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Janet Waugh
District 1
Dr. Deena Horst
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Steve Roberts
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Ben Jones
District 7

Michelle Dombrosky
District 3
Kathy Busch
District 8

Ann E. Mah
District 4
Jim Porter
District 9

Jean Clifford
District 5
Jim McNiece
District 10

TUESDAY, MARCH 10, 2020 MEETING AGENDA

10:00 a.m.	1. Call to Order — Chairman Kathy Busch	
	2. Roll Call	
	3. Mission Statement, Moment of Silence and Pledge of Allegiance	
	4. Approval of Agenda	
	5. Approval of February Minutes	pg 5
10:05 a.m.	6. Commissioner's Report — Dr. Randy Watson	
10:30 a.m.	7. Citizens' Open Forum	pg 23
10:45 a.m. (AI)	8. Act on History, Government and Social Studies Standards	pg 25
11:00 a.m. (RI)	9. Receive recommendations from E-Cigarette/Vaping Task Force	pg 27
11:20 a.m.	Break	
11:30 a.m. (IO)	10. Recognition of 2019 Milken Educator Award winner	pg 29
Noon	Lunch	
1:30 p.m. (IO)	11. Recognition of National PTA School of Excellence recipients from Kansas	pg 31
2:05 p.m. (RI)	12. Receive higher education preparation program standards for building leadership and district leadership	pg 33
2:35 p.m. (IO)	13. Update on new regional comprehensive center: Partnering with McRel to achieve State Board outcomes	pg 71

Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, KS 66612
References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only
Services: Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact Peggy Hill at 785-296-3203, at least seven business days prior to a State Board meeting.
Website: Electronic versions of the agenda and meeting materials are available at www.ksde.org/Board. Information on live media streaming the day of the meeting is also posted there.
Next Meeting: April 14 in Topeka; April 15 annual tours at School for the Deaf and School for the Blind.

Kansas leads the world in the success of each student.

3:00 p.m.	Break	
3:15 p.m. (AI)	14. Act on recommendations of the Professional Practices Commission	pg 73
3:25 p.m. (AI)	15. Act on Petition for Review of Professional Practices Commission Initial Order	pg 89
3:35 p.m. (AI)	16. Accept Special Education Transition Work Group report and initial implementation plan	pg 95
3:50 p.m. (AI)	17. Consent Agenda	
	a. Receive monthly personnel report	pg 121
	b. Act on personnel appointments to unclassified positions	pg 123
	c. Act on recommendations for licensure waivers	pg 125
	d. Act on local in-service education plans	pg 129
	e. Act on recommendations of the Evaluation Review Committee for higher education program approvals	pg 131
	f. Act on recommendations of the Licensure Review Committee	pg 143
	g. Act on license for new commercial driver training school	pg 147
	h. Act on requests from the following districts to hold bond elections: USD 263 Mulvane, USD 329 Wabaunsee, USD 428 Great Bend, USD 448 Inman	pg 149
	i. Act on requests from the following districts for capital improvement (bond and interest) state aid: USD 263 Mulvane, USD 329 Wabaunsee, USD 428 Great Bend, USD 448 Inman	pg 163
	j. Act on request to negotiate a contract for design and construction of a new Body Venture exhibit	pg 177
	k. Act on request to contract with the Southeast Kansas Education Service Center for payment of presenters for the 2020 Summer Workshops	pg 179
3:55 p.m. (AI)	18. Act on Board Travel	pg 181
4:05 p.m. (IO)	19. Chairman's Report	pg 183
	a. Committee Reports	
	b. Board Attorney's Report	
	c. Requests for Future Agenda Items	
4:40 p.m. (DI)	20. Legislative Matters	pg 185
5:10 p.m.	RECESS	



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WEDNESDAY, MARCH 11, 2020 MEETING AGENDA

- | | | |
|-----------------|--|---------------|
| 9:00 a.m. | 1. Call to Order | |
| | 2. Roll Call | |
| | 3. Approval of Agenda | |
| 9:05 a.m. (IO) | 4. Report from Kansas School for the Deaf legislative pages | pg 189 |
| 9:30 a.m. (IO) | 5. Preview of Kansans Can Summer Workshops: Ignite 2020! | pg 191 |
| 9:50 a.m. (IO) | 6. Kansans Can Highlight: A student's perspective from Senior Avery Evins, Oakley High School | pg 193 |
| 10:10 a.m. | Break | |
| 10:25 a.m. (AI) | 7. Act on recommendations of the State Board Policy Committee | pg 195 |
| 10:35 a.m. (IO) | 8. Update on Kansas Education Systems Accreditation process and work of the Accreditation Review Council | pg 257 |
| 11:30 a.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



MINUTES



Kansas State Board of Education

Tuesday, February 11, 2020

CALL TO ORDER

Chairman Kathy Busch called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, Feb. 11, 2020 in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. She welcomed everyone in attendance, including guests from Baker University's teacher preparation program. Ms. Busch also acknowledged that February is Black History Month. Lastly, she thanked the Kansas Association of Independent and Religious Schools for hosting the morning panel discussion and breakfast for Board members.

(00:00:01)

ROLL CALL

All Board members were present:

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

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

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

APPROVAL OF AGENDA

Chairman Busch announced a revision to consent item 21 j. (contract bid process for Microsoft IT Academy). A printed copy of the revised language was provided. Dr. Horst moved to approve the agenda. Mr. Roberts then moved to add an agenda item to discuss the Value Them Both Constitutional Amendment. Mrs. Dombrosky seconded the request. Motion failed 4-6, lacking the 6 votes necessary for passage. Dr. Horst, Mrs. Waugh, Mr. Porter, Mrs. Clifford, Ms. Busch and Mr. Jones voted in opposition. Dr. Horst's original motion to approve the agenda, which included the revision to consent item 21 j., was seconded by Mr. McNiece. Motion carried 8-2 with Mr. Roberts and Mrs. Dombrosky voting in opposition.

MOTIONS

(00:03:58)

(00:04:12)

(00:06:17)

APPROVAL OF THE JANUARY MEETING MINUTES

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

MOTION

(00:06:45)

COMMISSIONER'S REPORT

In his monthly report, Commissioner Randy Watson commented on several aspects of learning, including a closer look at how the education system is organized. He addressed points of interest about developmental stages from birth to age 20. He cited research, responses from educators and administrators, and reasons to reconsider structure, time, content and age(s) to ensure student success. Dr. Watson also commented on increased attention to students' social-emotional needs, levels of academic rigor, and the impact attendance has on graduation rates.

(00:06:58)

CITIZENS' OPEN FORUM

(00:29:43)

Chairman Busch declared the Citizens' Forum open at 10:30 a.m. Speakers and their topics were: Rep. Steve Huebert, Valley Center — gratitude for collaborative efforts on education issues such as computer science training, dyslexia and bullying task forces; Brian McClendon, Lawrence — the need for computer science education to help fill workforce needs; Lisa Roberts Proffitt with FlagshipKansas.Tech — workforce challenges and the support for decision-making skills gained through computer science education; Anita Newton with Kansas Tech Council — support for computer science counting as a math credit in high school; Dave Trabert with the Kansas Policy Institute — Brookings Institute study on relationships between government-funded preK and NAEP scores; Dennis Kear, Emporia — Kansas Masonic Literacy Center activities for children. Chairman Busch declared the Citizens' Forum closed at 10:55 a.m.

ACTION ON KANSAS MODEL STANDARDS FOR HANDWRITING

(00:55:30)

Nichole Kuhn and Joshua Snyder, members of the Handwriting Standards review committee, along with KSDE's Sarah Perryman, gave an overview of the proposed recommendations for updating the Kansas Model Standards for Handwriting K-6. They reiterated handwriting's connection to literacy skills, emphasis placed on legibility, and cursive writing's presence in the standards. Education Program Consultant Joann McRell presented updates on the standards to the Board in January. Mr. Jones moved to approve the Kansas Model Standards for Handwriting K-6 as recommended by the Kansas Handwriting Model Standards review team. Mr. McNiece seconded. Motion carried 10-0.

MOTION

(01:03:44)

REPORT ON VISITING INTERNATIONAL TEACHER PROGRAM

(01:11:46)

Dr. Regina Peszat, coordinator of the Visiting International Teacher program in Kansas, began her annual report to the Board describing the purpose of the program, orientation for the participants and the number of school districts utilizing international teachers. KSDE has agreements to collaborate with Spain, Germany and France. Three of the program participants talked about their experiences in Kansas, and the differences between teaching here and in Spain. These speakers are employed at Prairie Hills USD 113, Nemaha Central USD 115 and North Jackson USD 335. This year there are 25 teachers in the VIT program in Kansas. A time for questions followed.

BREAK

Board members took a break until 11:50 a.m.

DISCUSSION ON RECOMMENDATIONS FROM COMPUTER SCIENCE EDUCATION TASK FORCE

(01:41:49)

Board members discussed recommendations presented in January from the Computer Science Education Implementation Task Force. Dr. Stephen King restated the five recommendations. Conversation centered on Recommendation #3 enabling computer science to satisfy a core graduation requirement, with science being the recommended content choice. At present, 48 states allow computer science to fulfill a graduation requirement. Board members also had several comments or questions about Recommendation #4 — creating a computer science licensure endorsement for teachers. They were interested in licensing options and meeting the needs of school districts. Members also requested that regular updates on computer science education implementation be provided.

LUNCH

Chairman Busch recessed the meeting at 12:10 p.m. The State Board's Policy Committee met during the lunch break.

RECOGNITION OF 2020 KANSAS TEACHER OF THE YEAR TEAM

P.M. SESSION

(01:58:01)

At 1:30 p.m., Chairman Busch reconvened the meeting and welcomed the Kansas Teacher of the Year team. Each member spoke about a particular topic of importance in their classroom or

school. General themes were meeting the diverse needs of students, building relationships, addressing student trauma/mental health issues, and teacher leadership. The 2020 Kansas Teacher of the Year is Tabatha Rosproy, preschool teacher for Winfield Early Learning Center's Cumberland Little Vikes program, Winfield USD 465. She is also one of four finalists for 2020 National Teacher of the Year.

Kansas' regional teachers of the year are: Shawn Hornung, social studies teacher at Wamego High School, Wamego USD 320; Julie Loevenstein, fourth-grade teacher at Glenwood Ridge Elementary, Basehor-Linwood USD 458; Melissa Molteni, second-grade teacher at Corinth Elementary, Shawnee Mission USD 512; Stefanie Lane, fourth-grade mathematics and English language arts teacher at Garfield Elementary, Clay County USD 379; Lara McDonald, seventh-grade language arts teacher at Washburn Rural MS, Auburn-Washburn USD 437; Kara Belew, social studies teacher at Andover Central High School, Andover USD 385; and Amy Hillman, project-based learning teacher at Santa Fe Trail MS, Olathe USD 233. Following questions, there was a short break for photos and presentation of certificates.

Mr. Roberts was absent for the remainder of the afternoon.

ACTION ON HIGHER EDUCATION PREPARATION PROGRAM STANDARDS FOR HEALTH EDUCATION PREK-12

Institutions of Higher Education utilize specific program standards in their teacher preparation programs. A standards review work group completed an overview of the Health Education PreK-12 standards and presented their recommendations to the State Board in January. Education Program Consultant Dr. Catherine Chmidling reminded Board members of the purpose of the program standards. Mrs. Waugh moved to approve the new educator preparation program standards for Health Education PreK-12. Mr. Porter seconded. Motion carried 9-0.

MOTION
(02:56:09)

ACTION ON HIGHER EDUCATION PREPARATION PROGRAM STANDARDS FOR PHYSICAL EDUCATION PREK-12

Last month, recommendations were presented for updating the Physical Education PreK-12 program standards used by Institutions of Higher Education in their preparation programs. Mr. Porter moved to approve the new educator preparation program standards for Physical Education PreK-12. Dr. Horst seconded. Motion carried 9-0.

MOTION
(02:57:06)

RECOGNITION OF NATIONAL ESEA DISTINGUISHED SCHOOLS

Board members honored the two Kansas schools named as national Elementary and Secondary Education Act (ESEA) Distinguished Schools, formerly known as the National Title I Distinguished Schools. They are Ruth Clark Elementary in Haysville USD 261 (Principal Carla Wulf) and New Stanley Elementary in Kansas City Kansas USD 500 (Principal Shonielle Roberson). They spoke about successful practices that contribute to student achievement, i.e. a focus on relationships and social-emotional growth. They also shared highlights from the national ESEA conference. Distinguished schools are recognized in these categories: 1) exceptional student performance for two or more consecutive years or 2) closing the achievement gap between student groups.

(02:58:25)

Board members took a break until 3:05 p.m.

BREAK

PRESENTATION OF THE FIRST KANSAS CERTIFICATES IN CHILD NUTRITION MANAGEMENT

The Kansas Certificate in Child Nutrition Management is a program sponsored by KSDE's Child Nutrition and Wellness and approved by the State Board of Education. Cheryl Johnson, Director of CNW, explained that the program requires participants to complete 120 hours of approved management classes to earn the certification. The Child Nutrition professionals who have

(03:12:50)

completed requirements and are the first to be awarded the Kansas Certificate in Child Nutrition Management are Kay Cox, Buhler USD 313; Martha Ohnick, Inman USD 448; and Sheila Carinder, Caney Valley USD 436. Mrs. Johnson commended their work and time commitment to ongoing professional development.

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt, a member of the Professional Practices Commission, represented the PPC in answering questions about the recommendations presented this month. Separate votes occurred on each of the four licensure cases.

MOTION
(03:41:59)

- Mr. McNiece moved to adopt the findings of fact and conclusions of law of the PPC in renewing the license in case 19-PPC-08. Mr. Porter seconded. Motion carried 9-0.

MOTION
(03:42:52)

- Mr. Porter moved to adopt the findings of fact and conclusions of law of the PPC in renewing the license in case 19-PPC-48. Mr. McNiece seconded. Motion carried 8-1 with Mrs. Mah in opposition.

MOTION
(03:43:39)

- Mrs. Clifford moved to adopt the findings of fact and conclusions of law of the PPC in renewing the license in case 19-PPC-49. Mrs. Waugh seconded. Motion carried 8-1 with Mrs. Mah in opposition.

MOTION
(03:44:45)

- Mr. Jones moved to adopt the findings of fact and conclusions of law of the PPC in denying the license in case 19-PPC-39. Dr. Horst seconded. Motion carried 9-0.

RECEIVE SEAC REPORT ON TRANSITION TASK FORCE RECOMMENDATIONS

(03:46:07)

The Special Education Advisory Council (SEAC), with support from KSDE's Special Education and Title Services (SETS) team, has prepared a review of recommendations from the Transition Task Force. These recommendations address effective transition planning to improve postsecondary outcomes for students with disabilities. Bert Moore, Director of SETS, presented a draft comparison chart showing each Task Force recommendation, along with existing supports, proposed immediate action and long-term strategies. This is a working document and will be updated regularly. Board members plan to take action on the Task Force report and initial implementation plan next month.

RECEIVE SEAC RECOMMENDATION TO CHANGE THE EMOTIONAL DISTURBANCE TERM IN KANSAS SPECIAL EDUCATION STATUTE AND REGULATION

(04:00:05)

Rebekah Helget, Chair of the Special Education Advisory Council, explained the rationale for SEAC's recommendation to change the term from emotional disturbance to emotional disability in Kansas special education statute and regulation. Information was gathered from multiple sources, including the U.S. Department of Education. She also shared the status of House Bill 2487 addressing the same topic. The recommendation is only a change in term, and not a change in the definition or eligibility criteria for this disability category.

LEGISLATIVE MATTERS

(04:08:27)

Deputy Commissioner Dale Dennis provided information on selected House and Senate bills followed in the 2020 legislative session. He reported on several bills that have been introduced, their status and the key points of those related to education. Board members asked questions throughout the report.

ACCEPT RESOLUTION IN SUPPORT OF PUBLIC SCHOOLS WEEK

MOTION
(04:59:58)

Mr. Porter moved to accept a Resolution expressing support for Public Schools Week, Feb. 24-28. Dr. Horst seconded. Motion carried 9-0. Public Schools Week aims to highlight the nation's public schools for their role in preparing young people to contribute to the society, economy and citizenry of the country. Ms. Busch and Mrs. Waugh signed the Resolution on behalf of the Board. A copy of the Resolution is attached to the Minutes.

ACTION ON CONSENT AGENDA

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

MOTION
(05:00:34)

- received the monthly Personnel Report for January.
- confirmed the unclassified personnel appointments of Phillip Salyer as Applications Developer on the Information Technology team, effective Jan. 6, 2020, at an annual salary of \$55,099.20; Jean Rush as Education Program Consultant on the Special Education and Title Services team, effective Jan. 6, 2020, at an annual salary of \$56,118.40; Julie Rand as Education Program Consultant on the Early Childhood team, effective Jan. 6, 2020, at an annual salary of \$56,118.40; Myra Stithem as Public Service Administrator on the Teacher Licensure and Accreditation team, effective Jan. 12, 2020, at an annual salary of \$48,006.40; Catherine Swain as Senior Administrative Assistant on the Special Education and Title Services team, effective Jan. 15, 2020, at an annual salary of \$29,161.60.
- accepted the following recommendations for licensure waivers valid for one school year: *Early Childhood Special Education* -- Bethani Abbott, D0610. *Early Childhood Special Education - extension on number of days under an emergency substitute license* -- Carrie Strycker, D0607; Rocio Koehn, Jacquelin Castillo Meraz, USD 457. *Gifted* -- Michelle King, USD 497. *High Incidence Special Education* -- Abigail Clemmons, USD 200; Beth Ratzloff, USD 259; Kendra Baumberger, USD 305; Jenny Birk, USD 383; Ira Cape, Jason Duvall, Melissa Schlegel, Tammy Cline, USD 428; Zachary Mickens, USD 450; Thomas Shields, Kristie Ritter, USD 457; Carol Strathe, USD 475; Cicily Rights, Katharine Ritter, Molly Green, USD 497; Kody Thexton, Alexis Hanson, Laura Snyder, USD 501; Angela Shepard, D0602; Simona Finney, D0607; Amy Weeks, D0610; Cynthia Leniton, Julie Crowe, D0725. *Library Media Specialist* -- Jessica Schmidt, USD 259. *Low Incidence Special Education* -- Aubrey Woodard, USD 204; Adam Jilka, Alicia Moore, Amy Woodard, USD 259; Kendra Greenwood, USD 512. *Low Incidence Special Education - Extension on number of days under a standard substitute license* -- Jessica Coda, D0607. *Math - extension on number of days under an emergency substitute license* -- Dustin Fluderer, USD 231. *Speech/Speech Communication - extension on number of days under an emergency substitute license* -- Joshua Patterson, USD 361. *Visual Impaired* -- Julie Marston, USD 336.
- authorized the following districts to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation: USD 258 Humboldt, USD 356 Conway Springs, USD 375 Circle.
- authorized the following districts to receive capital improvement (bond and interest) state aid as authorized by law: USD 258 Humboldt, USD 356 Conway Springs, USD 375 Circle.

authorized the Commissioner of Education to negotiate and

- enter into a contract with the Kansas Department of Agriculture for the purpose of completing on-site health inspections of unlicensed Summer Food Service Program meal preparation and service sites at the rate of \$180 per inspection, not to exceed \$36,000 from May 18 through Aug. 31, 2020.
- enter into a contract with Paul H. Brookes Publishing Co., Inc., for the purpose of making the Ages & Stages Questionnaires available statewide for the period July 1, 2020 through June 30, 2025.
- increase the total contract amount not to exceed from \$240,000 to \$300,000 for five years to provide mentorship opportunities for first-year superintendents and principals, and to support school systems in the accreditation process.

- initiate the contract bid process for Microsoft IT Academy in an amount not to exceed \$2,000,000 for the period July 1, 2020 through June 30, 2021, with the option for multi-year renewals through June 30, 2024.

BOARD MEMBER TRAVEL

MOTION
(05:03:53)

Board members had the opportunity to make changes to the travel requests for approval. Mrs. Waugh moved to approve the travel requests and updates. Mr. Jones seconded. Motion carried 9-0.

RECESS

RECESS

Chairman Busch recessed the meeting at 5:05 p.m. until 9 a.m. Wednesday.

Kathy Busch, Chairman

Peggy Hill, Secretary

KANSAS STATE BOARD OF EDUCATION

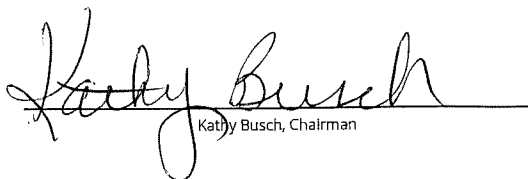
February 11, 2020

The Kansas State Board of Education submits the following resolution

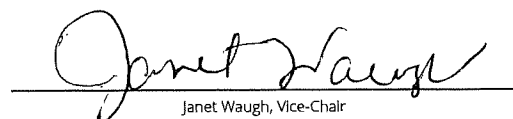
Resolution

Expressing support for the designation of the week of February 24–28, 2020, as “Public Schools Week.”

- WHEREAS** public education is the foundation of a 21st-century democracy;
- WHEREAS** the nation’s public schools are where students come to be educated as citizens of the United States;
- WHEREAS** each public school prepares the nation’s young people to contribute to the society, economy and citizenry of the country;
- WHEREAS** 90 percent of American children attend public schools;
- WHEREAS** local, state and federal lawmakers should prioritize support for strengthening the nation’s public schools and empower local education leaders to implement, manage and lead school districts in partnership with educators, parents and other local education stakeholders and learning communities;
- WHEREAS** local, state and federal lawmakers should support such necessities as counseling, extracurricular activities and mental health supports that are critical to help students engage in learning;
- WHEREAS** inclusive and safe high-quality public schools are where children learn to think critically, problem solve and build relationships;
- WHEREAS** public schools should provide an environment where all students can succeed beginning in their earliest years, regardless of who they are or where they live;
- WHEREAS** efforts should be supported to advance equity and excellence in public education and to implement continuous improvement and evidence-based practices;
- WHEREAS** every child has the right to an education that helps them reach their full potential and to attend schools that offer a high-quality educational experience;
- WHEREAS** stable, equitable, predictable and adequate funding for great public schools for every student in America is necessary to ensure that students have inviting classrooms and school libraries with up-to-date resources, as well as well-prepared and supported educators;
- WHEREAS** educators include teachers, paraprofessionals and principals who provide a well-rounded and complete curriculum and create joy in learning;
- WHEREAS** the nation’s school buildings should have class sizes small enough to allow students to receive one-on-one attention and to access support services such as health care, nutrition and after-school programs when needed;
- WHEREAS** students, teachers and professionals make the nation’s public schools vital components of the community;
- WHEREAS** parents and communities are working hard to improve educational outcomes for children across the country; and
- WHEREAS** the week of February 24–28, 2020 would be an appropriate period to designate as “Public Schools Week.” Now, therefore, be it resolved that the Kansas State Board of Education supports the designation of “Public Schools Week.”



Kathy Busch, Chairman



Janet Waugh, Vice-Chair

Kansas leads the world in the success of each student.

MINUTES



Kansas State Board of Education

Wednesday, February 12, 2020

CALL TO ORDER

Chairman Kathy Busch called the Wednesday meeting of the State Board of Education to order at 9 a.m. on Feb. 12, 2020, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. Several members of the Kansas Educational Leadership Institute (KELI) were in attendance and introduced.

(00:00:04)

ROLL CALL

All Board members were present:

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

APPROVAL OF AGENDA

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

MOTION
(00:01:44)

DISCUSSION OF CHANGES IN QUALIFIED ADMISSIONS AND IMPACT ON HIGH SCHOOL GRADUATION REQUIREMENTS IN KANSAS

Dr. Brad Neuenswander, Deputy Commissioner for Division of Learning Services, opened the discussion by reiterating changes by the Kansas Board of Regents (KBOR) to admissions requirements at public state universities. He reported what is currently required and what will be in place beginning with the high school graduating class of 2021. KBOR staff members were present to help answer questions. Dr. Neuenswander also reviewed the Kansas Scholars curriculum. High school graduation requirements are set by the Kansas State Board of Education, with the minimum at 21 units of credit. This number may be increased by the local board of education. Commissioner Watson provided additional information and answered questions. The discussion included the importance of a properly facilitated Individual Plan of Study driven by students with input from parents and teachers, mastery of concept and calculation of course units.

(00:02:24)

ACTION ON RECOMMENDATIONS FOR COMPUTER SCIENCE STANDARDS IMPLEMENTATION

Dr. Stephen King led further discussion on allowing computer science to count as a core graduation requirement in Kansas. Currently, 48 states allow computer science to count as a core graduation requirement. He provided rationale as to why the Task Force recommended computer science count as a science credit as opposed to math. Board members had more questions and need for clarification. Mr. McNiece moved to adopt the recommendations of the Computer Science Implementation Task Force. Mrs. Waugh seconded. There was further discussion about the Task Force's recommendation for licensure, specifying courses that would be allowed to count toward graduation requirements, and using the recommendations as a framework.

(00:48:48)

MOTION
(01:06:31)

**AMENDED
MOTION**
(01:31:37)

Following input from Board Attorney Mark Ferguson, it was suggested that the original motion be amended. Mr. McNiece and Mrs. Waugh accepted the amended motion as follows: It is moved that the Kansas State Board of Education adopt the recommendations of the Computer Science Implementation Task Force and request further work to report back to the Board for specifics on recommendations for approval and implementation. The motion as amended carried 10-0.

BREAK

Board members took a break until 10:55 a.m.

MOTION
(01:40:07)

ACTION ON AMENDMENTS TO KANSAS EDUCATION SYSTEMS ACCREDITATION REGULATIONS
In January, KSDE Legal Counsel Scott Gordon presented proposed changes to the Kansas Education Systems Accreditation (KESA) regulations. Since then, two categories were added to the list of staff to whom education systems must provide Dyslexia-centered professional development. There was discussion about school systems having latitude in the amount of such training. Mr. Porter moved to continue the formal adoption process of the proposed amendments to the Kansas Education Systems Accreditation regulations. Dr. Horst seconded. Motion carried 10-0.

(01:44:36)

RECEIVE HISTORY GOVERNMENT SOCIAL STUDIES CURRICULAR STANDARDS
Education Program Consultant Don Gifford and committee co-chair Dr. Tina Ellsworth of Olathe USD 233 described the proposed changes to the standards for History Government Social Studies, comparing the 2013 version to the 2020 document. Updates included consistency of language, content focus for lower grades, revision of effective practices, addition of a PreK section, and appendices with suggested resources. They answered questions about the changes. Action to adopt the updated standards is expected in March.

(01:59:21)

RECEIVE RECOMMENDATIONS OF THE STATE BOARD POLICY COMMITTEE
Dr. Deena Horst, State Board Policy Committee Chair, reported on recommendations the three-member Board Policy Committee has made to update the Policies and the Guidelines. She reviewed the redline changes, including updating Statute numbers due to recodification of Chapter 72 (education). The changes will be presented for Board approval next month.

(02:17:15)

CHAIRMAN'S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS
Mr. Porter and Dr. Horst reported on legislative activity, including their presentation of written testimony and upcoming celebration of Public Schools Week at the Statehouse. Mr. McNiece reported on work of the communications committee and a potential Board tour to northwest Kansas this fall. Mrs. Mah shared information about Black History Month.

Board Attorney's Report — Mark Ferguson commented on an pending US Supreme Court education case (*Espinoza v Montana Department of Revenue*) that could impact tax-credit scholarship programs, including in Kansas.

Requests for Future Agenda Items —

- Additional discussion on data presented in Commissioner's Report as well as purposeful use of time and content to accelerate student success. (Ms. Busch)
- Regular updates on progress of computer science education implementation plan and specifics on recommendations moving forward.
- Invite practitioner to talk about implementation of History Government Social Studies standards in the classroom. (Ms. Busch)
- Progress update on micro-credentialing as a competency-based form of recertification. (Mr. Porter and Mr. Jones)

Chairman's Report — Ms. Busch commented on the Kansan of the Year ceremony in which Mr. Dennis was one of two honorees. She also reported on work of the Coordinating Council and the School Mental Health Advisory Council.

ADJOURNMENT

Chairman Busch adjourned the meeting at 12:13 p.m. The next State Board meeting is March 10 and 11, 2020 in Topeka.

ADJOURN

Kathy Busch, Chairman

Peggy Hill, Secretary

MINUTES



Kansas State Board of Education

Tuesday, January 14, 2020

CALL TO ORDER

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

(00:04:42)

ROLL CALL

All Board members were present:

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

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

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

APPROVAL OF AGENDA

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

MOTION
(00:11:01)

APPROVAL OF THE DECEMBER MEETING MINUTES

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

(00:11:32)

COMMISSIONER'S REPORT

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

(00:11:47)

CITIZENS' OPEN FORUM

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

(00:42:17)

Kansas leads the world in the success of each student.

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

BREAK

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

(01:21:24)

RECEIVE RECOMMENDATIONS ON COMPUTER SCIENCE STANDARDS IMPLEMENTATION PLAN

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

(02:00:03)

RECEIVE UPDATE FROM E-CIGARETTE / VAPING TASK FORCE

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

(02:10:13)

RECEIVE KANSAS MODEL STANDARDS FOR HANDWRITING

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

LUNCH

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

P.M. SESSION

(03:35:50)

UPDATE ON LITERACY NETWORK OF KANSAS

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

(04:00:40)

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

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

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

MOTION
(04:15:41)

RECEIVE SPECIAL EDUCATION ADVISORY COUNCIL (SEAC) ANNUAL REPORT

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

(04:25:20)

TABLED ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

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

MOTION
(04:47:20)

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

BREAK

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

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

(05:03:02)

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

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

(05:10:23)

UPDATE ON WORK TO STRENGTHEN THE KANSAS EARLY CHILDHOOD SYSTEM

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

(05:20:06)

(06:02:44)	<p>RECEIVE PROPOSED NEW LANGUAGE FOR KESA REGULATIONS</p> <p>KSDE General Counsel Scott Gordon informed members of substantive changes as additional amendments to accreditation regulations under review. Changes to accreditation regulations must go through the formal adoption process. Mr. Gordon described the areas requiring updates. These primarily impact 91-31-32(g)(6), 91-31-40, 91-31-43, 91-31-44. Once approved, the recommended changes will continue through the adoption process.</p>
BREAK	<p>There was a 10-minute break at 4:23 p.m.</p>
(06:38:37)	<p>LEGISLATIVE MATTERS</p> <p>The 2020 Kansas Legislature convened on Jan. 13. Deputy Commissioner Dale Dennis provided information on Special Education state aid and high density at-risk student weighting, noting the significance of removing the provision of expiration in 72-5151. Mr. Dennis reminded members about the evening's State of the State Address. He then answered questions.</p>
(07:01:08)	<p>ADDITION TO STATE BOARD LEGISLATIVE PRIORITIES</p> <p>Mr. Porter commented on a suggestion earlier in the day about expansion of school-based clinics. Board members agreed by consensus to add the following statement to the Board's legislative platform: support concept of public-private partnerships for the purpose of meeting student needs.</p>
MOTION (07:05:12)	<p>ACTION ON CONSENT AGENDA</p> <p>Mr. McNiece moved to approve the Consent Agenda as presented. Mr. Porter seconded. Motion carried 9-0-1 with Mr. Roberts abstaining. In the Consent Agenda, the Board:</p> <ul style="list-style-type: none">received the monthly Personnel Report for December.confirmed the unclassified personnel appointment of Crystal Roberts as Education Program Consultant on the Career Standards and Assessment Services team, effective Dec. 9, 2019, at an annual salary of \$56,118.40.accepted the following recommendations for licensure waivers valid for one school year: <i>Early Childhood Special Education – extension on number of days under an emergency substitute license</i> - Mary Heffern, USD 501. <i>High Incidence Special Education</i> - Courtney Harwager, USD 200; Eryn John, USD 259; Sarah Hosler, Alberto Vinent, USD 345; Tiffany Harms, USD 383; Jordan Wolf, USD 450; Beth Dowty, USD 469; Brandy Hempen, USD 500; Jason White, Suzanne Carlgren, USD 501. <i>Library Media Specialist</i> - Renee Franklin, USD 259. <i>Low Incidence Special Education</i> - Shawn Moore, USD 232; Bret Eckert, Eva Arevalo, Mark Sanders, USD 259.approved the subtest components of letter naming fluency, letter word sound fluency, phoneme segmentation fluency, nonsense word fluency, and oral reading fluency to screen and assess students for characteristics of dyslexia.approved definition of extraordinary enrollment growth under KSA 72-5158 as a three-year average of at least six percent increase in enrollment, an increase of 1,500 or more students over the past three years, an increase of 750 or more students over three of the last six years if the new facilities being constructed are not replacement, or a substantial increase in student enrollment which causes a school to be at 100 percent of its enrollment capacity with projected enrollment growth to at least 130 percent of capacity, which necessitates the building of new school facilities to relieve future crowding. If using this rationale, the school district must submit a research-based study showing the history and projected enrollment growth.

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

authorized the Commissioner of Education to negotiate and

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

BOARD MEMBER TRAVEL

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

MOTION
(07:09:17)

CHAIRMAN'S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS

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

(07:10:46)

Requests for Future Agenda Items —

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

RECESS

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

RECESS

Kathy Busch, Chairman

Peggy Hill, Secretary

MINUTES



Kansas State Board of Education

Wednesday, January 15, 2020

PRE-MEETING ACTIVITY— SEAC BREAKFAST

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

CALL TO ORDER

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

(00:04:50)

ROLL CALL

All Board members were present:

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

APPROVAL OF AGENDA

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

MOTION
(00:05:47)

OVERVIEW OF ACT WORKKEYS

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

(00:06:08)

CAREER TECHNICAL STUDENT ORGANIZATION REPORTS AND OFFICER PRESENTATIONS

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

(00:51:21)

BREAK

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

RECOGNITION OF 2020 KANSAS SUPERINTENDENT OF THE YEAR

(01:43:15)

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

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

(01:58:15)

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

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

(02:34:21)

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

MOTION

(02:43:00)

ADOPTION OF RESOLUTION FOR 2020 BOARD MEETING DATES

MOTION

(02:44:32)

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

ADJOURNMENT

ADJOURN

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

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

Kathy Busch, Chairman

Peggy Hill, Secretary



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

Item Title: Citizens' Open Forum

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

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

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8

Staff Initiating:

Donald Gifford

Director:

Scott Smith

Commissioner:

Randy Watson

Meeting Date: 3/10/2020

Item Title:

Act on History, Government and Social Studies Standards

Recommended Motion:

It is moved that the Kansas State Board of Education approve the proposed History, Government and Social Studies Standards.

Explanation of Situation Requiring Action:

For the past year and a half, the History, Government and Social Studies standards have been under review. The committee considered public comment, feedback from educators and research to make the revisions in the document now proposed. Last month Dr. Tina Ellsworth, one of the committee co-chairs, highlighted the changes and some new features in the proposed standards document for the State Board of Education to consider. It is the belief of the committee that this document will be useful to teachers and improve instruction and learning in History, Government and Social Studies. State Board approval is a necessary step in the review and revision process for standards adoption.

The link to the proposed standards document follows.

<https://www.ksde.org/LinkClick.aspx?fileticket=hzRZjRSc8Es%3d&tabid=472&portalid=0&mid=4744>

Agenda Number: 9

Meeting Date: 3/10/2020



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Item Title: Receive recommendations from E-Cigarette/Vaping Task Force

From: Mark Thompson

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



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Item Title: Recognition of 2019 Milken Educator Award winner

From: Denise Kahler

At its March meeting, the Kansas State Board of Education will have the opportunity to hear from 2019 Milken Educator Carly Bowden, a seventh-grade mathematics teacher at Andover Central Middle School, Andover USD 385.

The Milken Family Foundation will provide Ms. Bowden with an unrestricted cash award of \$25,000. Ms. Bowden will share some of the innovative programs and strategies she uses to foster student achievement in her classroom. She will be available to respond to questions from the Board.

The Milken Family Foundation, in cooperation with the Kansas State Department of Education, sponsors the Milken Educator Award program in Kansas. The program recognizes, celebrates and rewards teachers and principals who have made and continue to make significant contributions to the education of children. Recognition alternates annually between elementary school educators and secondary school educators.



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

Item Title: Recognition of National PTA School of Excellence Recipients from Kansas

From: Kansas Parent Teacher Association

The National PTA School of Excellence is a recognition program that supports and celebrates partnerships between PTAs and schools to enrich the educational experience and overall well-being for all students. The program also reiterates the importance of a joint commitment between PTA and school leaders to work together to achieve PTA's National Standards for Family-School Partnerships.

Schools that exhibit improvement are honored as National PTA Schools of Excellence, a distinction that spans two years. The honorees from Kansas are:

From Shawnee Mission USD 512:

- Belinder Elementary PTA
- East Antioch Elementary PTA
- Indian Hills Middle School PTA
- Shawnee Mission East PTSA
- Tomahawk Elementary PTA

From Kansas City Kansas USD 500:

- Frank Rushton Elementary PTA

From Lawrence USD 497:

- New York Elementary PTA

Members of Kansas State PTA, honored schools and their local PTAs will be in attendance.



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Item Title: Receive higher education preparation program standards for building leadership and district leadership

From: Catherine Chmidling

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

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

Attached are the following completed sets of revised standards for review: Building Leadership PreK-12 and District Leadership PreK-12 (two separate license areas). A crosswalk document for each set of standards provides a comparison summary between the previous standards and the proposed new standards. Staff and a representative from the standards revision committee will explain the process, present the standards and answer questions. Approval of the standards would occur at the April Board meeting.

Crosswalk of Previous to New KSDE Building Leadership Standards

General Information about the Building Leadership Revision:		
<ul style="list-style-type: none"> Each standard begins with the following stem: <i>“Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate ...”</i> The words, “the current and future success and well-being of each student and adult” are included to emphasize the importance of attending to the education and well-being of both students and adults . Application of candidate of knowledge, skills and commitments are tied to every standard. The words “each student” are understood to be inclusive of all students in P-12 settings, including students with exceptionalities. New Professional Standards for Educational Leaders (PSEL) and National Educational Leadership Preparation (NELP) standards guided the revisions. 		
Standard 1: Mission, Vision, and Improvement		
Previous Standards	New Standards	What Changed
Standard 1: Shared School Vision of Learning: An education leader at the building level applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision for high expectations of learning that is shared and supported by all stakeholders.	Standard 1: Mission, Vision, and Improvement: Candidates who successfully complete a building level educational leadership program understand and demonstrate the capacity to promote the current and future success and social-emotional well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include change process , data use, technology, equity, diversity, digital citizenship, and community.	<ul style="list-style-type: none"> More explicit language regarding continuous improvement, including the social-emotional well-being a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. Change from stakeholders to “each student and adult.” Goes beyond vision and mission to school improvement and includes a shift from organizational effectiveness to success of each student and adult.
Standard 2: Ethics and Professional Norms*		
Previous Standards	New Standards	What Changed
Standard 2: School Learning Culture: An education leader at the building level applies knowledge that promotes the success of every student by advocating, nurturing, and sustaining a school culture	Standard 2: Ethics and Professional Norms: Candidates who successfully complete a building level educational leadership program understand and demonstrate the capacity to promote the current and future	<p>Goes beyond the previous standards in the functions of,</p> <ul style="list-style-type: none"> Understanding and demonstrating the capacity to reflect on, communicate about, cultivate, and model professional dispositions and

<p>and instructional program conducive to student learning and staff professional growth.</p> <p>Standard 5: Professional Ethics: An education leader at the building level applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</p>	<p>success and social-emotional well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.</p>	<p>norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.</p> <ul style="list-style-type: none"> • Modeling ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. • There is emphasis on placing students at the center of education and accepting responsibility for their academic success.
Standard 3: Equity, Inclusiveness, and Cultural Responsiveness*		
Previous Standards	New Standards	What Changed
<p>Standard 2: School Learning Culture: An education leader at the building level applies knowledge that promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>Standard 4: Collaboration: An education leader at the building level applies knowledge that promotes the success of every student by collaborating with faculty and school, home and community members, responding to diverse stakeholder interests and needs, and mobilizing external resources.</p> <p>Standard 5: Professional Ethics: An education leader at the building level applies knowledge that promotes</p>	<p>Standard 3: Equity, Inclusiveness, and Cultural Responsiveness: Candidates who successfully complete a building level educational leadership program understand and demonstrate the capacity to promote the current and future success and social-emotional well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.</p>	<ul style="list-style-type: none"> • Standard 3 is a combination of functions from multiple standards in the previous building leadership standards. • This includes the capacity to evaluate, cultivate, and advocate for a supportive and inclusive school culture; equitable access to educational resources, procedures, and opportunities; and equitable instructional and behavior support practices among teachers and staff.

the success of every student by acting with integrity, fairness, and in an ethical manner.		
Standard 6: Advocacy: An education leader at the building level applies knowledge that promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.		
Standard 4: Learning and Instruction		
Previous Standards	New Standards	What Changed
Standard 2: School Learning Culture: An education leader at the building level applies knowledge that promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	Standard 4: Learning and Instruction: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying emerging knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent instructional leadership, including: leading change; curriculum; instruction; assessments; support systems; technology integration; and data systems.	The new standard includes, <ul style="list-style-type: none"> • References to leadership expectations, such as supervising instruction, monitoring and evaluating, and supporting rigorous and coherent curriculum. • Functions language is more explicit regarding effective leaders employment of valid assessments.
Standard 5: Community and External Leadership*		
Previous Standards	New Standards	What Changed
Standard 3: Management: An education leader at the building level applies knowledge that promotes the success of every student by ensuring management of	Standard 5: Community and External Leadership: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate	This standard focuses on building productive relationships that lead to school improvement and increased student learning, rather than concentrating only on family

<p>the organization, operation, and resources for a safe, efficient, and effective learning environment.</p> <p>Standard 4: Collaboration: An education leader at the building level applies knowledge that promotes the success of every student by collaborating with faculty and school, home and community members, responding to diverse stakeholder interests and needs, and mobilizing external resources.</p> <p>Standard 6: Advocacy: An education leader at the building level applies knowledge that promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</p>	<p>the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage, communicate, and collaborate with families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.</p>	<p>and community engagement including,</p> <ul style="list-style-type: none"> • A more global view of school culture and student learning • Two-way communication and maintaining a presence in the community as specific ways to collect meaningful data and input.
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Standard 6: Operations and Management

Previous Standards	New Standards	What Changed
<p>Standard 3: Management: An education leader at the building level applies knowledge that promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p>	<p>Standard 6: Operations and Management: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying the knowledge, skills, and commitments necessary to lead change, improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans</p>	<ul style="list-style-type: none"> • Emphasis on the capacity to improve management, communication, technology, school-level governance, and operation systems that support each student's learning needs. • Application of laws, rights, policies, and regulations to promote student and adult success.

	and to apply laws, policies, and regulations.	
Standard 7: Building Professional Capacity *		
Previous Standards	New Standards	What Changed
<p>Standard 2: School Learning Culture: An education leader at the building level applies knowledge that promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>Standard 3: Management: An education leader at the building level applies knowledge that promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p> <p>Standard 6: Advocacy: An education leader at the building level applies knowledge that promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</p>	<p>Standard 7: Building Professional Capacity: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a transformational collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.</p>	<ul style="list-style-type: none"> • Promoting the success of students through engaging staff in the development of a collaborative professional culture. • Engaging staff in a collaborative professional culture and professional learning • Improving systems of supervision, support, and evaluation that promote school improvement and student success.

* Note. New Building Leadership Standards designated with an asterisk (*) correlate to multiple previous standards.

KSDE Building Leadership Preparation Program Standards

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

Learning environments are defined as the diverse physical locations, face-to-face and virtual environments, contexts, and cultures in which students learn.

The Kansas Building Leadership preparation standards are adapted from the Building Level National Educational Leadership Preparation Program Recognition Standards (NELP); the NELP standards are aligned with the Professional Standards for Educational Leaders (PSEL) standards.

Standard 1: Mission, Vision, and Improvement Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include change process, data use, technology, equity, diversity, digital citizenship, and community.	
Function 1: Program completers understand and demonstrate the ongoing capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, social-emotional well-being, academic needs, and community.	
Content Knowledge Program provides evidence of candidate knowledge of	Professional Skills Program provides evidence that candidates demonstrate skills required to
1.1.1 CK Research to understand the role and importance of a school's vision and mission as well as processes for evaluating a mission and vision.	1.1.4 PS Evaluate existing mission and vision processes and statements.
1.1.2 CK Processes for collaboratively developing an actionable mission and vision attentive to values and priorities that include data use, technology, values, equity, diversity, digital citizenship, social-emotional well-being, academic needs, and community.	1.1.5 PS Collaboratively design a school mission and vision attentive to values and priorities that include data, technology, values, equity, diversity, digital citizenship, social-emotional well-being, academic needs, and community.
1.1.3 CK Characteristics of well-written mission and vision statements.	1.1.6 PS Develop a comprehensive plan for communicating the mission and vision to all stakeholders.
Function 2: Program completers understand and demonstrate the capacity to lead sustainable improvement processes that include mission coherence, data use, design, implementation, accreditation, and ongoing evaluation.	

Content Knowledge Program provides evidence of candidate knowledge of	Professional Skills Program provides evidence that candidates demonstrate skills required to
1.2.1 CK Current research on school improvement and accreditation processes.	1.2.5 PS Evaluate existing improvement processes and cycles.
1.2.2 CK Formal processes of iterative, evidence informed improvement.	1.2.6 PS Use research and data to develop a collaborative improvement process that includes key components (i.e., diagnosis, design, implementation, and evaluation).
1.2.3 CK Data collection, analysis, and use to support data-informed decisions.	1.2.7 PS Develop an implementation process that supports the components and goals of the accreditation and improvement plans.
1.2.4 CK School improvement implementation theory and research.	
Standard 2: Ethics and Professional Norms Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.	
Function 1: Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.	
Content Knowledge Program provides evidence of candidate knowledge of	Professional Skills Program provides evidence that candidates demonstrate skills required to
2.1.1 CK Professional norms (i.e., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn), which support student success and well-being.	2.1.5 PS Engage in reflective practice.
2.1.2 CK Practices that reflect professional norms.	2.1.6 PS Cultivate, model, and communicate professional norms that support the educational success and well-being of each student and adult.
2.1.3 CK Approaches to cultivating professional norms in others.	2.1.7 PS Communicate professional norms to diverse constituencies.

2.1.4 CK Reflective practice.	2.1.8 PS Model professional norms (i.e., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn).
Function 2: Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.	
Content Knowledge Program provides evidence of candidate knowledge of	Professional Skills Program provides evidence that candidates demonstrate skills required to
2.2.1 CK Research on decision making.	2.2.4 PS Evaluate ethical dimensions of issues.
2.2.2 CK Decision-making processes.	2.2.5 PS Analyze decisions in terms of established ethical frameworks.
2.2.3 CK Guidelines for ethical and legal decision making.	2.2.6 PS Develop a communication plan to advocate for ethical and legal decisions.
Function 3: Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.	
Content Knowledge Program provides evidence of candidate knowledge of	Professional Skills Program provides evidence that candidates demonstrate skills required to
2.3.1 CK Ethical practice.	2.3.1 PS Formulate a school-level ethical leadership platform.
2.3.2 CK Approaches to cultivating ethical behavior in others.	2.3.2 PS Model ethical practice.
	2.3.3 PS Cultivate ethical behavior in others.
Standard 3: Equity, Inclusiveness, and Cultural Responsiveness Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and social emotional well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.	
Function 1: Program completers understand and demonstrate the capacity to use data and other evidence to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.	
Content Knowledge Program provides evidence of candidate knowledge of	Professional Skills Program provides evidence that candidates demonstrate skills required to

3.1.1 CK Dimensions of positive school culture (i.e., safe, healthy, caring, responsive, inclusive, resilient and respectful).	3.1.6 PS Evaluate school culture.
3.1.2 CK Research on inclusive school cultures.	3.1.7 PS Use research and data to design and cultivate a supportive, nurturing, and inclusive school culture.
3.1.3 CK Processes for evaluating school culture.	3.1.8 PS Develop strategies for improving school culture.
3.1.4 CK Processes for effecting changes to school culture.	3.1.9 PS Advocate for a supportive and inclusive school culture.
3.1.5 CK Ways of engaging in advocacy.	
Function 2: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and social emotional well-being of each student.	
Content Knowledge Program provides evidence of candidate knowledge of	Professional Skills Program provides evidence that candidates demonstrate skills required to
3.2.1 CK Research on the consequences for students of equitable and inequitable use of educational resources and opportunities.	3.2.4 PS Evaluate sources of inequality and bias in the allocation of educational resources and opportunities.
3.2.2 CK Equitable allocation of educational resources, procedures, and opportunities (i.e., materials, technologies, media, teachers, social and behavioral supports, interventions, and adult relationships).	3.2.5 PS Cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values.
3.2.3 CK Broader social and political concerns with equity and inequality in the use of educational resources, procedures, and opportunities.	3.2.6 PS Advocate for the equitable access to educational resources, procedures, and opportunities.
Function 3: Program completers understand and demonstrate the capacity to use data and other evidence to evaluate, design, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and social-emotional behavior support practices among teachers and staff.	
Content Knowledge Program provides evidence of candidate knowledge of	Professional Skills Program provides evidence that candidates demonstrate skills required to
3.3.1 CK Culturally responsive instructional and behavior support practices.	3.3.5 PS Evaluate root causes of inequity and bias.

3.3.2 CK Characteristics and foundations of equitable and inequitable educational practice, especially among teachers and staff.	3.3.6 PS Develop school policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff.
3.3.3 CK Research on implications for students of equitable, culturally responsive, and inclusive practices.	3.3.7 PS Support the use of differentiated, content- based instructional materials and strategies.
3.3.4 CK Broader social and political concern with equity and inequality in schools.	3.3.8 PS Advocate for equitable practice among teachers and staff.
Standard 4: Learning and Instruction Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying emerging knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent instructional leadership, including: leading change; curriculum; instruction; assessments; support systems; technology integration; and data systems.	
Function 1: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for all academic and non-academic student programs.	
Content Knowledge Program provides evidence of candidate knowledge of	Professional Skills Programs provide evidence that candidates demonstrate skills required to
4.1.1 CK Research on the leadership of academic and non-academic programs.	4.1.5 PS Evaluate (a) curricula, use of technology, and other supports and (b) academic and non-academic systems.
4.1.2 CK Approaches to coordinating among (a) curricula, instructional technologies, and other supports, and (b) academic and non-academic systems.	4.1.6 PS Propose designs and implementation strategies for high-quality, technology-rich, and coherent curricula and supports for academic and non- academic programs.
4.1.3 CK Evidence-based curricula, use of technology, and other supports for academic and non-academic programs.	
4.1.4 CK Infrastructures for the ongoing support of academic and non-academic programs.	
Function 2: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.	

Content Knowledge Program provides evidence of candidate knowledge of	Professional Skills Program provides evidence that candidates demonstrate skills required to
4.2.1 CK Evidence-based instructional practices for different student populations.	4.2.5 PS Evaluate coordination and coherence among the practices, resources, and services that support equity, digital literacy, and the school's academic and non-academic systems.
4.2.2 CK Curricula, educational technologies, and other educational resources that support digital literacy among students and adults.	4.2.6 PS Propose designs and implementation strategies for improving the impact of academic and non-academic practices, resources, and services that support student learning.
4.2.3 CK Expertise provided by educational service providers.	
4.2.4 CK Approaches to coordinating resources and services in support of the school's academic and non-academic services.	
Function 3: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and social emotional well-being.	
Content Knowledge Program provides evidence of candidate knowledge of	Professional Skills Program provides evidence that candidates demonstrate skills required to
4.3.1 CK Research on the effective and ineffective assessment of student learning and social emotional well-being.	4.3.5 PS Use research to evaluate the quality of formative and summative assessments of learning.
4.3.2 CK Research on assessment practices that are culturally responsive and accessible for each student.	4.3.6 PS Implement formal and informal culturally responsive and accessible assessments of student learning.
4.3.3 CK Formative and summative measures of student learning and well-being.	4.3.7 PS Interpret data from formative and summative assessments for use in educational planning.
4.3.4 CK Approaches to coordinating among assessments, instructional improvement, and educational service delivery.	4.3.8 PS Cultivate teachers' capacity to improve instruction based on analysis of assessment data.
Function 4: Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.	

Content Knowledge Program provides evidence of candidate knowledge of	Professional Skills Program provides evidence that candidates demonstrate skills required to
4.4.1 CK Appropriate and ethical use of data to monitor and continuously improve the school's curriculum, instruction technology, and assessment practices.	4.4.5 PS Engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school's curriculum, instruction, and assessment practices.
4.4.2 CK Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being.	4.4.6 PS Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among the school's curriculum, instruction, and assessment practices.
4.4.3 CK Approaches and strategies for building a coherent and equitable system of academic (curriculum, instruction, and assessment) and non-academic services.	4.4.7 PS Use technology and performance management systems to monitor, analyze, implement, and evaluate school curriculum, instruction, and assessment practices and results.
4.4.4 CK Approaches and strategies for supporting faculty collaboration.	
Standard 5: Community and External Leadership Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage, communicate, and collaborate with families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.	
Function 1: Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.	
Content Knowledge Program provides evidence of candidate knowledge of	Professional Skills Program provides evidence that candidates demonstrate skills required to
5.1.1 CK Research on the role of families in supporting student learning in and out of school.	5.1.4 PS Gather information about family demographics and funds of knowledge available within students' families that can be accessed to enhance student learning.
5.1.2 CK Research on student and family diversity.	5.1.5 PS Cultivate collaboration among staff and families in support of student learning and success.
5.1.3 CK Strategies for understanding and cultivating relationships with families and engaging them in their children's education.	5.1.6 PS Foster two-way communication with families.

Function 2: Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.	
Content Knowledge Program provides evidence of candidate knowledge of	Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to
5.2.1 CK School organizational cultures that promote community engagement.	5.2.5 PS Collaboratively engage with diverse community members, partners, and other constituencies around shared goals.
5.2.2 CK Research on how community members, partners, and other constituencies can support school improvement and student success.	5.2.6 PS Cultivate regular, two-way communication with community members, partners, and other constituencies.
5.2.3 CK Collaboration methods to develop and sustain productive relationships with diverse community partners.	5.2.7 PS Identify and use diverse community resources to benefit school programs and student learning.
5.2.4 CK Practices for accessing and integrating external resources into the school.	
Function 3: Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political context when advocating for the needs of their school and community.	
Content Knowledge Program provides evidence of candidate knowledge of	Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to
5.3.1 CK Research on the importance and implications of social, cultural, economic, legal, and political contexts.	5.3.4 PS Develop a plan for identifying and accessing resources.
5.3.2 CK Strategies for effective oral, written, and digital communication with members of the organization, community, and policy communities.	5.3.5 PS Gather information about the policy and district context.
5.3.3 CK Educational policy and advocacy.	5.3.6 PS Develop targeted communication for oral, written, and digital distribution.
	5.3.7 PS Advocate for school and community needs.

Standard 6: Operations and Management Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying the knowledge, skills, and commitments necessary to lead change, improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.	
Function 1: Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school.	
Content Knowledge Program provides evidence of candidate knowledge of	Professional Skills Program provides evidence that candidates demonstrate skills required to
6.1.1 CK Research on school management, operations, use of technologies, communication, and governance systems.	6.1.6 PS Use a process for auditing the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students’ experiences and outcomes.
6.1.2 CK Principles of systems management and continuous improvement.	6.1.7 PS Use research and evidence to analyze and identify strategic and tactical challenges for the school’s systems.
6.1.3 CK Management theories on the effective use of school resources and structures (i.e., school time and schedules) to achieve equitable outcomes for diverse student populations.	6.1.8 PS Develop and implement management, communication, assessment, technology, school-level governance, and operation systems.
6.1.4 CK Processes for developing and implementing management, communication, technology, school-level governance, and operation systems.	6.1.9 PS Develop a school’s master schedule.
6.1.5 CK Use of technology to enhance learning and program management.	
Function 2: Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.	
Content Knowledge Program provides evidence of candidate knowledge of	Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to
6.2.1 CK School-based budgeting.	6.2.6 PS Evaluate resource needs.

6.2.2 CK Strategies for acquiring resources.	6.2.7 PS Use data ethically and equitably to develop a multi-year school resourcing plan aligned to the school's goals and priorities.
6.2.3 CK Processes for gathering, synthesizing, and evaluating data (i.e., data literacy) to develop and implement management, communication, school-level governance, and operation systems.	6.2.8 PS Advocate for resources in support of needs.
6.2.4 CK Strategies for aligning and allocating resources according to school priorities and student needs.	
6.2.5 CK Methods and procedures for managing school resources.	
Function 3: Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.	
Content Knowledge Program provides evidence of candidate knowledge of	Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to
6.3.1 CK Laws, rights, policies, and regulations enacted by state, local, and federal authorities that affect schools, students, and adults.	6.3.4 PS Reflectively evaluate situations and policies with regard to legal, ethical, and equity issues.
6.3.2 CK Implications of laws, rights, policies, and regulations for diverse student populations, subgroups, and communities.	6.3.5 PS Analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school.
6.3.3 CK Research on emerging challenges such as privacy, social media (i.e., cyber-bullying), and safety.	6.3.6 PS Communicate policies, laws, regulations, and procedures to appropriate school stakeholders.
	6.3.7 PS Monitor and ensure adherence to laws, rights, policies, and regulations.
Standard 7 Building Professional Capacity Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a	

transformational collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.	
Function 1: Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.	
Content Knowledge Program provides evidence of candidate knowledge of	Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to
7.1.1 CK Research on teacher recruitment, hiring, selection, and retention.	7.1.4 PS Evaluate school's professional staff capacity needs.
7.1.2 CK Practices for recruiting, selecting, hiring, and retaining school staff.	7.1.5 PS Evaluate applicant materials.
7.1.3 CK Strategic staffing based on student, school, and staff needs.	7.1.6 PS Use research and data to plan and engage in candidate recruitment and selection that reflects the diversity of the student body.
Function 2: Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.	
Content Knowledge Program provides evidence of candidate knowledge of	Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to
7.2.1 CK Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being.	7.2.4 PS Use research to design and cultivate a collaborative professional culture.
7.2.2 CK Effective communication.	7.2.5 PS Model and foster effective communication.
7.2.3 CK The role of relationships, trust, and well-being in the development of a healthy and effective professional culture.	7.2.6 PS Develop a comprehensive plan for providing school community members with a healthy and positive school building environment.
Function 3: Program completers understand and have the capacity to personally engage in, as well as engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.	
Content Knowledge Program provides evidence of candidate knowledge of	Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to

7.3.1 CK Research on teacher professional learning.	7.3.6 PS Evaluate professional staff capacity needs and management practices.
7.3.2 CK Practices for supporting and developing school staff.	7.3.7 PS Identify leadership capabilities of staff.
7.3.3 CK Practices for cultivating and distributing leadership among staff.	7.3.8 PS Plan opportunities for professional growth that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success.
7.3.4 CK Providing professional learning that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success.	7.3.9 PS Engage staff in leadership roles.
7.3.5 CK How to use digital technology in ethical and appropriate ways to foster professional learning for self and others.	7.3.10 PS Utilize digital technology in ethical and appropriate ways to foster professional learning for self and others.
Function 4: Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.	
Content Knowledge Program provides evidence of candidate knowledge of	Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to
7.4.1 CK Research-based strategies for personnel supervision and evaluation.	7.4.4 PS Observe teaching in a variety of classrooms.
7.4.2 CK Importance of, and the ability to access, specific personnel evaluation procedures for a given context.	7.4.5 PS Gather and analyze district policies on instructional expectations.
7.4.3 CK Multiple approaches for providing actionable feedback and support systems for teachers.	7.4.6. PS Provide teaching staff with actionable feedback to support improvement.
	7.4.7 PS Develop a system for monitoring whether supervision and evaluation strategies promote improvement.

Crosswalk of Previous to New KSDE District Leadership Standards

General Information about the District Leadership Revision:		
<ul style="list-style-type: none"> Each standard begins with the following stem: <i>“Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate ...”</i> The words, “the current and future success and well-being of each student and adult” are included to emphasize the importance of attending to the education and well-being of both students and adults . Application of candidate of knowledge, skills and commitments are tied to every standard. The words “each student” are understood to be inclusive of all students in P-12 settings, including students with exceptionalities. New Professional Standards for Educational Leaders (PSEL) and National Educational Leadership Preparation (NELP) standards guided the revisions. 		
Standard 1: Mission, Vision, and Improvement		
Previous Standards	New Standards	What Changed
Standard 1: Shared School Vision of Learning: An education leader at the district level applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision for high expectations of learning that is shared and supported by all stakeholders.	Standard 1: Mission, Vision, and Improvement: Candidates who successfully complete a district level educational leadership program understand and demonstrate the capacity to promote the current and future success and social-emotional well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include change process , data use, technology, equity, diversity, digital citizenship, and community.	<ul style="list-style-type: none"> More explicit language regarding continuous improvement, including the social-emotional well-being a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. Change from stakeholders to “each student and adult.” Goes beyond vision and mission to school improvement and includes a shift from organizational effectiveness to success of each student and adult.
Standard 2: Ethics and Professional Norms*		
Previous Standards	New Standards	What Changed
Standard 2: School Learning Culture: An education leader at the district level applies knowledge that promotes the success of every student by advocating, nurturing, and sustaining a school culture	Standard 2: Ethics and Professional Norms: Candidates who successfully complete a district level educational leadership program understand and demonstrate the capacity to promote the	<p>Goes beyond the previous standards in the functions of,</p> <ul style="list-style-type: none"> Understanding and demonstrating the capacity to reflect on, communicate about, cultivate, and model professional dispositions and

<p>and instructional program conducive to student learning and staff professional growth.</p> <p>Standard 5: Professional Ethics: An education leader at the district level applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</p>	<p>current and future success and social-emotional well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.</p>	<p>norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.</p> <ul style="list-style-type: none"> • Modeling ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.
Standard 3: Equity, Inclusiveness, and Cultural Responsiveness*		
Previous Standards	New Standards	What Changed
<p>Standard 2: School Learning Culture: An education leader at the district level applies knowledge that promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>Standard 4: Collaboration: An education leader at the district level applies knowledge that promotes the success of every student by collaborating with faculty and school, home and community members, responding to diverse stakeholder interests and needs, and mobilizing external resources.</p> <p>Standard 5: Professional Ethics: An education leader at the district level applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</p>	<p>Standard 3: Equity, Inclusiveness, and Cultural Responsiveness:</p> <p>Candidates who successfully complete a district level educational leadership program understand and demonstrate the capacity to promote the current and future success and social-emotional well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.</p>	<ul style="list-style-type: none"> • Program completers have the knowledge of how to cultivate and advocate for a supportive and inclusive district culture • Program completers evaluate, cultivate, and advocate for each student in the district having equitable access to safe and nurturing schools • Knowledge and application of culturally responsive instructional and behavior support practices.

Standard 4: Learning and Instruction		
Previous Standards	New Standards	What Changed
Standard 2: School Learning Culture: An education leader at the district level applies knowledge that promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	Standard 4: Learning and Instruction: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying emerging the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent instructional leadership including: leading change; curriculum; instruction; assessments; support systems; technology integration; and data systems throughout the district.	The new standard includes, <ul style="list-style-type: none"> • References to leadership expectations, such as supervising instruction, monitoring and evaluating, and supporting rigorous and coherent curriculum. • Functions language is more explicit regarding effective leaders' employment of valid assessments.
Standard 5: Community and External Leadership*		
Previous Standards	New Standards	What Changed
Standard 3: Management: An education leader at the district level applies knowledge that promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Standard 4: Collaboration: An education leader at the district level applies knowledge that promotes the success of every student by collaborating with faculty and school, home and community members, responding to diverse stakeholder interests and needs, and mobilizing external resources.	Standard 5: Community and External Leadership: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage, communicate, and collaborate with families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.	Focus on knowledge of how to represent and support schools in engaging families in strengthening student learning in and out of school and to effectively collaborate, communicate, and engage community members, partners, and other constituencies in district matters that benefit learners, schools, and the district as a whole.

Standard 6: Advocacy: An education leader at the district level applies knowledge that promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.		
Standard 6: Operations and Management		
Previous Standards	New Standards	What Changed
Standard 3: Management: An education leader at the district level applies knowledge that promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.	Standard 6: Operations and Management: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying the knowledge, skills, and commitments necessary to lead change , improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.	<ul style="list-style-type: none"> • Emphasis on the capacity to improve management, communication, technology, school-level governance, and operation systems that support each student's learning needs. • Application of laws, rights, policies, and regulations to promote student and adult success.
Standard 7: Building Professional Capacity *		
Previous Standards	New Standards	What Changed
Standard 2: School Learning Culture: An education leader at the district level applies knowledge that promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Standard 3: Management: An education leader at the district level applies	Standard 7: Policy, Governance, and Advocacy Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by adapting and applying the knowledge, skills, and commitments	<p>Focus is specific to district level leadership.</p> <ul style="list-style-type: none"> • Ability to communicate, collaborate, advocate, and cultivate a respectful and responsive relationship with a district's board of education focused on achieving the shared mission and vision of the district. • Collaboration, design, communication, implementation, coordination, cultivation, and evaluating

<p>knowledge that promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p> <p>Standard 6: Advocacy: An education leader at the district level applies knowledge that promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</p>	<p>necessary to cultivate relationships; lead district transformation, collaborative decision making, and governance; and, represent and advocate for district needs in broader policy conversations.</p>	<p>effective systems for district governance that engage multiple stakeholder groups, including school and district personnel, families, community stakeholders, and board members.</p> <ul style="list-style-type: none"> • Completers evaluate and engage in decision making around, implement, and appropriately communicate about policy, laws, and regulations and how to evaluate, represent, and advocate for district needs and priorities within larger policy conversations.
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* *Note.* New District Leadership Standards designated with an asterisk (*) correlate to multiple previous standards.

KSDE District Leadership Preparation Program Standards

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

Learning environments are defined as the diverse physical locations, face-to-face and virtual environments, contexts, and cultures in which students learn.

The Kansas District Leadership preparation standards are adapted from the District Level National Educational Leadership Preparation Program Recognition Standards (NELP); the NELP standards are aligned with the Professional Standards for Educational Leaders (PSEL) standards.

Standard 1: Mission, Vision, and Improvement. Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the systemic capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include change process, data use, technology, values, equity, diversity, digital citizenship, and community.	
Function 1: Program completers understand and demonstrate the systemic capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.	
Content Knowledge Program provides evidence of candidate knowledge of	Professional Skills Program provides evidence that candidates demonstrate skills required to
1.1.1 CK Research on the role and importance of a district's vision and mission.	1.1.5 PS Evaluate existing mission and vision processes and statements.
1.1.2 CK Processes for collaboratively developing a mission and vision.	1.1.6 PS Collaboratively design an actionable district mission and vision attentive to such considerations as data use, technology, values, equity, diversity, digital citizenship, and community.
1.1.3 CK Processes for developing an actionable mission and vision attentive to such considerations as data use, technology, values, equity, diversity, digital citizenship, and community.	1.1.7 PS Develop a comprehensive plan for communicating the mission and vision to multiple constituencies.
1.1.4 CK The characteristics of well-written mission and vision statements.	

Function 2: Program completers understand and demonstrate the systemic capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, accreditation, and evaluation.	
Content Knowledge Program provides evidence of candidate knowledge of	Professional Skills Program provides evidence that candidates demonstrate skills required to
1.2.1CK Research on and process of strategic planning, continuous improvement, and accreditation.	1.2.6 PS Evaluate existing improvement processes.
1.2.2CK Formal processes of system-wide, continuous, evidence-informed improvement.	1.2.7 PS Develop a district-wide improvement process that includes data collection, diagnosis, design, implementation, and evaluation.
1.2.3 CK Research-based strategic planning processes.	1.2.8 PS Articulate a process for strategic planning.
1.2.4 CK Data collection, diagnosis, and use.	1.2.9 PS Develop an implementation plans to support the improvement and accreditation processes.
1.2.5 CK School improvement implementation processes and effective program evaluation.	
Standard 2: Ethical Decisions and Professional Norms. Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the systemic capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture.	
Function 1: Program completers understand and demonstrate the systemic capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.	
Content Knowledge Program provides evidence of candidate knowledge of	Professional Skills Program provides evidence that candidates demonstrate skills required to
2.1.1 CK Professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn) that promote a productive, equitable, and effective district system.	2.1.5 PS Engage in reflective practice.

2.1.2 CK Approaches to cultivating professional norms in others.	2.1.6 PS Cultivate professional norms among diverse constituencies.
2.1.3 CK Approaches to building organizational culture.	2.1.7 PS Model and communicate professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn).
2.1.4 CK Reflective practice.	2.1.8 PS Use professional norms as a basis for building organizational culture.
Function 2: Program completers understand and demonstrate the systemic capacity to evaluate and advocate for ethical and legal decisions.	
Content Knowledge Program provides evidence of candidate knowledge of	Professional Skills Program provides evidence that candidates demonstrate skills required to
2.2.1 CK Research on and practices for decision making.	2.2.4 PS Evaluate ethical dimensions of complex issues, including stewardship and use of district resources.
2.2.2 CK Knowledge of law and ethics.	2.2.5 PS Analyze decisions in terms of established ethical frameworks.
2.2.3 CK Guidelines for ethical and legal decision making.	2.2.6 PS Advocate for ethical decisions.
Function 3: Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.	
Content Knowledge Program provides evidence of candidate knowledge of	Professional Skills Program provides evidence that candidates demonstrate skills required to
2.3.1 CK Ethical practice.	2.3.3 PS Model ethical behavior in their personal conduct and relationships with others.
2.3.2 CK Approaches to cultivating ethical behavior in others.	2.2.4 PS Cultivate ethical behavior in others.
Standard 3: Equity, Inclusiveness, and Cultural Responsiveness Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and social emotional well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.	

Function 1: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.	
Content Knowledge Program provides evidence of candidate knowledge of	Professional Skills Program provides evidence that candidates demonstrate skills required to
3.1.1 CK Research on inclusive district cultures.	3.1.6 PS Evaluate district culture.
3.1.2 CK Dimensions of positive and inclusive district culture (i.e., fair, safe, healthy, caring, responsive, resilient, inclusive, and respectful).	3.1.7 PS Use research and evidence to design and cultivate a supportive and inclusive district culture.
3.1.3 CK Processes for evaluating district culture.	3.1.8 PS Advocate for a supportive and inclusive district culture.
3.1.4 CK Processes for fostering cultural change.	
3.1.5 CK Strategies for advocacy.	
Function 2: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.	
Content Knowledge Program provides evidence of candidate knowledge of	Professional Skills Program provides evidence that candidates demonstrate skills required to
3.2.1 CK Research on the consequences for students of equitable and inequitable use of educational resources and opportunities.	3.2.4 PS Evaluate sources of inequality and bias in the allocation of educational opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships.
3.2.2 CK Equitable allocation of educational opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships.	3.2.5 PS Cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values.
3.2.3 CK Broader social and political concerns with equity and inequality in the use of educational resources and opportunities.	3.2.6 PS Advocate for equitable access to educational resources, procedures, and opportunities.
Function 3: Program completers understand and demonstrate the capacity to design, evaluate, cultivate, and advocate for a district culture that is supportive, inclusive, and implements social-emotional practices.	
Content Knowledge	Professional Skills

Program provides evidence of candidate knowledge of	Program provides evidence that candidates demonstrate skills required to
3.3.1 CK Culturally responsive instructional and behavior support practices.	3.3.5 PS Evaluate root causes of inequity and bias.
3.3.2 CK Characteristics and foundations of equitable and inequitable educational practice.	3.3.6 PS Develop district policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff.
3.3.3 CK Research on implications for students of equitable, culturally responsive, and inclusive practice.	3.3.7 PS Advocate for culturally responsive instructional and behavior support practices among district staff and across district schools.
3.3.4 CK Broader social and political concerns with equity and inequity in schools and districts.	3.3.8 PS Cultivate culturally responsive instructional and behavior support practices across the district and its schools.
Standard 4: Learning and Instruction Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying emerging knowledge, skills, and commitments necessary to evaluate, design, cultivate, and implement coherent instructional leadership including: leading change; curriculum; instruction; assessments; support systems; technology integration; and data systems throughout the district.	
Function 1: Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.	
Content Knowledge Program provides evidence of candidate knowledge of	Professional Skills Program provides evidence that candidates demonstrate skills required to
4.1.1 CK Research on the leadership of academic and non-academic programs.	4.1.5 PS Evaluate (a) curricula, use of technology, and other supports, (b) academic and non-academic systems, and (c) coordination among systems and supports.
4.1.2 CK Research-based curricula, technologies, and other supports for academic and non-academic programs.	4.1.6 PS Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among (a) curricula, instructional technologies, and other supports, and (b) academic and non-academic systems.
4.1.3 CK Approaches to coordinating among (a) curricula, (b) the use of technology, and (c) academic and non-academic systems of support.	

4.1.4 CK Infrastructures for the ongoing support of academic and non-academic programs.	
Function 2: Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.	
Content Knowledge Program provides evidence of candidate knowledge of	Professional Skills Program provides evidence that candidates demonstrate skills required to
4.2.1 CK Research on instructional leadership at the school and district level.	4.2.5 PS Use research and data to evaluate the coordination, coherence, and relevance of the district's systems of support, coaching, and professional development for educators, educational professionals, and leaders.
4.2.2 CK Research-based approaches on using data to design, implement, and evaluate professional development for teachers and other educational professionals that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.	4.2.6 PS Use research to propose designs and implementation strategies for cultivating systems of support and professional development that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.
4.2.3 CK Research-based approaches to leadership development focused on improving instructional practice (i.e., leadership evaluation, coaching, development of professional learning communities, etc.).	
4.2.4 CK Approaches and strategies for supporting district and school collaboration.	
Function 3: Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.	
Content Knowledge Program provides evidence of candidate knowledge of	Professional Skills Program provides evidence that candidates demonstrate skills required to
4.3.1 CK Research, theory, and best practice regarding effective and ineffective assessments of academic and non-academic factors (i.e.,	4.3.4 PS Evaluate the quality of formative and summative assessments of student learning.

instruction, student learning and well-being, instructional leadership, etc.).	
4.3.2 CK Research on assessment practices that are culturally responsive and accessible.	4.3.5 PS Evaluate coordination and coherence among academic and non-academic assessments and use data from these sources to support instructional improvement, student learning and well-being, and instructional leadership.
4.3.3 CK Research and best practices regarding systems for collecting, analyzing, managing, and utilizing assessment results and other sources of data.	4.3.6 PS Use research to propose designs and implementation strategies for district-wide assessment systems that are culturally responsive and accessible.
Function 4: Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.	
Content Knowledge Program provides evidence of candidate knowledge of	Professional Skills Program provides evidence that candidates demonstrate skills required to
4.4.1 CK Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being.	4.4.4 PS Engage appropriate staff in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence in and among the district's academic and non-academic services.
4.4.2 CK Appropriate and ethical use of data to monitor and continuously improve the district's curriculum, instruction, and assessment practices.	4.4.5 PS Use research to propose designs and implementation strategies for improving coordination and coherence among the district's academic and non-academic systems.
4.4.3 CK Approaches and strategies for developing and implementing coherent and equitable systems of curriculum, instruction, assessment, student services, technology, and instructional resources.	4.4.6 PS Use technology and performance management systems to monitor, analyze, and evaluate district curriculum, instruction, services, assessment practices, and results.
Standard 5: Community and External Leadership Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage, communicate, and collaborate with families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.	
Function 1: Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.	

Content Knowledge Program provides evidence of candidate knowledge of	Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to
5.1.1 CK Research on the role of families in supporting student learning in and out of school.	5.1.3 PS Represent the district and its schools.
5.1.2 CK Strategies for supporting schools in cultivating relationships with and engaging families in strengthening student learning in and out of school.	5.1.4 PS Support the efforts of district schools in engaging diverse families in strengthening student learning in and out of school.
	5.1.5 PS Make decisions about when and how to engage families.
Function 2: Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.	
Content Knowledge Program provides evidence of candidate knowledge of	Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to
5.2.1 CK Research on student, family, and community diversity.	5.2.6 PS Develop systems and processes designed to support district personnel's understanding of diverse families, community members, partners, and other constituencies.
5.2.2 CK Research on how community members, partners, and other constituencies effectively engage in and support district and school improvement and student success.	5.2.7 PS Collaborate with diverse community members, partners, and other constituencies.
5.2.3 CK Effective practice for communicating through oral, written, and digital means.	5.2.8 PS Foster regular, two-way communication with community members, partners, and other constituencies.
5.2.4 CK Strategies for understanding and engaging district constituents.	5.2.9 PS Develop communication for oral, written, and digital distribution targeted to a diverse stakeholder community.
5.2.5 CK Governance and decision-making processes that support family-school communications and engagement.	5.2.10 PS Engage community members, partners, and other constituents in district efforts.

Function 3: Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.	
Content Knowledge Program provides evidence of candidate knowledge of	Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to
5.3.1 CK Research on the importance and implications of social, cultural, economic, legal, and political contexts.	5.3.6 PS Conduct a needs assessment of the district, school, students, and community.
5.3.2 CK Strategies for effective oral, written, and digital communication with members of the business, civic, and policy community.	5.3.7 PS Develop a plan for accessing resources that addresses district needs.
5.3.3 CK Strategies for cultivating relationships with members of the business, civic, and policy community.	5.3.8 PS Cultivate collaborative relationships with district constituencies.
5.3.4 CK Public relations.	5.3.9 PS Develop oral, written, and digital communications targeted on the larger organizational, community, and political contexts.
5.3.5 CK Educational advocacy.	5.3.10 PS Advocate for district and community needs.
Standard 6: Operations and Management Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying the knowledge, skills, and commitments necessary to lead change, develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.	
Function 1: Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.	
Content Knowledge Program provides evidence of candidate knowledge of	Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to
6.1.1 CK Research, theories, and best practices concerning continuous improvement and the use of data to achieve equitable outcomes for diverse student populations.	6.1.5 PS Evaluate management and operation systems.

6.1.2 CK Research, theories, and best practices concerning the management of operations, technology, communications, and governance systems.	6.1.6 PS Use data and research to propose designs for improving the coordination and impact of district management, communication, technology, governance, and operation systems.
6.1.3 CK Methods for analyzing the design and effectiveness of management, communication, technology, district-level governance, and operation systems in supporting equity.	6.1.7 PS Communicate with relevant stakeholders about the relationship between the district's management, operation, and governance systems and the district's mission and vision.
6.1.4 CK Use of technology to enhance learning and the management of systems.	6.1.8 PS Develop an implementation plan to support improved district systems.
Function 2: Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.	
Content Knowledge Program provides evidence of candidate knowledge of	Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to
6.2.1 CK School and district-based budgeting.	6.2.5 PS Use data to evaluate district resource needs and practices.
6.2.2 CK Processes for gathering, synthesizing, and evaluating data to develop resourcing plans.	6.2.6 PS Use research and data to design an equitable district resourcing plan and support schools in designing school resourcing plans that coordinate resources with needs.
6.2.3 CK Research and best practices for allocating district- and school-level resources to support equity and excellence.	6.2.7 PS Communicate about district resources needs and plans.
6.2.4 CK Methods for accessing and integrating external resources into the district and schools.	6.2.8 PS Develop an implementation plan for the district's resourcing plan.
Function 3: Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.	
Content Knowledge Program provides evidence of candidate knowledge of	Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to
6.3.1 CK Research-based practices for recruiting, hiring, supporting, supervising, developing, and retaining school and district staff.	6.3.6 PS Use data to evaluate district human resources needs.

6.3.2 CK Strategies for engaging school and district staff in the recruitment and selection process.	6.3.7 PS Use research and data to develop a district-level system for hiring, retention, development, and supervision of school/district personnel.
6.3.3 CK Strategic data-informed staffing based on student, school, and district needs.	6.3.8 PS Evaluate candidates' materials for instructional and leadership positions.
6.3.4 CK Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being.	6.3.9 PS Implement systems of leadership supervision, evaluation, feedback, and support.
6.3.5 CK Strategies for cultivating leadership among school and district staff.	
Standard 7: Policy, Governance, and Advocacy Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by adapting and applying the knowledge, skills, and commitments necessary to cultivate relationships; lead district transformation, collaborative decision making, and governance; and, represent and advocate for district needs in broader policy conversations.	
Function 1: Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.	
Content Knowledge Program provides evidence of candidate knowledge of	Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to
7.1.1 CK Research and best practice focused on school board governance and relations.	7.1.5 PS Represent the district and its mission, strengths, and needs to the board of education.
7.1.2 CK Management Theory.	7.1.6 PS Cultivate a positive, respectful, and responsive relationship with the board.
7.1.3 CK Communication Strategies.	7.1.7 PS Advocate for board actions that will support the mission and vision of the district and meet district needs.
7.1.4 CK Negotiation Strategies.	
Function 2: Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.	

Content Knowledge Program provides evidence of candidate knowledge of	Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to
7.2.1 CK Research and best practice concerning effective systems for district governance.	7.2.4 PS Evaluate district governance and stakeholder engagement systems.
7.2.2 CK Processes for engaging multiple and diverse community stakeholders.	7.2.5 PS Design governance systems that engage multiple and diverse stakeholder groups.
7.2.3 CK Developing and sustaining effective board relations.	7.2.6 PS Implement strategies (i.e., communication) that support stakeholder engagement in district governance.
	7.2.7 PS Cultivate and coordinate an effective and collaborative system for district governance.
Function 3: Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.	
Content Knowledge Program provides evidence of candidate knowledge of	Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to
7.3.1 CK Educational policy, laws, rules, and regulations.	7.3.5 PS Evaluate the implications of educational policy for district practices.
7.3.2 CK Educational policy systems, formulation, adoption, and actors.	7.3.6 PS Develop a plan for the implementation of laws, rights, policies, and regulations.
7.3.3 CK Strategies for accessing information about: (a) policy, (b) local, state, and federal contexts, and (c) the policy implications for various contexts.	7.3.7 PS Communicate about district, state, and national policy, laws, rules, and regulations.
7.3.4 CK Strategies for collaborating with and/or influencing local, state, and federal policy and policy leaders.	7.3.8 PS Coordinate decisions and district policies with policies and/or regulations from local, state, and federal policy entities.
Function 4: Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.	
Content Knowledge Program provides evidence of candidate knowledge of	Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to

7.4.1 CK Research on the implications of culture, societal trends, economic conditions, laws, and political factors for the students, schools, staff, and practices of school districts.	7.4.5 PS Use evidence to evaluate district needs and priorities vis-à-vis education policy conversations and emerging challenges.
7.4.2 CK Research on emerging challenges such as privacy, social media (i.e., cyber-bullying), and safety.	7.4.6 PS Represent the district and its priorities and needs at the local, state, and national level.
7.4.3 CK Approaches for identifying district and school needs.	7.4.7 PS Advocate for the needs and priorities of the district at the local, state, and national level.
7.4.4 CK Prioritization processes.	

Agenda Number: 13

Meeting Date: 3/10/2020



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Item Title: Update on new regional comprehensive center: Partnering with McRel to achieve State Board outcomes

From: Brad Neuenswander

Dr. Doug Moeckel serves as state liaison with the region's new comprehensive center, McRel. At the March State Board meeting, Dr. Moeckel will provide an update on the center and their partnership in moving forward with the State Board's vision.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14 a.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 3/10/2020

Item Title:

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

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission and follow all recommendations in the issuance of the licenses in cases 20-PPC-01, 20-PPC-04, 20-PPC-05, 20-PPC-06 and 20-PPC-02.

Explanation of Situation Requiring Action:

20-PPC-01

An Applicant for an Emergency Substitute Teaching License was convicted of Conspiracy to Distribute Cocaine in federal court in 1988. Upon hearing his testimony during an evidentiary hearing, the PPC found that offense to be an isolated incident in which he was not directly involved and that he poses no danger to children, to schools, or to the public. The PPC recommends he receive an Emergency Substitute Teaching License.

20-PPC-04

An Applicant for an Emergency Substitute Teaching License was convicted of a felony for helping his football players falsify their federal student aid paperwork so they would qualify to receive extra financial aid and to receive their aid faster than other community college students. The PPC recommends he receive an Emergency Substitute Teaching License subject to public censure but that he be required to reappear before the PPC prior to the issuance of any other license.

20-PPC-05

An Applicant for an Emergency Substitute Teaching License was convicted of Possession of Marijuana and Possession of Paraphernalia. She was caught riding in a vehicle in which her then-boyfriend had placed an amount of marijuana for safekeeping. Although at the time she occasionally smoked marijuana to offset pain from MS, she testified to using alternative methods of dealing with said pain. The PPC recommends she receive an Emergency Substitute Teaching License but that she be required to reappear before the PPC prior to the issuance of any other license.

20-PPC-06

An Applicant for an Initial Teaching License was convicted of misdemeanor theft. She was not licensed at the time of the offense, nor was she working as a professional. The Applicant testified

(continued)

that it was a one-time incident and she has since relied upon therapy to prevent any urges or desires that may lead to similar conduct. The Professional Practices Commission recommends she receive her Initial Teaching License.

20-PPC-02

An Applicant for an Emergency Substitute Teaching License and an Initial License was placed on diversion after having been charged with Possession of Marijuana and Possession of Drug Paraphernalia. She testified to being stopped by law enforcement while driving home from visiting college friends. She further testified that she has not smoked marijuana since that night. She has since successfully completed her diversion and received her degree from Emporia State University. The PPC recommends she receive her Initial Teaching License.

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

In the Matter of
the Application of
[REDACTED]

20-PPC-01

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon [REDACTED] (“Applicant”) application for an emergency substitute license.

The hearing on this matter was held on January 24, 2020. Appearing for the Commission were chairperson, Linda Sieck, and members, Aaron Edwards, Jennifer Holt, Sylvia Ramirez, Stan Ruff, and Caroline Spaulding. The KSDE appeared by and through Legal Intern, Kirstin Harden, supervised by General Counsel, R. Scott Gordon. Applicant appeared on his own behalf.

FINDINGS OF FACT

1. Applicant applied for an emergency substitute license.
2. In 1988, Applicant was convicted of Conspiracy to Distribute Cocaine. He was sentenced to three (3) years of confinement, served two (2) years before being released with an additional six (6) month probation.
3. Applicant did not disclose his felony on the application.
4. According to Applicant’s testimony, he allowed a known drug dealer to borrow his pager in exchange for cocaine. Applicant testified he knew his pager was being used in the drug business. Applicant states that he moved away from Texas without the pager and without terminating the contract with the pager company, therefore allowing the drug dealer to continue using the pager. Applicant testified that it was a mistake he made, and will not be doing again.
5. Applicant was not a licensed educator or employed in a position of public trust at the time of his offense.
6. Applicant has been consistently employed since his release from the criminal case. For some time he worked within another profession (insurance). He has recently started working as a paraprofessional for a Kansas school district. He wishes to work as a substitute teacher.
7. Applicant has no other criminal history or other misconduct.

CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. The Professional Practices Commission finds Applicant to be remorseful and to have been removed from his previous environment for over 30 years. Applicant described in great detail how he has lived his life since his incarceration. The Commission believes there is no risk to children or to the community by issuing him a license to teach.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 6-0, that Applicant’s application for an emergency substitute license be granted.

This Initial Order is made and entered this January 24, 2020.

PROFESSIONAL PRACTICES COMMISSION

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

In the Matter of
the Application of
[REDACTED]

20-PPC-04

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon [REDACTED] (“Applicant”) application for an emergency substitute license.

The hearing on this matter was held on January 24, 2020. Appearing for the Commission were chairperson, Linda Sieck, and members, Aaron Edwards, Jennifer Holt, Sylvia Ramirez, Stan Ruff, and Caroline Spaulding. The KSDE appeared by and through Legal Intern, Kirstin Harden, supervised by General Counsel, R. Scott Gordon. Applicant appeared on his own behalf.

FINDINGS OF FACT

1. Applicant applied for an emergency substitute license.
2. In 2006, Applicant was convicted of felony Government Code 6200. Applicant served 90 days in County Jail and five (5) years of formal probation.
3. Applicant did not disclose his felony on the application.
4. The Applicant was formerly employed as a football coach for a community college in California. Applicant was originally charged with 25 felony counts but was allowed to plea to a single felony count. According to Applicant’s testimony, in attempting to help football players receive financial assistance, he informed students how to falsify applications. Financial aid would assist students who could show dependency. Applicant testified that although students were not qualified for “dependency override” he informed students on how to achieve this status by falsifying documents, so the students could attend college to play football with his program. Applicant stated that if some students were not able to qualify for student aid, they may have gone to another college to play football. Applicant further testified as to using the “dependency override” as a tool to recruit football players to the community college from California and various other states. Applicant was ordered to pay over \$90,000.00 in restitution and as a condition of probation to not be employed in a capacity to handle private money or be in a position to decide/recommend/affect eligibility to receive public money

5. Applicant was not a licensed educator at the time, but he was teaching and coaching at a community college.

CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 6-0, that Patrick Callahan’s application for an emergency substitute license be granted with public censure and that Mr. Callahan return to the Profession Practices Commission for any upgrade in licensing for which he may qualify for.

This Initial Order is made and entered this January 24, 2020.

PROFESSIONAL PRACTICES COMMISSION

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

In the Matter of
the Application of
[REDACTED]

20-PPC-05

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon [REDACTED] (“Applicant”) application for an emergency substitute license.

The hearing on this matter was held on January 24, 2020. Appearing for the Commission were chairperson, Linda Sieck, and members, Aaron Edwards, Jennifer Holt, Sylvia Ramirez, Stan Ruff, and Caroline Spaulding. The KSDE appeared by and through Legal Intern, Kirstin Harden, supervised by General Counsel, R. Scott Gordon. Applicant appeared on her own behalf.

FINDINGS OF FACT

1. Applicant applied for an emergency substitute license.
2. In 2018, Applicant was convicted of Possession of Marijuana and Possession of Drug Paraphernalia. Applicant was placed on a 12-month diversion.
3. Applicant did not disclose her drug conviction on the application.
4. According to Applicant testimony, she was in a relationship with a man who was involved with dealing marijuana. Applicant would smoke marijuana to help with her health issues. Applicant states that her friend put the marijuana in her car, so when the police pulled her friend over for driving intoxicated, the police found the drugs. The police amended the criminal complaint to Possession of Marijuana and Possession of Drug Paraphernalia.
5. Applicant was not a licensed educator or employed in a position of public trust at the time of his offense.

CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.

3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. The Professional Practices Commission does not believe the Applicant is a risk to herself, to children, or to the public.
5. THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 6-0, that Applicant application for an emergency substitute license be granted and that Applicant return to the Profession Practices Commission prior to receiving any other license.

This Initial Order is made and entered this January 24, 2020.

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

In the Matter of
the Application of
[REDACTED]

20-PPC-06

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon [REDACTED] (“Applicant”) application for an initial teaching license.

The hearing on this matter was held on January 24, 2020. Appearing for the Commission were chairperson, Linda Sieck, and members, Aaron Edwards, Jennifer Holt, Sylvia Ramirez, Stan Ruff, and Caroline Spaulding. The KSDE appeared by and through Legal Intern, Kirstin Harden, supervised by General Counsel, R. Scott Gordon. Applicant appeared on her own behalf.

FINDINGS OF FACT

1. [REDACTED] applied for an initial teaching license.
2. In 2016, [REDACTED] was convicted of theft. [REDACTED] was placed on one-year probation.
3. [REDACTED] did not disclose her theft on the application.
4. According to [REDACTED] testimony, she took some clothes into the store changing room to try on. [REDACTED] then walked out of the store with unpaid clothing. When outside the store, [REDACTED] testifies that she was asked to return to the store where she waited for police to arrive. [REDACTED] stated that she has sought out therapy and it has helped her.
5. [REDACTED] was not a licensed educator or employed in a position of public trust at the time of his offense.
6. The Kansas State Department of Education mailed [REDACTED] a Notice to Appear on December 30, 2019.

CONCLUSIONS OF LAW

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

2. One of the obvious goals of education is to “instill respect for the law.” *Hainline v. Bond*, 250 Kan. 217 (1992). An educator is a role model. *Hainline* at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. The Professional Practices Commission believes may be placed in a position of trust. The incident for which she was convicted was a one-time offense which appears to be out of character. Because she was not licensed or employed as a professional at the time of her misconduct, the Commission does not believe any level of discipline is appropriate.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 6-0, that application for an initial teaching license be granted.

This Initial Order is made and entered this January 24, 2020.

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

In the Matter of
the Application of
[REDACTED]

20-PPC-02

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon [REDACTED] (“Applicant”) application for an emergency substitute license and initial teaching license.

The hearing on this matter was held on January 24, 2020. Appearing for the Commission were chairperson, Linda Sieck, and members, Aaron Edwards, Jennifer Holt, Sylvia Ramirez, Stan Ruff, and Caroline Spaulding. The KSDE appeared by and through Legal Intern, Kirstin Harden, supervised by General Counsel, R. Scott Gordon. Applicant appeared on her own behalf.

FINDINGS OF FACT

1. Applicant applied for an emergency substitute license and an initial teaching license.
2. In 2018, Applicant entered into a criminal diversion agreement for Possession of Marijuana and Possession of drug paraphernalia.
3. Applicant disclosed the diversion on her applications.
4. According to Applicant, on her way home after spending the night with friends, she was pulled over by police for speeding. Applicant testified that she was “high” as she was driving home. The police officer could smell marijuana in her vehicle and was going to search the vehicle. At that time Applicant gave the marijuana and marijuana pipe to him. Applicant stated she was high while driving. Applicant testified that she has not used marijuana since the incident and that it was a mistake.
5. Applicant provided evidence of successfully completing a drug treatment program.
6. Applicant provided letters of recommendation from past employers as well as college instructors. Applicant did not inform all of her instructors or student-teaching supervisor of her arrest or subsequent diversion until after Applicant found out she would appear before the PPC. A parent for whom the Applicant has worked as a nanny testified on her behalf.
7. Applicant was not a licensed educator or employed in a position of public trust at the time of her offense. She has since received her degree from Emporia State University in Education.

CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. The Professional Practices Commission considered the youth of the Applicant and the fact that she was not licensed or otherwise working as a professional at the time of her misconduct.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 6-0, that Applicant’s applications for an emergency substitute license and initial teaching license be granted.

This Initial Order is made and entered this January 24, 2020.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14 b.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 3/10/2020

Item Title:

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

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law to suspend the Licensee in case 20-PPC-07 until the end of the day May 22, 2020.

Explanation of Situation Requiring Action:

USD 308 filed a Complaint against Licensee alleging breach of an employment contract. As authorized by K.S.A. 72-2216, the Kansas State Board of Education may suspend the license of any Licensee found to be in breach of an employment contract. The parties settled the case, and the Licensee and the Complainant agree with the recommended discipline of suspension.

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

900 S.W. Jackson Street, Suite 102, Topeka, Kansas 66612

Board of Education, Unified School District
No. 308, Hutchinson, Kansas,

Complainants,

vs.

[REDACTED]

Respondent.

OAH No. 20ED0004 ED
20-PPC-07

AGREED ORDER

APPEARANCES:

For the Complainant: John E. Caton, SC# 7674
Martindell Swearer Shaffer Ridenour LLP
20 Compound Drive
P.O. Box 1907
Hutchinson, KS 67504-1907
(620) 662-3331 - telephone
john.caton@martindell.com

For the Respondent: Marc A. Saighman, SC# 25813
4700 Belleview, Suite 215
Kansas City, MO 64112
(816) 561-2300- telephone
msighmanlaw@gmail.com

The above-captioned matter comes on for consideration and decision by the Kansas State Department of Education Professional Practices Commission (the "Commission") pursuant to this Agreed Order approved on behalf of the parties as set forth herein. Upon consideration of the parties= stipulation, the Commission finds and concludes as follows:

1. The Commission has jurisdiction of the subject matter and the parties.

2. After full consideration of the pertinent facts and governing law, the parties agree that:

A. Each of the allegations contained in the Complainant's complaint is true and correct in all material respects;

B. The Respondent has breached and is in continuing violation of Respondent's employment contract with the Complainant;

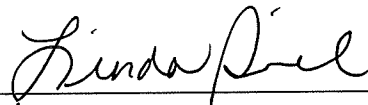
C. The Respondent does not contest the substance of the Complainant's Complaint and agrees that Respondent's teaching license shall be suspended for the remainder of the term of the Respondent's employment contract with the Complainant, to wit, to and including May 22, 2020, all in accordance with the provisions of K.S.A. 72-2216, as amended.

3. The Commission hereby adopts the stipulation of the parties as set forth herein

IT IS, THEREFORE, ORDERED BY THE KANSAS STATE BOARD OF EDUCATION PROFESSIONAL PRACTICES COMMISSION that the Commissioners recommend to the Kansas State Board of Education that Respondent's teaching license be suspended pursuant to K.S.A. 72-2217, as amended, for the period to and including May 22, 2020, which date is the last day of the term of Respondent's current employment contract with Complainant, such suspension being a result of Respondent's breach of the employment contract between the Complainant and Respondent.

IT IS SO ORDERED.

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

By 
Chairperson

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 3/10/2020

Item Title:

Act on Petition for Review of Professional Practices Commission Initial Order 19-PPC-50

Recommended Motion:

It is moved that the Kansas State Board of Education remand PPC case 19-PPC-50 back to the Professional Practices Commission to receive further evidence and to make any new findings as may be appropriate.

OR

It is moved that the Kansas State Board of Education schedule a hearing to receive and consider evidence before issuing the Final Order for case 19-PPC-50.

Explanation of Situation Requiring Action:

The Applicant in 19-PPC-50 participated in an evidentiary hearing before the Professional Practices Commission. Subsequent to that hearing, new evidence was made available to the Kansas State Department of Education. The Department respectfully requests an opportunity to present the new evidence either to the PPC or to the State Board. The formal motion filed by the Department is attached.

BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of
Licensure of [REDACTED]

2019-PPC-50

**PETITION FOR REVIEW OF
THE PROFESSIONAL PRACTICES COMMISSION INITIAL ORDER**

COMES NOW the Kansas State Department of Education ("KSDE") by and through its General Counsel R. Scott Gordon to respectfully petition the Kansas State Board of Education ("State Board") review the Initial Order of [REDACTED] pursuant to K.S.A. 77-527 and to not adopt the findings of fact or the conclusions of law contained therein. In support of this Petition, KSDE offers the following:

1. On December 9, 2019, the Professional Practices Commission ("PPC") conducted a hearing whereby [REDACTED] ("Respondent") represented himself, presented evidence on his own behalf, and testified under oath.
2. At the time of the hearing, the only evidence or information available to KSDE was that Respondent had previously pled guilty and subsequently was convicted of Furnishing Alcohol to a Minor.
3. During the hearing, Respondent testified regarding the circumstances of his criminal case. Specifically, Respondent testified that:
 - a. Respondent had "friends of all age ranges" at his parent's place on the night in question;
 - b. Respondent further testified, among other things, that he knew of one girl that had been drinking and that he "honestly didn't think much of it";
 - c. Respondent further testified that charges were "only filed because she was under the age of 18 and they were upset that he had furnished her with alcohol";
 - d. Respondent further testified that he purchased "some of the alcohol consumed that night";
 - e. Respondent testified there "could have been. Honestly, more than likely" other people there drinking under the age of 21.
4. Respondent stated during closing statement that "[the victim] was just a friend, there was never any intention of that happening".
5. At the conclusion of the hearing, the PPC voted unanimously to recommend Respondent receive the license for which he has applied.

6. At the time of the hearing, KSDE did not have access to police reports, recorded interviews, or other evidence obtained during the criminal case. KSDE also did not have access to Respondent's testimony given during the hearing until the actual hearing itself.
7. Since December 9, 2019, KSDE has come into possession of evidence which directly contradicts Respondent's testimony. This evidence was in the possession of the Olathe Police Department. The newly discovered evidence consists of photographs, police reports, search warrant results, and recorded interviews of a minor child as well as the Respondent.

K.S.A. 77-527(f) authorizes the agency head or designee to render a final order disposing of the proceedings or remand the matter for further proceedings with instructions to the person who rendered the initial order. Therefore, the State Board can either hear the newly discovered evidence and make its own findings of fact and conclusions of law or it can remand the case back to the PPC instructing it to conduct a new hearing and reconsider its previously-made findings.

If the State Board decides to conduct its own hearing, KSDE requests an opportunity to present its brief with supporting evidence as well as the opportunity to present oral argument.

Signed,

A handwritten signature in blue ink, appearing to read "R. Scott Gordon", with a long horizontal flourish extending to the right.

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

CERTIFICATE OF SERVICE

I hereby certify that on the 6th day of February, 2020, a true and correct copy of the above and foregoing Motion was filed with the Kansas State Board of Education and one copy will be mailed to:



A handwritten signature in blue ink that reads "Cheryl Austin".

Cheryl Austin
Legal Assistant
Kansas State Department of Education

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16

Staff Initiating:

Bert Moore

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date: 3/10/2020

Item Title:

Accept Special Education Transition Work Group report and initial implementation plan

Recommended Motion:

It is moved that the Kansas State Board of Education accept the Special Education Advisory Council and Transition Work Group report and initial implementation plan for addressing the secondary transition of students following the recommendations of the Transition Task Force.

Explanation of Situation Requiring Action:

At the February meeting, the Special Education Advisory Council (SEAC) shared with the State Board the plans developed for addressing the Transition Task Force recommendations. These recommendations address effective transition planning to improve postsecondary outcomes for all students with disabilities. The implementation plan includes immediate steps, short-term steps, and long-range steps as outlined in the attachment.

Since the February presentation, a temporary website location has been started to house the original documents as a part of the work. <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education/Secondary-Transition>

KSDE staff will be present to answer questions.

Kansas leads the world in the success of each student.

Policies of the Kansas State Board of Education:

The following are policies of the Kansas State Board of Education on matters concerning post-secondary transition. The Board is asking the Commissioner of Education to develop, with further stakeholder engagement, a detailed action plan to carry out these policies and to ensure they are effectively implemented in all Kansas schools under the purview of KSDE and the State Board of Education. The Board is also asking the Commissioner to report back to the Board a detailed implementation plan to carry out these policies, as well as periodic reports of progress towards the plan's implementation. As part of this reporting, the Board asks the Commissioner to detail specifically how such standard or policy is assured to be implemented consistently statewide (examples: Board policy with training/technical assistance, what data will be collected?, what accountability measures will be put in place?, including the most important requirements as part of the school accreditation process?, etc.). We would note that a "policy" of the State Board of Education is not equal to a rule/regulation or law. It does not equate to a mandate that schools must follow. A policy of the State Board of Education provides the parameters and direction for KSDE to follow as they provide the models, training, technical assistance, best practices and standards to Kansas schools. The sincere hope is that by these being the official policies adopted by the State Board that it will stake out a leadership position for Kansas schools to follow. That leadership position, along with the hard work of KSDE staff, will hopefully lead to these policies of the Board being accepted and implemented in Kansas schools.

These policies were recommended by a Transition Workgroup chaired by State Board of Education member Jim Porter. The membership of the Transition Workgroup includes state agencies, educators, administrators, parents, disability advocates and the Kansas experts in the field of post-secondary transition. The Transition Workgroup was established in 2018 when Jim Porter was chair of the State Board of Education. The Workgroup was assembled in lieu of action by the Kansas Legislature on 2018's HB 2745. The Transition Workgroup is accomplishing all of the activities and outputs that would have been required by HB 2745. Additionally, when recommendations are being made by the Workgroup to other Kansas entities outside of the control of the Kansas State Board of Education (such as state agencies, Governor, Kansas Legislature, etc.) those recommendations are detailed in a separate document. Throughout this document, the original reports and recommendations of the Transition Workgroup are cited to better provide the Commissioner, KSDE staff and the public have access to the full report language and recommendations surrounding each policy. These full reports will help provide background and a more complete picture of the policy changes being sought by the Board with this document.

The full community of Kansas stakeholders that engage in transition-related activities was involved in this planning process. The State Board considers these policy changes best practices which KSDE will implement, with or without funding. All of the changes in this document are measures to be implemented by KSDE. Through the adoption of this document, the Board understands that KSDE will implement these points by either making or suggesting changes in policies, practices, procedures and

evaluated standards. Additionally, concerning Employment First and competitive, integrated employment changes in this document, the existing Kansas Employment First Initiative Act (KSA 44-1136 through 1138) already empowers and requires such changes. This existing law requires that “All state agencies shall follow this policy and ensure that it [Employment First] is effectively implemented in their programs and services.” Therefore, this document is also detailing the State Board of Education’s directive for implementing the current Employment First law. The policy regarding Employment First is actionable, because there is existing law. If implementation of any of the points of this document is a barrier due to existing funding, KSDE will report back to the Board of Education the specific barrier and the funding required to remedy the situation. If steps are unclear because there are unknowns due to lack of data, KSDE should study the issue and report back on the data and on next steps to accomplish the recommendation. The State Board should receive a preliminary report with timelines early in 2020.

Training, Professional Development and the IEP/Transition System

1. Ensure the entire special education system is focusing on increasing understanding, engagement and planning of post-secondary transition at all ages, including early childhood, for students with disabilities by supporting transition preparation and planning through training, technical assistance, professional development and evaluation of implementation (see Report 1, Recommendation 1).
 - a. Establish a model for effective Individualized Education Program (IEP) meeting practices and procedures, including transition, to ensure it is user-friendly, understandable, useful and less frustrating to students/parents and that consistent, best-practices are provided in all districts statewide.
 - b. Consult with key national leaders in this area, such as Kansas University Center on Developmental Disabilities, National Technical Assistance Center on Transition, and others to incorporate evidence-based practices and other effective national models to assist with this effort, such as the LifeCourse Framework.
 - c. Pursuant to the Kansas Employment First Initiative Act, Individuals with Disabilities Education Act, and Workforce Innovation and Opportunities Act, establish that the postsecondary expectation for all students with disabilities will be competitive, integrated employment.
2. Establish and promote a model for effective IEP meeting practices and procedures that ensures IEPs are student led and emphasize transition across the lifespan (see Report 1, Recommendation 3).
 - a. Support students’ individualized participation by stressing best-practices in self-advocacy and self-determination.
 - b. Examine other states that incorporate a user-friendly, interactive device/web-based app to improve their engagement of students and parents in the IEP and transition process. As part of this engagement, such a device/web-based app can be utilized to obtain feedback and information for the transition plan.

3. Establish and promote a model for consistent child-find practices to ensure all students with disabilities that require an IEP are correctly identified. (see Report 1, Recommendation 4).
 - a. KSDE will provide training and technical assistance to ensure students with disabilities birth through 21 (including but not limited to those with mental health needs, autism and brain injury) are appropriately identified and served under IDEA and not simply referred to other options (such as informal supports, Student Improvement Team Plan, 504 Plan, Positive Behavioral Support, etc.).
 - b. As part of KSDE's disproportionality examinations, the Department will examine prevalence rates of IEP disability categories to determine categories that are either over or under represented. This information will be used to identify districts that could benefit from targeted technical assistance, including examination of the district's child-find policy, practices and procedures.
4. KSDE will work with disability stakeholders who will develop training and technical assistance to ensure transition planning includes all alternatives to guardianship (durable powers of attorney, supported decision making, etc.) are presented to ensure choices are fully informed and carefully made. Guardianship is the last resort and is utilized only after other less restrictive alternatives have been fully considered. KSDE will gather data regarding guardianship decisions (See Report 1, Recommendation 8).
5. Work with stakeholders to provide materials, training and technical assistance to ensure schools better understand, inform, and provide resources to parents and students about services in the community that support individuals for effective transition during and beyond school, and throughout their lifespan (see Report 1, Recommendation 9).
 - a. For students at-risk of being employed in a non-competitive or non-integrated setting, stress the availability of individualized Medicaid Home and Community Based Services waivers and Vocational Rehabilitation supports that can get them a job in the community that is both competitive and integrated. The Kansas Employment First Act requires competitive, integrated employment must be the preferred and first option.
6. Establish and promote a model to educate families and professionals on how to prepare for transition beginning in early childhood and provide effective information as to how such preparation would lead to better outcomes for transition, which will ensure expectations are limitless (see Report 4, Recommendation 1).
7. Work with other states, Kansas state and local agencies and programs (Vocational Rehabilitation, Department of Commerce, Workforce Centers, Medicaid, HCBS Waivers, Independent Living Centers, etc.) to support the "braiding" of funds between the different systems, including providing training and technical assistance to schools, thus creating a more effective coordination of resources (See Report 4, Recommendation 2).

- a. “Braiding” of funds is when all the different resources come together (Vocational Rehabilitation, Workforce Centers, Independent Living Centers, KSDE, Medicaid, HCBS Waiver programs, mental health, local schools, etc.) to ask “What does this student with a disability need to have a successful transition, and how can our individual programs and funds work together to make that happen.” Coordination is key.
 - b. Numerous states have effectively incorporated “braiding” of funding to ensure better transition outcomes for students with disabilities.
 - c. Braiding of funds could result in students receiving appropriate supports from the above sources which could relieve some financial pressure on schools and Special Education funds. For instance, using VR Pre-ETS (Pre-Employment Transition Services) funding to involve students in job readiness training.
8. KSDE, working with disability stakeholders, will establish and promote a model to provide training to schools and teachers on how to ensure students are trained in best practices in self-advocacy and self-determination beginning at early childhood (see Report 4, Recommendation 3).
9. KSDE will work with the Kansas State Board of Regents, disability stakeholders, Kansas private colleges, and others to develop training and technical assistance to schools regarding resources available to support transitioning students into post-secondary education and training opportunities (see Report 5, Recommendation 2 and 3).
 - a. The terms post-secondary education and training are to be interpreted broadly (e.g. auditing classes, comprehensive transition programs, etc.) for all students with disabilities.
 - b. School personnel on the IEP team will share with students and families the full range of post-secondary educational opportunities individualized for students across the spectrum of academic ability, including those with intellectual disability; and the transition services available to prepare students to be successful in their chosen post-secondary education program, which includes obtaining accommodations.
 - c. IEP teams will inform families that students have a right to receive reasonable accommodations and to apply for and attend post-secondary programs. For students who wish to participate in a degree-seeking post-secondary education program, acceptance into such programs are not limited by the cost of necessary accommodations.
 - d. School personnel will work with students to provide information, documentation and assistance to ensure students understand their rights and have access to documentation of needed accommodations. KSDE will provide a model to ensure schools follow an effective process to provide graduating students with disabilities a comprehensive listing of accommodations (Summary of Performance) received in order to facilitate a more effective post-secondary transition.
 - e. KSDE will work with the Kansas Board of Regents to establish expectations around students coming out of Kansas schools to Kansas post-secondary institutions with documentation of accommodations received.

10. KSDE will establish and provide guidance on quality practices to ensure schools provide individualized supports and services for students age 18 through 21 (See Report 4, Recommendation 4).
 - a. KSDE will examine existing data to identify districts that appear to be under serving students in this age group, and provide targeted training and technical assistance to those districts.
 - b. The focus will be on ensuring that students who need and can benefit from 18 through 21 services obtain such services pursuant to existing law. Transparency about IEP requirements are essential.
 - c. KSDE will provide training and technical assistance to all districts.

Systems Change and Coordination

1. KSDE will provide a model to ensure students with disabilities with IEPs of appropriate age, and their legal decision makers, receive a referral to Vocational Rehabilitation and Workforce Development Centers (see Report 1, Recommendation 7).
 - a. As part of this referral process, KSDE will work with disability stakeholders and the programs to develop a process to improve the referral process across systems between schools, VR and Workforce Development Centers.
 - b. As one idea, the Transition Workgroup subcommittee discussed creating a process for providing materials to schools for parents to sign releases to allow schools to share their information to make these referrals to VR and Workforce Development Centers. Improving this process is critically important to successful transitions. The Workgroup would like these and other ideas to be discussed through the stakeholder engagement group in sub a, above. Parent members of the subcommittee strongly believed that students/parents need to be better informed by school staff just how critically important VR and the Workforce Centers are to making a successful transition to adult life and obtaining a job after high school.
 - c. Another idea that the Workgroup discussed was to make referral to VR and Workforce Centers more of an “opt-out” process and more automatic. There was strong support from the parent and advocacy communities for this process. Although KSDE does not control this process, the Workgroup will be making recommendations to the Governor, Legislature and State Agencies regarding this idea.
2. KSDE will provide a model for schools to ensure transition plans have meaningful steps, activities and mechanisms to ensure students with disabilities transition to competitive, integrated employment as the first and preferred option (see Report 3, Recommendation 1).
 - a. Only a transition that includes either: 1) post-secondary education and training that leads to competitive, integrated employment or 2) transition to such employment will be considered by KSDE to be a successful transition under this Board adopted document.

- b. The State Board understands that the Employment First Initiative Act applies to KSDE and Kansas schools. By adopting this document, the Board is helping to better ensure that KSDE and schools are in conformity with Kansas law.
 - c. Because this helps implement the requirements of existing Kansas law, the Board asks the Commissioner of Education to establish significant processes, training/technical assistance, reporting requirements and accountability mechanisms to ensure KSDE and Kansas schools come into conformity with this document and the Employment First law. Additionally, the Commissioner is asked to report back how KSDE will implement the portion of the existing law that “All state agencies shall follow this policy and ensure that it [Employment First] is effectively implemented in their programs and services.” Additionally, KSDE is to ensure transition plans in Kansas transition students to competitive, integrated employment and independent living whenever possible. The goal is to do a “hard reset” on the educational transition system in order to make competitive, integrated employment the clear expectation going forward.
 - d. Pursuant to the Kansas Employment First Initiative Act, the Board is issuing these specific points regarding competitive, integrated employment as the policies and goals of the KSDE regarding Employment First.
3. KSDE will work with the Kansas Vocational Rehabilitation program on methods to better ensure more active and effective engagement with schools regarding post-secondary transition (See Report 3, Recommendation 2).
 4. KSDE will work with the Executive Branch agencies to be intricately involved in the coordination of planning and implementation efforts on disability employment issues. KSDE needs to have key decision makers involved and engaged with Executive Branch agencies in an effective method to coordinate disability employment and post-secondary transition issues. This coordination is important to ensure improved disability employment outcomes, including post-secondary transition (See Report 3, Recommendation 3).

Capacity Building

1. Ensure schools are providing effective numbers and sufficiently trained transition coordinators/specialists (see Report 1, Recommendation 2).
 - a. KSDE will survey local education agencies to determine how many are employing staff that meet the below standards for Transition coordination.
 - b. KSDE will establish competencies to make positive changes in this area. In the short-term there are options such as micro-credentialing and obtaining competencies to improve Transition coordination. In the long-term there are many options to consider, including but not limited to creating credentialing or licensure standards to ensure effectiveness and consistency of services.

- c. Parents/students need to be educated how to be effective consumers of transition coordinator services (knowing what Transition Coordination is, what the professional standards are, what these micro/credentials mean, etc.).
 - d. Local education agencies should be encouraged to provide compensation for those obtaining appropriate competencies.
 - e. KSDE will detail to schools acceptable levels of transition coordinators and other standards to increase coordinator numbers and ensure better access to this needed service.
 - f. Additionally, the following details numerous standards and competencies for transition coordinators/specialists. KSDE should examine these competencies as it establishes the core competencies and standards. <http://community.cec.sped.org/dcdt/cec-transition-standards>
2. Working with disability stakeholders, develop a plan to increase independent advocates in order to empower parents and students to effectively navigate the special education system and advocate during planning and implementation of the individualized educational program and process, including transition (see Report 1, Recommendation 5).
- a. KSDE will develop a plan to ensure greater access to independent advocates.
 - b. As a consensus, parents and advocates on the Transition Workgroup identified these independent advocates are a need that must be filled, as a key to a successful transition.
 - c. For more information on the successful models and best practices for creating capacity for independent advocacy/ombudsman services, see the extensive policy paper written by the AARP, the Arc of the United States, Families USA, DREDF and others (“Designing State-Based Ombuds Programs ...”).
3. Working with disability stakeholders, develop a plan to ensure better access to benefits planners and planning materials to bust the myths surrounding employment and disability benefits. This access to benefits information and planners must start early to combat the systemic and prolific myths about work and benefits in the disability community (See Report 1, Recommendation 10).
- a. KSDE needs to work with the existing benefits planners in Kansas (through KDHE’s Working Healthy program, the federally-funded WIPA program, and any other benefits planners – ILCs, CMHCs, etc.) to increase collaboration and access to benefits planning for students with disabilities in transition.
 - b. Other collaborators include the Kansas State Treasurer (ABLE Accounts) and private or pooled special needs trusts organizations (such as Arcare). Knowledge about ABLE accounts and special needs trusts are an important aspect of a successful transition plan.
 - c. A goal of collaboration is to have knowledgeable experts (KDHE, KDADS, Kansas State Treasurer, etc.) produce materials and basic information about benefits planning, such as information about SSI, Medicaid, ABLE accounts and special needs trusts for schools to

share with students in transition and their parents in order to help ensure a more effective transition to competitive, integrated employment.

Data Collection and Tracking

The taskforce performed an in-depth review of existing surveys and data collections from multiple state agencies and organizations. The taskforce then identified questions that cannot be answered with existing data, but which could provide actionable information to improve transition results for children. A summary of the taskforce's proposals are included below (See Report 2, Recommendations in the Table starting on page 2 of the report).

1. Create a heat map of the state to identify where students are transitioning into sheltered workshops.
 - a. Use the geographic data to see if there are particular areas of the state or districts that demonstrate a need for targeted support in transitioning to competitive employment options.
2. Identify districts providing real working experiences in the community for youth.
 - a. A significant indicator for post school employment is in-school access to employment opportunities.
3. Identify which districts have a transition council.
 - a. Which districts participate in active transition councils?
4. Determine which districts are collecting their own post-school data.
 - a. High quality data at the school level on student post-school outcomes will inform improvements at the school level.
5. Perform additional data collections and analysis as may be necessary to implement other recommendations of the Transition Workgroup, including survey and other data to gauge school performance on the IEP and transition issues contained in the Employment Systems Change Coalition report.

Table of Transition Taskforce Recommendations to the Kansas State Board of Education

This is a working document to aid the Special Education Advisory Council and the Kansas State Department of Education in identifying immediate actions and long-term strategies to improve secondary transition for students with disabilities in Kansas.

DRAFT

Training, Professional Development and the IEP/Transition System				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/Redesign Principles
1.Ensure the entire special education system is focusing on increasing understanding, engagement and planning of post-secondary transition at all ages, including early childhood, for students with disabilities by supporting transition preparation and planning through training, technical assistance, professional development and evaluation of implementation (see Report 1, Recommendation 1).	<ul style="list-style-type: none"> • Archived transition resources will be revised/updated. • Tools and resources spread across multiple systems. • LifeCourse Framework resources. 	<ul style="list-style-type: none"> • Review and upload existing resources to KSDE website. • Provide a transition workshop for educators (scheduled for July 27th). • Use existing KSDE “roadshows” to spread the message in general education practices. Blend the messages with Individual Plans of Study (IPS), Perkins work, Council of Superintendents meetings, Curriculum leaders, USA Conference, etc. • Marketing and dissemination of the Transition Recommendations through KASB, USA. • Identify and engage stakeholders to provide input. 	<ul style="list-style-type: none"> • Create family/student friendly one-stop website for transition resources. • Work with partners/stakeholders to plan annual transition conference. • Address complete education system. • Make modules and success stories available. • Develop and implement evaluation tool to determine “success”. • Ensure resources are available for the rural areas of the state. 	<ul style="list-style-type: none"> • Postsecondary completion/attendance • Individual Plan of Study (IPS) • Student Success Skills • High School Graduation

Training, Professional Development and the IEP/Transition System				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/Redesign Principles
2. Establish and promote a model for effective IEP meeting practices and procedures that ensures IEPs are student led and emphasize transition across the lifespan (see Report 1, Recommendation 3).	<ul style="list-style-type: none"> Archived transition resources will be revised/updated. Current resources include TASN website at www.ksdetasn.org. LifeCourse Framework resources. 	<ul style="list-style-type: none"> Review and upload existing resources to website. Research model programs in the state and other states using these practices. 	<ul style="list-style-type: none"> Identify and implement effective professional development strategies (e.g., modules) on IEP best practices for LEA staff. Identify and disseminate best practice examples for teachers on student led conferences. Disseminate resources that help students understand their role in the IEP process. Reinforce regular education teacher and administrator involvement in the Individual Education Plan (IEP) and IPS meetings. Special attention to include all students, including non-verbal students, etc. Help teachers by developing tools to balance realistic life goals and stretch goals for students. 	<ul style="list-style-type: none"> Individual Plan of Study Student Success Skills High School Graduation Postsecondary Success

Training, Professional Development and the IEP/Transition System				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/Redesign Principles
			<ul style="list-style-type: none"> • District leaders and building teachers refresh learning on transition • Student credits research - How do we give credits for project-based learning and differentiating instruction, creating outcomes for individual students. Process for receiving credit. (badges information from Wendy) • Connect with the Self Advocate Coalition of Kansas and the Kansas Youth Empowerment Academy. • Alignment within KESA 	
3. Establish and promote a model for consistent child-find practices to ensure all students with disabilities that require an IEP are correctly identified. (see Report 1, Recommendation 4).	<ul style="list-style-type: none"> • Process exists in IDEA, 34 C.F.R 300.111(a)(c) • KAR 91-40-7(a) • Kansas Special Education Process Handbook 	<ul style="list-style-type: none"> • Special Designed Instruction (SDI) - hot topic at Summer Admin. Conference. (recent document released) on KSDE website. 	<ul style="list-style-type: none"> • Training and resources developed to help districts understand when a 504 plan is most appropriate and when IEP is most appropriate. 	Individual Plan of Study

Training, Professional Development and the IEP/Transition System				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/Redesign Principles
4. KSDE will work with disability stakeholders who will develop training and technical assistance to ensure transition planning includes all alternatives to guardianship (durable powers of attorney, supported decision making, etc.) are presented to ensure choices are fully informed and carefully made. Guardianship is the last resort and is utilized only after other less restrictive alternatives have been fully considered. KSDE will gather data regarding guardianship decisions (See Report 1, Recommendation 8).	<ul style="list-style-type: none"> Families Together provides training; IDEA CFR 300.520 Special Education Process Handbook, Chapter 4; Rights at Age of Majority notice. 	<ul style="list-style-type: none"> Notify KASEA members at the regular regional meetings of resources that may be available on this topic and encourage them to connect with Families Together or others to learn more. Identify and engage stakeholders to provide input. 	<ul style="list-style-type: none"> KSDE will work with Families Together and the Kansas Commission on Developmental Disabilities (KCDD) to disseminate resources on alternatives to guardianship. 	<ul style="list-style-type: none"> Postsecondary Success High School Graduation
5. Work with stakeholders to provide materials, training and technical assistance to ensure schools better understand, inform, and provide resources to parents and students about services in the community that	<ul style="list-style-type: none"> Kansas Commission on Disability Concerns (KCDC) has a resource map available online that is updated annually. 	<ul style="list-style-type: none"> KSDE will promote information on the KSDE and TASN websites to LEA staff. Identify and engage stakeholders to provide input. 	<ul style="list-style-type: none"> KSDE will identify internal and external critical partners to help develop, promote and disseminate information. 	<ul style="list-style-type: none"> Individual Plans of Study Postsecondary Success

Training, Professional Development and the IEP/Transition System				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/Redesign Principles
support individuals for effective transition during and beyond school, and throughout their lifespan (see Report 1, Recommendation 9).				
6. Establish and promote a model to educate families and professionals on how to prepare for transition beginning in early childhood and provide effective information as to how such preparation would lead to better outcomes for transition, which will ensure expectations are limitless (see Report 4, Recommendation 1).	<ul style="list-style-type: none"> • Archived transition resources will be revised/updated • LifeCourse Framework resources 	<ul style="list-style-type: none"> • Coordination with the KSDE Early Childhood Team to integrate information and resources into existing materials and future trainings. 	<ul style="list-style-type: none"> • Incorporate information on best practices into KSDE administered early childhood programs and trainings. • Develop parent/family resource and guidance documents for transition from part C to B. • Help EC providers understand the difference between EC and part B services. 	<ul style="list-style-type: none"> • Postsecondary success • High School Graduation

Training, Professional Development and the IEP/Transition System				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/Redesign Principles
7. Work with other states, Kansas state and local agencies and programs (Vocational Rehabilitation, Department of Commerce, Workforce Centers, Medicaid, HCBS Waivers, Independent Living Centers, etc.) to support the “braiding” of funds between the different systems, including providing training and technical assistance to schools, thus creating a more effective coordination of resources (See Report 4, Recommendation 2).		<ul style="list-style-type: none"> • Solicit feedback from the field to identify existing opportunities and challenges that could be addressed through braiding of funds. • Identify and engage stakeholders to provide input. • National Technical Assistance Center on Transition (NTACT) 	<ul style="list-style-type: none"> • Mapping of each program requirements on how funding is to be spent. 	<ul style="list-style-type: none"> • Postsecondary Success
8.KSDE, working with disability stakeholders, will establish and promote a model to provide training to schools and teachers on how to ensure students are trained in best practices in self-advocacy and self-determination beginning at early childhood (see Report 4, Recommendation 3).	<ul style="list-style-type: none"> • Archived transition resources will be revised/updated. 	<ul style="list-style-type: none"> • Review and upload existing resources to website. • Coordination with KSDE Early Childhood team to integrate information and resources into existing materials and future trainings. 	<ul style="list-style-type: none"> • Incorporate information on best practices into KSDE administered early childhood programs and trainings. 	<ul style="list-style-type: none"> • Student Success Skills • Social-Emotional Learning • Postsecondary success • Kindergarten Readiness

Training, Professional Development and the IEP/Transition System				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/Redesign Principles
9. KSDE will work with the Kansas State Board of Regents, disability stakeholders, Kansas private colleges, and others to develop training and technical assistance to schools regarding resources available to support transitioning students into post-secondary education and training opportunities (see Report 5, Recommendation 2 and 3).	<ul style="list-style-type: none"> • OSEP letter on Postsecondary "Increasing Postsecondary Opportunities and Success for Students and Youth with Disabilities" (9/17/2019) • Promote examples of postsecondary options, e.g. KU • Think College resources. • Summary of Performance. • Kansas Career Navigator. 	<ul style="list-style-type: none"> • KSDE will help facilitate meaningful communication between Kansas Board of Regents (KBOR) staff and special education directors, by encouraging KBOR to work with Kansas Association Special Education Administrators (KASEA) to attend at least one KASEA meeting in each region each year. • Invite KBOR to participate in Transition Summit. 	<ul style="list-style-type: none"> • Develop a plan on how to inform students and families of the differences between rights and documentation for accommodations. • IDEA/504/ADA • Summary of Performance guidance templates to access additional education opportunities. This should be a tool for students. Common vocabulary. 	<ul style="list-style-type: none"> • Individual Plan of Study • Postsecondary Success • High School Graduation
10. KSDE will establish and provide guidance on quality practices to ensure schools provide individualized supports and services for students age 18 through 21 (See Report 4, Recommendation 4).	<ul style="list-style-type: none"> • Special Education process handbook • KIDS Data Dictionary 	<ul style="list-style-type: none"> • Share resources on Project Search, other examples of quality services through monthly special education director's webinar. 	<ul style="list-style-type: none"> • Develop tools to clarify and increase understanding of 18-21-year-old student needs. • Inventory of resources for 18-21-year-old services. • Make sure we have support for credits of students who move 	<ul style="list-style-type: none"> • Student Success Skills • Postsecondary Success

Training, Professional Development and the IEP/Transition System				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/Redesign Principles
		<ul style="list-style-type: none"> Provide clarification on graduation reporting (code 22) to districts (superintendents, KIDS clerks) via listserv. KIDS training. 	from one program to another. (homeschooled, juvenile justice, foster care students)	

Systems Change and Coordination				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/ Redesign Principles
1. KSDE will provide a model to ensure students with disabilities with IEPs of appropriate age, and their legal decision makers, receive a referral to Vocational Rehabilitation and Workforce Development Centers (see Report 1, Recommendation 7).		<ul style="list-style-type: none"> KSDE will help facilitate meaningful communication between Vocational Rehabilitation (VR) and Pre-Employment Transition Services (Pre-ETS) staff and special education directors, by encouraging VR & Pre-ETS to work with KASEA to attend at least one KASEA meeting in each region each year. 	<ul style="list-style-type: none"> Survey agencies to determine interactions and use of these services. Provide resource information to districts. Identify and engage stakeholders to provide input. 	<ul style="list-style-type: none"> Student Success Skills Postsecondary Success Skills
2. KSDE will provide a model for schools to ensure transition plans have meaningful steps, activities and mechanisms to ensure students with disabilities transition to competitive, integrated employment as the first and preferred option (see Report 3, Recommendation 1).		<ul style="list-style-type: none"> Increase awareness of requirements regarding the Employment First Initiative Act through monthly special education webinar and KASEA regional meetings. Review and upload existing resources to website Develop Career Technical Education 	<ul style="list-style-type: none"> Incorporate explicit information on Employment First into both existing and future resources Student led conferences Stakeholder engagement with Employment First, Kansas Developmental Disability Network, Self-Advocate Coalition of KS, Big Tent Coalition, community groups 	<ul style="list-style-type: none"> Student Success Skills Postsecondary Success Skills High School Graduation

Systems Change and Coordination				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/ Redesign Principles
		(CTE) pathways handout	<ul style="list-style-type: none"> Least Restrictive Environment (LRE) in workplace that will be successful for the individual. 	
3. KSDE will work with the Kansas Vocational Rehabilitation program on methods to better ensure more active and effective engagement with schools regarding post-secondary transition (See Report 3, Recommendation 2.)	<ul style="list-style-type: none"> KSDE/Kansas Rehabilitation Services (KRS) MOU Special Education Process Handbook Chapter 4 K.S.A. 75-53-101 notification to Department of Children and Family (DCF) 	<ul style="list-style-type: none"> Regular meetings between KSDE and DCF staff to facilitate coordination and support. 		<ul style="list-style-type: none"> Student Success Skills Postsecondary Success Skills High School Graduation
4. KSDE will work with the Executive Branch agencies to be intricately involved in the coordination of planning and implementation efforts on disability employment issues. KSDE needs to have key decision makers involved and engaged with Executive Branch	<ul style="list-style-type: none"> KSDE has representation on the following councils: KCDD, Employment First, Kansas Rehabilitation Services (KRS) State Council, Working Healthy, KCDC, and Children's Cabinet. 	<ul style="list-style-type: none"> KSDE will participate in future opportunities for collaboration as they arise. 		

Systems Change and Coordination				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/ Redesign Principles
agencies in an effective method to coordinate disability employment and post-secondary transition issues. This coordination is important to ensure improved disability employment outcomes, including post-secondary transition (See Report 3, Recommendation 3).				

Capacity Building				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/ Redesign Principles
1. Ensure schools are providing effective numbers and sufficiently trained transition coordinators/specialists (see Report 1, Recommendation 2).		<ul style="list-style-type: none"> Solicit feedback on both exemplars and challenges from the field to inform future action. Include teachers and instructional coaches on the sufficiently trained staff list. (more than just the coordinator/specialist's work) 	<ul style="list-style-type: none"> Work with the field to identify exemplars and critical qualities of staff that provide transition coordination services. Disseminate those best practices and strategies in future training and resources. Design process to meet needs through the IEP process and transition planning. Get data on the existing situation of coordinators/specialists currently being used in KS. Develop Regional transition support system. Plan for sustainability needs. Stakeholders -Federally created DD network which is DRC, KCDD, and KU, in Kansas. 	<ul style="list-style-type: none"> Individual Plan of Study Postsecondary Success
2. Working with disability stakeholders, develop a plan to increase independent advocates in order to empower	<ul style="list-style-type: none"> Families Together 		<ul style="list-style-type: none"> Identify and engage stakeholders to provide input. 	<ul style="list-style-type: none"> Individual Plan of Study Postsecondary Success

Capacity Building				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/ Redesign Principles
parents and students to effectively navigate the special education system and advocate during planning and implementation of the individualized educational program and process, including transition (see Report 1, Recommendation 5)			<ul style="list-style-type: none"> • Training with students and parents to be their own advocates. 	
3. Working with disability stakeholders, develop a plan to ensure better access to benefits planners and planning materials to bust the myths surrounding employment and disability benefits. This access to benefits information and planners must start early to combat the systemic and prolific myths about work and benefits in the disability community (See Report 1, Recommendation 10).	<ul style="list-style-type: none"> • Working Healthy resources • Families Together • United Cerebral Palsy (UCP) Research in Wichita, Ks 	<ul style="list-style-type: none"> • In collaboration with Families Together and Working Healthy review existing resources on employment options and how to maintain benefits. • Develop a plan on how students and families can access the information. (Example having resource information available at IEP meetings.) 	<ul style="list-style-type: none"> • Identify and engage stakeholders to provide input. • KSDE website and publicize opportunities for students to maintain current benefits and work. 	<ul style="list-style-type: none"> • Individual Plan of Study

NOTE FOR DATA RECOMMENDATIONS: KSDE will reach out to universities to recruit summer interns to assist with gathering, processing, and analyzing transition data, in collaboration with other relevant state agencies.

Data Collection and Tracking				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/ Redesign Principles
1.Create a heat map of the state to identify where students are transitioning into sheltered workshops.				<ul style="list-style-type: none"> Postsecondary Success Skills
2.Identify districts providing real working experiences in the community for youth.				<ul style="list-style-type: none"> Individual Plan of Study Postsecondary Success Skills
3.Identify which districts have a transition council.				<ul style="list-style-type: none"> Postsecondary Success Skills
4.Determine which districts are collecting their own post-school data.	<ul style="list-style-type: none"> Indicator 14 of the State Performance Plan Annual Report. 	<ul style="list-style-type: none"> Identify who is doing additional tracking? 		<ul style="list-style-type: none"> Postsecondary Success Skills
5.Perform additional data collections and analysis as may be necessary to implement other recommendations of the Transition Workgroup, including survey and other data to gauge school performance on the IEP and transition issues contained in the Employment Systems Change Coalition report.		<ul style="list-style-type: none"> Identify and engage stakeholders to provide input. Big Tent Coalition 		<ul style="list-style-type: none"> Postsecondary Success Skills



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Item Title: Personnel Report

From: Candi Brown, Wendy Fritz

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

Total employees 242 as of pay period ending 02/22/2020. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 b.

Staff Initiating:

Candi Brown

Director:

Wendy Fritz

Commissioner:

Randy Watson

Meeting Date: 3/10/2020

Item Title:

Act on personnel appointments to unclassified positions

Recommended Motion:

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

Explanation of Situation Requiring Action:

The following personnel appointment is presented this month:

Luke McClurg to the position of Public Service Administrator on the Teacher Licensure and Accreditation team, effective Feb. 9, 2020, at an annual salary of \$ 48,006.40. This position is funded by the Certification Fee Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 c.

Staff Initiating:

Susan Helbert

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 3/10/2020

Item Title:

Act on recommendations for licensure waivers

Recommended Motion:

It is moved that the Kansas State Board of Education accept the attached recommendations for licensure waivers.

Explanation of Situation Requiring Action:

SBR 91-31-42 allows any school district to request a waiver from one or more of their accreditation requirements imposed by the State Board. Requests by schools to waive school accreditation regulation SBR 91-31-34 (appropriate certification/licensure of staff) are reviewed by the staff of Teacher Licensure and Accreditation. The district(s) must submit an application verifying that the individual teacher for whom they are requesting the waiver is currently working toward achieving the appropriate endorsement on his/her license. A review of the waiver application is completed before the waiver is recommended for approval.

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

Licensure Waivers

District	Dist Name	First	Last	Subject	Recomm.
D0108	Washington Co. Schools	Charlotte	Cardenas-Hanekom	Spanish - extension on number of days under an emergency substitute license	Approved
D0204	Bonner Springs	Megan	Frakes	High Incidence Special Ed.	Approved
D0218	Elkhart	Ethan	Harder	Life Science - extension on number of days under an emergency substitute license	Approved
D0253	Emporia	Victoria	Lewis	Gifted	Approved
D0259	Wichita	Abigail Myril	Semple	Low Incidence Special Ed.	Approved
D0259	Wichita	Jennifer	Talkington-Sy	Low Incidence Special Ed.	Approved
D0259	Wichita	Teresa	Martinez	Low Incidence Special Ed.	Approved*
D0259	Wichita	Brittany	Horning	Library Media Specialist	Approved
D0283	Elk Valley	Jason	Russell	General Business Topics - extension on number of days under an emergency substitute license	Approved
D0353	Wellington	Aimee	Lackey	High Incidence Special Ed.	Approved
D0364	Marysville	Kathryn	Totten	High Incidence Special Ed.	Approved
D0395	LaCrosse	Beth	Renfrow	Elementary Extension of Days Only	Approved
D0402	Augusta	Casey	Penner	Library Media Specialist	Approved
D0418	McPherson	Rebecca	Ryan	High Incidence Special Ed.	Approved
D0438	Skyline Schools	Melissa	Jacobs	Gifted	Approved
D0453	Leavenworth	Caitlyn	Scott	High Incidence Special Ed.	Approved
D0457	Garden City	Paxton	Rienbolt	Early Childhood Special Ed.	Approved*
D0469	Lansing	Coral	Jacobson	High Incidence Special Education - extension on number of days under an emergency substitute license	Approved
D0475	Geary Co. Schools	Mary	Cook	Early Childhood Special Ed.	Approved
D0475	Geary Co. Schools	Kari	Carpenter	Elementary Extension of Days Only	Approved
D0497	Lawrence	Eric	Galbreath	Gifted	Approved
D0497	Lawrence	Erica	Wheat	High Incidence Special Ed.	Approved
D0500	Kansas City	Clarence	Forshey III	High Incidence Special Ed.	Approved
D0500	Kansas City	Joshua	Gray	High Incidence Special Ed.	Approved
D0500	Kansas City	Robin	Miller	Gifted	Approved
D0501	Topeka Public	Meredith	Royston	High Incidence Special Ed.	Approved
D0512	Shawnee Mission Public	Megan	Kerr	Gifted	Approved
D0603	ANW Special Education Coop	Amanda	Crabtree	High Incidence Special Ed.	Approved
D0608	Northeast KS Educ. Service Cntr	Amanda	Pfeifer	High Incidence Special Ed.	Approved*
	*First Renewal			**Final Renewal	

					Page 2
D0608	Northeast KS Educ. Service Cntr	Carrie	Belveal	High Incidence Special Ed.-extension on number of days under an emergency substitute license	Approved
D0608	Northeast KS Educ. Service Cntr	Maureen	Cole	High Incidence Special Ed.-extension on number of days under an emergency substitute license	Approved
D0613	Southwest Kansas Area Cooperative	Summer	Galdamez	High Incidence Special Ed.-extension on number of days under an emergency substitute license	Approved
D0618	Sedgwick Co Area Educ. Services	Briana	Talley	Low Incidence Special Ed.	Approved
D0620	Three Lakes Educational Coop	DeLayna	Schooler	High Incidence Special Ed.	Approved
D0700	Beloit Special Education Coop	Eric	Tate	High Incidence Special Ed.	Approved
D0710	Chautauqua & Elk Co SPED Services	Jennifer	Weaver	High Incidence Special Ed.	Approved
D0710	Chautauqua & Elk Co SPED Services	Megan	Gaston	Early Childhood Special Ed.	Approved
D0718	Harvey Co. Sp. Ed. Coop	Nicole	Warzeka	Low Incidence Special Ed.	Approved**
	*First Renewal			**Final Renewal	

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 d.

Staff Initiating:

Lynn Bechtel

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 3/10/2020

Item Title:

Act on local in-service education plans

Recommended Motion:

It is moved that the Kansas State Board of Education act to approve, with modifications, the in-service education plans for USD 310 Fairfield and USD 483 Kismet-Plains.

Explanation of Situation Requiring Action:

In the provisions of K.S.A. 72-2546, the State Board determines the rules and regulations for the administration of the education professional development act declared in K.S.A. 72-2544. The standards and criteria by which educational agencies will establish and maintain in-service education programs for their licensed personnel are outlined in K.A.R. 91-1-215 through 91-1-219. K.A.R. 91-1-216(c) states, "...the educational agency shall prepare a proposed in-service plan...[it] shall be submitted to the state board by August 1 of the school year in which the plan is to become effective." K.A.R. 91-1-216(d) then stipulates, "The plan shall be approved, approved with modifications, or disapproved by the state board."

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 e.

Staff Initiating:

Catherine Chmidling

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 3/10/2020

Item Title:

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

Recommended Motion:

It is moved that the Kansas State Board of Education accept the following recommendations of the Evaluation Review Committee for "Program Approval" for Fort Hays State University, MidAmerica Nazarene University, Newman University and Ottawa University.

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.

February 14, 2020

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

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

Introductory Statement:

On January 30, 2020, the Evaluation Review Committee reviewed the application for program approval for Fort Hays State University.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend the status of "New Program Approved-with-Stipulation" through December 31, 2021 for the following program:

Gifted, A, PreK-12, NEW

Areas for Improvement:

Standards 1-6

None

New programs may be approved-with-stipulation for 2 years during which they are operationalized. A progress report is due after the second semester of operation to address the new program stipulation.

February 14, 2020

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for MidAmerica Nazarene University

Introductory Statement:

On January 30, 2020, the Evaluation Review Committee reviewed the application for program approval for MidAmerica Nazarene University.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend the status of "New Program Approved-with-Stipulation" through December 31, 2021 for the following program:

Building Leadership, A, PreK-12, NEW

Areas for Improvement:

Standards 1-6

None

New programs may be approved-with-stipulation for 2 years during which they are operationalized. A progress report is due after the second semester of operation to address the new program stipulation.

February 25, 2020

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Newman University

Introductory Statement:

On November 21, 2019 and January 30, 2020, the Evaluation Review Committee reviewed the applications for program approvals for Newman University.

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

PROGRAM APPROVAL RECOMMENDATION

Recommend "New Program Approved with Stipulation" for the following new programs through December 31, 2021.

Chemistry, I, 6-12, New Program

Areas for Improvement:

Standards 1-8

None

Physics, I, 6-12, New Program

Areas for Improvement:

Standards 1-9

None

Standard 10 (Not Met)

AFI: 10.1: PHSC3003 course syllabus does not address all of the standard.

Rationale 10.1: Life science and engineering are not clearly identified in the course schedule. The addition in the revised syllabus indicating the inclusion of life science and engineering/technology was not reflected in the course content.

New programs may be approved-with-stipulation for 2 years during which they are operationalized. A progress report is due after the second semester of operation to address the new program stipulation.

Recommend "Approved" for the following program through June 30, 2026.

English Language Arts, I, 6-12, continued

Areas for Improvement:

Standards 1, 3-7

None

Standard 2 (Not Met)

AFI 2.1: Data are missing.

Rationale 2.1: The rubric for Assessment 2 was revised to include a new section/criteria to address the previous concern. It does so sufficiently; however, there are no data presented which relate to this new section/criteria.

February 14, 2020

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Ottawa University

Introductory Statement:

On January 30, 2020, the Evaluation Review Committee reviewed applications for program approvals for Ottawa University.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend the status of “New Program Approved-with-Stipulation” through **December 31, 2021** for the following program:

Building Leadership, A, PreK-12, NEW

Areas for Improvement:

Standards 1-6

None

New programs may be approved-with-stipulation for 2 years during which they are operationalized. A progress report is due after the second semester of operation to address the new program stipulation.

Recommend the status of “Approved” through **June 30, 2026** for the following program:

Physical Education, I, PreK-12, continuing

Areas for Improvement:

Standards 1, 3-7

None

Standard 2 (Not Met)

AFI 2.1: It is unclear how Assessment 5 aligns to Standard 2.

Rationale 2.1: Narrative for EDU 49001, EDU 49021 and PED 33532 are not specific enough as to how the courses both address and assess Standard 2. EDU 49001 and EDU 49021 are student teaching courses; alignment narrative should go beyond

student teaching evaluation and work sample (KPTP) since these are used as stand-alone assessments in the report. Rejoinder included objectives for the course; however, specifically how candidates are assessed in these courses relative to Standard 2 is not clear. The second rejoinder included indication of alignment to the InTASC standards; however, specifics regarding assessments in these courses used to determine candidate proficiency in the areas aligned to the state standard is limited to very broad statements, e.g. "artifacts and reflections."

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: 17 f.

Staff Initiating:

Susan Helbert

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 3/10/2020

Item Title:

Act on recommendations of the Licensure Review Committee

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Licensure Review Committee as presented.

Explanation of Situation Requiring Action:

Recommendations of the Licensure Review Committee need the approval of the State Board of Education. Certificates/Licenses will be issued to those applicants whose appeals are granted.

**Licensure Review Committee
March Board Recommendations**

Case 3301

Applicant requested an initial Kansas teaching license with comparable endorsement for her Texas composite science endorsement. The Licensure Review Committee recommends that the Kansas State Board of Education issue an initial Kansas license with endorsement for middle level science, grades 5-8 and secondary biology, 6-12, based on documented experience in Texas, completion of a comparable Texas preparation program, and relevant content coursework. Motion made by Heidi Bolt, seconded by Ashlie Jack and approved unanimously.

Case 3303

Applicant requested an initial Kansas teaching license with endorsement for biology, 6-12. The Licensure Review Committee recommends that the Kansas State Board of Education issue an initial Kansas license with endorsement for biology, based on the completion of the East Central BOCES alternative preparation program in Colorado, relevant content coursework due to a bachelor's degree in science from Ft. Hays State, and documented experience as a secondary science teacher in Colorado. Moved by Ashlie Jack, seconded by Dan Brungardt, and approved unanimously.

Case 3304

Applicant requested an initial teaching license with endorsement for physical education, PreK-12. The Licensure Review Committee recommends that the Kansas State Board of Education issue an initial Kansas license with endorsement for physical education, PreK-12, based on bachelor and master degrees in kinesiology, and completion of the A+ Texas Teachers (aka Texas Teachers of Tomorrow) alternative preparation program. Moved by Ashlie Jack, seconded by Heidi Bolt, and approved unanimously.

Case 3305

Applicant requested an initial teaching license with endorsement for English language arts, 6-12. The Licensure Review Committee recommends that the Kansas State Board of Education issue an initial Kansas license with endorsement for English language arts, 6-12, based on completion of the A+ Texas Teachers alternative preparation program, a bachelor's degree in journalism, and two years of documented experience teaching English in Texas. Moved by Gwen McDonald, seconded by Ruth Schneider, and approved unanimously.

Case 3308

Applicant requested the addition of an endorsement for high incidence special education, PreK-12 to a Kansas license. The Licensure Review Committee recommends that the Kansas State Board of Education issue an added endorsement for high incidence special education to the Professional Kansas teaching license, based on documented special education teaching experience, and passing Georgia special education assessments to earn the Georgia license endorsement for special education. Moved by Dan Brungardt, seconded by Gwen McDonald, and approved with a 4-2 vote.

(continued)

Case 3310

Applicant requested an initial Kansas license for building leadership, PreK-12. The Licensure Review Committee recommends that the Kansas State Board of Education issue an initial Kansas license for building leadership, PreK-12, based on completion of the New Leaders Aspiring Principals Residency program in Louisiana, subsequent completion of a Doctor of Education degree in education leadership, documented years of experience as a special education teacher and a year of experience as a secondary principal in LA. Moved by Heidi Bolt, seconded by Gwen McDonald, and approved unanimously.

Case 3311

Applicant requested a Professional Kansas license for building leadership, PreK-12. The Licensure Review Committee recommends that the Kansas State Board of Education issue a Professional Kansas license for building leadership, PreK-12, based on: completion of a building leadership program through advanced degrees from Argosy University, Florida; documented years of teaching experience in Georgia; earning a comparable leadership license in Missouri and six years of documented principal experience in MO; extenuating circumstance of the lack of ability to obtain a verification of program completion for building leadership due to the closing of Argosy University. Moved by Ashlie Jack, seconded by Heidi Bolt, and approved unanimously.

Case 3313

Applicant requested a professional level reading specialist license and/or a professional level Kansas teaching license. Review was required due to the requirement for a professional level teaching license in order to be issued a school specialist license for reading specialist. The Licensure Review Committee recommends that the Kansas State Board of Education issue a Professional teaching license for high incidence special education and a Professional school specialist license for reading specialist, based on: completion of approved graduate level programs for both special education and reading specialist from Park University, Missouri and achievement of MO licenses; three years of appropriate/equivalent teaching experience; and ten years of accredited experience as a reading specialist in Lee's Summit, MO. Moved by Ruth McDonald, seconded by Bruce Major, and approved unanimously.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 g.

Staff Initiating:

Robyn Meinholdt

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 3/10/2020

Item Title:

Act on license for new commercial driver training school

Recommended Motion:

It is moved that the Kansas State Board of Education issue a Calendar Year 2020 license to the following recommended commercial Kansas driver training school to be licensed from date of approval to Dec. 31, 2020: KS International Drivers Ed.

Explanation of Situation Requiring Action:

The Driver's Training School License Act (K.S.A. 8-273 et seq.) requires that any person, partnership, or corporation providing driving instruction to ten (10) or more persons per calendar year for the purpose of meeting requirements of licensed driving of motor vehicles in Kansas, must secure a license from the State Board of Education. If approved, the proposed commercial driver training school will be able to provide driving instruction to each qualified enrollee. The Driver's Training School License Act (K.S.A. 8-273 et seq.) was established in 1965. Each year the commercial schools must be audited by the Department of Education.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 h. (1)

Staff Initiating:

Dale Dennis

Deputy Commissioner:

Dale Dennis

Commissioner:

Randy Watson

Meeting Date: 3/10/2020

Item Title:

Act on request from USD 263, Mulvane, Sedgwick County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 263, Mulvane, Sedgwick County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 75-2315 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 263, Mulvane, Sedgwick County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 263 plans to use the bond proceeds to pay the costs to: (1) make improvements to enhance safety and security of students and staff including storm shelter improvements and intruder locks on classroom doors to district attendance centers as necessary; (2) demolish the oldest parts of the existing Middle School facility and construct, furnish and equip a new Middle School building addition with new classroom areas, a gymnasium and music addition and storm shelter, a cafetorium and kitchen, and other support areas as well as remodel and make improvements to the remaining Middle School facility; (3) construct, furnish and equip a new Early Childhood Center School facility (including a storm shelter) for Pre-K education to be located within the district; (4) construct, furnish and equip a new classroom addition (including a storm shelter) and make other improvements including HVAC upgrades and a new roof at the existing Mulvane Grade School; (5) construct, furnish and equip an addition at the existing Mulvane High School to create new Career Technology Education (CTE), drafting areas, and a storm shelter area as well as remodel and improve certain existing areas, upgrade the HVAC system and replace the roof on the structure; (6) make improvements to the existing Munson Primary School including, but not limited to, upgrades to the HVAC and electrical systems; and (7) acquire and install technology infrastructure upgrades throughout all district facilities.

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

(continued)

Based upon the following criteria, staff recommends that this bond application be approved.

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

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

Unified School District 263-Mulvane	County: Sedgwick
--	-------------------------

1. Current equalized assessed tangible valuation *	<u>\$139,867,401</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$19,581,436</u>
4. State Aid Percentage	<u>8%</u>

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$11,060,000</u>	<u>7.9</u>
6. Amount of bond indebtedness requested	<u>\$47,655,000</u>	<u>34.1</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$58,715,000</u>	<u>42.0</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$19,581,436</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$39,133,564</u>	<u>28.0</u>

Forms Requested

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

February 13, 2020
Date

February 13, 2020
Date

Craig Neuenswander
Director, School Finance

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 h. (2)

Staff Initiating:

Dale Dennis

Deputy Commissioner:

Dale Dennis

Commissioner:

Randy Watson

Meeting Date: 3/10/2020

Item Title:

Act on request from USD 329, Wabaunsee, Wabaunsee County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 329, Wabaunsee, Wabaunsee County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 75-2315 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 329, Wabaunsee, Wabaunsee County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 329 plans to use the bond proceeds to pay the costs to: (1) provide for a Wabaunsee Elementary School at the site of the existing Wabaunsee Junior High School and making improvements, additions and renovations thereto, and moving the existing elementary schools to the new Wabaunsee Elementary School location; (2) provide for partial renovations to remaining portions of the existing Wabaunsee High School; (3) construct, furnish and equip a new high school at the site of the existing Wabaunsee High School; (4) provide for a Wabaunsee Junior High School at the existing Alma schools sites and making improvements and renovations thereto; (5) provide for the closing and demolition, as necessary, of the portion of the district's existing educational facilities necessary to enact the projects.

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

Based upon the following criteria, staff recommends that this bond application be approved.

1. The community was involved in the process of the building proposal.
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.

(continued)

4. An outside consultant was utilized in determining the school district needs.
5. The age of the existing building(s) appears to justify a bond election.
6. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
7. Several buildings are being consolidated under this proposal.

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

Unified School District 329-Wabaunsee	County: Wabaunsee
--	--------------------------

1. Current equalized assessed tangible valuation *	<u>\$51,013,627</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$7,141,907</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>\$1,085,000</u>	<u>2.1</u>
6. Amount of bond indebtedness requested	<u>\$24,650,000</u>	<u>48.3</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$25,735,000</u>	<u>50.4</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$7,141,907</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$18,593,093</u>	<u>36.4</u>

Forms Requested

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

February 14, 2020
Date

February 14, 2020
Date

Craig Neuenswander
Director, School Finance

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 h. (3)

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 3/10/2020

Dale Dennis

Dale Dennis

Randy Watson

Item Title:

Act on request from USD 428, Great Bend, Barton County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 428, Great Bend, Barton County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 75-2315 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 428, Great Bend, Barton County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 428 plans to use the bond proceeds to pay the costs to: **Proposition 1**—Construct, furnish, equip, repair, remodel and make additions to buildings and facilities used for district purposes including: (1) safety and security improvements and storm shelters; and (2) improvements, renovations and additions at the existing Eisenhower, Jefferson, Lincoln, Park and Riley Elementary Schools, Great Bend Middle School, Great Bend High School, and Washington Special Services building. **Proposition 2**—Construct, furnish and equip a 6th grade classroom wing, cafeteria and kitchen addition and storm shelter to the existing Great Bend Middle School. **Proposition 3**—Construct, furnish and equip additions and renovations for administrative and support areas, controlled access to the facilities, and parking/student drop off and transportation improvements at Jefferson, Lincoln and Riley Elementary Schools. **Proposition 4**—Construct, furnish and equip additions and renovations for locker rooms and student support areas at Great Bend High School.

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

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The community was involved in the process of the building proposal.

(continued)

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

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

Unified School District 428-Great Bend	County: Barton
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1. Current equalized assessed tangible valuation *	<u>\$184,278,659</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$25,799,012</u>
4. State Aid Percentage	<u>19%</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>\$39,105,000</u>	<u>21.2</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$39,105,000</u>	<u>21.2</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$25,799,012</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$13,305,988</u>	<u>7.2</u>

Forms Requested

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

February 3, 2020
Date

February 3, 2020
Date

Craig Neuenswander
Director, School Finance

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 h. (4)

Staff Initiating:

Dale Dennis

Deputy Commissioner:

Dale Dennis

Commissioner:

Randy Watson

Meeting Date: 3/10/2020

Item Title:

Act on request from USD 448, Inman, McPherson County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 448, Inman, McPherson County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 75-2315 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 448, Inman, McPherson County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 448 plans to use the bond proceeds to pay the costs to: (1) construct, furnish and equip athletic improvements in the district, including new facilities for football/track and field, baseball, and softball, and improvements related thereto and necessary demolition and (2) construct, furnish and equip renovations and additions to the greenhouse facility.

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

Based upon the following criteria, staff recommends that this bond application be approved.

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

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

Unified School District 448-Inman	County: McPherson
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1. Current equalized assessed tangible valuation *	<u>\$48,052,955</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$6,727,413</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>\$2,310,000</u>	<u>4.8</u>
6. Amount of bond indebtedness requested	<u>\$4,655,000</u>	<u>9.7</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$6,965,000</u>	<u>14.5</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$6,727,413</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$237,587</u>	<u>0.5</u>

Forms Requested

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

February 3, 2020
Date

February 3, 2020
Date

Craig Neuenswander
Director, School Finance

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 i. (1)

Staff Initiating:

Dale Dennis

Deputy Commissioner:

Dale Dennis

Commissioner:

Randy Watson

Meeting Date: 3/10/2020

Item Title:

Act on request from USD 263, Mulvane, Sedgwick County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 263, Mulvane, Sedgwick County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 75-72-5461 et seq., as amended by 2018 Substitute for Senate Bill 423, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 263, Mulvane, Sedgwick County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid.

USD 263 plans to use the bond proceeds to pay the costs to: (1) make improvements to enhance safety and security of students and staff including storm shelter improvements and intruder locks on classroom doors to district attendance centers as necessary; (2) demolish the oldest parts of the existing Middle School facility and construct, furnish and equip a new Middle School building addition with new classroom areas, a gymnasium and music addition and storm shelter, a cafetorium and kitchen, and other support areas as well as remodel and make improvements to the remaining Middle School facility; (3) construct, furnish and equip a new Early Childhood Center School facility (including a storm shelter) for Pre-K education to be located within the district; (4) construct, furnish and equip a new classroom addition (including a storm shelter) and make other improvements including HVAC upgrades and a new roof at the existing Mulvane Grade School; (5) construct, furnish and equip an addition at the existing Mulvane High School to create new Career Technology Education (CTE), drafting areas, and a storm shelter area as well as remodel and improve certain existing areas, upgrade the HVAC system and replace the roof on the structure; (6) make improvements to the existing Munson Primary School including, but not limited to, upgrades to the HVAC and electrical systems; and (7) acquire and install technology infrastructure upgrades throughout all district facilities.

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

(continued)

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

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

Summary of Appeal to State Board of Education for State Aid

Unified School District 263-Mulvane	County: Sedgwick
--	-------------------------

1. Current equalized assessed tangible valuation *	<u>\$139,867,401</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$19,581,436</u>
4. State Aid Percentage	<u>8%</u>

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$11,060,000</u>	<u>7.9</u>
6. Amount of bond indebtedness requested	<u>\$47,655,000</u>	<u>34.1</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$58,715,000</u>	<u>42.0</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$19,581,436</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$39,133,564</u>	<u>28.0</u>

Forms Requested

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

February 13, 2020
Date

February 13, 2020
Date

Craig Neuenswander
Director, School Finance

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 i. (2)

Staff Initiating:

Dale Dennis

Deputy Commissioner:

Dale Dennis

Commissioner:

Randy Watson

Meeting Date: 3/10/2020

Item Title:

Act on request from USD 329, Wabaunsee, Wabaunsee County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 329, Wabaunsee, Wabaunsee County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 75-72-5461 et seq., as amended by 2018 Substitute for Senate Bill 423, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 329, Wabaunsee, Wabaunsee County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid.

USD 329 plans to use the bond proceeds to pay the costs to: (1) provide for a Wabaunsee Elementary School at the site of the existing Wabaunsee Junior High School and making improvements, additions and renovations thereto, and moving the existing elementary schools to the new Wabaunsee Elementary School location; (2) provide for partial renovations to remaining portions of the existing Wabaunsee High School; (3) construct, furnish and equip a new high school at the site of the existing Wabaunsee High School; (4) provide for a Wabaunsee Junior High School at the existing Alma schools sites and making improvements and renovations thereto; (5) provide for the closing and demolition, as necessary, of the portion of the district's existing educational facilities necessary to enact the projects.

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

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

1. The community was involved in the process of the building proposal.
2. All required forms were properly filed with us, along with an appropriate notice for the election.

(continued)

3. The district outlined the needs for the building project by responding to all questions required by the state board of education.
4. An outside consultant was utilized in determining the school district needs.
5. The age of the existing building(s) appears to justify a bond election.
6. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
7. Several buildings are being consolidated under this proposal.

Summary of Appeal to State Board of Education for State Aid

Unified School District 329-Wabaunsee	County: Wabaunsee
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1. Current equalized assessed tangible valuation *	<u>\$51,013,627</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$7,141,907</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>\$1,085,000</u>	<u>2.1</u>
6. Amount of bond indebtedness requested	<u>\$24,650,000</u>	<u>48.3</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$25,735,000</u>	<u>50.4</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$7,141,907</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$18,593,093</u>	<u>36.4</u>

Forms Requested

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

February 14, 2020
Date

February 14, 2020
Date

Craig Neuenswander
Director, School Finance

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 i. (3)

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 3/10/2020

Dale Dennis

Dale Dennis

Randy Watson

Item Title:

Act on request from USD 428, Great Bend, Barton County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 428, Great Bend, Barton County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 75-72-5461 et seq., as amended by 2018 Substitute for Senate Bill 423, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 428, Great Bend, Barton County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid.

USD 428 plans to use the bond proceeds to pay the costs to: **Proposition 1**—Construct, furnish, equip, repair, remodel and make additions to buildings and facilities used for district purposes including: (1) safety and security improvements and storm shelters; and (2) improvements, renovations and additions at the existing Eisenhower, Jefferson, Lincoln, Park and Riley Elementary Schools, Great Bend Middle School, Great Bend High School, and Washington Special Services building. **Proposition 2**—Construct, furnish and equip a 6th grade classroom wing, cafeteria and kitchen addition and storm shelter to the existing Great Bend Middle School. **Proposition 3**—Construct, furnish and equip additions and renovations for administrative and support areas, controlled access to the facilities, and parking/student drop off and transportation improvements at Jefferson, Lincoln and Riley Elementary Schools. **Proposition 4**—Construct, furnish and equip additions and renovations for locker rooms and student support areas at Great Bend High School.

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

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

1. The vote to submit the bond application by the local board of education was unanimous.

(continued)

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

Summary of Appeal to State Board of Education for State Aid

Unified School District 428-Great Bend	County: Barton
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1. Current equalized assessed tangible valuation *	<u>\$184,278,659</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$25,799,012</u>
4. State Aid Percentage	<u>19%</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>\$39,105,000</u>	<u>21.2</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$39,105,000</u>	<u>21.2</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$25,799,012</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$13,305,988</u>	<u>7.2</u>

Forms Requested

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

February 3, 2020
Date

February 3, 2020
Date

Craig Neuenswander
Director, School Finance

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 i. (4)

Staff Initiating:

Dale Dennis

Deputy Commissioner:

Dale Dennis

Commissioner:

Randy Watson

Meeting Date: 3/10/2020

Item Title:

Act on request from USD 448, Inman, McPherson County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 448, Inman, McPherson County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 75-72-5461 et seq., as amended by 2018 Substitute for Senate Bill 423, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 448, Inman, McPherson County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid.

USD 448 plans to use the bond proceeds to pay the costs to: (1) construct, furnish and equip athletic improvements in the district, including new facilities for football/track and field, baseball, and softball, and improvements related thereto and necessary demolition and (2) construct, furnish and equip renovations and additions to the greenhouse facility.

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

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

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

Summary of Appeal to State Board of Education for State Aid

Unified School District 448-Inman	County: McPherson
--	--------------------------

1. Current equalized assessed tangible valuation *	<u>\$48,052,955</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of Bond Debt Limit	<u>\$6,727,413</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>\$2,310,000</u>	<u>4.8</u>
6. Amount of bond indebtedness requested	<u>\$4,655,000</u>	<u>9.7</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$6,965,000</u>	<u>14.5</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$6,727,413</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$237,587</u>	<u>0.5</u>

Forms Requested

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

February 3, 2020
Date

February 3, 2020
Date

Craig Neuenswander
Director, School Finance

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 j.

Staff Initiating:

Cheryl Johnson

Director:

Cheryl Johnson

Commissioner:

Randy Watson

Meeting Date: 3/10/2020

Item Title:

Act on request to negotiate a contract for design and construction of a new Body Venture exhibit

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate the contract bid process for the design and construction of a new Body Venture exhibit, with the contract amount not to exceed \$300,000.

Explanation of Situation Requiring Action:

For the past 18 years, KSDE's Child Nutrition & Wellness division has operated Body Venture, a traveling walk-through health education exhibit. It is designed to involve elementary students in learning the skills and choices for healthy lifestyles with special emphasis on nutrition and physical activity.

The program consists of:

1. a 45 foot by 50 foot walk-through exhibit representing the human body
2. a school manual containing complete instructions for hosting Body Venture
3. scripts for learning station presenters
4. props for learning activities
5. a list of additional nutrition education resources
6. information to help publicize the event and communicate with the media
7. a take-home activity book for students to share with their families
8. a website with complete information about the program (www.bodyventure.org)

The exhibit takes up most of a school's gymnasium or multi-purpose room. It travels in its own specially equipped 14-foot truck. The Body Venture manager, with help from volunteers at the school, unloads the exhibit and sets it up in the gymnasium. The set-up often becomes a community event focusing attention on the exhibit, the school and the volunteers. Once in place, the exhibit is completely enclosed.

Since its inception, Body Venture has been very popular. By May of each year, it is fully booked for the following school year. More than 25,000 students, 1,500 teachers and 4,000 volunteers actively participate in Body Venture each year.

When the current exhibit was constructed, it was expected to have a life span of five years. Thanks

(continued)

to extremely careful handling and diligent maintenance by KSDE staff, Body Venture will complete its sixth year of operation during school year 2019-2020 with the current fabric skin and its 12th year with the framework. It is time to design and build a new exhibit in order to have it ready for school year 2021-2022.

Child Nutrition & Wellness has developed a Request for Proposal (RFP) and will send to the Division of Purchasing, Kansas Department of Administration, if the State Board authorizes moving forward with the formal procurement process. The cost of the design and build of the new exhibit will be paid from the Body Venture Fee Fund. Questions about Body Venture should be directed to Cheryl Johnson (csjohnson@ksde.org or 785-296-2276).

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 k.

Staff Initiating:

Brad Neuenswander

Deputy Commissioner:

Brad Neuenswander

Commissioner:

Randy Watson

Meeting Date: 3/10/2020

Item Title:

Act on request to contract with the Southeast Kansas Education Service Center for payment of presenters for the 2020 Summer Workshops

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to negotiate and enter into a contract with the Southeast Kansas Education Service Center for payment of presenters for the 2020 KSDE/KAESA Summer Workshops.

Explanation of Situation Requiring Action:

The Kansas State Department of Education is partnering with the Southeast Kansas Education Service Center (SEKESC), Southwest Plains Regional Service Center and Smoky Hill Education Service Center in co-sponsoring the 2020 Summer Workshops, formerly called the Impact Institutes. Southeast Kansas Education Service Center will serve as the fiscal agent.

The workshops will be two days of rigorous professional learning for teachers and administrators of all levels.

KSDE is requesting to contract with SEKESC to pay presenters \$600 per day for the three two-day summer workshops. Total amount of the contract is not to exceed \$70,000.



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

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

Item Title: Act on 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
02/23/2020	03/07/2020	03/05/2020	03/20/2020
03/08/2020	03/21/2020	03/19/2020	04/03/2020
03/22/2020	04/04/2020	04/02/2020	04/17/2020



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Item Title: Chairman's Report and Requests for Future Agenda Items

These updates will include:

- a. Letter of Support for grant application to US Dept of Education
- b. Committee Reports
- c. Board Attorney's Report
- d. Requests for Future Agenda Items

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



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Item Title: Legislative Matters

From: Dale M. Dennis

KSDE staff will provide a status report on education legislation to date and requests from education committees.



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Dr. Deena Horst
District 6

Steve Roberts
District 2
Ben Jones
District 7

Michelle Dombrosky
District 3
Kathy Busch
District 8

Ann E. Mah
District 4
Jim Porter
District 9

Jean Clifford
District 5
Jim McNiece
District 10

WEDNESDAY, MARCH 11, 2020 MEETING AGENDA

- | | |
|-----------------|--|
| 9:00 a.m. | 1. Call to Order |
| | 2. Roll Call |
| | 3. Approval of Agenda |
| 9:05 a.m. (IO) | 4. Report from Kansas School for the Deaf legislative pages |
| 9:30 a.m. (IO) | 5. Preview of Kansans Can Summer Workshops: Ignite 2020! |
| 9:50 a.m. (IO) | 6. Kansans Can Highlight: A student's perspective from Senior Avery Evins, Oakley High School |
| 10:10 a.m. | Break |
| 10:25 a.m. (AI) | 7. Act on recommendations of the State Board Policy Committee |
| 10:35 a.m. (IO) | 8. Update on Kansas Education Systems Accreditation process and work of the Accreditation Review Council |
| 11:30 a.m. | ADJOURN |



KANSAS SCHOOLS FOR THE DEAF AND THE BLIND
STATEWIDE RESOURCES ON DEAFNESS AND BLINDNESS
www.KSSDB.org

KANSAS STATE SCHOOL FOR THE DEAF
450 EAST PARK ST. · OLATHE, KS 66061-5497
PHONE: 913-210-8200 FAX: 913-791-0512

KANSAS STATE SCHOOL FOR THE BLIND
1100 STATE AVE. · KANSAS CITY, KS 66102-4411
PHONE: 913-305-3000

Item Title: Report from Kansas School for the Deaf legislative pages

Eight students from the Kansas School for the Deaf are scheduled to serve as legislative pages at the Kansas Statehouse on March 11. As part of their itinerary while in Topeka, the students will be introduced at the State Board meeting and briefly share about what they hope to learn during their experience at the Legislature.



EQUAL EMPLOYMENT/EDUCATION OPPORTUNITY SCHOOLS . . .



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Item Title: Preview of Kansans Can Summer Workshops: Ignite 2020!

From: Brad Neuenswander

The Kansas State Department of Education is partnering with the Smoky Hill Education Service Center (Salina), the Southeast Kansas Education Service Center (Girard) and the Southwest Plains Regional Service Center (Sublette) for the Kansans Can Summer Workshops: Ignite 2020! The workshops will be two days of rigorous professional learning for teachers and administrators of all levels.

At the March State Board meeting, staff will present an overview of the Kansans Can Summer Workshops. See attached flyer with dates and locations.

SAVE THE DATE



Kansans Can Summer Workshops: Ignite 2020!

June 16-17, 2020
Garden City High School
2720 Buffalo Way Blvd.
Garden City, KS

June 23-24, 2020
Goddard High School
2500 S 199 St. West
Goddard, KS

July 14-15, 2020
Manhattan High School
2100 Poyntz Avenue
Manhattan, KS

Online registration will be available
by mid to late February, 2020.

The Kansas State Department of Education (KSDE) and the Kansas Association of Education Service Agencies (KAESA) are collaborating to bring the most innovative and updated information to our workshops.

The workshops will be two days of rigorous professional development for **teachers** and **administrators** of all levels.

Each breakout room will focus on content-specific standards and innovative instructional practices, including: personalized learning, real-world application, and leading change.

Breakout options will include:

- Admin/Leadership
- Career & Tech Ed
- Early Childhood
- English Language Arts
- Elementary K-3
- English Learners
- Fine Arts
- History, Gov't, SS
- Math
- Physical Education
- Science
- Social Emotional
- World Languages



Kansas leads the world in the success of each student.





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Dr. Deena Horst District 6	Ben Jones District 7	Kathy Busch District 8	Jim Porter District 9	Jim McNiece District 10

Item Title: Kansans Can Highlight: A student's perspective from Senior Avery Evins, Oakley High School

The Kansans Can vision is to lead the world in the success of each student. The State Board has identified five key elements necessary to be a successful high school graduate: academic preparation, cognitive preparation, technical skills, employability skills and civic engagement. At the March State Board meeting, Oakley High School senior Avery Evins has been invited to share her experiences serving on the Principal's Council, including an initiative to offer a salad bar at lunch, and establishment of a Buddy System to partner middle school students with high school mentors. She will also share her story of postsecondary plans.

Kansas leads the world in the success of each student.

Item Title:

Act on recommendations of the State Board Policy Committee

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the recommendations of the Board Policy Committee as presented for updating the Policies and Guidelines.

Explanation of Situation Requiring Action:

The Policy Committee of the Board shall review Board policies at least every two years and shall suggest to the Board any changes deemed necessary. (Policy 1001)

Policy Committee members Deena Horst (chair), Ann Mah and Jean Clifford have been working to review and update the State Board Policies and Guidelines. The redline version of recommended revisions was presented to Board members at the February meeting. The committee seeks Board approval of the changes.

Kansas State Board of Education Policies



Kansas leads the world in the success of each student.

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PROVISIONS FROM THE CONSTITUTION OF THE STATE OF KANSAS

ARTICLE VI

Section 2. State board of education. (a) The legislature shall provide for a state board of education which shall have general supervision of public schools, educational institutions and all the educational interests of the state, except educational functions delegated by law to the state board of regents. The state board of education shall perform such other duties as may be provided by law.

Section 3. Members of state board of education. (a) There shall be ten members of the state board of education with overlapping terms as the legislature may prescribe. The legislature shall make provision for ten member districts, each comprised of four contiguous senatorial districts. The electors of each member district shall elect one person residing in the district as a member of the board. The legislature shall prescribe the manner in which vacancies occurring on the board shall be filled.

Section 4. Commissioner of education. The state board of education shall appoint a commissioner of education who shall serve at the pleasure of the board as its executive officer.

STATUTES REGARDING THE STATE BOARD OF EDUCATION

72-7513 255. General powers of state board. In general, but not by way of limitation, consonant with other applicable statutory provisions, the state board of education shall:

- (a) Adopt and maintain standards, criteria, guidelines or rules and regulations for the following:
 - (1) School libraries and other educational materials with the exception of textbooks;
 - (2) Course of study and curriculum;
 - (3) Accreditation of schools including elementary and secondary, public and nonpublic;
 - (4) Certification of administrators, teachers, counselors, school nurses and supervisors of school districts and of the state department of education and of teachers and administrators of nonpublic schools.
- (b) Administer the laws of this state concerning the matters named in this section and all other matters relating to the general supervision of the public schools and institutions under supervision of the state board of education.

72-7514 256. Rules and regulations; authorization to adopt. The state board is hereby authorized to adopt rules and regulations not in conflict with law on any and all matters within its jurisdiction, except as is otherwise specifically provided by law.

76-1001a. State board of education; control and supervision; rules and regulations. The Kansas state school for the deaf is a state institution under the control and supervision of the state board of education. For such control and supervision, the state board of education may enter into contracts, adopt rules and regulations and do or perform such other acts as are authorized by law or are necessary for such purposes.

76-1101a. State board of education; control and supervision; rules and regulations. The Kansas state school for the blind is a state institution under the control and supervision of the state board of education. For such control and supervision, the state board of education may enter into contracts, adopt rules and regulations and do or perform such other acts as are authorized by law or are necessary for such purposes.

PREFACE

MISSION & VISION

The Kansas State Board of Education is charged with the general supervision of public schools and all the other educational interests of the state. While clearly acknowledging the role and importance of local control, the State Board of Education has the responsibility to provide direction and leadership for the supervision of all the state educational interests under its jurisdiction.

With this in mind, the State Board has adopted the following mission:

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

In September 2015, the State Board adopted the following vision:

Kansas leads the world in the success of each student.

ESTABLISHING GOALS

1. Towards accomplishment of its mission, the State Board shall review and establish the goals of the Board biennially.
2. The State Board shall regularly monitor its progress and performance towards accomplishment of the State Board's goals and objectives. The Board will be responsible for its performance.

BOARD CONTRIBUTIONS

The work of the Board shall be to:

1. Link the State Board and the people of Kansas.
2. Develop policies that address:
 - a. Governance process (Policies 1001 et seq.) – how the Board conceives, carries out and monitors its own tasks.
 - b. Board/Commissioner relationships (Policies 2001 et seq.) – delegation authority and monitoring the authority thus delegated.
 - c. Commissioner limitations (Policies 3001 et seq.) – constraints and boundaries which define the acceptable area of executive authority.

Adopted: March 14, 2000

Amended: November 14, 2001; March 11, 2014; August 8, 2017

GOVERNANCE PROCESS

POLICY REVIEW

Policy Type: Governance Process

The Policy Committee of the Board shall review Board policies at least every two years and shall suggest to the Board any changes deemed necessary.

Adopted: August 9, 1989
Amended: March 10, 1998

POLICY: GOVERNING STYLE**Policy Type: Governance Process**

The Kansas State Board of Education (also referenced in this document as the *State Board* or the *Board*) will focus on its mission and vision, and approach its task in a manner that emphasizes strategic leadership, not administrative detail. It will make a clear distinction between its role and that of the Commissioner. The Board will make decisions utilizing past results and current information and be proactive rather than reactive.

Accordingly, the Board will:

1. Set direction for education in Kansas by focusing on the careful initiation and establishment of policies.
2. Adhere to Board policies.
3. Be accountable to the public for competent, conscientious and effective accomplishment of its obligations as a Board. No member of the Board shall represent a minority position as that of the full Board.

Adopted: August 9, 1989

Amended: March 10, 1998; March 14, 2000; March 11, 2014; August 8, 2017

**POLICY: STATE BOARD POLICIES, REGULATIONS
AND GUIDELINES**

Policy Type: Governance Process

The State Board of Education shall adopt policies, regulations and guidelines necessary to carry out the responsibilities of the State Board and to achieve the goals of the Board.

Any proposal to adopt or to amend or suspend an existing State Board policy or guideline shall be presented in written form at a regular meeting of the Board, and be voted upon at the next regular meeting; provided that this procedure may be suspended by a vote of seven members at any meeting. A proposal that is on the agenda for adoption may be amended and adopted at that meeting.

The State Board shall adopt rules and regulations required by law or deemed appropriate by the Board. The State Board shall adopt rules and regulations in the manner required by law.

The State Board of Education may adopt guidelines for advancing the vision or mission of the State Board. The State Board may adopt guidelines for the advancement of the educational interests of the state.

Adopted: August 9, 1989

Amended: March 10, 1998; March 14, 2000; August 8, 2017

POLICY: ORIENTATION OF NEW MEMBERS**Policy Type: Governance Process**

The State Board, in cooperation with the Commissioner, shall orient new State Board members into the work of the State Board of Education and the educational programs throughout the state.

Newly elected members shall be encouraged to attend meetings of the State Board of Education or to listen to the meetings on the Internet. The expenses of members-elect to attend meetings cannot be paid until their term of office begins. Notice of Board meetings, agendas and all supporting materials shall be sent to newly elected Board members in the interim before taking office.

For more information see Procedure A of the Guidelines

Adopted: August 9, 1989

Amended: March 10, 1998; November 14, 2007; March 11, 2014

POLICY: BOARD MEMBER DEVELOPMENT**Policy Type: Governance Process**

The State Board of Education is responsible for its own development as a Board.

This development may take place in part through membership in national and state educational organizations.

Individual members of the Board are encouraged to participate fully in educational meetings to the extent funds are available.

The appointment of a State Board member to represent the Board on a national association, committee or position shall be by vote of the State Board. Appointment to a subcommittee, task force or other similar group of a national association or committee shall also be approved by vote of the Board if State Board funds will be utilized.

The State Board of Education may authorize Board members to attend in-state or out-of-state meetings for participation in matters of educational interest to the state of Kansas.

For more information see Guideline I.

Adopted: August 9, 1989
Amended: March 10, 1998; March 14, 2000

POLICY: BOARDSMANSHIP EXPECTATIONS

Policy Type: Governance Process

- A. Board members are expected to:
 - 1. maintain an open dialogue with each other;
 - 2. listen and show courtesy and respect to each other, the public and staff;
 - 3. respect other Board members and their opinions;
 - 4. not make assumptions about the possible voting preferences of other members and feel free to ask for clarification of positions;
 - 5. accept the fact that there will be differences of opinion and not take dissenting opinions personally;
 - 6. make a good faith effort to find common ground on issues, including consideration of parts of proposals;
 - 7. earn trust from one another; and
 - 8. protect the integrity of the Board, and not misrepresent the Board's official position on issues to the press or in social media.

- B. Perceived Violations of Boardsmanship Expectations
 - 1. Any perceived violation of boardsmanship expectations can be voiced to the chairman by any Board member.
 - 2. The chairman shall rule on the alleged violation.
 - 3. If any member is dissatisfied with the ruling of the chair, the member may make a motion on the issue.

- C. Board members also expect the chair and vice chair of the Board to work as a team with the Commissioner.

Adopted: August 9, 1989

Amended: March 10, 1998; February 9, 2000; September 15, 2005; July 15, 2009; August 8, 2017

POLICY: OFFICERS - ELECTION, TENURE, AND DUTIES

Policy Type: Governance Process

At its January meeting in odd-numbered years, the State Board shall organize by election of a chairman, vice chairman and appointment of an attorney for the Board and secretary to the Board. Election of officers may be by signed ballot. Each signed ballot shall be open for inspection as provided by law.

- A. The immediate past chairman, if available and on the Board, shall be the temporary chairman of the biennial organization meeting and preside for the following purposes:
 - 1. Call to order
 - 2. Ensure that newly elected and re-elected members are administered the oath of office.
 - 3. Roll Call
 - 4. Election of Board chairman or conduct business of the Board if there is an impasse on election of a Board chairman.

If the immediate past chairman is not available, the immediate past vice chairman, if available and on the Board, shall be the temporary chairman. In the absence of the immediate past chairman and vice chairman, the Board member with the most seniority on the Board shall serve as temporary chairman and preside for the purposes specified in paragraph A. If the temporary chairman cannot be determined based on seniority because two or more Board members have the same level of seniority, the temporary chairman will be determined by lot between those Board members with the most seniority.

If the Board reaches an impasse on election of a Board chairman during its organizational meeting, the temporary chairman, as determined herein, will preside at each subsequent meeting of the Board until a chairman is elected.

- B. Chairman: It shall be the duty of the chairman to preside at all meetings of the State Board and perform such other duties as the Board may direct. In case the office of chairman shall become vacant, the vice chairman shall assume the title, duties, and responsibilities of the chair for the remainder of the term for which the chairman was originally selected. The chairman may serve as an ex-officio member of all State Board committees. In the absence of the Commissioner or the inability of the Commissioner to act, the chairman shall appoint a deputy commissioner to act as Commissioner until the next regular meeting of the State Board.
- C. Vice chairman: It shall be the duty of the vice chairman to preside at all meetings of the State Board in the absence of the chairman. In case the office of vice chairman shall become vacant, the State Board shall elect a new vice chairman.
- D. In the absence of the chairman and the vice chairman at any meeting of the Board, the Board member with the most seniority on the Board shall serve as temporary chairman and preside for the purposes of calling the meeting to order, taking roll call and serving as temporary chairman to conduct business at the meeting.
- E. Positions attached to the State Board

Commissioner: The State Board of Education shall appoint a Commissioner of Education who shall serve at the pleasure of the Board as its executive officer. (Kansas Constitution Article VI, Section 4) The Commissioner of Education implements the Kansas State Board of Education's strategic goals and objectives, and leads the Kansas State Department of Education. ~~The Commissioner shall be evaluated annually by the State Board.~~ (STRIKE REFERENCE HERE AND INSERT THE LINE WITH OTHER EVALUATION TIMEFRAMES UNDER "E" CATEGORY SO ALL ARE TOGETHER)

Secretary: The secretary to the State Board of Education shall be appointed

by the State Board at each organizational meeting to serve at the pleasure of the State Board. The secretary shall not be a member of the Board.
(K.S.A. ~~72-7508~~ 72-250)

The secretary shall attend all meetings of the State Board and perform such other duties as assigned. The Commissioner will provide day-to-day supervision of the secretary with input from the State Board.

Attorney: The attorney for the State Board of Education shall be appointed by the State Board at each organizational meeting to serve at the pleasure of the State Board. The attorney shall attend all meetings of the State Board and render any legal services which are directed by the State Board or the Commissioner. The State Board may appoint an attorney other than the State Board attorney to represent it or members in any litigation.
(K.S.A. ~~72-7512~~ 72-254) The Board may enter into a contract for services with the State Board attorney.

- E. (1) Evaluations of ~~Secretary and Attorney~~ positions attached to the State Board: (TITLE NOW MATCHES PRIOR REFERENCE)

Commissioner: The Commissioner shall receive a formal, cumulative evaluation not more than six months after he/she is appointed. Thereafter, a formal, cumulative evaluation of the Commissioner shall be performed annually by the State Board. (MATCHES POLICY 2002 WHICH IS SPECIFIC TO COMMISSIONER PERFORMANCE).

Board Secretary: The secretary to the Board shall be evaluated by the Commissioner and the State Board. The first evaluation shall be within six months of hiring. Thereafter, the secretary to the Board shall be evaluated annually by the Commissioner with input from the Board.

Board Attorney: The Board attorney shall be evaluated annually by the Board in consultation with the Commissioner. The first evaluation shall be within six months of hiring.

Position Descriptions: Current position descriptions for the Commissioner of Education and the secretary to the Board are housed in the KSDE Human Resource Department. Evaluation instruments for these positions and the Board attorney are also housed there.

For Additional Information, See Procedure B of the Guidelines.

Adopted: August 9, 1989
Amended: March 10, 1998; March 14, 2000; November 14, 2001; December 10, 2002;
September 9, 2003; November 14, 2007; September 10, 2008; October 17,
2012; March 11, 2014

POLICY: COMMITTEE PRINCIPLES

Policy Type: Governance Process

The Board may establish temporary committees to help carry out its responsibilities. However, the Board normally will operate as a committee of the whole and will rely sparingly on committees.

1. Any temporary committee of the State Board shall be created by vote of the State Board and shall not include more than three Board members.
2. Board committees may not speak or act for the Board except when formally given such authority for specific and time-limited purposes.
3. Board committees are to help the Board do its job, not to help the Commissioner do his/her work. Committees will assist the Board chiefly by preparing policy alternatives, including their implications, for Board deliberation. Committees are not to be created by the Board to advise the Commissioner.
4. Board committees cannot exercise authority over organization staff except by working through the Commissioner.
5. This policy does not apply to committees established by the Commissioner. It does apply to committees that are formed by the Board, whether or not the committees include non-Board members.

Adopted: August 9, 1989

Amended: March 10, 1998; December 10, 2003; October 17, 2012

POLICY: APPOINTMENTS TO COMMITTEES AND COMMISSIONS

Policy Type: Governance Process

- A. The State Board makes appointments to the following types of committees:
 - 1. Committees created by the State Board and having State Board membership, e.g., the State Board Policy Committee and the State Board Communications Committee.
 - 2. Committees to which the State Board is required by law to appoint one or more of its members, e.g., KSHSAA's Board of Directors.
 - 3. Committees to which the State Board is required by law to appoint one or more persons who are not members of the State Board, e.g., Professional Standards Board, Special Education Advisory Council and Professional Practices Commission.
 - 4. Committees to which the State Board determines to appoint one or more of its members at the request of some organization, agency or government entity, e.g., the KSHSAA's Executive Board, Kansas Teacher of the Year and NASBE Government Affairs Committee.

- B. Appointments to Standing Committees of the State Board
 - 1. At the organizational meeting, the chairman shall declare all memberships on State Board committees vacant. Then, representation of the State Board on such committees shall be determined by vote of the Board.
 - 2. There shall be a standing State Board Policy Committee which shall be elected by the State Board at its organizational meeting. Three members shall serve on this committee.
 - 2. There shall be two Legislative Liaisons who shall be elected by the State Board at its organizational meeting.

C. Appointments to Temporary Committees of the State Board:

The chairman and members of each temporary committee of the State Board shall be appointed by the chairman of the State Board from a list of those Board members who have expressed an interest in serving on the committee.

D. Appointments to Other Committees:

The State Board may appoint persons to committees on which State Board members do not serve in accordance with the following guidelines:

- a. Prior to making an appointment, the State Board may receive nominations from statewide organizations, individuals, or State Board members.
- b. Nominations may remain open until the time of appointment.
- c. In appointment of members, the State Board may provide representation as required by law and seek broad representation by giving consideration to various appropriate factors, including the following:
 - geographic representation;
 - representation by school district enrollment;
 - representation by school level;
 - representation by various educational stakeholders; and
 - special knowledge or expertise.

Adopted: August 9, 1989

Amended: March 13, 1990; July 10, 1991; October 13, 1992; March 10, 1998;
December 12, 2001; September 9, 2003; December 10, 2003; March 11, 2014;
August 8, 2017; January 15, 2019

POLICY: OPERATION OF THE STATE BOARD OF EDUCATION

Policy Type: Governance Process

1. Meetings

A. Regular Meetings

The State Board shall hold a regular meeting each month as provided by law. No later than January each year, the Board shall adopt by resolution specifying (1) the hour of commencement, (2) the day of the week, (3) the week of the month, and (4) locations for meetings for the entire year. (K.S.A. ~~72-7507~~-72-249) This shall include meetings to be held on the campus of each state school governed by the Board.

B. Other Meetings

The State Board may provide by resolution for (1) additional regular meetings; (2) special meetings; or (3) recessed or adjourned meetings. (K.S.A. ~~72-7507~~-72-249)

Special meetings may be called by the chairman or upon the request of four Board members submitted to the chairman.

Telephone conference meetings may be called by the chairman or at the request of four Board members.

C. Notification of Meetings

Notice of regular meetings shall be sent at least seven days in advance to members of the State Board and others who have requested notification.

When the regular meeting date, time or place is changed by resolution, or when additional regular meetings, special meetings, recessed or adjourned meetings are called, the secretary to the Board shall notify members of the Board and others who have requested notification, at least five days before such meetings. However, when the chairman deems the need for an emergency meeting, the chairman may call a meeting. In such event, reasonable notice shall be given to those parties named herein.

A party receiving notice of any conference shall be advised that this will be an open meeting and the discussion and action may be heard over speakers at the State Department of Education.

If State Board meetings are canceled due to extenuating circumstances the State Board chairman or the chairman's designee shall notify other members of the State Board, the news media and others who have requested such notification.

D. All official business of the State Board shall be transacted as provided by state law.

E. Agenda

(1) Construction

(a) A State Board meeting agenda shall be prepared by the chairman of the State Board, the vice chairman of the State Board and Commissioner.

(b) Any member of the State Board may request that an item related to State Board goals be placed on the agenda by submitting a request to the chairman in advance of the agenda preparation. Any such item shall be considered for the State Board agenda.

(c) In addition, a member of the State Board may request that any matter be placed on a future agenda of the State Board at a regular meeting. The request shall be discussed at a meeting of the State Board.

If consensus cannot be reached, the request shall be approved or disapproved by a vote of the State Board.

(2) Advance Delivery

The agenda for each meeting, along with complete supporting informational material and recommendations, shall be available to each member of the State Board at least seven days before such meeting.

(3) Distribution

The agenda of each meeting shall be distributed in advance to persons to appear before the State Board and others who have requested notification of meetings.

One copy of the agenda and supporting materials shall be available on the day of the meeting for persons attending the State Board meeting.

F. Meeting Conduct

(1) Order of Business

The order of business of all meetings may be as follows:

- (a) Call to Order
- (b) Roll Call
- (c) Moment of Silence
- (d) Pledge of Allegiance
- (e) Approval of Agenda
- (f) Approval of Minutes of the Previous Meeting
- (g) Citizens' Open Forum – (See Policy No. 1012)
- (h) Agenda Items
- (i) Consent Agenda
- (j) Recess until Day 2
- (k) Call to Order
- (l) Roll Call
- (m) Approval of Agenda
- (n) Agenda Items
- (o) Adjournment

- (2) Procedure official action by the State Board shall be by motion duly made and seconded. Allowable motions include the principle or initial motion on a matter; a motion to amend an initial motion; a substitute motion to an initial motion; a motion to table a matter; and a motion to remove a matter from the table. Other action regarding any matter may be taken upon an affirmative vote of six members of the Board.

It shall be the practice of the Board to take action only on those items that are noted on the agenda as action items. However, the Board, upon motion duly made and seconded, and upon an affirmative vote of seven members of the Board, may take action on any matter on the Board's agenda, whether such matter is designated as an action item, receive item, discussion item or information item.

Routine, procedural or noncontroversial action items may be placed on the consent agenda. For items that require clarification, or for which a Board member has a question, that clarification should be requested before the Board meeting. An item should not be pulled from the consent agenda just to have a question answered. That sort of information gathering should happen before the meeting. If there is an item about which a Board member dis-agrees, or believes the item requires discussion, then a request is made at the beginning of the Board meeting during the Approval of the Agenda to pull that item from the consent agenda.

G. Records and Minutes

- (1) The secretary to the State Board shall take minutes at each Board meeting, shall record the actions of the State Board, and shall officially certify the minutes of each meeting. (K.S.A. ~~72-7508~~ **72-250**)
- (2) On any motion before the State Board, a recorded vote shall be taken and made a part of the public record. (K.S.A. ~~72-7509~~ **72-251**) The name of any member voting against a motion or abstaining shall be recorded in the minutes.
- (3) Additions and/or corrections may be made to the minutes by a majority vote of the State Board.

Adopted: August 9, 1989

Amended: March 10, 1998; September 14, 1999; October 12, 1999; May 10, 2000; September 9, 2003; July 11, 2005; November 14, 2007; November 10, 2009; October 17, 2002; March 11, 2014; August 8, 2017

POLICY: BOARD MEMBER TRAVEL

Policy Type: Governance Process

The purpose of Board member travel is to accomplish the mission and goals of the Board, and to assist individual Board members in the development and improvement of boardsmanship skills.

Objectives of travel:

- (1) To participate in regular monthly and special meetings of the Board.
- (2) To travel in-district to maintain communication with constituents.
- (3) To attend in-state organization meetings; to develop and improve boardsmanship skills; to participate in assigned in-state committee meetings; and to meet with the legislature.
- (4) To attend meetings of national organizations to represent the Board, to develop and improve boardsmanship skills; and to participate in assigned national organizations' activities and/or study groups.

Pursuant to state law, each State Board member is entitled to the same compensation, travel expenses and subsistence allowance as provided for members of the legislature for attendance at meetings authorized by the State Board.

For more information see Guideline I.

Adopted: August 9, 1989

Amended: March 13, 1990; July 10, 1991; October 13, 1992; March 10, 1998; March 11, 2014

POLICY: CITIZENS' OPEN FORUM

Policy Type: Governance Process

The Citizens' Open Forum is an opportunity for the general public to provide input on educational issues in the state of Kansas. Addressing the Board is a privilege and not a right. The Citizens' Open Forum may be held shortly after the meeting is called to order on the first day of each two-day meeting of the State Board of Education. Procedures for the Citizens' Open Forum are as follows:

- (1) Each speaker shall be allowed to speak for three minutes.
- (2) State Board of Education members may ask clarifying questions of the person making the presentation. The speaker will have up to one minute to respond. The presiding officer may grant additional time at his/her discretion.
- (3) By consent of the Board, the agenda time may be extended. While offering a public forum is important to the Board, it is also necessary to ensure that the Board allows enough time to conduct its regular business.
- (4) Information may be submitted to the Board in written form. **Thirteen (13) copies should be provided.**
- (5) At the discretion of the chair and with regards to the timeliness of the agenda, the Citizens' Open Forum may be closed and reopened at a later time or date to be announced.
- (6) Any person wishing to speak shall sign in prior to the commencement of the Citizens' Open Forum and shall complete a presenter's card, giving his or her name and address, the subject, and the name of any group he or she is representing. Speakers shall be recognized according to the order in which they signed in.
- (7) Presentations containing information or comments related to KSDE personnel may be referred for review in executive session.
- (8) Following the Citizens' Open Forum, the Chairman will acknowledge the participants and announce that the State Board will determine if any of the issues will be addressed at a future meeting.

Adopted: August 9, 1989

Amended: March 10, 1998; April 12, 2000; Nov. 14, 2001; Nov. 14, 2007; March 11, 2014

POLICY: PUBLIC HEARINGS

Policy Type: Governance Process

The purpose of a Public Hearing is to obtain comments from proponents and opponents on a specific topic that requires such a hearing before a decision is made. Notice of a Public Hearing must be published in advance of the hearing.

Procedures for any Public Hearing of the State Board are as follows:

- (1) Any person having an interest in the subject of the hearing shall have a right to provide oral and written testimony to the State Board on the subject of the hearing.
- (2) Any person wishing to speak at the hearing shall sign in prior to the commencement of the hearing by providing his/her name, address and identifying whether he/she represents an opinion of a group.
- (3)– The presiding officer will conduct the hearing. Speakers shall be recognized according to the order in which they signed in. Limiting statements to five minutes encourages speakers to be focused and direct, and permits more people to testify.
- (4) If written testimony is submitted, 13 copies should be provided.
- (5) State Board of Education members may ask clarifying questions of the person making the presentation. The speaker will have up to one minute to respond. The presiding officer may grant additional time at his/her discretion.
- (6) The Public Hearing is not a debate, but an orderly gathering of facts on a particular subject matter. The presiding officer shall rule on comments that are too lengthy. Irrelevant or repetitious testimony is discouraged.
- (7) These Public Hearing procedures shall be printed and be made available upon request.

- (8) The chairman shall advise persons in attendance of these Public Hearing procedures.

Following each Public Hearing, all comments received shall be analyzed and considered.

COMMUNITY FORUMS

The Board may elect to host informal community forums at locations around the state to receive public input on various education topics. Such events would be at the discretion of the Board and should not be confused with required Public Hearings. The community forum format would be established prior to the event, depending upon time, location and agenda.

Adopted: August 9, 1989

Amended: March 10, 1998; March 14, 2000; November 14, 2007; March 11, 2014

BOARD-STAFF LINKAGE

POLICY: DELEGATION TO THE COMMISSIONER

Policy Type: Board-Staff Linkage

The responsibility of the Board is to establish policies, leaving implementation to the Commissioner. Board policies relating to the work of the staff on behalf of the State Board direct the Commissioner to achieve certain results or limit the Commissioner to act within acceptable boundaries. All Board authority delegated to staff is delegated through the Commissioner, so that all authority and accountability of staff can be phrased--insofar as the Board is concerned--as authority and accountability of the Commissioner.

1. The Commissioner is authorized to make all decisions, take all actions and develop all activities which are consistent with the Board's policies. The Board, by amending its policies, may expand or constrict the areas of the Commissioner's delegated authority. However, the Board will respect the Commissioner's choices so long as the delegation continues. This does not prevent the Board from obtaining information about activities in the delegated areas.
2. The Commissioner serves the State Board. Therefore, no Board member, officer or committee shall exercise authority over the Commissioner. If any request is made or direction given to the Commissioner by a Board member, officer or committee which requires material resources, it may be refused.
3. The Commissioner may not perform, allow or cause to be performed any act which is unlawful, insufficient to meet commonly accepted business and professional ethics or the "prudent person" test or contrary to explicit Board constraints on executive authority.
4. The Commissioner may employ persons in agency positions subject to confirmation by the State Board.
5. ~~The commissioner shall not establish the qualifications or method of selection of assistant commissioners without consulting the State Board.~~ Assistant commissioners (deputy commissioners) will be appointed by the State Board as required by K.S.A. 72-373.

Adopted: August 9, 1989

Amended: March 10, 1998; March 11, 2014; April 17, 2018

POLICY: MONITORING AND EVALUATING COMMISSIONER PERFORMANCE

Policy Type: Board-Staff Linkage

1. A formal, cumulative evaluation of the Commissioner shall be performed not more than six months after the Commissioner is appointed. Thereafter, a formal, cumulative evaluation of the Commissioner shall be performed annually by the State Board. Monitoring of the Commissioner's performance will focus on areas of job responsibilities, department performance in response to Board initiatives and policies, and leadership competencies as compared to Board goals and objectives and as stated in the position description for the Commissioner of Education. The purpose of monitoring is to determine the degree to which the Commissioner's performance fulfills the responsibilities for which the Commissioner is accountable. The position description for the Commissioner shall be presented biennially as part of new Board member orientation.
2. The Commissioner's performance may be monitored by the following:
 - A. Monthly observations of, and communications with, the Commissioner.
 - B. Executive reports from the Commissioner.
 - C. Board member report where a Board member, a committee of the Board or the Board as a whole reviews information, activities or circumstances to determine accomplishment of responsibilities.
3. The Board, at any time, may request a monitoring report or external audit of the Commissioner's performance.
4. To assist the State Board in performing its evaluation, the Commissioner shall submit to the Board a list of performance objectives to be considered and approved by the State Board. In October, the Commissioner shall provide to the Board a summary of progress on the Board goals. The Commissioner may also obtain feedback from KSDE staff and provide the compiled results to the State Board.

For more information see Procedure B of the Guidelines.

Adopted: August 9, 1989

Amended: March 10, 1998; November 14, 2001; September 9, 2003; November 14, 2007; September 10, 2008; October 17, 2012; March 11, 2014; August 8, 2017

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COMMISSIONER LIMITATIONS

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POLICY: COMMUNICATION AND COUNSEL TO THE BOARD**Policy Type: Commissioner Limitations**

The Commissioner may not intentionally cause or allow the Board to be uninformed or misinformed. The Commissioner shall not accept, on behalf of the State Board, policy or administrative duties concerning any program which has not been assigned to the State Board by law, without the prior approval of the State Board.

The Commissioner shall inform the State Board of any program assigned by law to the State Board or to the State Department of Education and shall advise the State Board of the anticipated impact of the program's assignment to the Board or the Department.

Adopted: August 9, 1989

Amended: March 10, 1998; October 12, 1999; September 9, 2003

POLICY: STAFF TREATMENT**Policy Type: Commissioner Limitations**

With respect to employment and treatment of staff, the Commissioner may not cause or allow conditions that:

1. Withhold from staff an appropriate grievance procedure.
2. Prevent staff from grieving to the Board when the following conditions are met:
 - a. internal grievance procedures have been exhausted; and,
 - b. the employee states reasonable grounds to believe:
 - (i) that Board policy has been violated to his/her detriment; or
 - (ii) that Board policy does not adequately protect his/her human rights.

Adopted: August 9, 1989

Amended: March 10, 1998; September 14, 1999; July 15, 2009; March 11, 2014; August 8, 2017

**POLICY: FINANCIAL PLANNING AND LEGISLATIVE
RECOMMENDATIONS**

Policy Type: Commissioner Limitations

With respect to planning fiscal initiatives and legislative recommendations, the Commissioner may not jeopardize the integrity of the Department. Accordingly, he or she may not cause or allow:

1. Material deviation from Board-stated policies or priorities in the allocation of funds among competing budgetary needs.
2. Action contrary to the State Board's legislative recommendations.

Adopted: August 9, 1989
Amended: March 10, 1998

POLICY: EMERGENCY EXECUTIVE SUCCESSION**Policy Type: Commissioner Limitations**

With respect to protecting the Board from sudden loss of chief executive services, the Commissioner may not allow insufficient executive backup. Accordingly, the Commissioner shall have no fewer than two other executives (deputy commissioners) familiar with Board and Commissioner issues and processes. (~~See K.S.A. 72-7601 et seq.~~)

Adopted: August 9, 1989
Amended: March 10, 1998

Kansas State Board of Education Guidelines



Kansas leads the world in the success of each student.

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GUIDELINE I
APPROVAL OF MEETING ATTENDANCE
(BOARD MEMBER TRAVEL)

A. Legal Basis

1. K.S.A. ~~72-7511a~~ **72-253** provides that State Board members are to get the same compensation, travel expenses and subsistence allowance as provided in K.S.A. 75-3212 for members of the legislature when members attend a meeting which has been approved by the State Board.
2. K.S.A. 75-3212 says members of the legislature are entitled to:
 - (a) the amount of compensation and subsistence allowance prescribed in K.S.A. 46-137a for actual attendance at in-state meetings;
 - (b) the subsistence allowance incurred in going to and returning from in-state meetings on days other than days of meetings, if the legislator lives more than 100 miles from the location of the meeting; and
 - (c) the mileage rate authorized by K.S.A. 75-3203a for each mile actually traveled by the usual route in going to and returning from authorized in-state meetings. The Commissioner will inform the Board annually of the current rate.
3. K.S.A. 46-137a provides for the amount of compensation (salary) and the rate of subsistence allowance (per diem). KSDE staff will inform the Board annually of the current rates.
4. Any member of the State Board may waive payments of compensation, subsistence allowance, or mileage to which the member is entitled.

B. Preapproved Attendance

The State Board grants approval to each member of the Board as follows:

1. Attendance at regular or special meetings of the State Board.
2. Attendance at any meeting at which the member is attending as the designated representative of the State Board. Any time a Board member is appointed by

the chair, the Commissioner, or the Governor, to participate on a committee, work group, study group, task force, council or other group for a state or national educational organization, the Board shall vote to authorize travel/salary expenses for such participation.

3. To comply with State ethics laws, the Board must vote to approve a Board member's travel even when the travel expenses are paid by a third party.

C. Discretionary Attendance

1. (a) Each Board member shall have discretion in attending any meeting not specified in section B of these Guidelines. However, the receipt of state allowances is subject to approval of such attendance by the State Board.

(b) When approving travel by Board members, the State Board will consider the balance of the allotment available to each Board member under section D.
2. The State Board will not grant approval for attendance at any partisan, political activity or event.
3. To comply with State ethics laws, the Board must vote to approve a Board member's travel even when the travel expenses are paid by a third party.

D. Annual Allocation for Board Member Travel

In July of each year, KSDE fiscal services staff shall calculate the amount of funds available to each Board member based upon the following formula:

1. From the total amount appropriated for the State Board's budget, subtract an amount sufficient to pay for each Board member's attendance at monthly State Board meetings.
2. Divide the amount determined by step 1 by 14.5. The resulting amount shall be termed "a share."
3. Allocate to each Board member one share as derived from Step 2.
4. Allocate one additional share to each of the following Board members:
 - a. Chairman
 - b. Vice Chairman

- c. District 5 Member
- d. ~~Legislative Liaison. (This share shall be available after January 1.)~~

5. Allocate ~~one-half of~~ **three-quarters of an additional share after January 1 to each of the two Legislative Liaisons.** ~~to the Assistant Legislative Liaison. (This one-half share shall be available after January 1.)~~

The amounts so determined shall be available for State Board member travel from July 1 to June 30.

The formula set forth in this Guideline may be waived by an affirmative vote of the State Board.

E. Definitions

The following definitions shall apply to this Guideline:

- a. Discretionary attendance means attendance at any meeting in which the Board member is not participating as a designated representative of the State Board.
- b. Designated representative means a Board member appointed by the chair or the Commissioner or elected by the Board to serve on a national or statewide committee on behalf of the Board.

Adopted: March 10, 1998
Amended: September 14, 1999
Amended: December 12, 2001
Amended: November 12, 2002
Amended: November 14, 2007
Amended: November 10, 2009
Amended: September 8, 2015

GUIDELINE II
ACCESS TO COMMUNICATION EQUIPMENT BY STATE BOARD MEMBERS

During the term of office of each State Board member, the member can request access to a laptop computer. The device will be encrypted and will be provided at public expense for the purpose of allowing the Board member to carry out his or her public duties. The laptop will be returned to the State Board office within 15 days of the conclusion of the Board member's service. No state funds or equipment shall be used for any partisan, political activity or event.

Adopted: March 10, 1998
Amended: September 8, 2015

GUIDELINE III

DISCUSSING AND ADDRESSING ISSUES

- A. If the State Board determines to address an issue, the Board shall decide the process for meaningful discussion about the issue and the strategy for addressing it.
- B. The process for meaningful discussion may include, but is not limited to, the following:
 - 1. receiving information, reports and options from staff of the Department or persons selected by the Department;
 - 2. receiving information, reports and options from individuals selected by the State Board;
 - 3. gathering and review of information by a subcommittee of the Board selected by the State Board or by an external committee appointed by the State Board;
 - 4. the holding of public hearings to receive information from the general public in regard to the issue;
 - 5. work sessions or retreats by the State Board to focus on the particular issue;
 - 6. discussion of the issue by the full Board at one or more meetings, with action taken after full discussion of the issue; and
 - 7. any other procedure agreed to by the State Board.
- C. The purpose of Board member reports is to allow members to report on meetings of boards, commissions or organizations to which they have been assigned to represent the Board. It is also an opportunity to report on meetings or conferences attended. During the time provided for Board member reports, it is inappropriate to use it as an opportunity to present one's views on issues not currently being addressed by the Board or to bring up issues for debate or discussion.

Topics suggested for discussion may be requested as a future agenda item or work session. When making a request, it is inappropriate for the requestor to enter into a lengthy explanation or to engage members in a dialogue regarding the topic.

- D. All discussion shall be directed to the issue under study and not towards members of the Board or other individuals.
- E. All discussion shall adhere to the State Board's Policy on Boardsmanship Expectations (Policy 1006).

Adopted: February 9, 2000
Amended: November 20, 2009
Amended: September 8, 2015

GUIDELINE IV.
HEARING OFFICER RECOMMENDATIONS

At any time the Board is scheduled to act upon the recommendation of a hearing officer, any Board member wishing to propose action other than that which has been recommended may consult with the State Board attorney for purposes of complying with K.S.A. 77-526. This statute requires that all orders of a state agency shall include, separately stated, findings of fact, conclusions of law and policy reasons for the decision.

Adopted: January 12, 1994
Affirmed: March 10, 1998

GUIDELINE V. LAND TRANSFERS

I. Governing Law

K.S.A. ~~72-7108~~ 72-532 provides that a transfer of land from one school district to another can be made only under the following conditions:

- 1) Upon the written agreement of any two local boards of education and approval by the State Board; or
- 2) Upon order of the State Board after a petition to transfer territory has been filed by a local board and a public hearing on the petition has been held by the State Board.

The Kansas Supreme Court has determined that any land transfer must be consistent with, and not in derogation of, the purposes and provisions of the school unification acts. In addition, K.S.A. ~~72-7108~~ 72-532 contains factors that must be considered by the State Board when reviewing land transfer requests.

II. Requests for Land Transfers Considerations

The following considerations assist the State Board in determining whether to grant a land transfer request.

- 1) The ultimate consideration must be the long-term effect a transfer would have on students living in: (1) the petitioned area, (2) the receiving district, and (3) the giving district. It also must include whether the transfer would add to the general improvement of the public schools in the state and the equalization of the benefits and burdens of education throughout the affected communities.
- 2) To justify taking land, by petition, from one school district and giving it to another, a material change in circumstances of a substantial and weighty nature must exist so that a reasonable person would recognize that the educational interests of all affected children (inside and outside of the transfer area) could be better served by adjusting district boundaries, without any serious detrimental effect upon students or upon the district from which the land will be transferred.

- 3) The type of change in circumstances that justifies a transfer of land by petition is difficult to describe in the abstract.

However, examples of a material change in circumstances that may justify a transfer of land include, but are not limited to:

- a) a recent school closing which makes it more practical for students to attend school in an adjoining district;
 - b) the establishment of a new and more distant attendance center; or
 - c) changes in natural barriers, such as lakes and rivers or construction of highways, which substantially increases the time a student must spend in traveling to and from school.
- 4) Examples of changes which do not constitute a material change in circumstances for purposes of transferring land from one district to another include, but are not limited to:
 - a) a change in a local board of education's transportation policy to prohibit buses from adjoining school districts from entering the district to transport students;
 - b) a change in school district property taxes; or
 - c) a land transfer request which is primarily to gain a financial advantage for individuals, such as, assisting in suburban land development.
- 5) The State Board's consideration of a petition to transfer land is not limited to how persons in the petitioned area will be affected. The State Board also must consider how persons outside the petitioned area and the school districts (locally and statewide) may be affected.
- 6) A transfer of land by agreement from one school district to another, generally, should be approved by the State Board absent noncompliance with state law or other compelling reasons.

Petitions to transfer land should be submitted to the Kansas State Department of Education by no later than February 15 if the transfer is to become effective the following July 1.

Adopted: May 10, 1977
Amended: February 12, 1986
Amended: March 10, 1998

Amended: November 14, 2001
Amended: September 9, 2003
Amended: April 17, 2018

GUIDELINE VI.
PARTICIPATION IN INTERSCHOLASTIC
ATHLETICS UNDER S.B.R. 91-31-34

1. No school shall allow students **below** the sixth grade to participate in interscholastic athletics.
2. No school shall allow students in **sixth** grade to participate in tackle football, wrestling or boxing, if those interscholastic athletics are offered.
3. Schools allowing sixth grade students to participate in all other interscholastic athletics shall follow the guidelines established for seventh grade students by the Kansas State High School Activities Association (KSHSAA) for each specific sport. Please note that sixth grade students participating in interscholastic athletics are not covered by KSHSAA's Liability and Catastrophe Insurance plan. The KSHSAA Rules Handbook may be obtained from the KSHSAA office, online at www.kshsaa.org or the Kansas State Department of Education.

Adopted: March 10, 1998
Amended: November 14, 2001
Amended: September 9, 2003
Amended: September 8, 2015
Amended: April 17, 2018

GUIDELINE VII

ISSUANCE OF A VISITING SCHOLAR LICENSE

To apply for Visiting Scholar License, an individual must submit:

1. a complete application, including official transcripts;
2. written verification from the hiring official of the accredited education agency that the applicant will be employed if a Visiting Scholar License is issued, including the proposed teaching schedule for the individual and a list of the subject areas and grade levels for which licensure is requested;
3. documentation that the applicant meets at least two of the three base criteria for the Visiting Scholar License which are stated on the application; and
4. the licensure fee.

The application will be reviewed by the Teacher Education and Licensure Office. An incomplete application will be returned to the applicant. If the application is complete, it will be forwarded to the Commissioner of Education for consideration. The Commissioner of Education will make a recommendation to the State Board of Education to either issue or deny the Visiting Scholar License. The State Board of Education will make the final determination regarding the issuance or denial of the Visiting Scholar License. If granted, the Visiting Scholar License is valid through June 30 of the school year in which it is issued. Complete applications need to be received by July 1 in order to be considered at the August State Board of Education meeting and result in licensure by the start of the school year.

The Visiting Scholar License is intended for those individuals who can provide unique educational experiences for the students in the classroom. This is the primary consideration in granting or denying a Visiting Scholar License. When an individual has been issued a Visiting Scholar License, that individual is eligible to renew the license, each year, by completing the application process and documenting professional learning prescribed by the district. A Visiting Scholar License may be renewed for more than one year.

Adopted: September 14, 1999
Amended: December 10, 2003
Amended: September 8, 2015

GUIDELINE VIII
APPLICATIONS FOR APPROVAL TO HOLD AN ELECTION ON THE QUESTION OF
ISSUING BONDS IN AN AMOUNT EXCEEDING THE SCHOOL DISTRICT'S GENERAL
BOND DEBT LIMITATION

A. PROCEDURES

1. All forms necessary for unified school districts to make application to the State Board of Education for approval to exceed the general bond debt limitation of the school district may be obtained from the Division of Fiscal and Administrative Services of the State Department of Education.
2. The notice required by K.S.A. 75-2317 of the intention to file an application for permission to exceed the general bond debt limitation must be made one time in a newspaper of general circulation in the district and the publication must be made no later than the 10th day of the month in which the application is submitted to the State Board.
3. The application for permission to hold an election, a copy of the published notice of intent to file the application, and an Affidavit of Publication must be received by the Division of Fiscal and Administrative Services by at least the 15th day of the month in which the application is submitted to the State Board.

B. REQUIRED SUPPLEMENTAL MATERIAL TO ACCOMPANY APPLICATION WHEN EXCEEDING BOND DEBT LIMITATION

1. A copy of the published notice of intent to file the application, together with an Affidavit of Publication, must be enclosed with the application to the State Board. (Form 7-212-108)
2. An architect's schematic floor plan (8 1/2 x 11 inches, if readable, otherwise, large enough to be discernible by members of the State Board) of the proposed facilities must be included with each application.
3. A map (8 1/2 x 11 inches, if readable, otherwise large enough to be discernible by members of the State Board) of the school district showing present facilities, proposed facilities, attendance centers, and the bordering districts by number must be included with each application.
4. Form 7-212-106, Resolution to Submit Application to State Board.
5. Form 7-212-110, Application for Permission to Vote and Issue Bonds Exceeding 14 percent.
6. Form 7-212-114, Certified Assessed Valuation of School District.
7. Form 7-212-118, Application to Exceed 14 percent of Assessed Valuation

8. Form 7-212-118(a), Application for Capital Improvement (Bond and Interest) State Aid.

C. COMMITTEE RECOMMENDATION

Upon receiving a timely and complete application in accordance with these Guidelines, a committee of staff and Board members shall review the information and make a recommendation to the State Board on whether to approve or deny the application. The recommendation shall include a statement of the facts that support the recommendation.

The aggregate amount of bonds approved in a fiscal year shall not exceed the amount of bonds retired in the prior year.

Adopted: May 10, 2000
Amended: September 9, 2003
Amended: April 17, 2018

GUIDELINE IX
APPLICATIONS FOR
CAPITAL IMPROVEMENT STATE AID (BOND AND INTEREST)

A. PROCEDURES

In accordance with 2016 Senate Bill 323, any school district that is eligible and desires to receive capital improvement state aid (bond and interest) must apply to the Kansas State Board of Education for such state aid.

Kansas law provides a cap on the total amount of capital improvement state aid available for elections held on or after July 1, 2016. This cap cannot exceed a six-year rolling average amount for capital improvement state aid.

The capital improvement state aid available to each school district is included on Form 241-242 provided annually in the School Finance budget packet. This amount could change on an annual basis.

Upon receipt of an application, State Department of Education staff will schedule a hearing with school district officials to review the application.

All applications must be submitted to the Division of Fiscal and Administrative Services by no later than the 10th day of the month in order for action by the State Board of Education the following month.

The areas of concern, which will be reviewed at the hearing, will be those facilities that are non-academically related.

B. REQUIRED SUPPLEMENTAL MATERIAL TO ACCOMPANY APPLICATION FOR CAPITAL IMPROVEMENT STATE AID

1. An architect's schematic floor plan (8 ½ x 11 inches, if readable, otherwise, large enough to be discernible by members of the State Board) of the proposed facilities must be included with each application.
2. A map (8 ½ x 11 in inches, if readable, otherwise large enough to be discernible by members of the State Board) of the school district showing present facilities, proposed facilities, attendance centers, and the bordering districts by number must be included with each application.
3. Form 7-212-104, Resolution, Stating the Purpose for which Bonds are to be issued, the Estimated Amount thereof, and the Time of Election Therefor (Bond issue **will not** exceed general bond debt limitation).
4. Form 7-212-106, Resolution, Stating the Purpose for which Bonds are to be issued, the Estimated Amount Thereof, and the Time of Election Therefor (Bond issue **will exceed** general bond debt limitation).
5. Form 7-212-114, Certified Assessed Valuation of School District.
6. Form 7-212-118(a), Questions to be completed by USDs requesting capital improvement state aid (bond and interest)

C. CRITERIA FOR DETERMINATION OF CAPITAL IMPROVEMENT STATE AID (BOND AND INTEREST)

The State Board of Education shall consider the following criteria when determining the eligibility for capital improvement state aid (bond and interest).

- Safety of the current facility and disability access to such facility as demonstrated by a State Fire Marshal Report, an inspection under the federal Americans with Disabilities Act, or other similar evaluation;
- Enrollment growth and imminent overcrowding as demonstrated by successive increases in enrollment of the school district in the immediately preceding three school years;
- Impact on the delivery of educational services as demonstrated by restrictive inflexible design or limitations on installation of technology;
- Energy usage and other operational inefficiencies as demonstrated by a district-wide energy usage analysis, district-wide architectural analysis, or other similar evaluation; and
- High priority will be given to school districts with a lower assessed valuation per pupil (AVPP) compared to other districts that are to receive capital improvement state aid.
- No state aid may be awarded for extracurricular facilities unless documented issues with safety or disability access exist.

Adopted: April 17, 2018

GUIDELINE X
CHARTER SCHOOL PROCEDURE
K.S.A. 72-1903 to 72-1911

The Kansas Legislature has assigned to the State Board of Education the responsibility to administer the Charter School statutes, K.S.A. ~~72-1903~~ **72-4206** to ~~72-1911~~ **72-4213**. To assist the State Board in fulfilling this responsibility, the staff of the Kansas State Department of Education (KSDE) shall adhere to the following procedures in submitting recommendations for approval or disapproval of initial charter school petitions under K.S.A. 72-1906.

1. The format for the petition by a school district shall include a narrative for each of the 15 areas required by law to be addressed.
2. Each district filing a petition shall be provided, upon request, technical assistance by the KSDE staff.
3. The KSDE staff shall assemble a review committee comprised of at least three, but not more than 12, people from across the state to review the petitions. Staff shall ensure that membership includes persons who currently operate charter schools.
4. The KSDE staff shall develop a scoring rubric based on the requirements of the law and provide training to the persons selected to review the petitions to ensure rater reliability.
5. The State Board shall receive the petition recommendations in one month and act on them in the following month.

In addition, KSDE staff shall adhere to the following procedures in submitting recommendations for approval or disapproval of requests for renewal of charter schools under K.S.A. ~~72-1907~~ **72-4209**.

- In August of the school year in which each charter school's approval will expire, staff will contact the Superintendent and ask if the district intends to seek renewal of the charter school. (This early contact is because the district will have to gather and organize the information to justify its request for renewal and submit it to the State Board on or before May 1, if renewal is to be sought.)
- Staff will send to each district that chooses to renew its charter school written instructions of what is required to renew the charter school, including the deadline for submission of required information.
- Staff shall review the information submitted for each charter school and shall prepare a recommendation to the State Board on whether the charter school should be renewed. Each recommendation shall include a detailed explanation for the recommendation, including a review of the school's progress in achieving its program goals.

- Staff recommendations shall be provided to the State Board members prior to the June meeting of the State Board.

Adopted: December 10, 2003

Amended: April 17, 2018

PROCEDURE A: New Board Member Orientation

1. The purpose of orientation is to prepare newly elected Kansas State Board of Education members for their public office and acquaint them with programs and activities of the Kansas State Department of Education.
2. On or before November 15 of an election year, the Board secretary shall send a welcome letter to each Board member-elect with information to include:
 - a. Links to Board Policies and Guidelines
 - b. List of School Districts in his/her Board District
 - c. Contacts of School District Superintendents in his/her Board District
 - d. Draft calendar of upcoming year's Board meetings
 - e. Request for photo and bio
 - f. Request for ordering name badge, name plate
3. In early December, the Board secretary shall notify each Board member-elect of the orientation schedule. A suggested agenda for the first orientation session could include the following: a discussion of each member's expectations, issues, concerns, and goals for the Board; Board member roles and responsibilities; differences between a state board and local board of education, the statutory and regulatory authority of the Board; Open Meetings Act; Board Policies and Guidelines; Board communications plan; Board elections and appointments; tour of KSDE building; and governmental and constituent relations.

In preparation for the session, Board members should receive:

- a. Board mission and goals, roles and responsibilities
- b. KSDE organizational chart, contact information for Commissioner and deputy commissioners
- c. Kansas Open Meeting Act, Open Records Act
- d. Draft calendar of Board meeting dates for the year
- e. Outline of regular communications to expect from Commissioner and board secretary
- f. Roles and duties of Board secretary and Board attorney
- g. Request for ordering business cards, stationery
- h. Instructions for submitting travel reimbursement (plus budget limitations) and payroll information
- i. Overview of benefits (insurance, KPERS, etc.)
- j. Required forms (W-9, I-9, permission for building key card)
- k. Parking instructions and parking tag

4. Details concerning swearing-in ceremonies, which differ during a gubernatorial election year, will be provided to newly elected and re-elected Board members as soon as they are made available to the Board secretary.
5. When the agenda for the January Board meeting is distributed, the Board secretary shall notify each Board member-elect that an orientation session will be held prior to the first day of the January Board meeting. A suggested agenda for this orientation session could include the following: computers/meeting technology; agenda development process; position descriptions for the secretary and Commissioner; issues and questions regarding the January Board meeting agenda; and questions from the previous orientation session.

In preparation for the session, Board members should receive:

- a. Statement of Substantial Interests form from Secretary of State's Office
 - b. List of committee members of advisory groups that work with State Board and KSDE
 - c. List of legislators in Board District
 - d. Overview of legislative process and committees
 - e. Chronicle of major Board decisions for the past year
 - f. General calendar of events Board members may attend (Kansas Teacher of the Year, annual conference, etc.)
6. When the agenda for the February Board meeting is distributed, the board secretary shall notify each of the new Board members that an orientation session will be held prior to the first day of the February Board meeting. A suggested agenda for this orientation session could include the following: the purpose and process for strategic planning; overview from the KSDE Divisions of Learning Services and Fiscal and Administrative Services; information from KSDE communications department; supervision of Kansas State School for the Deaf and Kansas State School for the Blind; general issues and questions from new members.
 7. If the Board determines that adaptation of the orientation sessions would benefit new members then the schedule may be adjusted.
 8. At the end of the orientation process, the participants will complete an evaluation form and return it to the Commissioner, chairman and vice chair. They may use the feedback from evaluations to develop agendas for future orientation sessions.

9. Newly-elected Board members attending required orientation sessions may request mileage and per diem in accordance with State travel regulations. However, the expenses of members-elect to attend regular Board meetings cannot be paid until their term of office begins. (Policy 1004)

Adopted: September 10, 2008
Amended: September 8, 2015; April 17, 2018

PROCEDURE B: Conducting Annual Evaluations of Commissioner, Board Attorney and Board Secretary

1. At the October Board meeting, the human resource director provides evaluation forms for the Commissioner of Education, Board attorney and Board secretary to State Board members with instructions for submitting the completed forms to the Board chairman or designee. ~~Initial evaluations are to be conducted within six months of hire and annually thereafter. See Policy 2002-~~ **1007 E. (1)**
(POLICY 1007 REFERENCES ALL THREE POSITIONS AND NOT ONLY THE COMMISSIONER)

Enclosures: Commissioner's self-evaluation
Commissioner's evaluation of Board secretary

2. The Board may consult with any person it considers to have relevant information regarding an evaluation. Such consultation may be in person during an Executive Session or by written report submitted to the Board chairman.
3. Each Board member must complete the evaluation form and return it to the chairman or designee by date designated by chairman, but no later than November Board meeting.
4. The chairman will compile the evaluation results based on the input received from the other Board members and any other person as requested.
5. At the November Board meeting, the entire Board will discuss the evaluation results during Executive Session.
6. After the final evaluations are approved by a majority of the Board members, the chairman will discuss the evaluation with the individual being evaluated.
7. The Commissioner will use the information to complete the State Employee Performance Review of the Board secretary. (Review window is Oct. 1 – Dec. 31)
8. The evaluation forms will be housed with the KSDE Human Resources Office.

Amended: April 17, 2018

Agenda Number: 8

Meeting Date: 3/11/2020



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Item Title: Update on Kansas Education Systems Accreditation process and work of the Accreditation Review Council

From: Jeannette Nobo

Kansas Education Systems Accreditation (KESA) staff will provide an update on 2019-2020 KESA training focus, working projects and the number of systems up for accreditation this year. Additionally, a demonstration of the Accreditation Review Council's (ARC) Executive Summary reporting will occur in order to provide an inside look at what the ARC completes to inform the State Board. There will also be a comparison of the current year's Executive Summary Report with the prior version.

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