase number of children by 1,000	\$ 710,000
	2019-20	Fund at 2018-19 level	\$ 0
	2020-21	Increase number of children by 2,000	\$ 1,440,000
	2020-21	Increase number of children by 1,000	\$ 720,000
	2020-21	Fund at 2018-19 level	\$ 0



**MENTOR TEACHER PROGRAM**

Voluntary program that provides probationary teachers with three years of professional support and assistance by an on-site mentor.

History:	2008-09		\$ 1,650,000	
	2009-10		\$ 1,450,000	
	2010-11		\$ 1,450,000	
	2011-12		\$ 0	
	2012-13		\$ 0	
	2013-14		\$ 0	
	2014-15		\$ 0	
	2015-16		\$ 0	
	2016-17		\$ 0	
	2017-18		\$ 800,000	
	2018-19		\$ 1,300,000	
				<u>Additional Cost</u>
Options:	2019-20	KSA 72-2561	Fund law	\$ 1,700,000
	2019-20		Fund first two years of program	\$ 1,000,000
	2019-20		Fund at 2018-19 level	\$ 0
	2020-21		Fund law	\$ 1,700,000
	2020-21		Fund first two years of program	\$ 1,000,000
	2020-21		Fund at 2018-19 level	\$ 0

## **PROFESSIONAL DEVELOPMENT**

State law allows a district to receive state aid up to one-half percent of its general fund budget or 50 percent of its actual expenditures, whichever is less.

History:	2008-09		\$ 1,750,000	
	2009-10		\$ 0	
	2010-11		\$ 0	
	2011-12		\$ 0	
	2012-13		\$ 0	
	2013-14		\$ 0	
	2014-15		\$ 0	
	2015-16		\$ 0	
	2016-17		\$ 0	
	2017-18		\$ 1,700,000	
	2018-19		\$ 1,700,000	
				<u>Additional Cost</u>
Options:	2019-20	KSA 72-2544	Fund law	\$ 8,000,000
	2019-20		Fund 75% of law	\$ 5,575,000
	2019-20		Fund 50% of law	\$ 3,150,000
	2020-21		Fund law	\$ 8,000,000
	2020-21		Fund 75% of law	\$ 5,575,000
	2020-21		Fund 50% of law	\$ 3,150,000

## **TRANSPORTATION**

Legislative study recommended the threshold for computing state aid should be reduced from 2.5 to 1.25 miles.

Options:	2019-20			<u>Additional Cost</u>
	& 2020-21	Decrease mileage limit from 2.5 to 2.0		\$ 9,000,000
		Decrease mileage limit from 2.5 to 1.5		\$ 18,000,000
		Decrease mileage limit from 2.5 to 1.25		\$ 22,000,000

## SCHOOL LUNCH

Reimburse local education agencies six cents per school lunch as provided by Kansas law.

History:	2008-09	\$ 2,510,486 (4.4 cents per lunch)
	2009-10	\$ 2,435,171 (4.3 cents per lunch)
	2010-11	\$ 2,435,171 (4.3 cents per lunch)
	2011-12	\$ 2,487,458 (4.3 cents per lunch)
	2012-13	\$ 2,510,486 (4.6 cents per lunch)
	2013-14	\$ 2,510,486 (4.7 cents per lunch)
	2014-15	\$ 2,510,429 (4.7 cents per lunch)
	2015-16	\$ 2,510,483 (4.8 cents per lunch)
	2016-17	\$ 2,510,486 (4.7 cents per lunch)
	2017-18	\$ 2,510,486 (4.7 cents per lunch)
	2018-19	\$ 2,510,486 (4.7 cents per lunch)

Options:	2019-20 KSA 72-17,132	\$ 3,210,486 (6.0 cents per lunch)	<u>Additional Cost</u>
	& 2020-21		\$ 700,000
	2019-20 & 2020-21	Maintenance of Effort	\$ 0

## AGRICULTURE IN THE CLASSROOM

History:	2008-09	\$ 35,000
	2009-10	\$ 35,000
	2010-11	\$ 35,000
	2011-12	\$ 0
	2012-13	\$ 0
	2013-14	\$ 0
	2014-15	\$ 0
	2015-16	\$ 0
	2016-17	\$ 0
	2017-18	\$ 0
	2018-19	\$ 0

Options:	2019-20	Fund at 2010-11 level, plus inflation	<u>Additional Cost</u>
	& 2020-21		\$ 40,000

**COMMUNITIES IN SCHOOLS**

History:	2008-09	\$ 35,000	
	2009-10	\$ 35,000	
	2010-11	\$ 35,000	
	2011-12	\$ 0	
	2012-13	\$ 0	
	2013-14	\$ 250,000	
	2014-15	\$ 250,000	
	2015-16	\$ 0	
	2016-17	\$ 0	
	2017-18	\$ 0	
	2018-19	\$ 0	
Options:	2019-20	Fund at 2014-15 level	<u>Additional Cost</u> \$ 250,000
	& 2020-21	Fund at 2010-11 level, plus inflation	\$ 40,000

**KANSAS ASSOCIATION OF CONSERVATION AND ENVIRONMENTAL EDUCATION**

History:	2008-09	\$ 35,000	
	2009-10	\$ 0	
	2010-11	\$ 0	
	2011-12	\$ 0	
	2012-13	\$ 0	
	2013-14	\$ 0	
	2014-15	\$ 0	
	2015-16	\$ 0	
	2016-17	\$ 0	
	2017-18	\$ 0	
	2018-19	\$ 0	
Options:	2019-20	Fund at 2008-09 level, plus inflation	<u>Additional Cost</u> \$ 40,000
	& 2020-21		

**NATIONAL BOARD CERTIFICATION**

History:	2008-09		\$ 285,000	
	2009-10		\$ 55,000 (scholarships only)	
	2010-11		\$ 55,000 (scholarships only)	
	2011-12		\$ 50,000 (scholarships only)	
	2012-13		\$ 16,694	
	2013-14		\$ 0	
	2014-15		\$ 217,444	
	2015-16		\$ 228,886	
	2016-17		\$ 261,115	
	2017-18		\$ 217,366 (to date)	
	2018-19		\$ 327,500	
				<u>Additional Cost</u>
Options:	2019-20	KSA 72-2166	Fund at current level	\$ 0
	2020-21		Fund at current level	\$ 0

**PRE-K PILOT**

History:	2009-10		\$ 5,000,000	(1,500 children)
	2010-11		\$ 4,880,370	(1,500 children)
	2011-12		\$ 4,799,812	(1,500 children)
	2012-13		\$ 4,799,812	(1,500 children)
	2013-14		\$ 4,799,812	(1,500 children)
	2014-15		\$ 4,799,812	(1,500 children)
	2015-16		\$ 4,799,812	(1,500 children)
	2016-17		\$ 3,858,696 (TANF)	(1,500 children)
	2017-18		\$ 4,132,317 (TANF)	(1,500 children)
	2018-19		\$ 8,332,317 (CIF and TANF)	(3,000 children)
				<u>Additional Cost</u>
Options:	2019-20		Fund at 2018-19 level	\$ 0
	2019-20		Fund additional 250 students	\$ 700,000
	2019-20		Fund additional 500 students	\$ 1,400,000
	2020-21		Fund at 2018-19 level	\$ 0
	2020-21		Fund additional 250 students	\$ 700,000
	2020-21		Fund additional 500 students	\$ 1,400,000

**TECHNICAL EDUCATION - TRANSPORTATION**

History:	2012-13	\$ 554,442	
	2013-14	\$ 695,558 (62.3% proration)	
	2014-15	\$ 650,849 (49.2% proration)	
	2015-16	\$ 650,000 (46.5% proration)	
	2016-17	\$ 650,000 (42.0% proration)	
	2017-18	\$ 650,000 (41.0% proration)	
	2018-19	\$ 650,000 (39.0% proration)	
			<u>Additional Cost</u>
Options:	2019-20	Fully fund (100% proration)	\$ 1,066,667
	2020-21	Fully fund (100% proration)	\$ 1,116,667

**DISCRETIONARY GRANTS**

Discretionary Grants actual expenditures/appropriations is as follows:

	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>
After School Programs	\$ 372,678	\$ 187,500	\$ 187,500	\$ 187,500	\$ 187,500	\$ 187,500	\$ 187,500
Middle School							
After School Programs	\$ 235,829	\$ 125,000	\$ 125,000	\$ 125,000	\$ 125,000	\$ 125,000	\$ 125,000
<b>TOTAL</b>	<b>\$ 608,507</b>	<b>\$ 312,500</b>	<b>\$ 312,500</b>	<b>\$ 312,500</b>	<b>\$ 312,500</b>	<b>\$ 312,500</b>	<b>\$ 312,500</b>

	<u>2017-18</u>	<u>2018-19</u>
After School Programs	\$ 187,500	\$ 187,500
Middle School		
After School Programs	\$ 112,500	\$ 112,500
<b>TOTAL</b>	<b>\$ 312,500</b>	<b>\$ 312,500</b>

			<u>Additional Cost</u>
Options:	2019-20	Fund at 2010-11 appropriation level	\$ 312,500
	2019-20	Fund at 2018-19 appropriation level	\$ 0
	2020-21	Fund at 2010-11 appropriation level	\$ 312,500
	2020-21	Fund at 2018-19 appropriation level	\$ 0

**INCENTIVE FOR TECHNICAL EDUCATION – INDUSTRY RECOGNIZED CERTIFICATE  
IN HIGH-NEED OCCUPATIONS**

History:	2016-17 (KBOR)	\$ 58,660 ( 4.2% proration)	
	2017-18	\$ 105,000 ( 7.5% proration)	
	2018-19	\$ 800,000 (55.2% proration)	
			<u>Additional Cost</u>
Options:	2019-20	Fully fund program	\$ 700,000
	2019-20	Fund at 2018-19 level	\$ 0
	2020-21	Fully fund program	\$ 750,000
	2020-21	Fund at 2018-19 level	\$ 0

**OTHER PROGRAMS/LEGISLATIVE INITIATIVES**

<b>Name of Program</b>	<b>FY 2019 Appropriation</b>
<p><b>Reading Success (Istation Contract)</b> This contract is bid at the request of the Legislature and approved by the State Board. As reported to the State Board on multiple occasions during the past three years, Istation provides students in grades Pre-K through 8 with access to their on-line reading assessments and curriculum. During the 2017-18 school year, 154,094 students across 204 school districts participated in this program.</p>	\$2,100,000
<p><b>Information Technology Education Opportunities (JourneyEd Contract)</b> This is another contract bid at the request of the Legislature and approved by the State Board. This contract funds testing fees for Kansas high school students seeking to obtain Microsoft Office certification. During the 2016-17 school year, 1,693 students received certification.</p>	\$500,000
<p><b>Juvenile Transitional Crisis Pilot (Beloit)</b> Funding was approved by the 2018 Legislature to develop a regional crisis center pilot project at the Beloit special education cooperative founded on research and evidence-based practices designed to meet the unique social and emotional needs of students identified as at-risk or with disabilities. The project will provide individualized programming to students to obtain their high school diploma and job skills while working through the social skills program.</p>	\$300,000
<p><b>Teach for America</b> Funding will be used to assist the state in recruiting and retaining new teachers to teach in low-income communities to help all students reach their full potential. Teachers participate in an intensive summer training program, including teaching summer school.</p>	\$520,000
<p><b>School Technology Infrastructure (E-Rate Matching Funds)</b> Funding will provide the match for E-Rate funds to allow ten Kansas school districts to install high-speed fiber to connect school buildings and improve digital learning.</p>	\$300,000

**OTHER PROGRAMS/LEGISLATIVE INITIATIVES (continued)**

<p><b>Kansas Safe and Secure Schools</b>  Under this initiative, the State Board shall develop and approve statewide standards for making all public school buildings in the state safe and secure. Once standards are adopted, school districts will be required to adopt a comprehensive school safety and security plan, with \$5 million available for grants to assist school districts to pay for building upgrades such as installing secure doors and windows, detection devices, security cameras, intercoms and other safety features. The State Board will also be required to establish curriculum guidelines for a standardized firearm safety education program.</p>	<p>\$5,000,000</p>
<p><b>Mental Health Intervention Pilot Program</b>  <u>School Liaison</u> – These funds will be used by selected school districts for the purpose of hiring a behavior health interventionist. This person will be required to hold a Master’s Degree.  <u>Kansas Department of Health and Environment</u> – These funds will be used as the state match for Medicaid funds for the treatment of students with mental health issues.  <u>Community Mental Health Centers</u> – These funds will be used to treat uninsured and underinsured students with mental health issues.  <u>Online Data System</u> – The Department of Education, in cooperation with the Department of Health and Environment, the Department of Children and Families, and community mental health centers will develop specifications for securing an online data system. Funds were appropriated to the Department of Education for the payment of this system, but it will be administered and operated by the Department of Health and Environment.</p>	<p>\$3,263,110    \$2,649,726    \$1,541,050    \$2,500,000</p>
<p><b>ACT and Workkeys Assessment</b>  This is an ongoing program approved by the Legislature which will permit each junior and senior in high school the opportunity to take the ACT and/or Workkeys assessment one time at the state’s expense.</p>	<p>\$2,800,000</p>

1. Does the State Board wish to recommend increases for any of the programs listed above?
2. Does the State Board wish to recommend funding for any new programs or initiatives?





## Kansas State Department of Education

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Topeka, Kansas 66612-1212

(785) 296-3201  
(785) 296-6659 - fax

[www.ksde.org](http://www.ksde.org)

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

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<b>Total New Hires</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	
Classified	0	0	0	0	0	0	0	0	0	0	0	
Unclassified	1	4	4	5	0	1	5	2	0	0	2	
Unclassified Regular (leadership)	1	0	0	0	0	0	0	0	0	0	0	
<b>Total Separations</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	
Classified	0	1	0	0	0	0	0	0	0	0	0	
Unclassified	3	1	1	1	0	0	0	1	2	2	2	
Unclassified Regular (leadership)	1	1	0	0	0	0	0	0	0	0	0	
<b>Recruiting (data on 1st day of month)</b>	<b>13</b>	<b>11</b>	<b>13</b>	<b>8</b>	<b>9</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>8</b>	<b>5</b>	
Classified	0	0	0	0	0	0	0	0	0	0	0	
Unclassified	9	11	13	8	9	6	5	5	5	6	5	
Unclassified Regular (leadership)	4	0	0	0	0	0	0	0	0	0	0	

Total employees 236 as of pay period ending 5/19/2018. 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: 6/12/2018**

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 individuals to unclassified positions at the Kansas State Department of Education as presented.

**Explanation of Situation Requiring Action:**

Personnel appointments presented this month are:

- Melissa Valenza to the position of Education Program Consultant on the Early Childhood, Special Education and Title Programs team, effective May 30, 2018, at an annual salary of \$56,118.40. This position is funded by Title IV-B and State General Funds.
- Christie Wyckoff to the position of Public Service Administrator on the School Finance team, effective May 31, 2018, at an annual salary of \$41,870.40. This position is funded by LEA-IC (School Food Service).



**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

Agenda Number: 20 c.

**Staff Initiating:**

**Director:**

**Commissioner:**

**Meeting Date: 6/12/2018**

Robyn Meinholdt

Mischel Miller

Randy Watson

**Item Title:**

Act on re-appointments to the Professional Practices Commission

**Recommended Motion:**

It is moved that the Kansas State Board of Education act on the following re-appointments to the Professional Practices Commission, both effective July 1, 2018 through June 30, 2021: Jessica Snider, USD 253, to her second full three-year term representing elementary public school teachers, and Nathan Reed, USD 310, to his first full three-year term after filling a partial-term vacancy representing district public school administrators.

**Explanation of Situation Requiring Action:**

It is requested that the Kansas State Board of Education appoint members of the Professional Practices Commission as stipulated under the statute, K.S.A. 72-8508, which states: "members of the professional standards board and the professional practices commission shall be appointed for three-year terms and no person shall be appointed to serve longer than two full terms in addition to any term of a period less than three years."

The current PPC roster is provided.



Item 20 c. Attachment

<b>Position</b>	<b>Name</b>	<b>Work Address</b>	<b>Term(s)</b>	<b>Board District</b>
Middle School Public School Principal, Director of Elementary Teaching and Learning	Batson, Laura	Richard Warren Middle School, USD 453 3501 New Lawrence Rd Leavenworth, KS 66048	7/1/17 to 6/30/20	1-Waugh
Junior High Middle Level Public School Principal	Jennings, Vici	Wamego Middle School, USD 320 1701 Kaw Valley Rd Wamego, KS 66547	7/1/16 to 6/30/19	4-Mah 6-Horst 7-Willard
Senior High Public School Principal	McKinney, John	Shawnee Mission East High School, USD 512 7500 Mission Rd Shawnee Mission, KS 66208	7/1/15 to 6/30/18	1-Waugh 2-Roberts 3-Bacon
Middle Level Public School Teacher	Ramirez, Sylvia	Horace Good Middle School, USD 457 1205 Fleming St. Garden City, KS 67846	7/1/16 to 6/30/19	5-Cauble
District Public School Administrator	Reed, Nathan	USD 310 Fairfield 16115 S. Langdon Rd Langdon, KS 67583	10/18/17 to 6/30/18 Partial term	5-Cauble 7-Willard
Senior High Public School Teacher	Riddle, Ginger	Leavenworth High School, USD 453 200 N 4 <sup>th</sup> Leavenworth, KS 66048	7/1/15 to 6/30/18	1-Waugh
Senior High Public School Teacher	Schrader, Maret	Seaman High School, USD 345 4850 NW Rochester Rd Topeka, KS 66617	7/1/16 to 6/30/19	4-Mah
High School Classroom Teacher	Sieck, Linda CHAIR	Shawnee Mission East High School, USD 512 7500 Mission Rd Shawnee Mission, KS 66208	7/1/17 to 6/30/20	1-Waugh 2-Roberts 3-Bacon
Elementary Public School Teacher	Snider, Jessica	Village Elementary School, USD 253 2302 W 15th Ave Emporia, KS 66801	7/1/15 to 6/30/18	7 – Willard





## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 20 d.

**Staff Initiating:**

Catherine Chmidling

**Director:**

Mischel Miller

**Commissioner:**

Randy Watson

**Meeting Date: 6/12/2018**

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### **Item Title:**

Act on Evaluation Review Committee recommendations for higher education accreditations and program reviews

### **Recommended Motion:**

It is moved that the Kansas State Board of Education accept the following recommendations of the Evaluation Review Committee for "Accreditation" for Friends University, and "Program Approval" for Bethel College, Emporia State University, Friends University, Pittsburg State University, University of Saint Mary.

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

Following the institutional application and receipt of a complete institutional report, a review team of trained evaluators was appointed to review the education preparation provider or teacher education programs (as appropriate) for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board. Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each education preparation provider or teacher education program.

The initial recommendation was submitted to the teacher education institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. If requested, the ERC conducted a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the teacher education program. If a request for a hearing was not submitted, the initial recommendation became the final recommendation. These final recommendations have been submitted to appropriate representatives of the teacher education institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for accreditation and program approval status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions.

\*If approved, new programs are always assigned the status of "new program approved with stipulation."

May 15, 2018

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for Accreditation for Friends University

**Introductory Statement:**

On April 26, 2018, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for Friends University.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, Visitation Team Final Report, Institutional Rejoinder, and Team Lead’s Response.

**ACCREDITATION RECOMMENDATION**

**Recommend “Accreditation” through December 31, 2024.**

**KSDE/CAEP Accreditation Visit – Initial Teacher Preparation**

**Areas for Improvement:**

**Standards 1, 3, 4**

**None**

**Standard 2:**

**AFI 1:** The EPP does not have a comprehensive procedure for evaluating school-based clinical educators or EPP-based clinical educators.

**Rationale 1:** Evidence was presented on how school-based clinical educators evaluate candidates and how candidates evaluate school-based clinical educators. Processes for EPP-based clinical educators to evaluate school-based clinical educators have not been established. Likewise, processes for school-based clinical educators to evaluate EPP-based clinical educators have not been developed.

**AFI 2:** All clinical educators do not receive professional development and are not involved in creating professional development opportunities for the use of evaluation instruments, evaluating professional dispositions of candidates, setting specific goals/objectives of the clinical experience, and providing feedback.

**Rationale 2:** Evidence was provided indicating that the EPP does host a cooperating teacher/student teacher meeting at which supervisory forms, policies, and procedures are shared. No evidence was available indicating that clinical educators are trained to use evaluation instruments and dispositional assessments developed by the EPP. While the PEAC does use data to adjust clinical experiences, cooperating teachers do not appear to have a formal method for providing feedback or on setting specific goals/objectives of the clinical experience.

**Standard 5**

**AFI 1:** The EPP has not taken steps to establish measures of validity and reliability for assessments that are not surveys, including assessment of dispositions.

**Rationale 1:** While local assessments (STAR rubric, unit plan, lesson plan and dispositions) have been developed, implemented, and refined, there have been no systems in place nor plans to establish content validity including validation from external constituents, nor specific plans to establish reliability (including inter-rater reliability). The SIP does not explicate processes to be used in future determinations.

**AFI 2:** The EPP does not systemically utilize aggregated data to inform key decisions.

**Rationale 2:** The EPP is in the initial stages of aligning expectations to new rubrics and templates. Data are not presented uniformly in a consistent aggregate so that the EPP can examine potential trend data. Data-informed decision-making occurs at the individual level to track and show individual candidate progression within the program. Individual program data were prepared for the state program approval process. Not all data are summarized, externally benchmarked, and analyzed. The SIP outlines processes to be implemented for survey data.

**AFI 3:** The EPP does not make completer information publicly available.

**Rationale 3:** Data on the website that were found were not current nor complete.

**Stipulations:**

**Standards 1-5**

**None**

Standards		Recommendations	
		Initial	Advanced
1	Content and Pedagogical Knowledge	Met	NA
2	Clinical Partnerships and Practice	Met	NA
3	Candidate Quality, Recruitment, and Selectivity	Met	NA
4	Program Impact	Met	NA
5	Provider Quality Assurance and Continuous Improvement	Met	NA

**Next visit – Fall 2023**

**Previous AFIs and Stipulations**

**Standards 1-6 (NCATE)**

**None**

## ACCREDITATION AND PROGRAM REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE's Evaluation Review Committee (ERC) renders accreditation and program approval recommendations for the initial teacher preparation and advanced program levels of the unit.

When Kansas has an institution that wishes to initiate a teacher preparation program for the first time, the State Board begins the accreditation process by authorizing a review of documents during a visit to that unit to determine the capacity of that unit to deliver quality preparation programs. After the initial visit, ERC will recommend one of the following accreditation decisions:

**Limited Accreditation.** This accreditation decision indicates that the unit has the ability to meet the requirements of an educator preparation education institution and the capacity to develop programs for the preparation of educators and has three years before a full accreditation visit is conducted.

**Denial of Accreditation.** This accreditation decision indicates that the unit has pervasive problems that limit its ability to offer quality programs that adequately prepare quality candidates.

In addition, the Evaluation Review Committee of KSDE and the Accreditation Council of CAEP render separate recommendations/decisions for institutions undergoing their first joint accreditation visit and a continuing accreditation visit. The following accreditation decisions apply to all institutions seeking accreditation

### ACCREDITATION DECISIONS AFTER THE FIRST VISIT<sup>1</sup>

**After an institution's first accreditation visit, the ERC will render one of the following accreditation decisions:**

**Accreditation.** This accreditation decision indicates that the unit meets each of the five KSDE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in KSDE's and CAEP's action letters in preparation for its next visit. The next on-site visit is scheduled for five years following the semester of the accreditation visit.

**Provisional Accreditation.** This accreditation decision indicates that the unit has not met one or more of the standards. When the ERC renders this decision, the unit has accredited status, but must satisfy provisions by meeting previously unmet standard(s) within an established time period.

If provisional accreditation is granted, the ERC will require (1) submission of documentation that addresses the unmet standard(s) within six months of the accreditation decision or (2) a focused visit on the unmet standard(s) within two years of the semester of the accreditation decision. When a decision is made by the ERC to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two years.

<sup>1</sup> “First accreditation” refers to institutions not accredited by KSDE at the time of their visit.

If documentation is submitted under the terms specified in the above paragraph, the ERC may (1) grant accreditation or (2) require a focused visit within one year of the semester in which the documentation was reviewed by the ERC. After a focused visit, the ERC will (1) grant accreditation or (2) revoke accreditation. If accreditation is granted, the next on-site visit is scheduled for five years following the semester in which the accreditation visit occurred. This scheduling establishes and maintains the unit’s five-year accreditation cycle.

If accreditation is granted, the next on-site visit is scheduled for five years following the semester in which the first accreditation visit occurred.

**Denial of Accreditation.** This accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

**Revocation of Accreditation.**<sup>2</sup> Following a focused visit that occurs as a result of a provisional accreditation decision, this accreditation decision indicates that the unit has not sufficiently addressed the unmet standard(s).

<sup>2</sup>Accreditation can also be revoked by action of the ERC/Accreditation Council under the following circumstances: (1) following an on-site visit by a BOE team initiated by the Complaint Review Committee acting on behalf of the Executive Board; (2) following an on-site visit by a BOE team initiated by the Accreditation Council at the recommendation of its Annual Report and Preconditions Audit Committee; (3) following a motion from the President of CAEP to revoke accreditation on grounds that an accredited unit (a) no longer meets preconditions to accreditation, including but not limited to loss of state approval and/or regional accreditation; (b) refuses to pay the fees that it has been assessed; (c) misrepresents its accreditation status to the public; (d) has falsely reported data and/or plagiarized information submitted for accreditation purposes; or (e) fails to submit annual reports or other documents required for accreditation.

## ACCREDITATION DECISIONS AFTER A CONTINUING ACCREDITATION VISIT

**After a continuing accreditation visit, the ERC will render one of the following decisions:**

**Accreditation.** This accreditation decision indicates that the unit meets each of the five KSDE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in KSDE's and/or CAEP's action letters in preparation for its next visit. The next on-site visit is scheduled for seven years following the semester of the continuing accreditation visit.

When one level of the unit receives continuing accreditation and a new level is accredited for the first time, the next accreditation visit will be in seven years if the state agency has agreed to a seven-year cycle of reviews.

**Accreditation with Conditions.** This accreditation decision indicates that the unit has not met one or more of the KSDE standards. When the ERC renders this decision, the unit maintains its accredited status, but must satisfy conditions by meeting the previously unmet standard(s) within an established time period.

If accreditation with conditions is granted, the ERC will require (1) submission of documentation that addresses the unmet standard(s) within six months of the accreditation decision or (2) a focused visit on the unmet standard(s) within two years of the accreditation decision. When a decision is made by the ERC to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two years.

If documentation is submitted under the terms specified in the above paragraph, the ERC may (1) continue accreditation or (2) require a focused visit within one year of the semester in which the documentation was reviewed by the ERC. After a focused visit, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is granted, the next on-site visit is scheduled for seven years following the semester in which the continuing accreditation visit occurred. This scheduling maintains the unit's original accreditation cycle.

**Accreditation with Probation.** This accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

If accreditation with probation is granted, the unit must schedule an on-site visit within two years of the semester in which the probationary decision was rendered. The unit must address all KSDE standards in effect at the time of the probationary review. Following the on-site review, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the probationary visit.

**Revocation of Accreditation.**<sup>3</sup> Following a comprehensive site visit that occurs as a result of a ERC to accredit with probation or to accredit with conditions, this accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

<sup>3</sup>Accreditation can also be revoked by action of the ERC/Accreditation Council under the following circumstances: (1) following an on-site visit by a BOE team initiated by the Complaint Review Committee acting on behalf of the Executive Board; (2) following an on-site visit by a BOE team initiated by the Accreditation Council at the recommendation of its Annual Report and Preconditions Audit Committee; (3) following a motion from the President of CAEP to revoke accreditation on grounds that an accredited unit (a) no longer meets preconditions to accreditation, including but not limited to loss of state approval and/or regional accreditation; (b) refuses to pay the fees that it has been assessed; (c) misrepresents its accreditation status to the public; (d) has falsely reported data and/or plagiarized information submitted for accreditation purposes; or (e) fails to submit annual reports or other documents required for accreditation.

T:\State Board\AttachAccredProgRevProcessReg2018.doc

May 11, 2018

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Bethel College

**Introductory Statement:**

On April 26, 2018, the Evaluation Review Committee reviewed the application for program approvals for Bethel College.

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

**PROGRAM APPROVAL RECOMMENDATION**

**Recommend "Approved" for the following program through December 31, 2024.**

**Biology 6-12 continuing program**

Areas for Improvement:

**Standards 1-18**

None

**Chemistry 6-12 continuing program**

Areas for Improvement:

**Standards 1-13**

None

**English Language Arts 6-12 continuing program**

Areas for Improvement:

**Standards 1-4**

None

**History Government Social Studies 6-12 continuing program**

Areas for Improvement:

**Standards 1-10**

None

**New Programs may only be assigned the status of "New Program Approved with Stipulation" or "Not Approved."**

**(New programs must be operationalized within two years of KSBE approval.)**



May 11, 2018

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Emporia State University

**Introductory Statement:**

On April 26, 2018, the Evaluation Review Committee reviewed the application for program approvals for Emporia State University.

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

**PROGRAM APPROVAL RECOMMENDATION**

**Recommend “Approved” for the following programs through December 31, 2024.**

**Business 6-12 continuing program**

Areas for Improvement:

**Standards 1-8**

None

**Chemistry 6-12 continuing program**

Areas for Improvement:

**Standards 1-13**

None

**District Leadership PreK-12 continuing program**

Areas for Improvement:

**Standards 1-6**

None

**Early Childhood Unified B-K continuing program**

Areas for Improvement:

**Standards 1-8**

None

**Early Childhood Unified B-3 continuing program**

Areas for Improvement:

**Standards 1-8**

None

**Elementary K-6 (UG) continuing program**

Areas for Improvement:

**Standards 1-7**

None

**English Language Arts 5-8 continuing program**

Areas for Improvement:

**Standards 1-7**

None

**English Language Arts 6-12 continuing program**

Areas for Improvement:

**Standards 1-6**

None

**Foreign Language PreK-12 continuing program**

Areas for Improvement:

**Standards 1-8**

None

**Gifted K-6, 6-12, PreK-12 continuing program**

Areas for Improvement:

**Standards 1-8**

None

**Physics 6-12 continuing program**

Areas for Improvement:

**Standards 1-13**

None

**Reading Specialist PreK-12 continuing program**

Areas for Improvement:

**Standards 1-6**

None

**New Programs may only be assigned the status of “New Program Approved with Stipulation” or “Not Approved.”**

**(New programs must be operationalized within two years of KSBE approval.)**

May 11, 2018

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for new program approval for Friends University

**Introductory Statement:**

On April 26, 2018, the Evaluation Review Committee reviewed the application for new program approval for Friends University.

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

**PROGRAM APPROVAL RECOMMENDATION**

**Recommend “New Program Approved with Stipulation” for the following program through December 31, 2020.**

**Biology 6-12 NEW program**

Areas for Improvement:

**Standards 1-11**

None

**New Programs may only be assigned the status of “New Program Approved with Stipulation” or “Not Approved.”**

**(New programs must be operationalized within two years of KSBE approval.)**

May 16, 2018

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Pittsburg State University

**Introductory Statement:**

On April 26, 2018, the Evaluation Review Committee reviewed the application for program approval for Pittsburg State University.

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

**PROGRAM APPROVAL RECOMMENDATION**

**Recommend “New Program Approved with Stipulation” for the following program through December 31, 2020.**

**Elementary Education Unified K-6 NEW program**

Areas for Improvement:

**Standards 1-11**

None

**New Programs may only be assigned the status of “New Program Approved with Stipulation” or “Not Approved.”**

**(New programs must be operationalized within two years of KSBE approval.)**

May 18, 2018

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for University of Saint Mary

**Introductory Statement:**

On April 26, 2018, the Evaluation Review Committee reviewed the application for program approvals for University of Saint Mary.

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

**PROGRAM APPROVAL RECOMMENDATION**

**Recommend “Approved” for the following programs through December 31, 2024.**

**Elementary K-6 continuing program**

Areas for Improvement:

**Standards 1-7**

None

**Elementary accelerated K-6 continuing program**

Areas for Improvement:

**Standards 1-7**

None

**English Language Arts 6-12 continuing program**

Areas for Improvement:

**Standards 1-4**

None

**High Incidence K-6, 5-8, 6-12 continuing program**

Areas for Improvement:

**Standards 1, 3-8**

None

**Standard 2 (Met)**

**AFI 2.1** One element of the standard is not assessed.

Rationale 2.1 The element of learner diversity is not assessed in the rubric for Assessment 2.

**New Programs may only be assigned the status of “New Program Approved with Stipulation” or “Not Approved.”**

**(New programs must be operationalized within two years of KSBE approval.)**

## **PROGRAM REVIEW PROCESS**

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

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

### **PROGRAM DECISIONS**

New program approval decisions are:

- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:

- Approved
- Approved with Stipulation
- Not Approved.

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

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

(a) Application.

(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.

(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following successfully:

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

(B) at least 12 weeks of student teaching; and

(C) a validated preservice candidate work sample.

(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. Any institution may challenge the appointment of a review team member. The institution's challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be only on the basis of a conflict of interest.

(c) Program review process.

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

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

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

(e) Request for hearing.

(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review committee for a hearing

before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

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

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

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

(g) Annual report.

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

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

(h) Change of approval status.

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

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

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

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

(a) Application for program renewal.

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



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

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

(B) at least 12 weeks of student teaching.

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

(c) Program review process.

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

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

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

(e) Request for hearing.

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

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

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

(f) Approval status.

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

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

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

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

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

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

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

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 20 e.

**Staff Initiating:**

Lynn Bechtel

**Director:**

Mischel Miller

**Commissioner:**

Randy Watson

**Meeting Date: 6/12/2018**

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### **Item Title:**

Act on local in-service education plans

### **Recommended Motion:**

It is moved that the Kansas State Board of Education act to approve, with modifications, the in-service education plans for the educational agencies listed below.

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

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

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

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

USD 200      Greeley County Schools  
USD 501      Topeka Public Schools



**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

Agenda Number: 20 f.

**Staff Initiating:**

Susan Helbert

**Director:**

Mischel Miller

**Commissioner:**

Randy Watson

**Meeting Date: 6/12/2018**

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**Item Title:**

Act on Educator Licensure Fees

**Recommended Motion:**

It is moved that the Kansas State Board of Education maintain the current licensure fees for 2018-19, effective July 1, 2018.

**Explanation of Situation Requiring Action:**

The State Board of Education is required, under KSA 72-2156, to establish the licensure fees for each fiscal year. Staff recommends maintaining current licensure fees for 2018-19. A chart of the fees is provided.

## Kansas Licensure Application Fees

Form	License Action	Fee
<b>Form 1</b> (Kansas program completers)  <b>Form 20</b>	<ul style="list-style-type: none"> <li>• Initial License (teaching, school specialist, leadership)- KS program</li> <li>• Adding Endorsement by Program Completion-KS program</li> <li>• One-year Nonrenewable-KS program</li> <li>• Renewal of Initial License (teaching, school specialist, leadership)</li> </ul>	
<b>Form 3b</b> <b>Form 3c</b> <b>Form 4, 4a</b> <b>Form 6a, 6b</b> <b>Form 6e</b> <b>Form 7</b> <b>Form 8</b> <b>Form 10</b> <b>Form 12</b> <b>Form 14</b> <b>Form 22</b>	<ul style="list-style-type: none"> <li>• Upgrade one year nonrenewable or exchange</li> <li>• Transitional</li> <li>• Provisional</li> <li>• Restricted Technical Certificate</li> <li>• CTE Specialized Certificate</li> <li>• Visiting Scholar</li> <li>• Emergency Substitute (first and renewal)</li> <li>• STEM</li> <li>• Foreign Exchange</li> <li>• All Level Building Leadership</li> <li>• Adding Endorsement by testing</li> </ul>	<b>\$60</b>
<b>Form 21</b>	<ul style="list-style-type: none"> <li>• Upgrade to Professional License</li> </ul>	
<b>Form 9</b>	<ul style="list-style-type: none"> <li>• Restricted Teaching License</li> </ul>	<b>\$65</b>
<b>Form 2</b> <b>Form 2 Non-US</b> <b>Form 3a</b> <b>Form 5</b> (use Form 1 if KS program) <b>Form 6, 6c, 6d</b> <b>Form 19</b>	<ul style="list-style-type: none"> <li>• Out-of-State</li> <li>• Out-of-Country</li> <li>• Renewal of Professional License</li> <li>• Standard Substitute and Renewal of Substitute</li> <li>• Technical Education Certificate and Renewal</li> <li>• Upgrade of School Psychologist and Direct Entry Counselor</li> </ul>	<b>\$70</b>
<b>Form 11</b>	<ul style="list-style-type: none"> <li>• Accomplished</li> </ul>	<b>\$85</b>

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

Agenda Number: 20 g.

**Staff Initiating:**

**Director:**

**Commissioner:**

**Meeting Date: 6/12/2018**

Jessica Noble

Mischel Miller

Randy Watson

**Item Title:**

Act on recommendations for funding 2018 – 2019 Kansas AmeriCorps Grant awards

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the 2018 – 2019 Kansas AmeriCorps subgrantees as recommended by the Kansas Volunteer Commission.

**Explanation of Situation Requiring Action:**

The mission of the Kansas Volunteer Commission (KVC) is to empower all Kansans to meet community needs through service. The KVC's primary role is to provide resources and leadership to support local initiatives that tackle community needs. As the state service commission, the KVC directs effective national service programs, promotes volunteerism and provides volunteer management training opportunities. The KVC also serves as the intermediary for the Corporation for National and Community Service (CNCS) in the state of Kansas.

Kansas AmeriCorps is a competitive grant designed to expand opportunities for more Americans to serve while enhancing the capacity of nonprofits to have a sustained impact in local communities. The KVC conducted a competitive state grant application and review process. Eligible applicants included public or private nonprofit organizations, serving the state of Kansas, including faith-based and other community organizations, public schools, institutions of higher education and government entities, labor organizations and federally recognized Indian Tribes.

The KVC conducted an extensive review of all applications to evaluate the applications in terms of the program design, performance measures, cost effectiveness and budget adequacy. Staff, external reviewers and KVC Commissioners reviewed the applications, developed clarification questions and examined the applicants' responses. The Kansas Volunteer Commission considered the review committee's recommendation and subgrantees' past performance and compliance in determining the grant portfolio.

The Kansas Volunteer Commission submits the following recommendation for the 2018 – 2019 Kansas AmeriCorps subgrantees:

<b><u>Kansas AmeriCorps Program</u></b>	<b><u>Grant Funding Amount</u></b>
Boys & Girls Club of Lawrence	\$356,375
Harvesters – The Community Food Network	\$ 74,660
Kansas City Kansas Public School District	\$145,771
Kansas Department of Wildlife & Parks	\$443,421
Rosedale Development Association	\$ 75,040
United Way of Douglas County	\$201,450
USD 260 Derby	\$209,048
USD 382 Pratt	\$103,442
<b>Total Funding</b>	<b>\$1,609,207</b>





**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

Agenda Number: 20 h.

**Staff Initiating:****Director:****Commissioner:****Meeting Date: 6/12/2018**

Kerry Haag

Colleen Riley

Randy Watson

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**Item Title:**

Act on FY2019 awards for IDEA VI-B Special Education Targeted Improvement Plan Grants

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the proposed IDEA Title VI-B Special Education Targeted Improvement Plan grants.

**Explanation of Situation Requiring Action:**

Funding per IDEA Section 34 CFR 400.704 (b)(4)(vii) is to support capacity building activities and enhance the delivery of services by LEA to improve results for children with disabilities. The continuance of 77 federal IDEA Title VI-B Targeted Improvement Plan awards to local education agencies, cooperatives and/or interlocals will support procedural compliance with the IDEA law and improve achievement for students with disabilities, specifically in the areas identified in the IDEA Part B State Performance Plan (SPP), the Kansas Integrated Accountability System (KIAS), and Kansas Education Systems Accreditation (KESA). The 2018-2019 school year is the 13th year the Targeted Improvement Plan grants have been awarded. Participants plan activities such as staff development which include regular and special educators, administrators, related service providers, families, university faculty and students. Districts that earn a KIAS *meets requirement* level of determination for compliance with IDEA receive supplemental funds in the amount of \$2,000 - \$5,000.

To be eligible for funding, LEAs must submit an application which identifies SPP Indicators to be targeted, a description of activities, a detailed budget and annual fiscal report. Applications are reviewed and approved by Early Childhood, Special Education and Title Services staff. Examples of allowable costs include, but are not limited to, extra-duty stipends for teachers, costs of professional development, assistance and instructional technology for students.

See the attached list for individual special education LEA allocations. Total amount of federal funds available for 2018-2019 is \$3,671,087.



### FY2019 Targeted Improvement Plan Grant Funds Requested

USD	District/Agency Name	FY2019 Total Allocation
D0115	Nemaha Central (Marshall-Nemaha Co. Ed. Serv. Coop.)	16,675
D0202	Turner-Kansas City	31,443
D0207	Ft Leavenworth	14,386
D0229	Blue Valley	121,200
D0230	Spring Hill	12,761
D0231	Gardner Edgerton	24,887
D0232	De Soto	29,134
D0233	Olathe	145,814
D0234	Ft Scott	16,986
D0244	Burlington (Coffey County Special Education Cooperative)	17,741
D0253	Emporia (Flint Hills Special Ed. Cooperative)	59,784
D0259	Wichita	351,381
D0260	Derby	50,609
D0261	Haysville	36,813
D0263	Mulvane	18,094
D0273	Beloit (Beloit Special Education Cooperative)	22,001
D0282	West Elk (Chautauqua & Elk Co Sp. Ed. Services)	17,225
D0290	Ottawa	21,229
D0305	Salina (Central Kansas Cooperative in Education)	111,383
D0308	Hutchinson	44,846
D0320	Wamego (Special Services Cooperative of Wamego)	25,870
D0321	Kaw Valley	12,978
D0330	Mission Valley	8,865
D0333	Concordia (Learning Cooperative of North Central Kansas)	35,407
D0336	Holton (Holton Special Education Coop.)	30,887
D0345	Seaman	25,035
D0353	Wellington	18,708
D0364	Marysville (Marshall County Sp. Ed. Coop.)	14,402
D0368	Paola (East Central KS Sp. Ed. Coop.)	69,962
D0372	Silver Lake	11,420
D0373	Newton (Harvey Co. Sp. Ed. Coop.)	39,178
D0379	Clay Center (Twin Lakes Education Cooperative)	26,142
D0383	Manhattan-Ogden	43,550
D0389	Eureka	12,315
D0405	Lyons (Rice County Sp. Services Coop.)	22,084
D0407	Russell County	13,693
D0409	Atchison Public Schools	18,908
D0418	McPherson (McPherson County Sp. Ed. Coop.)	39,185
D0428	Great Bend (Barton Co Coop. Program of Special Services)	38,231
D0437	Auburn-Washburn	40,066
D0450	Shawnee Heights	27,193
D0453	Leavenworth	26,953
D0457	Garden City	89,349
D0458	Basehor-Linwood	17,283

(continued)

D0465	Winfield (Cowley County Special Services Cooperative)	53,477
D0469	Lansing	19,440
D0475	Geary County Schools	48,398
D0480	Liberal	31,084
D0489	Hays (Hays West Central KS Special Ed. Coop.)	34,343
D0495	Ft Larned (Tri-County Sp. Services Coop.)	16,469
D0497	Lawrence	79,744
D0500	Kansas City (Wyandotte Comprehensive Sp. Ed. Coop.)	171,825
D0501	Topeka Public Schools	113,195
D0512	Shawnee Mission Pub Sch	216,822
D0602	Northwest KS Educational Serv Cntr	57,800
D0603	ANW Special Education Coop	55,145
D0605	South Central KS Spec Ed Coop	63,664
D0607	Tri County Special Education Coop	71,872
D0608	Northeast KS Education Serv Cntr	43,710
D0610	Reno County Education Cooperative	41,148
D0611	High Plains Educational Cooperative	75,601
D0613	Southwest Kansas Area Cooperative	76,906
D0614	East Central KS Coop in Educ	27,097
D0615	Brown Co KS Special Ed Coop	20,703
D0616	Doniphan Co Education Coop	16,093
D0617	Marion County Special Education	26,637
D0618	Sedgwick Co Area Educational Servs	117,789
D0619	Sumner Co Educational Service	19,012
D0620	Three Lakes Educational Cooperative	33,019
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	37,736
D0637	Southeast Kansas Special Education Interlocal	96,795
D0638	Butler Co Special Education Interlocal	96,827
S0319/D0629	Lawrence Gardner High School	16,434
S0507/D0609	St. Hosp. Training Center Parsons	3,705
S0525/D0609	Lansing Correctional Facility	3,006
S0604	School for Blind	4,300
S0610	School for Deaf	9,235
	<b>Total</b>	<b>3,671,087</b>

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

Agenda Number: 20 i.

**Staff Initiating:**

**Director:**

**Commissioner:**

**Meeting Date: 6/12/2018**

Christine Macy

Colleen Riley

Randy Watson

**Item Title:**

Act on recommendations for funding Continuation Kansas 21st Century Community Learning Centers Grants for 2018-2019

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve recommendations for funding Continuation Kansas 21st Century Community Learning Centers Grants for 2018-2019.

**Explanation of Situation Requiring Action:**

The 21st Century Community Learning Centers (21st CCLC) program began in 1998 as a federal grant program. Competitive grants were awarded directly to local education agencies to create community learning centers, designed to expand learning opportunities for children and community members. When 21st CCLC was reauthorized as Title IV, Part B of the Elementary and Secondary Education Act of 2001, the administration for the grant program was shifted to the states. The grants are awarded on a competitive basis for a period of five years with a minimum award of \$50,000 per year and a maximum award of \$75,000 per year.

The following 2018-2019 continuation grant applicants are recommended for funding for a total amount not to exceed \$4,800,000. The list of applicants and recommended award amounts is attached.



## 21st Century Community Learning Centers Continuation Grants 2018-19

USD	Grantee Name	FY 19 Award Amount
435	Abilene	\$75,000
387	Altoona-Midway	\$124,998
	Boys & Girls Club Lawrence (Hillcrest)	\$75,000
	Boys & Girls Club Lawrence (Kennedy)	\$75,000
	Boys & Girls Club Lawrence (Woodlawn)	\$75,000
	Boys & Girls Club Manhattan (Eisenhower)	\$100,000
	Boys & Girls Club Manhattan (Lee)	\$75,000
	Boys & Girls Club Manhattan (Roosevelt)	\$75,000
	Boys & Girls Club of Topeka (Tecumseh South)	\$100,000
	Boys & Girls Club Topeka (Tecumseh North)	\$100,000
244	Burlington	\$74,001
	Catholic Charities of Wichita (St. Anne's)	\$99,991
379	Clay County (Lincoln/Garfield)	\$75,000
445	Coffeyville	\$75,000
445	Coffeyville (Preschool)	\$89,627
443	Dodge City	\$99,980
218	Elkhart	\$75,000
101	Erie	\$93,452
225	Fowler Public Schools	\$70,161
499	Galena	\$75,000
475	Geary County (Ware)	\$75,000
475	Geary County (Washington/Grandview)	\$100,000
248	Girard	\$69,932
352	Goodland	\$74,945
261	Haysville (Middle School)	\$73,000
210	Hugoton	\$75,000
446	Independence	\$78,000
257	Iola (Jefferson)	\$75,000
	(continued)	

		Page 2
257	Iola (McKinley/Lincoln)	\$75,000
500	Kansas City (New Stanley)	\$75,000
500	Kansas City (Silver City)	\$75,000
500	Kansas City (Whittier)	\$75,000
	KCK Community College (Schlagle HS/Central MS)	\$75,000
	KCK Community College (Wyandotte HS)	\$100,000
386	Madison-Virgil	\$87,971
383	Manhattan-Ogden (Bergman)	\$75,000
383	Manhattan-Ogden (Ogden)	\$75,000
209	Moscow Public Schools	\$82,810
461	Neodesha	\$93,234
290	Ottawa (Garfield)	\$63,354
290	Ottawa (Sunflower/Lincoln)	\$74,875
466	Scott City	\$74,977
252	Southern Lyon	\$124,949
349	Stafford (Elementary)	\$75,000
349	Stafford (Middle School)	\$86,891
374	Sublette	\$87,590
501	Topeka (Quincy)	\$75,000
501	Topeka (Robinson)	\$75,000
214	Ulysses	\$74,978
498	Valley Heights	\$80,382
108	Washington County	\$125,000
282	West Elk	\$119,120
259	Wichita (Adams)	\$74,971
259	Wichita (Cleaveland)	\$61,813
259	Wichita (Ortiz)	\$61,813
259	Wichita (Park)	\$72,305
	YWCA of NE KS (Williams Magnet)	\$74,918
	<b>Total</b>	<b>\$4,695,038</b>



**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

Agenda Number: 20 j.

**Staff Initiating:**

**Director:**

**Commissioner:**

**Meeting Date: 6/12/2018**

Christine Macy

Colleen Riley

Randy Watson

**Item Title:**

Act on recommendations for funding new Kansas 21st Century Community Learning Centers for 2018-2019

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve recommendations for funding new Kansas 21st Century Community Learning Centers Grants for 2018-2019.

**Explanation of Situation Requiring Action:**

The 21st Century Community Learning Centers (21st CCLC) program began in 1998 as a federal grant program. Competitive grants were awarded directly to local education agencies to create community learning centers, designed to expand learning opportunities for children and community members. When 21st CCLC was reauthorized as Title IV, Part B of the Elementary and Secondary Education Act of 2001, the administration for the grant program was shifted to the states. The grants are awarded on a competitive basis for a period of five years with a minimum award of \$50,000 per year and a maximum award of \$100,000 per year.

A Grant Review Committee evaluated the new applications based on the use of a scoring rubric. The grant applications were then rank-ordered according to scores. The following 2018-2019 new grant applicants are recommended for funding for a total amount not to exceed \$1,600,000.

The list of applicants and recommended award amounts is attached.

## New 21st Century Community Learning Centers Grants 2018-19

USD	Grantee Name	FY 19 Award Amount
	Boys & Girls Club of Hutchinson (AAA)	\$100,000
	Boys & Girls Club of Lawrence (Prairie Park)	\$100,000
	Boys & Girls Club of Lawrence (Schwegler)	\$75,000
	Boys & Girls Club of Manhattan (Bluemont)	\$75,000
	Boys & Girls Club of Manhattan (Northview)	\$75,000
	Boys & Girls Club of Topeka (Montara)	\$75,000
315	Colby	\$75,000
475	Geary County (Seitz)	\$99,750
475	Geary County (Westwood)	\$99,750
506	Labette County	\$100,984
250	Pittsburg	\$74,562
235	Uniontown	\$109,807
259	Wichita (Linwood)	\$69,541
	YMCA of SW KS (DCASA)	\$75,000
	YMCA of SW KS (Y LRNS)	\$75,000
	YWCA of NE KS (Ross)	\$75,000
	Total Award Amounts	<b>\$1,354,394</b>

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

Agenda Number: 20 k.

**Staff Initiating:**

Christine Macy

**Director:**

Colleen Riley

**Commissioner:**

Randy Watson

**Meeting Date: 6/12/2018**

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**Item Title:**

Act on recommendations for funding continuation of the Kansas After School Enhancement Grants for 2018-2019

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve recommendations for funding the Kansas After School Enhancement Continuation Grants for the 2018-2019 school year in an amount not to exceed \$187,500.

**Explanation of Situation Requiring Action:**

The Kansas Legislature has appropriated \$187,500 from the state general fund for after-school grants. The districts/organizations included on the attached list are recommended for funding for the 2018-2019 school year.

**Kansas After School Enhancement Grants**  
**2018-2019**

Unified School Districts

<b><u>USD #</u></b>	<b><u>District Name</u></b>	<b><u>Total Grant Award</u></b>
USD 204	Bonner Springs	\$14,336
USD 310	Fairfield	\$11,156
USD 373	Newton	\$13,223
USD 383	Manhattan-Ogden	\$14,222
USD 445	Coffeyville	\$18,223
USD 446	Independence	\$11,627
USD 498	Valley Heights	\$18,223
USD 500	Kansas City	\$18,223

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Community/Faith Based Organizations

<b><u>Name</u></b>	
Boys & Girls Club of Hutchinson	\$18,223
Boys & Girls Club of Manhattan	\$14,097
Cherry Street Youth Center (Chanute)	\$17,724
Wichita YMCA	\$18,223

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**Total \$187,500**

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 20 I.

**Staff Initiating:**

Christine Macy

**Director:**

Colleen Riley

**Commissioner:**

Randy Watson

**Meeting Date: 6/12/2018**

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### **Item Title:**

Act on recommendations for funding continuation of the Kansas Middle School After School Advancement Grants for 2018-2019

### **Recommended Motion:**

It is moved that the Kansas State Board of Education approve recommendations for funding the Kansas Middle School After School Advancement Continuation Grants for the 2018-2019 school year in an amount not to exceed \$125,000.

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

The Kansas Legislature has appropriated \$125,000 from the state general fund for grants for middle school after school and/or summer programs. These dollars fund current programs that serve middle school students in 6th through 8th grades. The programs must focus on the following components:

- 1) Age-appropriate physical activity
- 2) Career and higher learning opportunities
- 3) Academic enhancement

The purpose of the Kansas Middle School Activity Advancement Grant program is to offer middle school youth a safe, productive place to be after school. The expected outcomes for the middle school participants are to show growth in the three required component areas listed above. The following applicants are recommended for funding.

The Kansas Legislature has appropriated \$125,000 for this grant. The included list of districts and/or organizations are recommended for funding for the 2018-2019 school year.

Kansas Middle School Afterschool Activity  
 Advancement Grants  
 (After School/Summer School Programs)  
 2018-2019

Unified School Districts:

<u>USD #</u>	<u>Type of Program</u>	<u>District Name</u>	<u>Total Grant Award</u>
USD 491	AS	Eudora	\$21,801
USD 497	AS/S	Lawrence	\$21,800
USD 500	S	Kansas City	\$21,800
Total			\$65,401

Community/Faith Based Organizations:

<u>Name</u>	<u>Type of Program</u>	<u>Total Grant Award</u>
Boys & Girls Club of Hutchinson	AS/S	\$18,371
Boys & Girls Club of Manhattan	AS	\$19,427
Boys & Girls Club of Topeka	AS	\$21,801
Total		\$59,599

Combined Award Total:        \$125,000

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 20 m.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 6/12/2018

Dale Dennis

Dale Dennis

Randy Watson

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### Item Title:

Act on request from USD 477, Ingalls, Gray County, to receive Capital Improvement (Bond & Interest) State Aid

### Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 477, Ingalls, Gray County, to receive capital improvement (bond & interest) state aid as authorized by law.

### Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., as amended by 2018 Substitute for Senate Bill 423, a school district may request that the State Board of Education **authorize the district to receive capital improvement (bond & interest) state aid. USD 477, Ingalls, Gray County, has made such a request.** If approved, the district would receive capital improvement (bond & interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid.

USD 477 plans to use the bond proceeds to pay the costs to construct, furnish, equip and acquire improvements at district buildings, including: (1) roof replacement at the district attendance center; (2) HVAC replacement and boiler replacement at the district attendance center; (3) new entry doors and secure entrances at the district attendance center to enhance school safety; (4) replacement of an existing drain at the district attendance center; and (5) remodeling of district facilities.

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

1. The vote to submit the application for state aid by the local board of education was unanimous.
2. All required forms were properly filed with us, along with an appropriate notice for the election.
3. The district outlined the needs for the building project by responding to all questions required by the State Board of Education.
4. The age of the existing building(s) appears to justify a bond election.
5. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

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

<b>Unified School District 477-Ingalls</b>	<b>County: Gray</b>
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1. Current equalized assessed tangible valuation *	<u>\$24,575,931</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$3,440,630</u>
4. State Aid Percentage	<u>0%</u>

\* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$0</u>	<u>0.0</u>
6. Amount of bond indebtedness requested	<u>\$1,500,000</u>	<u>6.1</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$1,500,000</u>	<u>6.1</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$3,440,630</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$0</u>	<u>0.0</u>

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

May 15, 2018  
Date

May 15, 2018  
Date

Craig Neuenswander  
Director, School Finance

Dale M. Dennis  
Deputy Commissioner



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 20 n.

**Staff Initiating:**

Cheryl Johnson

**Director:**

Cheryl Johnson

**Commissioner:**

Randy Watson

**Meeting Date: 6/12/2018**

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### **Item Title:**

Act on request to contract with the Kansas Association of Broadcasters for public service announcements to encourage healthy eating and physical activity

### **Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with the Kansas Association of Broadcasters in an amount not to exceed \$50,000 for the purpose of disseminating public service announcements to inform the public about Child Nutrition Programs and encourage healthy eating and physical activity.

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

**Objective:** Increase communication with students, parents, school personnel and community members about nutrition and physical activity by disseminating public service announcements (PSAs) to inform the public about how to access Child Nutrition Programs and to encourage healthy eating and physical activity.

**Approach:** The Public Education Partnership (PEP) program of the Kansas Association of Broadcasters (KAB) is only made available to non-profits and government agencies. It is based upon "Total Fair Market Value" and provides a market value ratio of 3 to 1. There are over 120 radio stations and 15 television stations that pledge a bank of airtime for use by the KAB for the PEP. Since 2011, Child Nutrition & Wellness has aired PSAs through this program and has been pleased with the results. During the time periods the PSAs aired, KAB data shows that they aired throughout the state of Kansas and were aired in time slots that families and community members would be watching and listening.

**Content:** The Public Service Announcements (PSAs) are of high quality and were developed by GIZMO Pictures, Inc. The content focuses on nutrition, nutrition education and physical activity.

**Funding:** Child Nutrition & Wellness receives State Administrative Expense (SAE) funds from the United States Department of Agriculture (USDA) to be used exclusively for state-level administration of the federal Child Nutrition Programs. KSDE has \$50,000 in federal fiscal year 2018 SAE funds available for this project. Due to the market value ratio of 3 to 1, the \$50,000 will result in at least \$150,000 of airtime during 2018 and 2019. The KAB has exceeded the 3 to 1 market value ratio in all years they aired announcements for KSDE's CNW. In 2017, the market value ratio exceeded 4 to 1. Any federal fiscal year 2018 SAE funds that are not obligated by Sept. 30, 2018 must be returned to USDA.



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 20 o.

**Staff Initiating:**

Jeannette Nobo

**Director:**

Mischel Miller

**Commissioner:**

Randy Watson

**Meeting Date: 6/12/2018**

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### **Item Title:**

Act on renewal of current accreditation status of all public and private schools awaiting their completion of Kansas Education Systems Accreditation cycle

### **Recommended Motion:**

It is moved that the Kansas State Board of Education continue the current accreditation status of all public and private schools until such time as the accreditation rating is changed by the State Board through the Kansas Education Systems Accreditation (KESA) process.

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

Although the transition is occurring to a systems accreditation through the KESA process, schools are still working under the existing accreditation regulations that state, "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." Subsection (a) refers to the different accreditation statuses.

Under this regulation, the State Board last year granted all public and private schools, who in the previous year held an accreditation status of "accredited," a continued accreditation status of "accredited" for the 2017-2018 school year. Because this accreditation status was for one year, the State Board needs to decide on an accreditation rating for those schools currently in systems designated as years one through four in the KESA process.

During the transition to KESA, and to prevent the need for yearly school accreditation requests, KSDE staff recommends that the State Board maintain these schools' accreditation status of "accredited" until such time as the accreditation rating is changed by the State Board through the KESA process.



**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

Agenda Number: 20 p.

**Staff Initiating:**

**Director:**

**Commissioner:**

**Meeting Date: 6/12/2018**

Beth Fultz

Scott Smith

Randy Watson

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**Item Title:**

Act on request to contract with ACT for the purpose of providing ACT and WorkKeys assessments

**Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with ACT for the purpose of providing one ACT assessment and one WorkKeys assessment to all students enrolled in grade 11, with a contract amount not to exceed \$2,800,000 per year through June 30, 2021.

**Explanation of Situation Requiring Action:**

The 2018 Kansas Legislature appropriated funds for a statewide contract to provide one free ACT assessment and one WorkKeys suite of assessments to students enrolled in grade 11. The Kansas Department of Education was able to negotiate a three-year not to exceed contract amount for these services if funds are appropriated by the legislature and signed by the Governor.





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Janet Waugh  
*District 1*

Steve Roberts  
*District 2*

John W. Bacon  
*District 3*

Ann Mah  
*District 4*

Sally Cauble  
*District 5*

Deena Horst  
*District 6*

Kenneth Willard  
*District 7*

Kathy Busch  
*District 8*

Jim Porter  
*District 9*

Jim McNiece  
*District 10*

**To:** Kansas State Board of Education  
**Subject:** Monthly Board Reports & Requests for Future Agenda Items

These updates will include:

1. Committee Reports
2. Board Attorney's Report
3. Individual Board Member Reports and Requests for Future Agenda Items
4. Chairman's Report







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District 1

Steve Roberts  
District 2

John W. Bacon  
District 3

Ann Mah  
District 4

Sally Cauble  
District 5

Deena Horst  
District 6

Kenneth Willard  
District 7

Kathy Busch  
District 8

Jim Porter  
District 9

Jim McNiece  
District 10

**To:** Board Members  
**From:** Peggy Hill  
**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
5/20/2018	6/02/2018	5/31/2018	6/15/2018
6/03/2018	6/16/2018	6/14/2018	6/29/2018
6/17/2018	6/30/2018	6/28/2018	7/13/2018



## WEDNESDAY, JUNE 13, 2018 MEETING AGENDA

- |                        |  |
|------------------------|--|
| <b>9:00 a.m.</b>       | 1. Call to Order   |
|                        | 2. Roll Call   |
|                        | 3. Approval of Agenda  |
| <b>9:05 a.m. (AI)</b>  | 4. Presentation of Mercury 7 schools' redesign plans for acceptance:<br>Liberal USD 480, Stockton USD 271, McPherson USD 418 |
| <b>11:45 - 12:30</b>   | Lunch  |
| <b>12:30 p.m. (AI)</b> | Continuation of Mercury 7 schools' redesign plans for acceptance:<br>Twin Valley USD 240, Olathe USD 233                     |
| <b>2:00 p.m.</b>       | <b>ADJOURN</b>   |



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4

**Staff Initiating:**

Tamra Mitchell and  
Jay Scott

**Deputy Commissioner:**

Brad Neuenswander

**Commissioner:**

Randy Watson

**Meeting Date: 6/13/2018**

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**Item Title:**

Act to accept individual plans for Mercury 7 School Redesign Project *(continued from Tuesday)*

**Recommended Motion:**

It is moved that the Kansas State Board of Education accept the school redesign plans of \_\_\_\_\_ (name district) as presented for the Mercury 7 Project and to be implemented by the 2018-19 school year.

**Explanation of Situation Requiring Action:**

The seven school districts participating in the Kansans Can School Redesign Project will present their redesign plans to the State Board of Education in June for acceptance. They are set to launch their programs in August. Officially referred to as the “Mercury 7,” these districts each represent one of the Mercury 7 astronauts.

Approximately one year ago, Kansas school districts were invited to apply to become one of seven districts selected for the redesign project. To be considered, districts had to designate one elementary school and one secondary school to be redesigned around the five outcomes established by the Kansas State Board of Education, the five elements identified as defining a successful Kansas high school graduate, and what Kansans said they want their schools to provide and look like in the future. Each district also had to acquire approval from the local school board, faculty and local Kansas National Education Association or other professional organization.

The ultimate goal of this project is to build an education system that provides choice for students within the existing Kansas public education system while using existing resources. The individually selected schools will serve as demonstration sites for others in Kansas to study, learn and visit. For a list of Mercury 7 school buildings, go to:

<http://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Communications-and-Recognition-Programs/Vision-Kansans-Can/School-Redesign/Mercury-7>

District participants and their chosen astronaut project name are:

Wellington USD 353 – Scott Carpenter  
Coffeyville USD 445 – John Glenn  
Liberal USD 480 – Alan Shepard  
Stockton USD 271 – Deke Slayton  
McPherson USD 418 – Walt “Wally” Schirra  
Twin Valley USD 240 – Virgil “Gus” Grissom  
Olathe USD 233 – Gordon Cooper