<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
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<tbody>
<tr>
<td>10:00 a.m.</td>
<td>1. Call to Order</td>
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<td>2. Roll Call</td>
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<td>3. Mission Statement, Moment of Silence and Pledge of Allegiance</td>
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<tr>
<td>(AI)</td>
<td>4. Approval of Agenda</td>
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<td>(AI)</td>
<td>5. Approval of May Minutes</td>
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<tr>
<td>10:05 a.m.</td>
<td>6. Commissioner’s Report</td>
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<tr>
<td>10:30 a.m.</td>
<td>7. Citizens’ Open Forum</td>
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<td>10:45 a.m.</td>
<td>8. Receive higher education educator preparation program standards for Elementary Education K-6</td>
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<td>11:00 a.m.</td>
<td>9. Discuss recommendation on cultural diversity and ethnic studies</td>
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<tr>
<td>11:25 a.m.</td>
<td>Break</td>
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<td>11:35 a.m.</td>
<td>10. Recognize Superintendent and Principals of the Year</td>
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<tr>
<td>12:05 p.m.</td>
<td>Lunch <em>(Board Policy Committee will meet in Conference Room 600 North)</em></td>
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<tr>
<td>1:30 p.m.</td>
<td>11. Act on 2017-18 assessment contract recommendation</td>
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<td>1:55 p.m.</td>
<td>12. Information on Comprehensive School Mental Health Framework</td>
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<tr>
<td>2:10 p.m.</td>
<td>13. Act on recommendations from Coalition of Innovative School Districts for issuing 2017-18 Specialized Certificates</td>
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<td>2:20 p.m.</td>
<td>14. Act on appointments to Special Education Advisory Council</td>
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<td>2:25 p.m.</td>
<td>15. Act on negotiated agreement with Kansas State School for the Deaf NEA</td>
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2:35 p.m.  (IO)  16. Presentation on educational use of unmanned aircraft systems  page 117

3:10 p.m.  Break

3:30 p.m.  (IO)  17. Legislative Matters  page 119

3:50 p.m.  18. Consent Agenda

(RI) a. Receive monthly personnel report  page 121

(AI) b. Act on appointments to unclassified positions  page 123

(AI) c. Act on educator licensure fees  page 125

(AI) d. Act on calendar year licenses for commercial driver training schools  page 127

(AI) e. Act on Behind the Wheel Defensive Driving School 2017 application  page 129

(AI) f. Act on FY 2018 awards for IDEA VI-B Special Education Targeted Improvement Plan Grants  page 131

(AI) g. Act on recommendations for funding Migrant Family Literacy Grants  page 133

(AI) h. Act on recommendations for funding Kansas 21st Century Community Learning Centers Continuation Grants  page 137

(AI) i. Act on recommendations for funding new Kansas 21st Century Community Learning Centers Grants  page 141

(AI) j. Act on recommendations for funding the continuation of Kansas After School Enhancement Grants  page 143

(AI) k. Act on recommendations for funding the continuation of Kansas Middle School After School Advancement Grants  page 145

(AI) l. Act on recommendations for funding Kansas AmeriCorps Grant Awards  page 147

(AI) m. Act on request to continue a contract with Kansas Dept. of Health and Environment for an interagency resource service  page 149

(AI) n. Act on request to contract with KU Medical Center’s Area Health Education Center to provide state advisor services for Kansas HOSA  page 151

(AI) o. Act on request to contract with Future Business Leaders of America-Kansas Chapter for providing state advisor services  page 153

(AI) p. Act on request to contract with Amber McNew to provide state advisor services for Kansas Business Professionals of America  page 155

(AI) q. Act on request to contract with Fort Hays State University to provide state advisor services for Kansas DECA  page 157

(AI) r. Act to continue a contract with Kansas State University for Carl Perkins Leadership Grant activities for the position of Executive Director of FFA  page 159

3:55 p.m.  (IO)  19. Board Reports and Requests for Future Agenda Items  page 161

4:35 p.m.  (AI)  20. Act on Board Travel  page 163

4:40 p.m.  21. Executive Session for the purpose of discussing personnel matters of non-elected personnel  page 165

4:50 p.m.  (AI)  22. Tentative action on recommendation for interim superintendent of Kansas State School for the Deaf and Kansas State School for the Blind  page 167

4:55 p.m.  ADJOURN
WEDNESDAY, JUNE 14, 2017
WORK SESSION

9:00 a.m. - Noon

Location: Kansas Association of School Boards offices
1420 SW Arrowhead Road
Conference Room 101
Topeka, Kansas

Discussion: Vision Outcome: Social/Emotional Growth

Next Meeting: July 11 and 12, 2017 in Topeka
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
CALL TO ORDER
Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, May 9, 2017, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. He acknowledged the observance of National Teacher Appreciation Day and congratulated this year’s graduates.

ROLL CALL
All Board members were present:
John Bacon        Jim McNiece
Kathy Busch       Jim Porter
Sally Cauble      Steve Roberts
Deena Horst       Janet Waugh
Ann Mah           Ken Willard

STATE BOARD MISSION STATEMENT, MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE
Chairman Porter read both the Board’s Mission Statement and Kansans Can Vision Statement. He then asked for a moment of silence after which the Pledge of Allegiance was recited.

APPROVAL OF AGENDA
Mrs. Busch moved to approve the Tuesday agenda. Mrs. Horst seconded. Motion carried 9-0-1 with Mr. Roberts abstaining.

APPROVAL OF THE APRIL MEETING MINUTES
Mr. McNiece moved to approve the minutes of the April 18-19 regular Board meeting. Mr. Roberts seconded. Motion carried 10-0.

Mrs. Busch moved to approve the minutes of the April 22 special Board meeting. Mrs. Mah seconded. Motion carried 9-0-1 with Mr. Willard abstaining.

COMMISSIONER’S REPORT
Commissioner Randy Watson previewed segments of the Kansans Can, and I Am video series featuring graduating high school seniors, noting this is one of several ways student achievement is being recognized around the state. He continued his regular updates on the state assessment cycle, which concluded April 28. Test results will be available for students and school reports before summer. Commissioner Watson announced plans for a Kansans Can School Redesign project in which seven volunteer districts will select one elementary and one secondary school to model new design principles structured around the Kansans Can vision and outcomes. He also noted two new positions were being created at KSDE to work with the elementary and secondary demonstration schools participating in the redesign project. He then explained the ambitious timeline and answered questions.

CITIZENS’ OPEN FORUM
Chairman Porter declared the Citizens’ Forum open at 10:29 a.m. Speakers and their topics were:
Kirk Fast, Ozawkie — proposed new course in current events for differentiating between factual news and fake news; Phyllis Farrar, Lawrence — status of World Language infrastructure in Kansas as compared to national reports. Chairman Porter declared the Citizens’ Forum closed at 10:38 a.m.
ACTION ON KANSAS CURRICULAR STANDARDS FOR DANCE AND CREATIVE MOVEMENT

Last month, Board members received proposed revisions to the standards for Dance and Creative Movement as part of the cyclical review process. Curricular standards provide teachers in the content area with information on what students need to know and be able to do in relationship to the subject matter. Education Program Consultant Joyce Huser was present to answer questions. Mr. McNiece moved to approve the adoption of the Kansas Curricular Standards for Dance and Creative Movement. Mrs. Cauble seconded. Motion carried 10-0.

MOTION (00:39:24)

ACTION ON NEW APPOINTMENTS TO THE PROFESSIONAL STANDARDS BOARD AND PROFESSIONAL PRACTICES COMMISSION


MOTION (00:41:28)


MOTION (00:42:20)

ACTION ON HIGHER EDUCATION PREPARATION PROGRAM STANDARDS FOR ESOL

Institutions of Higher Education utilize program standards to develop and improve their educator preparation programs. Board members received proposed revisions to the English for Speakers of Other Languages higher education standards in April. Director of Teacher Licensure and Accreditation Dr. Scott Myers and standards revision committee member Dr. Ramona Stowe of MidAmerica Nazarene University reviewed changes and answered questions. Discussion followed about whether ESOL teacher candidates should be required to learn a second language, plus questions about English learner strategies and specific classes for ESOL teachers. Mrs. Cauble moved to approve the new educator preparation program standards for English for Speakers of Other Languages (ESOL) K-6, 5-8, 6-12, PreK-12. Mr. Willard seconded. Motion carried 8-2 with Mr. Roberts and Mrs. Mah in opposition.

MOTION (00:50:09)

BREAK

Board members took a break until 11:05 a.m.

UPDATE ON EARLY LEARNING ROADSHEWOS AND KINDERGARTEN READINESS

KSDE Assistant Director Tamra Mitchell provided an overview of the work taking place to support Kindergarten Readiness, one of the five outcomes used to measure progress of the Kansans Can vision. She talked about the Early Learning Roadshows taking place across the state during which school district participants work through questions about early learning opportunities in their community, available resources and collaboration options. The presentation included updates on committee work to prepare a Full-Day Kindergarten Guide and progress on the developmental snapshot implementation. There was discussion about delaying a child’s entry into kindergarten, wording on an informational handout and building relationships with multiple stakeholders.

LUNCH

At 11:45 a.m., Chairman Porter recessed the meeting for lunch until 1:30 p.m. The Board’s Policy Committee met during the lunch break.

P.M. SESSION (01:32:27)

PUBLIC HEARING ON EMERGENCY SAFETY INTERVENTION REGULATIONS

At 1:30 p.m., Chairman Porter called the afternoon session to order and opened the public hearing on K.A.R. 91-42-1, 91-42-2, 91-42-4 and 91-42-7 (Emergency Safety Interventions). One speaker addressed the Board: Rocky Nichols, Disability Rights Center of Kansas—in support of the clarifying language. Written testimony was submitted by the Joint Committee on Administrative Rules and Regulations, Stateside Associates, and the Disability Rights Center of Kansas. The hearing ended at 1:33 p.m.
PUBLIC HEARING ON SCHOOL BUS SAFETY REGULATIONS  
At 1:34 p.m., Chairman Porter opened the public hearing on K.A.R. 91-38-1, 91-38-2, 91-38-3, 91-38-4, 91-38-5, 91-38-6, 91-38-7 and 91-38-8 (School Bus Safety). There were no speakers for this hearing. However, written testimony was provided by the Joint Committee on Administrative Rules and Regulations and the Kansas Chiropractic Association. This public hearing was then closed.

PUBLIC HEARING ON HIGHER EDUCATION ACCREDITATION REGULATIONS  
At 1:35 p.m., Chairman Porter opened the public hearing on K.A.R. 91-1-70a, 91-1-208, 91-1-221 and 91-1-235 (Higher Education Accreditation). One speaker addressed the Board: Idalia Shuman, Kansas National Education Association — in opposition to a change on the license application. Written testimony was submitted by the Joint Committee on Administrative Rules and Regulations and KNEA. The public hearing concluded at 1:40 p.m.

(See Wednesday’s minutes for staff response and action on each set of regulations).

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION  
Linda Sieck, Chair of the Professional Practices Commission, brought forth a case concerning application for an emergency substitute license. Mrs. Cauble moved to adopt the findings of the PPC and its recommendation that it grant Kris Bailey’s application. Mr. McNiece seconded. Motion carried 10-0.

Ms. Sieck then presented two separate licensure cases for disciplinary action. They were voted on individually. Mrs. Horst moved to adopt the PPC recommendation and revoke Jon Froehlich’s license. Mr. Roberts seconded. Motion carried 10-0. Next, Mrs. Cauble moved to adopt the PPC recommendation and publicly censure Julie Aeblera. Mr. McNiece seconded. Discussion followed on how public censure is defined and carried out. Motion carried 10-0.

INFORMATION ON EDUCATE KANSAS TEACHER RECRUITMENT CAMPAIGN  
A Blue Ribbon Task Force was created in 2016 to study issues related to teacher vacancy and supply in Kansas. One of the task force’s recommendations was to implement a marketing campaign for teacher recruitment and retention. Through work of the Professional Standards Board and Teacher Vacancy and Supply committee, a campaign is being implemented to advocate for the teaching profession and to reach prospective teachers. Dr. Debbie Mercer, Dean of the College of Education at Kansas State University and Chair of the Professional Standards Board, highlighted these efforts by introducing the new website www.educatekansas.org, which includes information about pathways to licensure and frequently asked questions. She also talked about upcoming dialogue summits to address such topics as retention and micro-credentialing. Board members offered other suggestions for increasing the teacher pipeline and positive communications.

REPORT ON CIVIC ENGAGEMENT INITIATIVES IN SCHOOLS  
The State Board previously authorized the implementation of a Civic Advocacy Network to promote civic engagement and award schools that intentionally create civic engagement learning opportunities for their students. This pilot will begin in the 2017-18 school year. Education Program Consultant Don Gifford outlined the six proven practices for making civic engagement part of the school’s culture. He also revealed that information on the Civic Advocacy Network award process will be distributed to schools in August, with the first recipients to be announced in September 2018.

RECEIVE RECOMMENDATIONS FROM COALITION OF INNOVATIVE SCHOOL DISTRICTS FOR ISSUING 2017-18 SPECIALIZED CERTIFICATES  
The Coalition of Innovative School Districts presented 16 applications for specialized certificates to be considered by the State Board of Education based on Board-approved specifications. The applicants are all for USD 500 Kansas City Kansas and are effective for one-year. Coalition Chair Bill Mullins noted
that the applicants have been vetted, interviewed and approved by both the USD 500 school board and the Coalition board. He also indicated the possibility of an additional applicant to be considered for Coalition member USD 364 Marysville. A vote is anticipated in June.

**BREAK**

Board members took a break until 3:10 p.m.

**LEGISLATIVE MATTERS**

Deputy Commissioner Dale Dennis discussed the current status of selected House and Senate bills. He reviewed specific policy provisions of HB 2410, a proposed school finance plan. There were Board comments about provisions related to at-risk funding and a requirement that districts provide applied behavior analysis therapy for students diagnosed with autism spectrum disorder. Mr. Dennis gave updates on other bills that addressed working after retirement and school training to identify sexual abuse victims. He answered questions throughout his report.

**CONSENT AGENDA**

Mrs. Cauble moved to approve the Consent Agenda as presented. Mrs. Waugh seconded. Motion carried 8-0-1 with Mr. Roberts abstaining and Mr. McNiece absent for the vote. In the Consent Agenda, the Board:

- received the monthly Personnel Report for April.
- confirmed unclassified special projects personnel appointments to the Child Nutrition and Wellness team as follows: Linnea Rieger, Consultant, effective April 10, 2017, at an annual salary of $48,484.80; and Jill Ladd, Consultant, effective April 10, 2017 at a rate of $35 per hour with varying hours each pay period.
- received third quarter written reports (FY 2017) from the Kansas State School for the Deaf and Kansas State School for the Blind.
- approved recommendations for funding of the Migrant Summer Services Grants as follows: USD 102 Cimarron $7,000; USD 200 Greeley $1,744; USD 216 Deerfield $5,501; USD 223 Barnes $2,070; USD 250 Pittsburg $12,412; USD 253 Emporia $30,062; USD 374 Sublette $11,732; USD 443 Dodge City $21,235; USD 445 Coffeyville $16,150; USD 457 Garden City $23,789; USD 466 Scott County $475; USD 467 Wichita Co. $1,450; USD 468 Healy $3,050; USD 480 Liberal $10,700; USD 494 Syracuse $12,000; USD 500 Kansas City Kansas $50,000; USD 501 Topeka $14,642; USD 507 Satanta $6,972; D0 602 Northwest Kansas Educational Service Center $18,170. Total $249,154.
- accepted the following recommendation for a licensure waiver valid for one school year: *High Incidence Special Education* — Sarah Farnet, USD 231.
- accepted the following recommendations of the Evaluation Review Committee for program approval: **Fort Hays State University** — Agriculture (I, 6-12) continuing program approved through Dec. 31, 2024; **MidAmerica Nazarene University** — Elementary (I, K-6), English Language Arts (I, 6-12), Physical Education (I, PreK-12), all continuing programs approved through Dec. 31, 2024; **Tabor College** — Biology (I, 6-12), English Language Arts (I, 6-12), History, Government, Social Studies (I, 6-12), Mathematics (I, 6-12), all continuing programs approved through Dec. 31, 2024; **University of Saint Mary** — Innovative/Experimental (I, 6-12) MA Secondary Education, new program approved through Dec. 31, 2019; **Washburn University** — Biology (I, 6-12), Elementary Education (I, K-6), English Language Arts (I, 6-12), Music (I, PreK-12), Physical Education (I, PreK-12), Reading Specialist (A, PreK-12), all continuing programs approved through Dec. 31, 2024.
accepted recommendations of the Licensure Review Committee as follows: Approved Cases — 3113 Terry Azamber (PreK-12 high incidence special education), 3122 Brenda Gonzalez, 3136 Nadia Ji, 3141 John Paxton (extension of restricted technical education certificate through June 30, 2018), 3142 Richard Yocum, 3143 Chelsea Millar, 3144 Jessica Tickle, 3146 Joseph Hanks, 3148 Lucia Hagerman, 3149 Carrie Braun.

approved recommendations of the School Breakfast Program Waiver Review Committee to grant breakfast waivers for the 2017-18 school year to the following: Prairie Ridge Elementary in USD 232; Arbor Creek Elementary, Cedar Creek Elementary, Madison Place Elementary, Manchester Park Elementary, Meadow Lane Elementary, Sunnyside Elementary and Regency Park Elementary in USD 233; Garden Plain Elementary, St. Marks Elementary, Andale Elementary, Colwich Elementary, Garden Plain High and Andale High in USD 267; Southeast of Saline Elementary and Southeast of Saline Junior/Senior High in USD 306; Elmont Elementary, North Fairview Elementary and West Indianola Elementary in USD 345; Conway Springs Middle School in USD 356; Silver Lake Junior/Senior High in USD 372.

approved the revised Kansas School Wellness Policy Model Guidelines.

authorized USD 380, Vermillion, Marshall County, to hold an election on the question of issuing bonds in excess of the district’s general bond debt limitation.

authorized USD 380, Vermillion, Marshall County, to receive capital improvement (bond and interest) state aid as authorized by law.

authorized the Commissioner of Education to negotiate and enter into a contract with a vendor, to be selected through a competitive bid process, to implement a statewide system of professional development for the tiered social/emotional supports framework of College and Career Competencies for the period of July 1, 2017 through June 2021 in an amount not to exceed $800,000.

EXECUTIVE SESSION
Mrs. Busch moved to enter into Executive Session for 20 minutes for the purpose of discussing personnel matters of non-elected personnel in order to protect the privacy interests of the individual(s) to be discussed. The session would begin at 3:45 p.m. Commissioner Watson, Wendy Fritz, Mark Ferguson and Kelli Broers were invited to join the session. Mr. Bacon seconded. Motion carried 10-0.

The Board returned to open session at 4:05 p.m., at which time Chairman Porter recessed the meeting until 9 a.m. on Wednesday.

Jim Porter, Chairman

Peggy Hill, Secretary
CALL TO ORDER
Chairman Jim Porter called the Wednesday meeting of the State Board of Education to order at 9 a.m. on May 10, 2017 in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas.

ROLL CALL
All Board members were present:
John Bacon
Kathy Busch
Sally Cauble
Deena Horst
Ann Mah
Jim McNiece
Jim Porter
Steve Roberts
Janet Waugh
Ken Willard

APPROVAL OF AGENDA
Mr. McNiece moved to approve the day’s agenda. Mrs. Busch seconded. Motion carried 8-0-1 with Mr. Roberts abstaining and Mr. Willard absent for the vote.

ACTION ON EMERGENCY SAFETY INTERVENTION REGULATIONS
Laura Jurgensen provided the staff response to comments given during the previous day’s hearing and to written testimony submitted on amendments to Emergency Safety Intervention regulations. She addressed suggestions, questions and clarifications. Mrs. Horst moved to adopt proposed amendments to Emergency Safety Intervention regulations K.A.R. 91-42-1, 91-42-2, 91-42-4 and 91-42-7. Mrs. Busch seconded. Motion carried 9-1 on a roll call vote recorded as follows:

Mr. Bacon “yes” Mr. McNiece “yes”
Mrs. Busch “yes” Mr. Porter “yes”
Mrs. Cauble “yes” Mr. Roberts “no”
Mrs. Horst “yes” Mrs. Waugh “yes”
Mrs. Mah “yes” Mr. Willard “yes”

ACTION ON SCHOOL BUS SAFETY REGULATIONS
Kelli Broers and Keith Dreiling provided the staff response to written testimony submitted on amendments to School Bus Safety regulations. There were no speakers during the previous day’s hearing. Mrs. Busch moved to adopt proposed amendments to School Bus Safety regulations K.A.R. 91-38-1, 91-38-2, 91-38-3, 91-38-4, 91-38-5, 91-38-6, 91-38-7 and 91-38-8. Mr. McNiece seconded. Motion carried 9-1 on a roll call vote recorded as follows:

Mr. Bacon “yes” Mr. McNiece “yes”
Mrs. Busch “yes” Mr. Porter “yes”
Mrs. Cauble “yes” Mr. Roberts “no”
Mrs. Horst “yes” Mrs. Waugh “yes”
Mrs. Mah “yes” Mr. Willard “yes”

ACTION ON HIGHER EDUCATION ACCREDITATION REGULATIONS
Kelli Broers and Susan Helbert provided the staff response to comments given during the previous day’s hearing and to written testimony submitted on amendments to Higher Education Accreditation regulations.
tion regulations. Board members had questions about regulation 91-1-208 which would require license application forms to include a completed Child Abuse and Neglect Central Registry release so KSDE could access the registry. There was discussion about due process and protections for all involved. Mrs. Busch moved to adopt proposed amendments to Higher Education Accreditation regulations 91-1-70a, 91-1-208, 91-1-221 and 91-1-235. Mr. Willard seconded. Motion carried 8-2 on a roll call vote recorded as follows:

Mr. Bacon  “yes”  Mr. McNiece  “yes”
Mrs. Busch  “yes”  Mr. Porter  “yes”
Mrs. Cauble  “yes”  Mr. Roberts  “no”
Mrs. Horst  “yes”  Mrs. Waugh  “no”
Mrs. Mah  “yes”  Mr. Willard  “yes”

PRESENTATION BY 2017 KANSAS SENATE YOUTH DELEGATES

Dale Dennis introduced the 2017 Senate Youth Program delegates from Kansas. — Tel Wittmer of Holton High School, USD 336, and Jack Campbell, Mill Valley High School, USD 232. These two high school seniors were selected to represent the state in Washington D.C. and were each awarded a $10,000 scholarship from the William Randolph Hearst Foundation. They told of their experiences during a week in D.C. witnessing the political process in action and touring historic sites. They also talked about their interests in public service.

KANSANS CAN HIGHLIGHT: NESS CITY HIGH SCHOOL TINY HOUSE AND PROJECT-BASED LEARNING

Mrs. Cauble introduced the Ness City High School guests in attendance who then presented on the entrepreneurship project of constructing a tiny house living space from design to the finished product. Students in Brent Kerr’s class talked about “Tiny House Big Learning” and how the year-long endeavor integrated various academic standards, including math and English language arts, plus other skills in technical reading, publication writing and communication. The students described specific work and challenges experienced during phases of construction, the soft skills they acquired and their goal of selling the house.

BREAK

Board members took a break until 10:50 a.m. to tour the tiny house and visit with students.

BOARD REPORTS AND REQUESTS FOR FUTURE AGENDA ITEMS

Legislative — Mr. McNiece commented on attending committee meetings, recent legislative actions and stressing the importance of accountability through accreditation.

Policy — Mrs. Waugh reported that the committee is working to prepare recommendations for the Board to review possibly in July. The Policy Committee will meet in June.

KSHSAA — Mrs. Busch reported that the Kansas State High School Activities Association named Bill Faflick as Executive Director-elect to work with retiring executive Gary Musselman for the next year.

Student Voice — Mrs. Horst distributed potential questions to share with high school students in the student council leadership program this summer. Chairman Porter asked Mrs. Mah and Mrs. Cauble to assist with the Student Voice committee.

BOARD ATTORNEY REPORT

Board Attorney Mark Ferguson reported on the status of Kansas School for the Deaf NEA negotiations. He anticipates the 2017-18 negotiated agreement will be ready for a State Board vote next month. He noted that his monthly summary would be provided after this month’s meeting.
INDIVIDUAL MEMBER REPORTS

**Individual Board member reports:** Mr. McNiece visited Maize South Middle School, met with Congressman Ron Estes, and presented Challenge Awards to USD 259. Mr. Roberts participated in a teacher appreciation lunch. Mrs. Busch presented Challenge Awards in several districts and attended the Derby Board of Education meeting. Mrs. Waugh attended legislative meetings and will be serving on an education committee for the University of Saint Mary. Mrs. Cauble provided a follow-up report from Senator Moran’s office concerning Pell Grants for high school students and helped with a National Student Clearinghouse presentation with the Commissioner. Mrs. Horst attended History Day at Royal Valley Middle School and presented several Challenge Awards. Mrs. Mah presented Challenge Awards in Lawrence, attended Shawnee Heights Hall of Fame event and toured schools in Olathe.

Chairman Porter presented Challenge Awards, commented on the April 22 special Board meeting with Senator Moran, reported on the Governor’s Scholars ceremony, and announced the breakfast with new superintendents is June 1 as part of the USA-Kansas annual conference.

**Requests for Future Agenda Items:**

Mrs. Waugh requested the topic of bullying and how to help students; Mrs. Busch wants cyber bullying included. Mrs. Horst would like history day contest winners from Royal Valley to speak at a meeting.

**BOARD MEMBER TRAVEL**

Additions to the travel requests were: Mrs. Busch, Mrs. Cauble, Mr. McNiece — May 31-June 2 USA-Kansas Annual Conference; Mr. McNiece Mr. Roberts and Mr. Willard — June 12 Presidential Awards for Math and Science dinner; Mr. Willard—June 9-10 NASBE Selection Committee meeting. Mrs. Busch moved to approve the travel requests and additions. Mrs. Waugh seconded. Motion carried 10-0.

**ACTION ON SCHOOL FOR THE DEAF/SCHOOL FOR THE BLIND SUPERINTENDENT POSITION**

Mr. Willard moved to reopen the search for a KSSD/KSSB superintendent at some point in the near future and asked Commissioner Watson to bring a recommendation to the Board for an interim superintendent to serve at least one year. Mrs. Busch seconded. Motion carried 10-0.

**EXECUTIVE SESSION**

Mrs. Busch moved to enter into Executive Session for 20 minutes for the purpose of discussing personnel matters of non-elected personnel in order to protect the privacy interests of the individual(s) to be discussed and to consult with an attorney which would be deemed privileged in the Attorney-Client relationship, in order to protect the privilege and the Board’s communications with an attorney on legal matters. The session would begin at 11:50 a.m. Commissioner Watson, Mark Ferguson and Kelli Broers were invited to join the session. Mrs. Cauble seconded. Motion carried 10-0.

Open session resumed at 12:10 p.m. at which time Chairman Porter immediately adjourned the meeting.

____________________________________
Jim Porter, Chairman  

____________________________________
Peggy Hill, Secretary
CALL TO ORDER
Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, April 18, 2017, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas.

ROLL CALL
The following Board members were present:
Sally Cauble  Jim Porter
Deena Horst   Steve Roberts
Ann Mah      Janet Waugh
Jim McNiece  

Member Ken Willard participated in the meeting remotely; John Bacon and Kathy Busch were absent.

STATE BOARD MISSION STATEMENT, MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE
Chairman Porter read both the Board’s Mission Statement and Kansans Can Vision Statement. He then asked for a moment of silence after which the Pledge of Allegiance was recited.

APPROVAL OF AMENDED AGENDA
Before acting to approve the day’s agenda, Chairman Porter announced the scheduling of a special Board meeting from 9 to 10 a.m. Saturday, April 22, in the Board Room to discuss federal education issues with U.S. Senator Jerry Moran. The meeting is open to the public.

He informed members that item 21 f. (assessment services contract with Center for Educational Testing and Evaluation) would be removed from the consent agenda at this time. Mr. McNiece moved to approve the April 18 agenda as amended. Mrs. Horst seconded. Motion carried 8-0.

APPROVAL OF THE MARCH MEETING MINUTES
Mr. Roberts moved to approve the minutes of the March Board meeting. Mrs. Horst seconded. Motion carried 8-0.

COMMISSIONER’S REPORT
Commissioner Randy Watson focused on three areas in his report, beginning with state assessments. He acknowledged positive efforts to shorten the summative assessment stages and expedite release of results to schools. He emphasized the need for a stable, 100 percent reliable testing system throughout the entire test cycle. Board members relayed concerns they’ve received about intermittent reliability of the system and discussed options. Secondly, Dr. Watson provided an update on the superintendent search for the School for the Blind and School for the Deaf. He outlined the decision-making process, which includes stakeholder meetings at both school locations. The interview team is expected to bring a recommendation to the State Board in May. Dr. Watson then discussed the postsecondary progress data he has been sharing with school districts. Discussion occurred on the identification of risk factors that influence student success.

CITIZENS’ OPEN FORUM
Chairman Porter declared the Citizens’ Forum open at 10:47 a.m. There was one speaker — Aaron Wall, who shared information on the First Tee National School Program. He represented the Kansas
Association for Health, Physical Education, Recreation and Dance. Chairman Porter declared the Citizens’ Forum closed at 10:51 a.m.

**RECEIVE KANSAS CURRICULAR STANDARDS FOR WORLD LANGUAGE**

Committee co-chairs Elke Lorenz, USD 383, and Phyllis Farrar, retired KSDE consultant, explained the standards review process and proposed changes in the curricular standards for World Language.

Updates include consistency for those teaching across languages and alignment to the Rose Capacities. The drafts standards will be made available for feedback and public comment. The Board is expected to vote on the final version in July, with implementation targeted for the 2018-19 school year.

**RECEIVE KANSAS CURRICULAR STANDARDS FOR DANCE AND CREATIVE MOVEMENT**

Proposed revisions to the standards for Dance and Creative Movement were presented as part of the cyclical review process. The standards are meant to guide rather than dictate the structure and development of dance education and artistic literacy for Kansas students. Committee members outlined the review process and integration of the arts with other academic disciplines. Those presenting were Laura Donnelly of Manhattan, Sarah Walden of Wichita, and Lacy Draznik of Overland Park. There was discussion about dance standards being separate from physical education standards and questions about competency-based credits. The Board is expected to vote on the standards next month.

**BREAK**

Board members took a 10-minute break at 11:30 a.m.

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

The first set of licensure cases and recommendations of the Professional Practices Commission involved five cases. PPC member John McKinney reviewed PPC considerations on Case 16-PPC-24 Caitlin Thompson. PPC Chair Linda Sieck was present to answer questions about the other cases. Mr. McNiece moved to adopt the findings of the PPC and its recommendations that Caitlin Thompson receive no formal discipline as a result of her misconduct and that it grant the applications of Brittany Pierpoint, Darrold Harper, Julie Zeka-Wright and Jordan Flowers. Mrs. Horst seconded. Motion carried 8-0.

Ms. Sieck then presented the next set of five cases. Mr. McNiece moved to adopt the findings of the PPC and its recommendations to deny Kylie Duncan’s application, suspend Eliot Eichbauer’s license until April 1, 2019, and revoke the licenses of Clare Bachman, Terry Couch and William Drew Magwire. Mrs. Horst seconded. Motion carried 8-0.

**ACTION ON CONSENT AGREEMENT AND ORDER REGARDING BEHIND THE WHEEL DEFENSIVE DRIVING SCHOOL**

Kelli Broers, KSDE Assistant General Counsel, presented information on a case involving Behind the Wheel Defensive Driving School. Mrs. Broers briefed Board members on procedural history and results of a two-day hearing. Mrs. Mah moved to adopt the Consent Agreement and Order entered in the matter of Kurt Winterhalter d/b/a Behind the Wheel Driving School and subsequently deny Mr. Winterhalter’s 2016 application. The licensee’s 2017 application will come to the Board at a future date. Mrs. Cauble seconded. Motion carried 8-0.

**INFORMATION ON KANSAS CAREER TECHNICAL EDUCATION SCHOLAR PROGRAM**

Beginning this year, Career and Technical Education students in Kansas high schools could apply for state-level recognition as a CTE Scholar. Assistant Director Jay Scott provided an overview of the program and application process. He explained the criteria, which involves technical skill attainment, coursework, demonstrated leadership, work experience and the student’s career vision summary statement. The inaugural class list of 44 graduating seniors was shared with the Board. Thirteen additional applications were pending at the time. Mr. Scott described how students would be recognized.
Board members were interested in the committee of volunteers who helped create the program, the competency levels, and in the future wanted to know which field of study recipients chose. The students identified as Kansas CTE Scholars achieved in all five skill areas the State Board uses to define a successful Kansas high school graduate.

At 12:40 p.m., Chairman Porter recessed the meeting for lunch until 1:30 p.m.

**PRESENTATION ON STUDENT DIGITAL CITIZENSHIP IN SCHOOLS**
A special presentation on digital citizenship in schools was given by Kristin Magette, communications director for USD 491 Eudora. She also authored the book *Embracing Social Media: A Practical Guide to Manage Risk and Leverage Opportunity*. Mrs. Magette emphasized the importance of addressing safety and privacy while utilizing online social media. She shared examples of how USD 491 helps guide and model constructive uses of social media in the classroom, such as a teacher-led demonstration of how to solve math homework problems. There were also examples of partnerships in learning and helping students properly handle negative comments. The district has established social media policies, procedures and professional development.

**RECEIVE REPORT FROM COALITION OF INNOVATIVE SCHOOL DISTRICTS**
USD 364 Superintendent Bill Mullins, who chairs the Coalition of Innovative School Districts, informed Board members about subcommittee work on several vision outcomes, particularly measuring social/ emotional learning and high school graduation. The Coalition is researching how other states assign credits and set graduation requirements. He also presented information on the Coalition’s vision, mission and core beliefs. The Coalition is required to report twice a year to the State Board of Education concerning the status of the Innovative Districts’ efforts. Currently there are seven districts in the Coalition.

**ACTION ON RENEWAL OF COALITION OF INNOVATIVE SCHOOL DISTRICTS SPECIALIZED CERTIFICATES**
Currently, USD 500 Kansas City Kansas Public Schools is the only Coalition member utilizing Specialized Certificates for filling teacher vacancies. Dr. Cynthia Lane, Superintendent of USD 500, gave an update on participants in the Teaching Fellows program who currently possess a Specialized Certificate. The Teaching Fellows program is coordinated with Pittsburg State University. She reiterated the stages of required training and mentoring. Mr. McNiece moved to approve the recommendations of the Coalition of Innovative School Districts for renewal of Specialized Certificates in USD 500 Kansas City Kansas Public Schools. Mrs. Horst seconded. Motion carried 7-0 with Mr. Roberts absent for the vote. The renewals are effective from Aug. 1, 2017 to July 31, 2018.

**RECEIVE HIGHER EDUCATION PREPARATION PROGRAM STANDARDS FOR ESOL**
Dr. Scott Myers, Director of Teacher Licensure and Accreditation, introduced committee member Dr. Socorro Herrera from Kansas State University who summarized proposed revisions to higher education content program standards for ESOL (English for Speakers of Other Languages) for K-6, 5-8, 6-12 and PreK-12. These content standards help establish what is taught in higher education teacher preparation programs. Board members were provided the revised standards, previous standards and a crosswalk comparing the two. Comments focused on the need for bilingual teachers and whether ESOL teacher candidates should be required to know a second language. The Board is expected to vote on these standards in May.

**KANSAS SCHOOL MENTAL HEALTH MODEL UPDATE**
KSDE attorney Laura Jurgensen recapped last month’s presentation on trauma-informed care in schools and the Board’s request for a comprehensive mental health approach that includes supports and training, plus addresses current legislative mandates. The School Mental Health Framework,
described in a single-sheet flyer, integrates school mental health with multi-tier systems of support as the foundation. Education Program Consultant Kent Reed further described the handout which serves to help school communities build a school improvement plan relative to mental health. Discussion followed, including the need to stray from a piecemeal approach, sharing the information with legislators and ensuring supports are in place for schools. Cherie Blanchat, who works with the Technical Assistance Systems Network (TASN), described how community partners are working together to provide a structure moving forward. Chairman Porter noted that collaboration is key in the process.

BREAK

The Board took a break from 3:25 to 3:40 p.m.

ACTION ON NEXT STEPS FOR IMPLEMENTATION OF KINDERGARTEN READINESS DEVELOPMENTAL SNAPSHOT TOOL

Last month, the Kindergarten Readiness Workgroup shared information from the fall pilot to assist schools with use of an early learning developmental snapshot tool. Board members approved the workgroup’s recommendation. The next phase is to begin a Request for Proposal process.

MOTIONS

(03:56:39)

Mr. McNiece moved to rescind the motion from the March 15, 2017 meeting relating to approval of the Ages and Stages Questionnaire as the measurement tool to be used annually to collect Kindergarten entry data in every district. Mrs. Cauble seconded. Motion carried 8-0. Next, Mrs. Cauble moved to authorize the Department to engage in the Request for Proposal process to select a vendor that can provide a developmentally appropriate snapshot tool to be used annually to collect Kindergarten entry data in every district. Mrs. Horst seconded. Motion carried 8-0.

ACTION ON RENEWAL OF BOARD ATTORNEY CONTRACT

Mr. McNiece moved that the Kansas State Board of Education approve renewal of Contract ID 40370 with Gates Shields Ferguson Swall Hammond P.A. for providing legal services for the period July 1, 2017 through June 30, 2018 with no increase in rates. Mr. Roberts seconded. Motion carried 8-0.

LEGISLATIVE MATTERS

Deputy Commissioner Dale Dennis updated Board members on House Bill 2410 and shared major policy provisions of a proposed school finance plan. These included a five-year phase-in for Base Aid for Student Excellence (BASE), all-day kindergarten funding and a return to at-risk funding based upon free lunch count. He reviewed a computer printout of each school district’s estimated state aid calculations under the proposed plan. Mr. Dennis also shared a handout comparing House and Senate positions on KPERS-related bills. The legislature is scheduled to return on May 1.

CONSENT AGENDA

Mrs. Cauble moved to approve the Consent Agenda as amended to postpone action on 21 f. (assessment services contract with CETE). Mrs. Horst seconded. Motion carried 7-0-1 with Mr. Roberts abstaining. In the Consent Agenda, the Board:

- received the monthly Personnel Report for March.
- confirmed the unclassified special projects personnel appointments of the following persons on the Information Technology team: Jennifer Hayes as Requirements Analyst effective March 12, 2017, at an annual salary of $54,995.20; and Chris Clark as Applications Development Supervisor effective March 27, 2017 at an annual salary of $67,997.28.
- accepted the following recommendations for licensure waivers valid for one school year: Early Childhood/Preschool -- Beverly Furlong, USD 231. Gifted -- Brittany Vollenweider, USD 336. Library Media Specialist — Jamie Francis, Patricia James, Tiffany Stephens, Veronica Wait, USD 475. High Incidence Special Education — Jeffery Wilkerson, D0609.
• issued a Calendar Year 2017 license to the following recommended commercial driver training school — Horizons Driving Academy, Salina.

authorized the Commissioner of Education to negotiate and

• enter into an agreement with the Office of Administrative Hearings in an amount not to exceed $55,200 for services related to the Professional Practices Commission hearings from July 1, 2017, through June 30, 2020;

BOARD REPORTS AND REQUESTS FOR FUTURE AGENDA ITEMS
Chairman Porter designated Steve Roberts to represent the State Board at the May 18 graduation for the School for the Blind, and Janet Waugh to represent the Board at the May 24 graduation of the School for the Deaf.

During other reports — Board Attorney Mark Ferguson offered to answer questions about his monthly summary. Mrs. Waugh announced that the Policy Committee would meet on May 9.

Individual Board member reports: Mrs. Mah attended meetings of the Kansas Learning First Alliance and the Kansas Advisory Committee on Career and Technical Education. Mrs. Horst has been presenting Challenge Awards to schools in her district and attended a teachers’ conference in Emporia. Mrs. Cauble reported on the magnitude of the prairie fires in her district and the effects on schools in those counties. Mrs. Waugh attended several legislative meetings, a juvenile justice graduation ceremony, the KACEE meeting and awards celebration, plus the Early Learning Roadshow. She provided an update on distribution of Challenge Awards to recipients. Mr. Roberts attended the NASBE legislative conference in D.C. and the teachers’ conference in Emporia. Mr. Willard gave an update to Board members and plans to attend the May meeting in person. Mr. McNiece attended the NASBE Board of Directors meeting and the legislative conference in D.C. He also reported on the Lt. Governor’s Citizenship Awards.

Chairman Porter will attend the KSHSAA Board of Directors meeting April 28 and the Governor’s Scholars program May 7. His recent activities included the Government Affairs Committee meeting at the NASBE legislative conference, the teachers’ conference at Emporia, and presentation of Challenge Awards. He reminded members of the Special Board meeting April 22 in Topeka to visit with Senator Moran.

Requests for Future Agenda Items:
Mrs. Cauble asked for more discussion on issuing competency-based credits. Mr. Porter would like additional discussions on implementation of the school mental health model and collaboration with other resource groups. Mr. Porter requested more discussion on Senate Bill 323, language assessments for students who are deaf or hard of hearing.

BOARD MEMBER TRAVEL
Additions to the travel requests were: Mrs. Mah — May 4 School of Character recognition, Wamego Chamber presentation rescheduled to May 15; Mr. Porter — May 7 Governor’s Scholars, May 8 Kansas Alliance for Educational Advocacy; Mrs. Waugh — May 7 Governor’s Scholars; Mrs. Horst — May 5 social studies program at Royal Valley, June 1 Kansas Ag in the Classroom conference; Mr. Roberts — March 19-21 NASBE legislative conference, which he had already attended. Updates were also given on Challenge Award presentations. Mrs. Cauble moved to approve the travel requests and additions. Mrs. Horst seconded. There was discussion about prior approval and retroactive reimbursement. Motion carried 8-0.
RECESS
At 5:30 p.m., Chairman Porter recessed the meeting until 9 a.m. Wednesday at the Kansas State School for the Deaf in Olathe.

____________________________________
Jim Porter, Chairman

____________________________________
Peggy Hill, Secretary

KANSAS STATE BOARD OF EDUCATION
April 19, 2017

On Wednesday, April 19, 2017, Board members made their annual visits to the Kansas State School for the Deaf in the morning and the Kansas State School for the Blind in the afternoon.

Board members present for the morning session were: John Bacon, Sally Cauble, Deena Horst, Ann Mah, Jim McNiece, Jim Porter and Janet Waugh. Commissioner Randy Watson and Board Secretary Peggy Hill also attended. Members absent were Kathy Busch, Steve Roberts and Ken Willard.

Curriculum and Assessment Coordinator Larry Finn presented information comparing the national accreditation model provided by the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) with the Kansas Education Systems Accreditation model. To avoid duplication of efforts on the very similar models, KSSD asked to continue with CEASD. There were no objections. There was a report on Senate Bill 323 language assessment and recent work of a 16-member advisory committee. Several student presentations were on the agenda. These included Individual Plans of Study and work experience, transition to postsecondary and student achievements. A tour of the refurbished gymnasium floor occurred before lunch in the cafeteria.

Board members present for the afternoon session at the School for the Blind were: Mr. Bacon, Mrs. Cauble, Mrs. Horst, Mrs. Mah, Mr. Porter and Mrs. Waugh. Commissioner Watson and Ms. Hill also attended. During the meeting, Chairman Porter announced his appointment of Jim McNiece as the Board’s representative on the Special Education Advisory Council.

Included on the agenda were one parent’s perspective of what KSSB offers to students, a demonstration of Braille literacy, the transition to work program and demonstrations of technical devices to aid with transition to independent living. There were also updates on the Deaf-Blind Project, activities with Accessible Arts programming and work to expand community connections. A tour of the on-site low vision clinic concluded the day.

The meeting was adjourned at 3:45 p.m.

____________________________________
Jim Porter, Chairman

____________________________________
Peggy Hill, Secretary
CALL TO ORDER
Chairman Jim Porter called the April 22, 2017 Special Meeting of the State Board of Education to order at 9 a.m. in the Board Room at the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

ROLL CALL
The following Board members were present:

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<thead>
<tr>
<th>Name</th>
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<th>Name</th>
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<tbody>
<tr>
<td>John Bacon</td>
<td>Deena Horst</td>
<td>Jim Porter</td>
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<tr>
<td>Kathy Busch</td>
<td>Ann Mah</td>
<td>Steve Roberts</td>
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<tr>
<td>Sally Cauble</td>
<td>Jim McNiece</td>
<td>Janet Waugh</td>
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Board member Ken Willard was absent.

APPROVAL OF AGENDA
Mr. Roberts moved to approve the agenda. Mrs. Horst seconded. Motion carried 9-0.

PRESENTATION OF KANSANS CAN VISION
Commissioner of Education Randy Watson gave an overview of the Kansans Can vision, which is based on what Kansans shared they wanted from the state’s education system. He expressed concerns about potential federal cuts to education that would affect programs in Kansas.

DISCUSSION OF FEDERAL EDUCATION ISSUES
U.S. Senator Jerry Moran was present to give insight on education issues at the federal level, help answer questions about Title funding and hear from State Board members. Senator Moran shared his interest in education and outlook for allowing states flexibility within the Every Student Succeeds Act. Other topics included vouchers, the FY 2017 Continuing Resolution, ESSA expectations and the need to continue ongoing conversations about education between state and federal agencies.

ADJOURNMENT
Chairman Porter adjourned the meeting at 10 a.m.

Jim Porter, Chairman
Peggy Hill, Secretary
Subject: Citizens’ Open Forum

Board Goals: Develop active communication and partnerships with families, communities, business stakeholders, constituents and policy partners

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.
To: Commissioner Randy Watson  
From: Catherine Chmidling, Scott Myers  
Subject: Receive higher education program standards for Elementary Education K-6  
Board Goals: Provide an effective educator in every classroom  

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) where relevant for alignment review (when associations exist), and are posted to receive public comment via the KSDE website. The standards work group reviews the input from the SPAs and any 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 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 is the following completed set of revised standards for review: Elementary Education K-6. A crosswalk document for the standards provides a comparison summary between the previous standards and the new standards. The set of previous standards is also included for comparison review. Staff and representatives from the standards revision committee will explain the process, present the standards and answer questions. Approval of the standards would occur at the July Board meeting.
Crosswalk: Previous versus New Elementary Education K-6 Program Standards

### General Information about this Revision:
- Learning readiness, student wellness and healthy environment were combined into Standard 1 (St 1) to emphasize student wellness, acceptance, equitable conditions and classroom.
- Standards for (St 2) English Language Arts, (St 3) Mathematics, (St 4) Science, (St 5) Social Studies, and (St 6) The Arts were brought to currency through KS-CCR standards (Kansas College Career Readiness standards), content-specific professional associations, and STEM notions.
- Standards 2, 3, 4, 5 and 6 are divided by the following functions: (Function 1) Content, (Function 2) Assessment and (Function 3) Instruction including Instructional Strategies.
- The functions for Assessment and Instruction are inclusive of each content area.

### Standard 1

<table>
<thead>
<tr>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
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<tr>
<td>The kindergarten through sixth grade teacher demonstrates a high level of competence in use of the English language arts and knows, understands and uses concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas.</td>
<td>Learning: The teacher candidate understands how learner development uses understanding of individual differences while creating an environment inclusive of high standards that supports individual and collaborative learning, and encourages positive social interaction, active engagement in learning, and self-motivation.</td>
<td>- Learning moved from old Standard 7 to new Standard 1.</td>
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### Standard 2

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<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
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<tr>
<td>The kindergarten through sixth grade teacher knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations,</td>
<td>English/Language Arts: The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the English/language arts (Reading, Writing, Speaking</td>
<td>- Standard was brought to currency through KS-CCR standards (Kansas College Career Readiness standards), content-specific professional associations, and STEM notions.</td>
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geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data.

and Language) to plan, implement, and assess language arts learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.

• Standard is divided by the following functions: (Function 1) Content, (Function 2) Assessment and (Function 3) Instruction including Instructional Strategies.
• English moved from old Standard 1 to new Standard 2.

### Standard 3

**PREVIOUS STANDARDS**
The kindergarten through sixth grade teacher knows, understands, and uses fundamental concepts in the subject matter of science--including physical, life, and earth and space sciences--as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.

**NEW STANDARDS**
Mathematics: The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.

**WHAT CHANGED?**
• Standard was brought to currency through KS-CCR standards (Kansas College Career Readiness standards), content-specific professional associations, and STEM notions.
• Standard is divided by the following functions: (Function 1) Content, (Function 2) Assessment and (Function 3) Instruction including Instructional Strategies.
• Mathematics moved from old Standard 2 to new Standard 3.

### Standard 4

**PREVIOUS STANDARDS**
The kindergarten through sixth grade teacher knows, understands, and uses the major concepts and modes of inquiry from the social studies - the integrated study of history, geography, the social sciences, and other related areas - to promote all students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

**NEW STANDARDS**
Science: The teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage all elementary learners in curiosity, exploration, sense-making, conceptual development, and problem solving.

**WHAT CHANGED?**
• Standard was brought to currency through KS-CCR standards (Kansas College Career Readiness standards), content-specific professional associations, and STEM notions.
• Standard is divided by the following functions: (Function 1) Content, (Function 2) Assessment and (Function 3) Instruction including Instructional Strategies.
• Science moved from old Standard 3 to new Standard 4.
### Standard 5

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<tr>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
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| The kindergarten through sixth grade teacher can design, implement, and evaluate arts experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward artistic explorations and expression. | Social Studies: The teacher understands and uses the central concepts, tools of inquiry, and structures of the social studies (people and places, civics and government, geography, economics, history), to plan, implement, and assess social studies learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving. | • Standard was brought to currency through KS-CCR standards (Kansas College Career Readiness standards), content-specific professional associations, and STEM notions.  
• Standard is divided by the following functions: (Function 1) Content, (Function 2) Assessment and (Function 3) Instruction including Instructional Strategies.  
• Social Studies moved from old Standard 4 to new Standard 5. |

### Standard 6

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<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
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| The kindergarten through sixth grade teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students. | The Arts: The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the arts (music, visual arts, dance, and theatre) to plan, implement, and assess artistic learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving. | • Standard was brought to currency through KS-CCR standards (Kansas College Career Readiness standards), content-specific professional associations, and STEM notions.  
• Standard is divided by the following functions: (Function 1) Content, (Function 2) Assessment and (Function 3) Instruction including Instructional Strategies.  
• Art moved from old Standard 5 to new Standard 6. |

### Standard 7

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<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
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| The kindergarten through sixth grade teacher uses his/her understanding of children's characteristics and needs and of multiple interacting influences on children's development and learning to create environments that are healthy, | Health, Movement, and Physical Activity: The teacher candidate understands and uses health, human movement and physical activity. | • Standard was brought to currency through KS-CCR standards (Kansas College Career Readiness standards), content-specific professional associations, and STEM notions.  
• Aspects of Physical Education were expanded to consider movement in the classroom and to |
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<th>respectful, supportive and challenging for all students.</th>
<th>use current research which has shown that healthy activities assist with better academic performance.</th>
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<td>• Physical Education moved from old Standard 6 to new Standard 7.</td>
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**Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.**

**Standard 1: Learning**
The teacher candidate understands how learner development uses understanding of individual differences while creating an environment inclusive of high standards that supports individual and collaborative learning, and encourages positive social interaction, active engagement in learning, and self-motivation.

**Function 1: The Learner and Learner Development.**
The teacher candidate understands how learners grow and develop recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
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<tbody>
<tr>
<td>1.1.1 CK The teacher candidate understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes.</td>
<td>1.1.4 PS The teacher candidate collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.</td>
</tr>
<tr>
<td>1.1.2 CK The teacher candidate understands the role of language and culture in learning.</td>
<td>1.1.5 PS The teacher candidate identifies readiness for learning (including, but not limited to, second language acquisition, culture, and family/community values) and understands how development in any one area may affect performance in others.</td>
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<tr>
<td>1.1.3 CK The teacher candidate knows the importance of the collaborative roles of adults in the lives of students, and demonstrates readiness to work with families, colleagues, other school professionals, and external community agencies to promote the intellectual, social, emotional, and physical growth and well-being of all children.</td>
<td>1.1.6 PS The teacher candidate communicates and collaborates in variety of ways with families and school staff about student learning, expanded learning opportunities, community service, and civic participation.</td>
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**Function 2: Learner Differences.**
The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
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<tr>
<td>1.2.1 CK The teacher candidate recognizes their own frames of reference and their impact on expectations for and relationships with learners and their families.</td>
<td>1.2.4 PS The teacher candidate advocates for the needs of the learner based on data to analyze practice and differentiates instruction accordingly.</td>
</tr>
</tbody>
</table>
1.2.2 CK  The teacher candidate understands the aspects of differentiation and intervention strategies and theories.

1.2.3 CK  The teacher candidate knows the characteristics, strengths, and challenges of exceptional, gifted, and English language learners.

1.2.5 PS  The teacher candidate evaluates the effects of their professional decisions and actions on students, families and other professionals in the learning community.

1.2.6 PS  The teacher candidate demonstrates a commitment to the equitable and ethical treatment of learners and their families.

1.2.7 PS  The teacher candidate accesses resources and incorporates strategies for planning, instruction, and assessment to provide services for addressing varying learning differences or needs (i.e., English language learners, exceptionalities, disabilities and gifted learners).

**Function 3: Learner Environment.**
The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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<th>Content Knowledge</th>
<th>Professional Skills</th>
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<tr>
<td>1.3.1 CK  The teacher candidate is thoughtful and responsive to establishing a culture for learning and creating an environment of respect and rapport.</td>
<td>1.3.2 PS  The teacher candidate reflects on teaching, co-teaching, learning, collaboration, and professional experiences, and provides evidence for continued improvement and renewal.</td>
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<tr>
<td>1.3.3 PS  The teacher candidate collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.</td>
<td>1.3.4 PS  The teacher candidate promotes responsible learning of interactive technologies to extend the possibilities for learning locally and globally.</td>
</tr>
<tr>
<td>1.3.5 PS  The teacher candidate effectively organizes physical space, establishes classroom rules, routines, and responsibilities to manage student behavior and provides an environment conducive to learning.</td>
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**Standard 2: English/Language Arts**
The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the English/language arts (Reading, Writing, Speaking and Listening, and Language) to plan, implement, and assess language arts learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.
**Function 1: Content.** The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the English/language arts (Reading, Writing, Speaking, Listening, Language, Viewing, and Visual Representation) and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 CK The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the English/language arts.</td>
<td>2.1.2 PS The teacher candidate provides clarity in terms of word-level instructional reading strategies (phonemic basis for oral language, phonics instruction, syntax and semantics), text-level comprehension strategies (word meaning, fluency, critical analysis, multiple perspectives), reading-writing connections as a support for comprehension in order to guide students through appropriate learning progressions and to promote each student’s achievement.</td>
</tr>
<tr>
<td>2.1.3 PS The teacher candidate designs and provides English/language arts learning experiences that encourage students to understand, question, and analyze ideas from diverse perspectives.</td>
<td>2.1.4 PS The teacher candidate creates English/language arts lessons inclusive of appropriate time, materials, technology and instructional support for students’ learning.</td>
</tr>
<tr>
<td>2.1.5 PS The teacher candidate provides clarity for elementary students in terms of writing.</td>
<td>2.1.6 PS The teacher candidate provides clarity for elementary students in terms listening.</td>
</tr>
<tr>
<td>2.1.7 PS The teacher candidate provides clarity for elementary students in terms language.</td>
<td>2.1.8 PS The teacher candidate provides clarity for elementary students in terms viewing.</td>
</tr>
<tr>
<td>2.1.9 PS The teacher candidate provides clarity for elementary students in terms visual representation.</td>
<td>2.1.10 PS The teacher candidate integrates concepts, processes, and examples from science, literature, mathematics, music, art, and social studies.</td>
</tr>
</tbody>
</table>
### Function 2: Assessment.
The teacher understands and uses a variety of appropriate English/language arts assessments strategies to engage students in their own growth, monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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<tbody>
<tr>
<td>2.2.1 CK The teacher candidate demonstrates knowledge of students, student learning, and assessment in English/language arts.</td>
<td>2.2.3 PS The teacher candidate balances the use of formative and summative assessment as appropriate to support, verify, and document English/language arts learning.</td>
</tr>
<tr>
<td>2.2.2 CK The teacher candidate demonstrates their understanding of the importance of appropriate English/language arts assessment techniques to support responsible decision making.</td>
<td>2.2.4 PS The teacher candidate engages students in multiple ways of demonstrating English/language arts knowledge and skill as part of the assessment process.</td>
</tr>
<tr>
<td>2.2.5 PS The teacher candidate designs reading/language arts assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</td>
<td></td>
</tr>
<tr>
<td>2.2.6 PS The teacher candidate assures that the students self assess their English/language arts knowledge and skills.</td>
<td></td>
</tr>
<tr>
<td>2.2.7 PS The teacher candidate determines student learning profiles in order to proactively plan instruction to address students’ varied English/language arts learning needs and goals.</td>
<td></td>
</tr>
<tr>
<td>2.2.8 PS As the teacher candidate observes, listens, questions, and responds, the candidate adjusts instruction to meet the diverse needs of students.</td>
<td></td>
</tr>
<tr>
<td>2.2.9 PS The teacher candidate models and structures processes that guide students in examining their own thinking and learning as well as the performance of others.</td>
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</tbody>
</table>

### Function 3: Instruction.
The teacher uses a variety of instructional strategies to plan and implement instruction that supports every student in meeting rigorous learning goals and encourage all learners to develop deep understanding of the English Language Arts and their cross-disciplinary connections, and to build skills to apply knowledge in meaningful ways.
<table>
<thead>
<tr>
<th>Content Knowledge</th>
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</thead>
<tbody>
<tr>
<td>2.3.1 CK The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
<td>2.3.5 PS The teacher candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students’ experiences.</td>
</tr>
<tr>
<td>2.3.2 CK The teacher candidate knowledge of a variety of instructional strategies appropriate for elementary English/language arts.</td>
<td>2.3.6 PS The teacher candidate provides developmentally appropriate mathematical activities and programs that required critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
</tr>
<tr>
<td>2.3.3 CK The teacher candidate knowledge of cross-disciplinary connections between English/language arts and other elementary content areas.</td>
<td>2.3.7 PS The teacher candidate is able to describe, and use appropriately, a variety of instructional strategies and materials to impact student learning in elementary English/language arts.</td>
</tr>
<tr>
<td>2.3.4 CK In English/language arts, the teacher candidate demonstrates knowledge of the variety of instructional strategies appropriate for varied levels of instruction.</td>
<td>2.3.8 PS The teacher candidate provides appropriate connections of English/language arts activities within the English/language arts domain (reading, writing, speaking, listening, viewing, and visual representation).</td>
</tr>
<tr>
<td></td>
<td>2.3.9 PS Within the English/language arts curriculum, the teacher candidate uses cross-disciplinary connections to make knowledge of varied content areas connected and meaningful.</td>
</tr>
<tr>
<td>2.3.10 PS The teacher candidate uses their knowledge of [Bloom’s] levels of learning to plan and implement instruction specific to each student, groups of students or the whole group to support their meeting goals and objectives, while developing a deep understanding of English/language arts.</td>
<td></td>
</tr>
<tr>
<td>2.3.11 PS The teacher candidate adjusts English/language arts instruction to meet the needs of individuals and groups of students.</td>
<td></td>
</tr>
<tr>
<td>2.3.12 PS The teacher candidate demonstrates an ability to motivate, engage, and support the students in their study of English/language arts.</td>
<td></td>
</tr>
<tr>
<td>2.3.13 PS The teacher candidate uses cross-disciplinary connections to make knowledge of varied content areas connected and meaningful.</td>
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</tbody>
</table>
**Standard 3: Mathematics**
The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.

**Function 1: Content.**
The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.

<table>
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<th>Content Knowledge</th>
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<tbody>
<tr>
<td><strong>3.1.1 CK</strong> The teacher candidate knows and identifies the K-6 student mathematical content standards counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) and learning progressions as appropriate.</td>
<td><strong>3.1.4 PS</strong> The teacher candidate uses multiple representations and explanations within the mathematical domains to guide students through appropriate learning progressions and to promote each student’s achievement.</td>
</tr>
<tr>
<td><strong>3.1.2 CK</strong> The teacher candidate understands the basic strands of mathematics developmentally appropriate for K-6 students in the following domains: counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability).</td>
<td><strong>3.1.5 PS</strong> The teacher candidate designs and provides mathematical learning experiences that encourage students to understand, question, and analyze ideas from diverse perspectives.</td>
</tr>
<tr>
<td><strong>3.1.3 CK</strong> The teacher knows the academic language of the mathematical discipline and how to make it accessible to all elementary students.</td>
<td><strong>3.1.6 PS</strong> The teacher candidate creates mathematics lessons inclusive of appropriate time, materials, technology and instructional support for students’ learning.</td>
</tr>
<tr>
<td><strong>3.1.7 PS</strong> Within mathematics lessons, the teacher candidate provides time, materials, and instructional support for elementary students to use English/language arts skills in the mathematics in terms of graphically representing information, narrative statements related to graphs of data, and descriptions of processes students use to solve problems.</td>
<td></td>
</tr>
</tbody>
</table>
3.1.8 PS  The teacher candidate integrates concepts, processes, and examples from science, literature, mathematics, music, art, and social studies.

**Function 2: Assessment.**
The teacher candidate understands and uses a variety of assessment areas, appropriate to the field of mathematics counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability), to engage students in their own growth, monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions surrounding mathematics.

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<tbody>
<tr>
<td>3.2.1 CK  The teacher candidate knows how to design use formative and summative assessments to address specific learning goals and individual differences while minimizing sources of bias.</td>
<td>3.2.6 PS  The teacher candidate balances the use of formative and summative assessment as appropriate to support, verify, and document mathematical learning.</td>
</tr>
<tr>
<td>3.2.2 CK  The teacher candidate knows when and how to evaluate and report learner progress against standards.</td>
<td>3.2.7 PS  The teacher candidate engages students in multiple ways of demonstrating mathematical knowledge and skill as part of the assessment process.</td>
</tr>
<tr>
<td>3.2.3 CK  The teacher candidate understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.</td>
<td>3.2.8 PS  The teacher candidate designs mathematical assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</td>
</tr>
<tr>
<td>3.2.4 CK  The teacher candidate understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.</td>
<td>3.2.9 PS  The teacher candidate assures that the students self-assess their mathematical knowledge and skills.</td>
</tr>
<tr>
<td>3.2.5 CK  The teacher candidate knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.</td>
<td>3.2.10 PS  The teacher candidate determines student learning profiles in order to proactively plan instruction to address students’ varied mathematical learning needs and goals.</td>
</tr>
<tr>
<td></td>
<td>3.2.11 PS  As the teacher candidate observes, listens, questions and responds, the candidate adjusts instruction to meet the diverse needs of students. The teacher candidate models and structures processes that guide students in examining their own thinking and learning as well as the performance of others.</td>
</tr>
</tbody>
</table>
**Function 3: Instruction.**
The teacher candidate plans instruction using a variety of instructional strategies that support all learners in meeting meaningful and rigorous learning goals by drawing upon knowledge of mathematical content areas (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability), curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

<table>
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</tr>
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<tbody>
<tr>
<td>3.3.1 CK  The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative mathematical problem solving related to authentic local and global issues.</td>
<td>3.3.5 PS  The teacher candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students’ experiences, as applied to mathematics.</td>
</tr>
<tr>
<td>3.3.2 CK  The teacher candidate knows the variety of mathematical practices (problem solving, reasoning, modeling, attending to precision, identifying elements of structure, generalizing, engaging in mathematical communication, making connections).</td>
<td>3.3.6 PS  The teacher candidate provides developmentally appropriate mathematical activities and programs that required critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
</tr>
<tr>
<td>3.3.3 CK  The teacher candidate identifies developmentally appropriate manipulatives, tools (rulers, compasses, geoboards, number lines, calculators, etc.), as well as and iPhone, iPad and other apps related to mathematics.</td>
<td>3.3.7 PS  The teacher candidate is able to describe, and use appropriately, a variety of instructional strategies and materials to impact student learning in elementary mathematics.</td>
</tr>
<tr>
<td>3.3.4 CK  The teacher candidate has a working knowledge of the variety of instructional strategies appropriate for varied levels of instruction within the variety of mathematical concepts.</td>
<td>3.3.8 PS  The teacher candidate demonstrates and monitors appropriate use of the mathematical tools by the students.</td>
</tr>
<tr>
<td>3.3.9 PS  The teacher candidate matches the mathematical problems to be solved to the appropriate tools that are required.</td>
<td>3.3.10 PS  The teacher candidate uses their knowledge of [Bloom’s] levels of learning to plan and implement instruction specific to each student, groups of students or the whole group to support their meeting goals and objectives, while developing a deep understanding of mathematics.</td>
</tr>
<tr>
<td>3.3.11 PS  The teacher candidate adjusts mathematics instruction to meet the needs of individuals and groups of students.</td>
<td></td>
</tr>
</tbody>
</table>
3.3.12 PS  The teacher candidate demonstrates an ability to motivate, engage, and support the students in their study of mathematics.

3.3.13 PS  The teacher candidate uses cross-disciplinary connections to make knowledge of varied content areas connected and meaningful.

**Standard 4: Science**
The teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage all elementary learners in curiosity, exploration, sense-making, conceptual development, and problem solving.

**Function 1: Content.**
The teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices in order to engage elementary learners in science concept and skill development.

<table>
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<tbody>
<tr>
<td>4.1.1 CK  The teacher candidate demonstrates understanding of disciplinary core ideas related to elementary concepts in physical sciences (matter and its interactions; motion and stability – forces and interactions; energy; waves and their applications in technologies for information transfer).</td>
<td>4.1.08 PS  The teacher candidate generates curiosity, exploration, and understanding of science phenomena that guide learners to increasingly sophisticated conceptual understandings based on evidence and explanatory reasoning.</td>
</tr>
<tr>
<td>4.1.2 CK  The teacher candidate demonstrates understanding of disciplinary core ideas related to elementary concepts in life sciences (organisms – structures and processes; ecosystems – interactions, energy, and dynamics; heredity – inheritance and variation of traits; biological evolution – unity and diversity).</td>
<td>4.1.9 PS  The teacher candidate designs and provides learning experiences that foster creativity in solving engineering problems, and that focus on testing and optimizing design solutions.</td>
</tr>
<tr>
<td>4.1.3 CK  The teacher candidate demonstrates understanding of disciplinary core ideas related to elementary concepts in earth and space sciences (Earth’s place in the universe; Earth’s systems; Earth and human activity).</td>
<td>4.1.10 PS  The teacher candidate designs and provides learning experiences that encourage learners to engage in asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; obtaining, evaluating, and communicating information.</td>
</tr>
<tr>
<td>4.1.4 CK  The teacher candidate demonstrates understanding of disciplinary core ideas related to</td>
<td>4.1.11 PS  The teacher candidate plans and conducts lessons that actively engage elementary</td>
</tr>
</tbody>
</table>
elementary concepts in engineering, technology, and applications of science (engineering design; links among engineering, technology, science, and society).

learners in accessible and meaningful learning experiences in physical sciences, life sciences, earth and space sciences, and that guide learners through developmentally appropriate learning progressions.

4.1.5 CK The teacher candidate demonstrates understanding of cross-cutting concepts integrated throughout the different science and engineering disciplines (patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; stability and change).

4.1.12 PS The teacher candidate plans and conducts lessons that focus on identifying elementary concepts that cut across all science and engineering disciplines (cross-cutting concepts).

4.1.6 CK The teacher candidate demonstrates understanding of the nature of science and uses scientific and engineering practices as operational tools of inquiry (asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; obtaining, evaluating, and communicating information).

4.1.13 PS The teacher candidate integrates concepts, practices, and examples from other disciplines (e.g., literacy, mathematics, physical education, music, art, social studies) into science lessons.

4.1.7 CK The teacher candidate demonstrates understanding that the nature of scientific inquiry is based on deep curiosity and conceptual understandings of phenomena that have become more sophisticated over time based on increasing sources of evidence and explanatory reasoning.

Function 2: Assessment.
The teacher candidate understands and uses a variety of assessment strategies appropriate to science and engineering fields to engage learners in their own growth, monitor learning progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>4.2.1 CK The teacher candidate demonstrates knowledge of the uses of formative and summative assessments, and informal and formal assessments, to address science learning goals and individual learner differences.</td>
<td>4.2.7 PS The teacher candidate balances the uses of formative and summative assessments as appropriate to support, verify, and document science learning, and to adjust and revise instructional practices.</td>
</tr>
<tr>
<td>4.2.2 CK The teacher candidate demonstrates an understanding of how to evaluate learner progress against standards.</td>
<td>4.2.8 PS The teacher candidate designs formative assessments to elicit learners’ prior thinking about science concepts and to recognize common</td>
</tr>
</tbody>
</table>
misconceptions and naïve understandings in elementary science.

<table>
<thead>
<tr>
<th>4.2.3 CK The teacher candidate understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.</th>
<th>4.2.9 PS The teacher candidate designs performance-based assessments that document conceptual and skill development while learners engage in science practices.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.4 CK The teacher candidate understands how to communicate assessment findings to relevant stakeholders.</td>
<td>4.2.10 PS The teacher candidate designs science assessments that align with the science and engineering practices, the disciplinary core ideas, and the cross-cutting concepts integrated within each science standard.</td>
</tr>
<tr>
<td>4.2.5 CK The teacher candidate understands the importance of metacognitive approaches for learners to be engaged in monitoring and guiding their own learning.</td>
<td>4.2.11 PS The teacher candidate provides constructive and descriptive feedback to learners in ways that support concept and skill development.</td>
</tr>
<tr>
<td>4.2.6 CK The teacher candidate understands common sources of bias in assessing science learning and the impacts such biases have on learners.</td>
<td>4.2.12 PS As the teacher candidate observes, listens, questions, and responds, the candidate adjusts instruction to meet the diverse needs of learners.</td>
</tr>
<tr>
<td>No replacement indicator.</td>
<td>4.2.13 PS The teacher candidate assures that learners self-assess their science conceptual learning and skill development.</td>
</tr>
</tbody>
</table>

**Function 3: Instruction.**
The teacher candidate plans and implements instruction that supports all learners to engage with curiosity, creativity, and increasing skill in science and engineering practices; that supports learners in developing increasingly more sophisticated science and engineering core ideas and cross-cutting concepts; and that integrates other disciplines.

<table>
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<tbody>
<tr>
<td>4.3.1 CK The teacher candidate demonstrates knowledge of science and engineering practices and how they relate to elementary learners.</td>
<td>4.3.10 PS The teacher candidate stimulates learner reflection on prior conceptual understanding, links new concepts to familiar concepts, and makes connections to learner experiences, as appropriate to elementary science and engineering concepts.</td>
</tr>
<tr>
<td>4.3.2 CK The teacher candidate demonstrates knowledge of the central roles that curiosity, creativity, evidence, and sense-making have in elementary science learning.</td>
<td>4.3.11 PS The teacher candidate provides authentic phenomena that foster curiosity and creativity, and guides learners in evidence gathering and sense-making to develop deeper understandings.</td>
</tr>
<tr>
<td>4.3.3 CK</td>
<td>The teacher candidate understands how to connect prior concepts with new challenges that stimulate science learning.</td>
</tr>
<tr>
<td>4.3.4 CK</td>
<td>The teacher candidate demonstrates an understanding of the importance of learning progressions, concept development with increasing levels of sophistication, and constructivist learning theory in relation to science learning.</td>
</tr>
<tr>
<td>4.3.5 CK</td>
<td>The teacher candidate demonstrates knowledge of the importance of aligning instruction with learning cycles.</td>
</tr>
<tr>
<td>4.3.6 CK</td>
<td>The teacher candidate demonstrates knowledge of developing inquiry-based science and engineering lessons.</td>
</tr>
<tr>
<td>4.3.7 CK</td>
<td>The teacher candidate demonstrates an understanding of engaging learners in collaborative thinking and problem-solving related to authentic science and engineering phenomena and issues.</td>
</tr>
<tr>
<td>4.3.8 CK</td>
<td>The teacher candidate demonstrates an understanding of instructional factors that commonly contribute to bias in learner engagement and achievement in science.</td>
</tr>
<tr>
<td>4.3.9 CK</td>
<td>The teacher candidate demonstrates an understanding of safety considerations in relation to elementary science instruction.</td>
</tr>
<tr>
<td>4.3.19 PS</td>
<td>The teacher candidate incorporates best practices to ensure the safety of all learners, maintains equipment properly, stores and disposes of chemicals safely, and handles and cares for animals in an appropriate manner.</td>
</tr>
</tbody>
</table>
Standard 5 Social Studies.
The teacher understands and uses the central concepts, tools of inquiry, and structures of the social studies (people and places, civics and government, geography, economics, history), to plan, implement, and assess social studies learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving.

Function 1 Content. The teacher understands the central concepts, tools of inquiry, and structures of social studies (people and places, civics and government, geography, economics, history), and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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</table>
| 5.1.1 CK The teacher candidate knows and identifies the Kansas social studies content standards for students:  
1. choices have consequences;  
2. individuals have rights and responsibilities;  
3. societies are shaped by beliefs, ideas, and diversity;  
4. societies experience continuity and change over time; and  
5. relationships among people, places, ideas, and environments are dynamic. | 5.1.9 PS The teacher candidate uses multiple representations and explanations within knowledge and methodology from the social studies discipline to guide students through appropriate learning progressions and to promote each student’s achievement. |
| 5.1.2 CK The teacher candidate has a substantial understanding of the information, concepts, theories, analytical approaches and differing values perspectives, including global and multicultural perspectives, important to teaching social studies. | 5.1.10 PS The teacher candidate demonstrates substantial understanding of the information, concepts, theories, analytical approaches and differing values perspectives, including global and multicultural perspectives, important to teaching social studies. |
| 5.1.3 CK The teacher candidate has a clear understanding of the process involved to teach problem-solving, critical-thinking, and application skills related to the social studies. | 5.1.11 PS The teacher candidate creates social studies lessons inclusive of appropriate time, materials, technology and instructional support for students’ learning. |
| 5.1.4 CK The teacher candidate has a firm foundation in multicultural education so that they can teach about it, and they need to be sensitive to the needs of minority children. | 5.1.12 PS Within social studies lessons, the teacher candidate provides time, materials, and instructional support for elementary students to use English/language arts skills in the social studies in terms of graphically representing information, timelines, narrative statements related to graphs of data, and descriptions of processes students use to solve problems. |
| 5.1.5 CK The teacher candidate has a firm foundational knowledge of civics and government including (a) individuals, groups, and institutions, | 5.1.13 PS The teacher candidate integrates concepts, processes, and examples from science, |
(b) power, authority, and governance, and (c) civic ideals and practices.

<table>
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<tr>
<th>5.1.6 CK</th>
<th>The teacher candidate has a firm foundational knowledge of geography (Kansas and regions of the world) including (a) people, places, and environments, and (b) local, regional, national, and global connections.</th>
</tr>
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<tbody>
<tr>
<td>5.1.7 CK</td>
<td>The teacher candidate has a firm foundational knowledge economics (Kansas and regions of the world) including (a) production, distribution, and consumption, and (b) science, technology, and society.</td>
</tr>
<tr>
<td>5.1.8 CK</td>
<td>The teacher candidate understands how to teach students to be informed, thoughtful, engaged citizens as they enrich their communities, state, nation, world, and themselves, including culture, families and sense of self.</td>
</tr>
</tbody>
</table>

**Function 2 Assessment.** The teacher candidate understands and uses a variety of appropriate assessments for the social studies, in a natural and ongoing manner, to engage learners in their own growth, monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.

<table>
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<tbody>
<tr>
<td>5.2.1 CK</td>
<td>The teacher candidate demonstrates an understanding that assessment practices should be goal oriented, appropriate in level of difficulty, feasible, and cost effective.</td>
</tr>
<tr>
<td>5.2.2 CK</td>
<td>The teacher candidate understands the variety assessments appropriate to each field of social studies: people and places, civics and government, geography, economics, and history.</td>
</tr>
<tr>
<td>5.2.3 CK</td>
<td>To interpret student understanding of social studies content, the elementary teacher candidate knows a variety of assessments to assess student understanding of the content. Activities may call for speech (recitation, discussion, role playing), writing (short answers, longer compositions as students acquire the necessary competencies), or other kinds of goal-oriented action.</td>
</tr>
<tr>
<td>5.2.4 PS</td>
<td>The teacher candidate balances the use of formative and summative assessment as appropriate to support, verify, and document social studies learning.</td>
</tr>
<tr>
<td>5.2.5 PS</td>
<td>The teacher candidate engages students in multiple ways of demonstrating social studies knowledge and skill as part of the assessment process.</td>
</tr>
<tr>
<td>5.2.6 PS</td>
<td>The teacher candidate designs social studies assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</td>
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</tbody>
</table>
5.2.7 PS  The teacher candidate assures that the students self-assess their social studies knowledge and skills.

5.2.8 PS  The teacher candidate determines student learning profiles in order to proactively plan instruction to address students’ varied social studies learning needs and goals.

5.2.9 PS  As the teacher candidate observes, listens, questions, and responds, the candidate adjusts instruction to meet the diverse needs of students.

5.2.10 PS  The teacher candidate models and structures processes that guide students in examining their own thinking and learning as well as the performance of others.

**Function 3 Instruction.** The teacher candidate plans social studies instruction using a variety of instructional strategies that support all learners in meeting meaningful and rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

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<tbody>
<tr>
<td>5.3.1 CK  The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
<td>5.3.4 PS  The teacher candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students’ experiences.</td>
</tr>
<tr>
<td>5.3.2 CK  The teacher candidate demonstrates a thorough understanding of inquiry based learning that engage learners in critical thinking, creativity and collaborative problem solving.</td>
<td>5.3.5 PS  The teacher candidate provides developmentally appropriate mathematical activities and programs that required critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
</tr>
<tr>
<td>5.3.3 CK  The teacher candidate demonstrates knowledge of the developmentally appropriate ways of creating experiences to help students understand the social studies standards (sense of self, families, then and now, community, Kansas and regions of the US, a new nation through the 1800s, and ancient world history).</td>
<td>5.3.6 PS  The teacher candidate is able to describe, and use appropriately, a variety of instructional strategies and materials to impact student learning in elementary social studies.</td>
</tr>
<tr>
<td>5.3.7 PS  The teacher candidate uses their knowledge of [Bloom’s] levels of learning to plan and implement instruction specific to each student, groups of students or the whole group to support their meeting goals and objectives, while developing a deep understanding of social studies.</td>
<td>5.3.8 PS  The teacher candidate adjusts social studies instruction to meet the needs of individuals and groups of students.</td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>Professional Skills</td>
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<tr>
<td>5.3.9 PS The teacher candidate demonstrates an ability to motivate, engage, and support the students in their study of social studies.</td>
<td>5.3.10 PS The teacher candidate uses cross-disciplinary connections and social studies interconnections to make knowledge of varied content areas connected and meaningful.</td>
</tr>
</tbody>
</table>

**Standard 6 The Arts**

The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the arts (music, visual arts, dance, and theatre) to plan, implement, and assess artistic learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving.

**Function 1: Content.**

The teacher candidate understands the central concepts, tools of inquiry, and structures of the arts and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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</thead>
<tbody>
<tr>
<td>6.1.1 CK The teacher candidate understands the traditions and language of the arts (music, visual arts, dance, and theatre).</td>
<td>6.1.4 PS The teacher candidate uses multiple representations and explanations within the arts to guide students through appropriate learning progressions and to promote each student’s achievement.</td>
</tr>
<tr>
<td>6.1.2 CK The teacher candidate understands the basic styles and thematic influences or artists, designs, traditions, and movements on one another.</td>
<td>6.1.5 PS The teacher candidate designs and provides artistic learning experiences that encourage students to understand, question, and analyze ideas from diverse perspectives.</td>
</tr>
<tr>
<td>6.1.3 CK The teacher candidate knows and uses the vocabulary and processes used in the arts.</td>
<td>6.1.6 PS The teacher candidate can identify works from various historical periods and cultures.</td>
</tr>
<tr>
<td>6.1.7 PS The teacher candidate identifies the general steps, styles, and techniques associated with the various arts.</td>
<td>6.1.8 PS The teacher candidate creates integrated lessons using the aspects of the arts inclusive of appropriate time, materials, technology and instructional support for students’ learning.</td>
</tr>
<tr>
<td>6.1.9 PS Within integrated art lessons, the teacher candidate provides time, materials, and instructional support for elementary students to use English/Language arts skills in the arts in terms of graphically representing information and</td>
<td></td>
</tr>
</tbody>
</table>
6.1.10 PS  The teacher candidate integrates concepts, processes, and examples from science, literature, mathematics, music, art, and social studies.

**Function 2: Assessment.**
The teacher candidate understands and uses a variety of appropriate assessments, appropriate to the field of the arts, to engage learners in their own growth, monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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<tbody>
<tr>
<td>6.2.1 CK  The teacher candidate understands the key components of being an art critic to allow students to analyze, describe, discuss, interpret, and critique their own works and the works of others.</td>
<td>6.2.3 PS  The teacher candidate balances the use of formative and summative assessment as appropriate to support, verify, and document fine arts learning.</td>
</tr>
<tr>
<td>6.2.2 CK  The teacher candidate analyzes the arts experiences, and provides direction and guidance to ensure that students are actively engaged in the lesson, its purpose and objectives.</td>
<td>6.2.4 PS  The teacher candidate engages students in multiple ways of demonstrating fine arts knowledge and skill as part of the assessment process.</td>
</tr>
<tr>
<td>6.2.5 PS  The teacher candidate designs fine arts assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</td>
<td>6.2.6 PS  The teacher candidate assures that the students self-assess their fine arts knowledge and skills.</td>
</tr>
<tr>
<td>6.2.7 PS  The teacher candidate determines student learning profiles in order to proactively plan instruction to address students’ varied fine arts learning needs and goals.</td>
<td>6.2.8 PS  As the teacher candidate observes, listens, questions, and responds, the candidate adjusts instruction to meet the diverse needs of students.</td>
</tr>
<tr>
<td>6.2.9 PS  The teacher candidate models and structures processes that guide students in examining their own thinking and learning as well as the performance of others.</td>
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</tbody>
</table>
## Function 3: Instruction.
The teacher candidate plans effective instructional strategies that actively engage students in creating, performing, and responding to the arts, in developing interrelationships of the arts with other disciplines, to help students understand the role of the arts historically and in everyday living.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>6.3.1 CK The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
<td>6.3.8 PS The teacher candidate sets appropriate, meaningful, and rigorous learning goals for the arts experiences, integrating information as the experiences.</td>
</tr>
<tr>
<td>6.3.2 CK The teacher candidate identifies the various tools, supplies, and apps used in music, art, dance, and theatre, locally, nationally, and internationally as appropriate.</td>
<td>6.3.9 PS The teacher candidate uses student knowledge and skills to provide events for children to describe, use, and touch; and manipulate materials and supplies to determine the methods and organization of lessons.</td>
</tr>
</tbody>
</table>
| 6.3.3 CK The teacher candidate explores the steps of art making (music, visual arts, dance, and theatre), and develops the beginning skills of the critic. | 6.3.10 PS Within lessons related to the arts, the teacher candidate provides time, materials, and instructional support for elementary students to:  
  - examine art works and write fictional stories about their origins and travels;  
  - compare and contrast indoor or outdoor spaces represented in works of art;  
  - describe how hands, faces, and feet are depicted in works of art;  
  - create songs, dances, or other artifacts, to define, describe, and/or picture a variety of events, places, times. |
| 6.3.4 CK The teacher candidate provides for literacy with the fine arts setting(s). | 6.3.11 PS The teacher candidate sets appropriate, meaningful, and rigorous learning goals for the arts experiences, integrating information as the experiences. |
| 6.3.5 CK The teacher candidate identifies the various tools, supplies, and apps used in music, art, dance, and theatre, locally, nationally and internationally as appropriate. | 6.3.12 PS The teacher candidate uses student knowledge and skills to provide events for children to describe, use, touch, and manipulate materials and supplies to determine the methods and organization of lessons. |
| 6.3.6 CK The teacher candidate explores the steps of art making, and develops the beginning skills of the critic. | 6.3.13 PS The teacher candidate prepares a safe and supportive environment for arts exploration. |
| 6.3.7 CK The teacher candidate understands the methods of introducing students to arts lessons, motivating them to explore, encouraging them to | 6.3.14 PS The teacher candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students’ experiences. |
use the language of the arts, and developing an appreciation and respect for the arts and artists.

| 6.3.15 PS | The teacher candidate provides developmentally appropriate mathematical activities and programs that required critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. |
| 6.3.16 PS | The teacher candidate is able to describe, and use appropriately, a variety of instructional strategies and materials to impact student learning in elementary fine arts. |
| 6.3.17 PS | The teacher candidate uses their knowledge of [Bloom’s] levels of learning to plan and implement instruction specific to each student, groups of students or the whole group to support their meeting goals and objectives, while developing a deep understanding of fine arts. |
| 6.3.18 PS | The teacher candidate adjusts fine arts instruction to meet the needs of individuals and groups of students. |
| 6.3.19 PS | The teacher candidate demonstrates an ability to motivate, engage, and support the students in their study of fine arts. |
| 6.3.20 PS | The teacher candidate uses cross-disciplinary connections to make knowledge of varied content areas connected and meaningful. |

**STANDARD 7 Health, Movement, and Physical Activity**

The teacher candidate understands and applies health, human movement and physical activity.

**Function 1:** Candidates use their understanding of the major concepts of health, human movement and physical activity as a part of a well-rounded education.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>7.1.1 CK The teacher candidate identifies basic health, nutrition, and safety procedure that promotes a healthy lifestyle.</td>
<td>7.1.4 PS The teacher candidate through integrative practice applies basic health, nutrition, and safety procedure that promotes a healthy lifestyle to meet the needs of individuals and groups of students.</td>
</tr>
<tr>
<td>7.1.2 CK The teacher candidate explores developmentally appropriate strategies for healthy lifestyles that include play and physical activity.</td>
<td>7.1.5 PS The teacher candidate models developmentally appropriate strategies for healthy lifestyles that include play and physical activity to meet the needs of individuals and groups of students.</td>
</tr>
<tr>
<td>7.1.3 CK The teacher candidate understands the impact of movement on brain development and learning when working with students.</td>
<td></td>
</tr>
<tr>
<td>7.1.6 PS The teacher candidate uses movement, using appropriate learning theories, across the curriculum to meet the needs of individuals and groups of students.</td>
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</tbody>
</table>
Standard #1 The kindergarten through sixth grade teacher demonstrates a high level of competence in use of the English language arts and knows, understands and uses concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas.

Knowledge
1. The teacher knows that literacy skills are essential to help students understand texts, themselves and others, acquire new information, respond to the need and demands of society and the workplace, and experience personal fulfillment.
2. The teacher understands language arts acquisition and development.
3. The teacher knows how to assess and evaluate student progress in language arts.
4. The teacher has knowledge of a variety of genres, of children’s literature, including works written for K-6 students by ethnically diverse writers.
5. The teacher understands the composing processes for different forms of oral and written discourse.
6. The teacher understands the research process and how to use data from a variety of sources to communicate information to different audiences.
7. The teacher recognizes multiple indicators of reading and writing disabilities.
8. The teacher has knowledge of the significance of social, economic, cultural, and linguistic diversity for development and learning of literacy skills, and recognizes that children are best understood in the contexts of family, culture, and society.
9. The teacher understands the interrelationships among culture, language, and thought and the function of the home language in the development of young children.
10. The teacher understands the various purposes of reading and writing (narrative, expository, technical, and persuasive).

Performance
1. The teacher designs, implements, and evaluates literacy experiences that are developmentally appropriate.
2. The teacher models a variety of effective instructional strategies that aid students in developing their reading, writing, speaking, listening, and viewing abilities.
3. The teacher uses effective instructional strategies to help students make cross-curricular connections.
4. The teacher develops and uses criteria for evaluating and selecting a variety of materials for language arts instruction, recognizing issues of equity in gender, age, ethnicity, lifestyle, and socioeconomic status.
5. The teacher demonstrates an understanding of the various purposes for reading and writing (narrative, expository, technical, and persuasive).
6. The teacher demonstrates an understanding of the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process.
7. The teacher creates literacy rich environments and experiences that promote individually and culturally responsive approaches throughout the curriculum.
8. The teacher evaluates and selects assessment to fit diverse learner strengths and needs.
9. The teacher uses a variety of assessment tools, analyzes the results, and applies the results to instruction.
Standard #2  The kindergarten through sixth grade teacher knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data.

Knowledge
1. The teacher knows and understands the mathematical concepts of number sense, number systems and their properties, computation, geometric figures and their properties, transformational geometry, measurement, data analysis, data representations, probability, patterns, functions, and representations of algebraic and geometric situations/solutions.
2. The teacher understands the five process standards (problem solving, reasoning and proof, communication, connections and representations).
3. The teacher is aware of effective, developmentally appropriate instructional strategies to help all students learn and use their mathematical skills in many different situations and applications to solve real life problems.
4. The teacher knows a variety of developmentally appropriate assessment tools that align with curriculum and instruction.

Performance
1. Appropriate to students' age and development, the teacher can use and apply, demonstrate, and teach the concepts of number sense, number systems and their properties, computation, geometric figures and their properties, transformational geometry, measurement, data analysis, data representations, probability, patterns, functions, representations of algebraic and geometric situations/solutions.
2. The teacher integrates the five process standards (problem solving, reasoning and proof, communication, connections and representations) into math instruction.
3. The teacher demonstrates the ability to use effective, developmentally appropriate instructional strategies to help all students learn and use their mathematical skills in many different situations and applications to solve real life problems.
4. The teacher uses diverse and developmentally appropriate assessments that align with curriculum and instruction.

Standard #3 The kindergarten through sixth grade teacher knows, understands, and uses fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.

Knowledge
1. The teacher understands how to plan and conduct authentic research using the process skills.
2. The teacher understands how to design science activities, using the science process skills, to teach developmentally appropriate science content.
3. The teacher has knowledge of the basic concepts of life science, physical science, and earth and space science that are developmentally appropriate.
4. The teacher understands how science concepts and processes are used in real life situations.
5. The teacher understands the application of science concepts to technological and societal issues.
6. The teacher is familiar with current science curricular materials and understands the interconnectedness of the science disciplines.
7. The teacher knows a variety of assessment tools including open-ended questions and performance tasks, to assess student learning.
Performance
1. The teacher selects real life problems for students to investigate.
2. The teacher facilitates student planned and conducted investigations.
3. The teacher provides the opportunity for students’ discovery and application of knowledge.
4. The teacher selects, uses, and maintains equipment properly, stores and disposes of chemicals safely, and handles and cares for animals in an appropriate manner.
5. The teacher can articulate priorities for developmentally appropriate science experiences for all students.
6. The teacher demonstrates the design, implementation and evaluation of scientific experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive developmental outcomes, and that develop positive dispositions toward science and scientific investigation.
7. The teacher uses a variety of assessment tools including open-ended questions and performance tasks, to assess student learning.

Standard #4 The kindergarten through sixth grade teacher knows, understands, and uses the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote all students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Knowledge
1. The teacher knows how experiences may be interpreted by people from diverse cultural perspectives and frames of reference and how experiences contribute to a sense of self.
2. The teacher understands culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavioral patterns.
3. The teacher is aware of significant historical periods and change within and across cultures.
4. The teacher is aware of appropriate resources, data sources, and geographic tools to generate and manipulate charts, graphs and maps, and to interpret information such as atlases, databases, and grid systems.
5. The teacher understands the relationship among various regional and global patterns of geographic phenomena.
6. The teacher understands group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
7. The teacher understands concerns, standards, issues, and conflicts related to universal human rights.
8. The teacher understands the origins and influence of key ideals of the democratic form of government such as individual human dignity, liberty, justice, equality, and the rule of law.
9. The teacher knows macro and micro economic concepts and can differentiate and compare basic economic systems.
10. The teacher understands differences in family structures and social and cultural backgrounds.
11. The teacher understands the importance of social studies and social understanding in student's development and learning, and is able to observe and describe students' interest in their social worlds and build on those interests.
12. The teacher understands conditions and motivations that contribute to conflict, cooperation, and interdependence among societies, groups, and nations.

Performance
1. The teacher demonstrates the design, implementation and evaluation of social studies experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward the investigation of the social studies.
2. The teacher critically interprets and analyzes multiple historical contemporary viewpoints within and across cultures.
3. The teacher uses map skills of distance, scale, area, density, and spatial distribution patterns at developmentally appropriate levels.
4. The teacher applies the use of technology to assist in researching and analyzing historical and contemporary viewpoints within and across cultures.
5. The teacher uses a variety of strategies to encourage children’s physical, social, emotional, aesthetic, and cognitive development.
6. The teacher applies knowledge of economic concepts at the macro and micro levels.
7. The teacher uses individual and group guidance and problem-solving techniques to develop positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem.
8. The teacher uses diverse and developmentally appropriate assessments that align with the curriculum and instruction.

Standard #5 The kindergarten through sixth grade teacher can design, implement, and evaluate arts experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward artistic explorations and expression.

Knowledge
1. The teacher understands a variety of arts experiences appropriate to multiple readiness stages of students.
2. The teacher knows effective instructional strategies that actively engage students in creating, performing, and responding to the arts.
3. The teacher knows a basic vocabulary specific to the arts.
4. The teacher understands the role of the arts historically, culturally, and in every day living.
5. The teacher assesses arts activities, products, and performances and involves students in self-assessment.
6. The teacher understands the interrelationships of the arts with other disciplines.

Performance
1. The teacher selects arts experiences appropriate to developmental levels of students.
2. The teacher uses effective instructional strategies that actively engage students in creating, performing, and responding to the arts.
3. The teacher uses vocabulary specific to the arts.
4. The teacher facilitates experiences that help students understand the role of the arts historically and in every day living.
5. The teacher assesses arts activities, products, and performances and involves students in self-assessment.
6. The teacher demonstrates the interrelationships within the arts and with other disciplines.

Standard #6 The kindergarten through sixth grade teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students.

Knowledge
1. The teacher understands basic health, nutrition, safety, and sanitation management practices for children, and procedures regarding childhood illness and communicable diseases.
2. The teacher understands the impact of movement on brain development and learning.
Performance
1. The teacher implements basic health, nutrition, safety, and sanitation management practices for children, including specific procedures regarding childhood illness, communicable diseases, and universal health precautions.
2. The teacher uses appropriate health appraisal procedures and follows appropriate reporting requirements.
3. The teacher integrates movement and learning theories across curriculum and instruction.
4. The teacher implements strategies for healthy lifestyles that include play and physical activity.

Standard #7 The kindergarten through sixth grade teacher uses his/her understanding of children's characteristics and needs and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive and challenging for all students.

Knowledge
1. The teacher is fully grounded in current research in all areas of child development and learning and knows how to use this knowledge to inform his/her teaching practices.
2. The teacher understands the many influences on children's development and learning and how those influences may interact to affect development in both positive and negative ways.
3. The teacher understands the developmental consequences of stress and trauma, risk factors, protective factors, resilience, on the development of mental and social health, and the importance of supportive relationships.
4. The teacher understands how children differ in their development and approaches to learning and knows how to create instructional opportunities that are adapted to diverse students.
5. The teacher understands his or her role in the Individual Education Plan (IEP) process, how to collaborate in the design of intervention strategies and how to integrate goals from the IEP into daily activities and routines.
6. The teacher understands and values the function of the home language in the total development of children and the interrelationships among culture, language and the involvement of family in the school.

Performance
1. The teacher creates a learning environment that promotes children's physical and psychological health and safety.
2. The teacher creates a learning environment that reflects respect and adaptations for children's culture, home languages, individual abilities and disabilities, family contexts, and communities.
3. The teacher creates a learning environment that reflects the belief that all children can learn.
4. The teacher as an integral member of a multiple discipline team, intervention strategies.
5. The teacher integrates goals from IEPs into daily activities and routines.
6. The teacher recognizes and reports signs of stress, trauma, child abuse and neglect and other risk factors and seeks appropriate help or intervention.
7. The teacher creates learning environments that appropriately and individually challenge children to stretch their abilities to higher levels of accomplishments.
8. The teacher uses developmental theory, brain research, and learning theory to design appropriate instruction, assessment, curriculum and learning environments.
To: Kansas State Board of Education

Subject: Receive recommendation on cultural diversity and ethnic studies

Time will be allowed to discuss the current status of ethnic and diversity education in Kansas schools. The attached document is intended to provide information about what is currently written in the standards. In 2013, the Kansas State Board of Education adopted the Kansas Standards for History, Government and the Social Studies. Rep. Valdenia Winn and Rep. John Alcala will be guest speakers in the discussion.
KANSAS HGSS STANDARDS AND ETHNIC STUDIES

THIS DOCUMENT IS INTENDED TO PROVIDE INFORMATION TO THE BOARD ABOUT THE CURRENT STATUS OF ETHNIC AND DIVERSITY EDUCATION IN THE STATE. THE COURSES REFERENCED IN THIS DOCUMENT ARE REQUIRED OF EVERY STUDENT. IN 2013 THE BOARD ADOPTED THE KANSAS STANDARDS FOR HISTORY, GOVERNMENT AND THE SOCIAL STUDIES. STANDARD #3 IS OFTEN REFERRED TO AS THE DIVERSITY STANDARD AND IS INCLUDED IN ITS ENTIRETY IN THIS DOCUMENT.
Mission Statement:

The Kansas Standards for History, Government, and Social Studies prepare students to be informed, thoughtful, engaged citizens as they enrich their communities, state, nation, world, and themselves.

Standard #3

Societies are shaped by beliefs, ideas, and diversity.

Benchmark:

3.1 The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations.

3.2 The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideals were reached and the multiple perspectives from which they come.

3.3 The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues.

3.4 The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society.

Effective instruction includes

Multiple perspectives and disciplines

Using multiple perspectives, points of view, and the principles of history, economics, civics, geography, and the humanities, supports students’ ability to empathize, to develop alternative solutions to problems, and to self-assess their own position.
7th Grade – Kansas History  Kansas: To the Stars through Difficulty (1865—1890s)

In this unit students should consider the impact of frontier forts, railroads, cattle, farming, and immigration on the development of the state’s government, economy, and culture. The students should investigate the romantic image of the West and compare and contrast that image with primary source evidence. The students should concentrate on the development of the political, economic, and cultural identity of the state.

**Ideas**
- homesteading, immigration, romantic image of the West, promotion and growth of agriculture, railroads

**People/Roles**
- Buffalo Soldiers, Satanta, Cyrus K. Holliday, Fred Harvey, Joseph McCoy, Exodusters, ethnic and religious immigrants

**Places/Institutions**
- Abilene, Ellsworth, Dodge City, Nicodemus, Topeka, Atchison, Leavenworth, Wichita

**Events**
- Homestead Act, Medicine Lodge Treaty, Sand Creek Massacre, cattle drives, land grant universities

**Sample Compelling Questions**

- What were the consequences of decisions made when deciding where to build a railroad? (Standard 1)
- How successful was the Civil War in improving minority rights in Kansas? (Standard 2)
- How did ethnic and religious immigrants impact the culture of the state? (Standard 3)
- In what ways did railroads change the political, social, and economic environment of the state? (Standard 4)
- How did cowboys, cow towns, and cattle drives contribute to the romantic image of the West? (Standard 5)

7th Grade – Kansas History  Kansas and a Changing World (1950s—2000s)

In this unit, students should examine the role of the state as the United States develops as a world leader. Students should evaluate the changing infrastructure of the nation and its impact on Kansas. Students should investigate the impact of the Cold War on Kansas’ social, economic, and political development. Students should spend time investigating the idea of civil rights in broad general terms. This unit should include the consideration of the role of Kansas, Kansans, and *Brown v Topeka Board of Education* in advancing civil rights.

**Ideas**
- civil rights, Cold War, Communism, rise of interstate transportation

**People/Roles**
- Oliver Brown, Charles Scott, Thurgood Marshall, Harry Colmery, Gordon Parks, Robert Dole, Nancy Landon Kassebaum, Georgia Neese Clark, Dwight Eisenhower
Sample Compelling Questions

- How did the decision to participate in the Federal Aid Highway Act of 1956 impact the people of Kansas? (Standard 1)
- In what ways were African Americans getting an inferior education in Topeka public schools? (Standard 2)
- In what ways did beliefs and ideas about race lead to segregation in Kansas? (Standard 3)
- How has the U.S. military presence in Kansas changed over the time period? (Standard 4)
- How was the Kansas economy impacted by Cold War conflicts? (Standard 5)

8th Grade US History Constitutional Age to International Expansion

Regionalism and Expansion: 1800s—1850s

This period follows the nation’s regional development in the West, Northeast, and South. Students will analyze the influence of the West on the politics, economy, and culture of the nation. The Industrial Revolution in the Northeast during this period had repercussions throughout the nation. Inventions between the turn of the century and 1850 transformed manufacturing, transportation, mining, communications, and agriculture and changed the lives of people. Students should investigate and draw conclusions about these transformations.

During this period, the South veered away from the democratic and reform movements taking place in other parts of the United States. Students will recognize and evaluate the peculiar institution of slavery and its dramatic effects on the South’s political, social, economic, and cultural development and its relationship with other areas of the United States.

Ideas
- Manifest Destiny, western expansion, Second Industrial Revolution, sectionalism and racism, slavery, abolitionism, enslaved person resistance, American Indian resistance, women’s rights, immigration, trails, expansion of railroads, Second Great Awakening

People/Roles
- Nat Turner, Henry Clay, Brer Rabbit, George Fitzhugh, James Polk, Elizabeth Cady Stanton, Frederick Douglass, Washington Irving, Henry David Thoreau, Edgar Allan Poe, Harriet Jacobs, Maria Ruiz de Burton

Places/Institutions
- Texas Republic, Chicago, southern states, northern states, western territories and states, Mexican Cession lands, Liberia

Events
- Indian Removal Acts, Nullification Crisis, Mexican-American War, California Gold Rush, Oregon Fever, Underground
Railroad, Seneca Falls Convention, growth of technology, spread of agriculture, rise of cities

Sample Compelling Questions

- Why did slavery continue to develop in the South and not in other areas of the United States during this period? (Standard 1)
- How does the rise of Jacksonian democracy during this period affect the rights of American voters in the 21st century? (Standard 2)
- How did the economic ideas of business owners change the lives of workers? (Standard 3)
- How has the idea of women's rights both changed and remained the same since the mid-1800s? (Standard 4)
- How did the growth of the United States impact the lives of Americans? (Standard 5)

11th Grade US History International Expansion to the Present

Expansion and Imperialism

In this unit, students will analyze the events and circumstances that start the United States on the road to becoming a foreign power. Students will examine how the United States' efforts at globalization led to conflict in the Philippines, Cuba, Puerto Rico, and the building of the Panama Canal. Students will also evaluate the motives behind the acquisition of the Hawaiian Islands as a territory of the United States.

Ideas yellow journalism, Open Door Policy, spheres of influence, Latin America interventions, motives for imperialism, legacy of imperialism


Places/Institutions Cuba, China, Latin America, Philippines, Guam, Puerto Rico

Events Panama Canal, Russo-Japanese War, Great White Fleet, annexation of Hawaii, 1898 Treaty of Paris

Sample Compelling Questions

- How did American foreign policy choices affect its relationships with old world powers? (Standard 1)
- As new international territories were added to the American political sphere, what sort of issues arose and how were they solved? (Standard 2)
- Is imperialism contrary to the principles of American democracy? (Standard 3)
- How did the actions of the United States during the age of expansion and imperialism impact the peoples of Cuba, Puerto Rico, the Philippines, Hawaii and Panama in the 20th century? (Standard 4)
- Why did the United States seek and acquire new territories and expand its area, influence, and power during the period? (Standard 5)

World War II and the Aftermath

In this unit, students will examine the response of the United States to the growing tensions in Europe during the 1930s. While World War II started in September 1939 when Germany invaded Poland, the United States did not enter the war until after the Japanese attack on Pearl Harbor in 1941. Students will trace the rapid growth of the United States’ war machine as it used the mechanization skills perfected in the previous quarter century. They will analyze the impact of the war on the home front and on the treatment of minorities. Students will examine how the United States emerged from World War II as a world power and how the stage for future conflict with the Soviet Union was set in the waning days of the war.

Ideas
- causes of World War II, changes on the home front, treatment of minorities (Zoot Suit Riots, etc.), appeasement policy, Four Freedoms, isolationism to intervention

People/Roles

Places/Institutions
- theaters of war, Midway, Stalingrad, Normandy, Poland, map changes post-World War II, Pearl Harbor, Berlin

Events
- Nuremberg Trials, creation of the United Nations (UN), holocaust and genocide, Yalta Conference, Geneva Convention, Potsdam, Manhattan Project, D-Day, death of FDR, the creation of Israel, Japanese internment

Sample Compelling Questions
- How did the choices made by the United States during the 1930s impact Europe as World War II began? (Standard 1)
- In what ways was the cause of minority groups in the U.S. advanced by World War II? (Standard 2)
- How does the United States’ choice to use the atomic bomb challenge American ideas about human rights? (Standards 3)
- In what ways did the atomic bomb change the world? (Standard 4)
- How did America’s international influence change after World War II? (Standard 5)
Civil Rights, Social Change

Race issues have been a part of the American history landscape since the nation’s beginnings. The second half of the 20th century saw dramatic changes in how Americans perceived race relations and the concept of equality. In this unit, students will compare and contrast the role of the many different groups who took an active stance against discrimination in all parts of American society, including economic, political, and social injustice. Students will examine the social change that takes place as a result of community, executive, legislative and/or judicial actions that impact equality in everyday life in the United States.

**Ideas**
- integration, desegregation, economic equality, nonviolent protest, student activists, sit-ins, Freedom Riders, counter culture, National Organization of Women (NOW), Great Society

**People/Roles**

**Places/Institutions**
- Birmingham, Little Rock, Montgomery, Memphis, Greensboro, Pine Ridge Indian Reservation, Haight-Asbury, Three Mile Island

**Events**

**Sample Compelling Questions**

- What were the most important choices made that advanced the United States towards greater equality? (Standard 1)
- Under what circumstances, if any, is civil disobedience justified? (Standard 2)
- In what ways were politics, economics, history, and geography obstacles to social change in the United States? (Standard 3)
- What social, political and economic changes have occurred as a result of civil rights movements? (Standard 4)
- What factors led to the rise of the environmental movement and how has it progressed? (Standard 5)
US Government

Human and Civil Rights in American Democracy

Students need to understand that American democracy evolved from the “tyranny of the majority” that could be found in ancient Greek democracy into a model based on individual rights, protection of the minority, and compatible with a culturally diverse society. Students need to know how concepts of rights have changed over time and how social and governmental institutions have responded to issues of rights and diversity. Key Supreme Court cases such as Dred Scott, Plessy, Brown, and Miranda, as well as the Bill of Rights, may be used as a foundation for class discussion. Students should know the basic outline of the history of the Civil Rights Movement, the struggle for women’s suffrage, and later movements for equality.

**Ideas**
-procedural due process, substantive due process, habeas corpus, bills of attainder, ex post facto laws, cruel and unusual punishment, civil disobedience

**People/Roles**

**Places/Institutions**
student’s rights, Miranda Rules, Supreme Court, civil rights law, Americans with Disabilities Act (ADA), Title I, Title IX, affirmative action

**Events**
-fair and speedy trial, capital punishment, hate crime, diversity, segregation

**Sample Compelling Questions**

- What might justify acts of civil disobedience? (Standard 1)
- Where do your rights end and your neighbor’s begin? (Standard 2)
- How could it be possible for everyone to be in a minority group? (Standard 3)
- What is the role of the Supreme Court in determining human and civil rights? (Standard 4)
- In what ways might limits on our rights be justified? (Standards 5)

State and Local Government

As citizens, most students will directly interact with state and local government more than with the federal government. Students should be introduced to the organization and functions of city and county government and the role of school boards. It would be useful for students to follow one or two issues of local significance, such as city, county, or school board policy that directly affect them. Local and state elected official as well as local journalists are possible guest speakers for government classes. Federalism should be reinforced while studying state and local government.

**Ideas**
federalism, mayor council government, council manager government, eminent domain

**People/Roles**
mayor, council/commissioners, state legislators, governor, state judicial system
Sample Compelling Questions

- How and why do local governments influence the choices people make on where they live and work? (Standard 1)
- What level of government is best able to protect the rights of minority groups? (Standard 2)
- How does a community’s diversity affect state and local governments? (Standard 3)
- What is the impact of state and local government on the quality of life in my community? (Standard 4)
- Which level of government (federal, state, local) should have the most impact on our lives? (Standard 5)

Politics, Interest Groups, and Media

Informed citizens need to understand how the political process works, the role of interest groups, and the role of the media, in spreading information. Citizens thoughtfully evaluate evidence presented by media and interest groups in order to form their political opinions. Once an opinion has been formed, they actively engage in the political process.

Sample Compelling Questions

- How should we decide what to believe? (Standard 1)
- How do personal values and beliefs influence who we vote for? (Standards 2)
- How do diversity and the varied ideas and beliefs of a community affect the political system? (Standard 3)
- How has the role of the lobbyist and media in politics changed over time? (Standard 4)
- What should be the responsibilities of the media and interest groups in a democracy? (Standard 5)
To: Commissioner Randy Watson  
From: Denise Kahler, Dale Dennis  
Subject: Recognition of Kansas Superintendent and Principals of the Year  
Board Goals: Ensure effective, visionary leaders in every school

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

- Mrs. Sue Givens, Superintendent at El Dorado USD 490, has been named 2017 Kansas Superintendent of the Year by the Kansas School Superintendents Association.
- Dr. Britton Hart, Principal at Emporia High School (Emporia USD 253), has been named 2016-2017 Kansas High School Principal of the Year by the Kansas Association of Secondary School Principals.
- Mr. Terrell Davis, Principal at Truesdell Middle School (Wichita USD 259), and Mr. Tony Helfrich, Principal at Liberty Middle School (Pratt USD 382), have been named 2016-2017 Kansas Middle School Principals of the Year by the Kansas Association of Middle School Administrators.
- Mrs. Dana Sprinkle, Principal at Ell-Saline Elementary School (Ell-Saline USD 307), has been named 2017 National Distinguished Principal of the Year by the Kansas Association of Elementary School Principals.

They will share with Board members some of the things they are doing to build instructional capacity to help all students learn and achieve success. They also will be available to respond to questions from Board members.
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Item Title:
Act on 2017-2018 Assessment Contract Recommendation

Board Goals:
Provide a flexible and efficient delivery system to meet our students’ varied and changing needs

Recommended Motion:
It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into an assessment contract for an amount not to exceed $6,000,000.

Explanation of Situation Requiring Action:
KSDE staff will propose a recommendation to the State Board of Education for an assessment contract for an amount not to exceed $6,000,000.
To: Commissioner Randy Watson
From: Colleen Riley
Subject: Information on Comprehensive School Mental Health Framework

Board Goals: Provide an effective educator in every classroom

This presentation will be a follow-up to the April presentation on the Kansas school mental health framework. Information will be provided on how the Kansas school mental health framework can help sustain the requirements of relevant pending and final legislation, and cover other topics important to educators and students.
**Item Title:**

Act on recommendations from Coalition of Innovative School Districts for issuing 2017-18 Specialized Certificates

**Board Goals:**

Provide a flexible and efficient delivery system to meet our students’ varied and changing needs

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the Specialized Certificate applications as presented for use in USD 500 Kansas City Kansas.

**Explanation of Situation Requiring Action:**

At last month’s meeting, the Coalition of Innovative School Districts presented 16 applications for Specialized Certificates to be considered by the State Board of Education pursuant to specifications approved by the State Board in July 2015. Coalition Chair Bill Mullins announced at that time the possibility of an additional application for service in USD 364 Marysville. It is still in process.

The applicants currently presented for approval are all for USD 500 Kansas City Kansas. The specialized certificate is effective for a one-year period and is non-transferrable to any other Kansas school district. If approved, USD 500 may hire the individuals as non-licensed professional employees or licensed professional employees in areas outside of their area(s) of licensure for the 2017-18 school year.

The seven approved Innovative School Districts are: USD 418 McPherson, USD 333 Concordia, USD 500 Kansas City Kansas, USD 229 Blue Valley, USD 201 Hugoton, USD 364 Marysville and USD 484 Fredonia.

**Attachments:**

- The Coalition’s position statement for “Issuance of a Certification Option to Teacher Licensure”
- Applications for 2017-18 school year and individualized rationale for filling vacancy with a certificated professional
Position Statement

Issuance of a Certification Option to Teacher Licensure

The Coalition of Innovative School Districts (CISD) is seeking a waiver from Kansas Teacher Licensure. The waiver will be sought in those instances when it is difficult to identify appropriate candidates prepared through existing licensure options, or when the district is developing an innovative program outside the scope of current licensure options.

The process for implementing the waiver will be transparent, including clear procedures to hire the most qualified candidates. The focus for selection will always be on candidates who will make the greatest impact on student learning and future success. When exercising this option, our intent is to be prudent, judicious, and thoughtful as we consider the best pathway to achieve district goals related to student success.

When making decisions about the most qualified applicant, a variety of factors will be considered including licensure, college degree or equivalent professional degree or certification, professional experience, references, and level of education. The selected candidates will be issued a “certificate” upon approval of the local school board, CISD board, and the State Board of Education. The “certificate” is effective for a one-year period, renewable upon local board approval, and is not transferrable to any other Kansas school district.

Teachers with the CISD Specialized Certificate are held to meet the same performance standards and will be evaluated following the same evaluation procedures established for fully licensed teachers. Examining the impact on student achievement and effective teaching practice is of great importance. CISD will explicitly report, on a bi-annual basis, on the implementation of the teacher certification process to the local, Coalition, and state boards of education.

CISD is committed to work with the State Board of Education, Kansas State Department of Education, Deans from schools of education within Kansas, Kansas National Education Association, and local education associations to identify best practice and recommend additional avenues for ensuring recruitment and retention of the most qualified teachers in Kansas schools.
I. Innovative School District identifies the need to hire a qualified candidate (see Position Statement) and provides, in written form, the rationale for use of a “Certificated” employee.

II. Innovative School District Certificate may not be granted for positions that include federal requirements such as Special Education and Title funded positions.

III. Innovative School District completes the background check and fingerprinting process on qualified candidate as required by Kansas Statutes.

IV. Candidate is recommended for approval to the local Board of Education.

V. Innovative School District completes the Coalition of Innovative School District (CISD) Application for Specialized Certificate Approval form and submits to the CISD Board for approval. The Certificate will specify the endorsement area(s) and qualified candidate will only be authorized to teach in the area(s) designated on the certificate. The Certificate will be valid for a period of one year and may be renewed on an annual basis.

VI. Following local and CISD board approval, the candidates will be presented to the State Board of Education for final approval. After the State Board of Education approves the candidates, the Innovative School District will issue Specialized Certificate with copies being provided to the CISD and the State Board of Education.

VII. The Innovative School District Specialized Certificate is not transferrable. The certificate will automatically become void upon resignation or termination from the hiring district. The Innovative School District will notify the CISD Board and KSDE when an employee holding a Certificate separates from employment.

VIII. The hiring Innovative School District will be responsible for providing any training, professional development, evaluation, and support needed for teachers hired under the CISD Specialized Certificate program (see Position Statement).

IX. CISD will include in the bi-annual report to State Board of Education the number and area of placement of Specialized Certificate teachers in Kansas.

X. KSDE will provide necessary support to the CISD to implement and manage the Specialized Certificate Program as needed.

XI. Continuous employment of a certified employee is at the discretion of the local board of education. The local board of education is responsible for defining the terms and conditions of the professional employee’s employment.
Application for Specialized Certificate  
Coalition of Innovative School Districts (CISD)

Date of Application: 4/25/2017

CISD District Name: USD 500 Kansas City KS Public Schools

Applicant Full Legal Name: Jiahong Wang

Recommended Professional Employee assignment and content area(s):  
English/LA/ELL

Does applicant hold a valid Kansas Teaching License?  
☐ Yes   Content area(s) __________________________; __________________________; __________________________  
Effective Dates of License ___/___/___ to ___/___/___  
X No

Does applicant hold a valid teaching license in a state other than Kansas?  
☐ Yes   Content area(s) __________________________; __________________________; __________________________  
Effective Dates of License ___/___/___ to ___/___/___  
X No

Applicant completed and passed all LEA pre-employment hiring procedures including Background Check  
X Yes  
☐ No

DATE applicant been approved by local BOE 04/25/2017

Term of Specialized Certificate:  
X One Year Approval Dates 08/01/2017 to 07/31/2018  
☐ Renewal Approval Dates ___/___/___ to ___/___/___

Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary): English/LA/ELL are hard to fill areas. Ms. Wang has a Bachelor degree in Economics and Masters' degrees in TESOL Translation Studies and English.

Name: Shelly Beech  
Position: Director, Professional Workforce Development  

Signature:  
Date: 04/25/2017

Specialized Certificate Approval:  
☐ Yes  
☐ No

Authorized by: Dr. Evelyn Hill  
Position: Board President  

Signature:  
Date: 4-25-17

(June 2015)
### Application for Specialized Certificate

#### Coalition of Innovative School Districts (CISD)

<table>
<thead>
<tr>
<th>Date of Application:</th>
<th>4/25/2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISD District Name:</td>
<td>USD 500 Kansas City KS Public Schools</td>
</tr>
<tr>
<td>Applicant Full Legal Name:</td>
<td>Christiana C. Spicer</td>
</tr>
</tbody>
</table>

**Recommended Professional Employee assignment and content area(s):**

#### Math

- **Does applicant hold a valid Kansas Teaching License?**
  - [ ] Yes
  - [X] No
  - Content area(s): _______________; _______________; _______________  
  - Effective Dates of License ____/____/____ to ____/____/____

- **Does applicant hold a valid teaching license in a state other than Kansas?**
  - [ ] Yes
  - [X] No
  - Content area(s): _______________; _______________; _______________  
  - Effective Dates of License ____/____/____ to ____/____/____

- **Applicant completed and passed all LEA pre-employment hiring procedures including Background Check**
  - [X] Yes
  - [ ] No

**DATE applicant been approved by local BOE** 04/25/2017

**Term of Specialized Certificate:**

- [X] One Year
- [ ] Renewal

  **Approval Dates** 08/01/2017 to 07/31/2018  
  **Approval Dates** ____/____/____ to ____/____/____

**Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary):**  
Math is a hard to fill area. Ms. Spicer has a Bachelor degree in Math and Actuarial Science.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Shelly Beech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
<td>Director, Professional Workforce Development</td>
</tr>
</tbody>
</table>
| Signature: | ![Signature]
| Date: | 04/25/2017 |

**Specialized Certificate Approval:**

- [ ] Yes
- [ ] No

**Authorized by:**

<table>
<thead>
<tr>
<th>Dr. Evelyn Hill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position: Board President</td>
</tr>
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| Signature: | ![Signature]
| Date: | 4-25-17 |

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(June 2015)
### Application for Specialized Certificate
Coalition of Innovative School Districts (CISD)

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<tr>
<td>CISD District Name:</td>
<td>USD 500 Kansas City KS Public Schools</td>
</tr>
<tr>
<td>Applicant Full Legal Name:</td>
<td>Noel D. Schneeberger</td>
</tr>
<tr>
<td>Recommended Professional Employee assignment and content area(s): Social Studies</td>
<td></td>
</tr>
</tbody>
</table>

- **Does applicant hold a valid Kansas Teaching License?**
  - [x] No
  
  - Content area(s): 
  
  - Effective Dates of License: ___/____/___ to ___/____/____

- **Does applicant hold a valid teaching license in a state other than Kansas?**
  - [x] No

  - Content area(s): 
  
  - Effective Dates of License: ___/____/___ to ___/____/____

- **Applicant completed and passed all LEA pre-employment hiring procedures including Background Check**
  - [x] Yes
  
  - [ ] No

**DATE applicant been approved by local BOE**: 04/25/2017

**Term of Specialized Certificate**

- [x] One Year
  
  - Approval Dates: 08/01/2017 to 07/31/2018

  - [ ] Renewal
  
  - Approval Dates: ___/____/____ to ___/____/____

**Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary):** Social Studies has been a hard to fill area for our district in the past 3 years. Mr. Schneeberger has a Bachelor degree in Sociology and Master's degrees in Urban Affairs/Human Resources and Practical Theology.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Shelly Beech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
<td>Director, Professional Workforce Development</td>
</tr>
</tbody>
</table>

**Signature:** [Shelly Beech]

**Date:** 04/25/2017

**Specialized Certificate Approval:**

- [ ] Yes
  
  - [ ] No

**Authorized by:** [Dr. Evelyn Hill]

**Position:** Board President

**Signature:** [Dr. Evelyn Hill]

**Date:** 4-25-17

(June 2015)
# Application for Specialized Certificate

## Coalition of Innovative School Districts (CISD)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>CISD District Name:</strong></td>
<td>USD 500 Kansas City KS Public Schools</td>
</tr>
<tr>
<td><strong>Applicant Full Legal Name:</strong></td>
<td>Sarah C. Bowman</td>
</tr>
<tr>
<td><strong>Recommended Professional Employee assignment and content area(s):</strong></td>
<td>Spanish (HS)</td>
</tr>
</tbody>
</table>
| **Does applicant hold a valid Kansas Teaching License?** | Yes | Content area(s) __________________;_________________;_________________  
Effective Dates of License ___/___/___ to ___/___/___ |
| **X No** | |
| **Does applicant hold a valid teaching license in a state other than Kansas?** | Yes | Content area(s) __________________;_________________;_________________  
Effective Dates of License ___/___/___ to ___/___/___ |
| **X No** | |
| **Applicant completed and passed all LEA pre-employment hiring procedures including Background Check** | X Yes |  
| **DATE applicant been approved by local BOE** | 04/25/2017 |
| **Term of Specialized Certificate:** | X One Year  
Approval Dates 08/01/2017 to 07/31/2018  
| | Renewal  
Approval Dates ___/___/___ to ___/___/___ |
| **Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary):** | Spanish has been a hard to fill area for USD 500. Ms. Bowman has a Bachelor's degree in Spanish |

| **Name:** | Shelly Beech |
| **Position:** | Director, Professional Workforce Development |
| **Signature:** | [Signature] |
| **Date:** | 04/25/2017 |
| **Specialized Certificate Approval:** | Yes |  
| | No |
| **Authorized by:** | Evelyn Hill |
| **Position:** | Board President |
| **Signature:** | [Signature] |
| **Date:** | 4-25-17 |
Application for Specialized Certificate
Coalition of Innovative School Districts (CISD)

Date of Application: 4/25/2017

CISD District Name: USD 500 Kansas City KS Public Schools

Applicant Full Legal Name: Serena Browne Funches

Recommended Professional Employee assignment and content area(s):
Science (Middle)

Does applicant hold a valid Kansas Teaching License?
☐ Yes   Content area(s) __________________; __________________
        Effective Dates of License ___/___/___ to ___/___/___
☐ No

Does applicant hold a valid teaching license in a state other than Kansas?
☐ Yes   Content area(s) __________________; __________________
        Effective Dates of License ___/___/___ to ___/___/___
☐ No

Applicant completed and passed all LEA pre-employment hiring procedures including Background Check
☐ Yes
☐ No

DATE applicant been approved by local BOE 04/25/2017

Term of Specialized Certificate:
☐ One Year Approval Dates 08/01/2017 to 07/31/2018
☐ Renewal Approval Dates ___/___/___ to ___/___/___

Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary): Science is a hard to fill area. Ms. Browne-Funches has a Bachelor degree in Organizational Leadership and has completed additional course work in science in order to qualify for the MAT program. She has 8 years of experience as a math and science tutor at the college and high school levels.

Name: Shelly Beech
Position: Director, Professional Workforce Development

Signature: [Signature]
Date: 04/25/2017

Specialized Certificate Approval:
☐ Yes
☐ No

Authorized by: Dr. Evelyn Hill
Position: Board President
Signature: [Signature]
Date: 4-25-17

(June 2015)
Application for Specialized Certificate  
Coalition of Innovative School Districts (CISD)

**Date of Application:** 4/25/2017  
**CISD District Name:** USD 500 Kansas City KS Public Schools  
**Applicant Full Legal Name:** Thomas M. Conoley  

Recommended Professional Employee assignment and content area(s):  
**Business/Computer Systems and Applications**

Does applicant hold a valid Kansas Teaching License?  
X Yes  
Content area(s) ____________________ ; ____________________  
Effective Dates of License ____/____/____ to ____/____/____  

Does applicant hold a valid teaching license in a state other than Kansas?  
X No  

Applicant completed and passed all LEA pre-employment hiring procedures including Background Check  
X Yes  
☐ No  

DATE applicant been approved by local BOE 04/25/2017  

**Term of Specialized Certificate:**  
X One Year  
Approval Dates 08/01/2017 to 07/31/2018  
☐ Renewal  
Approval Dates ____/____/____ to ____/____/____

Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary):  
**Business with an emphasis in computers is a hard to fill area. Mr. Conoley has a Bachelor’s degree in Business Administration and Masters’ degrees in Management and Information Systems.**

<table>
<thead>
<tr>
<th>Name: Shelly Beech</th>
<th>Position: Director, Professional Workforce Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature: [Signature]</td>
<td>Date: 04/25/2017</td>
</tr>
</tbody>
</table>

Specialized Certificate Approval:  
☐ Yes  
☐ No  

Authorized by:  
**Dr. Evelyn Hill**  
Position: Board President  
Signature: [Signature]  
Date: 4/25/17
## Application for Specialized Certificate

**Coalition of Innovative School Districts (CISD)**

**Date of Application:** 4/25/2017

**CISD District Name:** USD 500 Kansas City KS Public Schools

**Applicant Full Legal Name:** Binod Gurung

**Recommended Professional Employee assignment and content area(s):**

### Math

- **Does applicant hold a valid Kansas Teaching License?**
  - [ ] Yes  
    - Content area(s): ___________________________; ___________________________; ___________________________;  
    - Effective Dates of License ___/___/___ to ___/___/___
  - [X] No

- **Does applicant hold a valid teaching license in a state other than Kansas?**
  - [ ] Yes  
    - Content area(s): ___________________________; ___________________________; ___________________________;  
    - Effective Dates of License ___/___/___ to ___/___/___
  - [X] No

**Applicant completed and passed all LEA pre-employment hiring procedures including Background Check:**

- [X] Yes
- [ ] No

**DATE applicant been approved by local BOE:** 04/25/2017

**Term of Specialized Certificate:**

- [X] One Year  
  - Approval Dates 08/01/2017 to 07/31/2018
- [ ] Renewal  
  - Approval Dates ___/___/___ to ___/___/___

**Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary):** Math is a hard to fill area. Mr. Gurund has a Bachelor's degree in Math and Statistics.

### Name: Shelly Beech  
**Position:** Director, Professional Workforce Development

**Signature:** [Signature]

**Date:** 04/25/2017

**Specialized Certificate Approval:**

- [ ] Yes  
- [ ] No

**Authorized by:** Dr. Evelyn Hill  
**Position:** Board President

**Signature:** [Signature]

**Date:** 4/25/17

(June 2015)
# Application for Specialized Certificate

**Coalition of Innovative School Districts (CISD)**

<table>
<thead>
<tr>
<th>Date of Application:</th>
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<tbody>
<tr>
<td>CISD District Name:</td>
<td>USD 500 Kansas City KS Public Schools</td>
</tr>
<tr>
<td>Applicant Full Legal Name:</td>
<td>Elizabeth S. Hampleman</td>
</tr>
</tbody>
</table>

**Recommended Professional Employee assignment and content area(s):**

**English/Language Arts**

- **Does applicant hold a valid Kansas Teaching License?**
  - Yes: Content area(s) ________________; ________________; ________________;
  - No

- **Effective Dates of License**
  - ____/____/____ to ____/____/____

- **Does applicant hold a valid teaching license in a state other than Kansas?**
  - Yes: Content area(s) ________________; ________________; ________________;
  - No

- **Effective Dates of License**
  - ____/____/____ to ____/____/____

**Applicant completed and passed all LEA pre-employment hiring procedures including Background Check**

- **X Yes**
- **No**

| DATE applicant been approved by local BOE | 04/25/2017 |

**Term of Specialized Certificate:**

- **X One Year**
  - Approval Dates 08/01/2017 to 07/31/2018
- **Renewal**
  - Approval Dates ____/____/____ to ____/____/____

**Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary): English/Language Arts has been a hard to fill area for our district. Ms. Hampleman has a Bachelor and Master’s degree in English and a Master’s in Business.**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Shelly Beech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
<td>Director, Professional Workforce Development</td>
</tr>
<tr>
<td>Signature:</td>
<td>[Signature]</td>
</tr>
<tr>
<td>Date:</td>
<td>04/25/2017</td>
</tr>
</tbody>
</table>

**Specialized Certificate Approval:**

- **Yes**
- **No**

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<thead>
<tr>
<th>Authorized by:</th>
<th>Dr. Evelyn H. Hill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
<td>Board President</td>
</tr>
<tr>
<td>Signature:</td>
<td>[Signature]</td>
</tr>
<tr>
<td>Date:</td>
<td>4/25/17</td>
</tr>
</tbody>
</table>

(June 2015)
# Application for Specialized Certificate

**Coalition of Innovative School Districts (CISD)**

<table>
<thead>
<tr>
<th>Date of Application:</th>
<th>4/25/2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CISD District Name:</strong></td>
<td>USD 500 Kansas City KS Public Schools</td>
</tr>
<tr>
<td><strong>Applicant Full Legal Name:</strong></td>
<td>Scott D. Hannah</td>
</tr>
</tbody>
</table>

**Recommended Professional Employee assignment and content area(s):**

- Science (Middle)

**Does applicant hold a valid Kansas Teaching License?**

- [ ] Yes
- [X] No

**Content area(s):**

Effective Dates of License __/__/__ to __/__/__

**Does applicant hold a valid teaching license in a state other than Kansas?**

- [ ] Yes
- [X] No

**Content area(s):**

Effective Dates of License __/__/__ to __/__/__

**Applicant completed and passed all LEA pre-employment hiring procedures including Background Check**

- [X] Yes
- [ ] No

**DATE applicant been approved by local BOE** 04/25/2017

**Term of Specialized Certificate:**

- [X] One Year Approval Dates 08/01/2017 to 07/31/2018
- [ ] Renewal Approval Dates __/__/__ to __/__/__

**Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary):** Science is a hard to fill area. Mr. Hannah has a Bachelor degree in Geology.

<table>
<thead>
<tr>
<th><strong>Name:</strong></th>
<th>Shelly Beech</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Position:</strong></td>
<td>Director, Professional Workforce Development</td>
</tr>
</tbody>
</table>

**Signature:**

**Date:** 04/25/2017

**Specialized Certificate Approval:**

- [ ] Yes
- [ ] No

**Authorized by:**

<table>
<thead>
<tr>
<th>Dr. Evelyn Hill</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Position:</strong> Board President</td>
</tr>
</tbody>
</table>

**Signature:**

**Date:** 4/25/17

---

(=June 2015=)
# Application for Specialized Certificate
## Coalition of Innovative School Districts (CISD)

**Date of Application:** 4/25/2017  
**CISD District Name:** USD 500 Kansas City KS Public Schools  
**Applicant Full Legal Name:** Erin L. Henry  
**Recommended Professional Employee assignment and content area(s):**  
**Science (Middle)**

Does applicant hold a valid Kansas Teaching License?  
☐ Yes  
Content area(s) __________________;__________________;__________________  
Effective Dates of License ___/___/___ to ___/___/___  
☐ No

Does applicant hold a valid teaching license in a state other than Kansas?  
☐ Yes  
Content area(s) __________________;__________________;__________________  
Effective Dates of License ___/___/___ to ___/___/___  
☐ No

Applicant completed and passed all LEA pre-employment hiring procedures including Background Check  
☐ Yes  
☐ No

**DATE applicant been approved by local BOE 04/25/2017**

**Term of Specialized Certificate:**  
☐ One Year  
Approval Dates 08/01/2017 to 07/31/2018  
☐ Renewal  
Approval Dates ___/___/___ to ___/___/___

**Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary):** Science is a hard to fill area. Ms. Henry has a Bachelor degree in Geology.

<table>
<thead>
<tr>
<th>Name: Shelly Beech</th>
<th>Position: Director, Professional Workforce Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature: [Signature]</td>
<td>Date: 04/25/2017</td>
</tr>
</tbody>
</table>

**Authorized by:**  
Dr. Evelyn Hill  
Position: Board President  
Signature: [Signature]  
Date: 4-25-17

(June 2015)
Application for Specialized Certificate  
Coalition of Innovative School Districts (CISD)

Date of Application: 4/25/2017

CISD District Name: USD 500 Kansas City KS Public Schools

Applicant Full Legal Name: Karen L. Johnson

Recommended Professional Employee assignment and content area(s): Business

Does applicant hold a valid Kansas Teaching License?

- ☐ Yes  
  Content area(s) __________________________; __________________________  
  Effective Dates of License __/__/__ to __/__/__

- ☒ No

Does applicant hold a valid teaching license in a state other than Kansas?

- ☐ Yes  
  Content area(s) __________________________; __________________________  
  Effective Dates of License __/__/__ to __/__/__

- ☒ No

Applicant completed and passed all LEA pre-employment hiring procedures including Background Check

- ☒ Yes

- ☐ No

DATE applicant been approved by local BOE 04/25/2017

Term of Specialized Certificate:

- ☒ One Year  Approval Dates 08/01/2017 to 07/31/2018

- ☐ Renewal  Approval Dates __/__/__ to __/__/__

Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary): Business has been a hard to fill area for USD 500. Ms. Johnson has a Bachelor degree in Management/Marketing and a Master’s degree in Public Administration.

<table>
<thead>
<tr>
<th>Name: Shelly Beech</th>
<th>Position: Director, Professional Workforce Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature: [Signature]</td>
<td>Date: 04/25/2017</td>
</tr>
</tbody>
</table>

Specialized Certificate Approval:

- ☐ Yes

- ☐ No

Authorized by: Dr. Evelyn Hill  Position: Board President

Signature: [Signature]  Date: 4-25-17

(June 2015)
# Application for Specialized Certificate

## Coalition of Innovative School Districts (CISD)

<table>
<thead>
<tr>
<th>Date of Application:</th>
<th>4/25/2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISD District Name:</td>
<td>USD 500 Kansas City KS Public Schools</td>
</tr>
<tr>
<td>Applicant Full Legal Name:</td>
<td>Terri L. Johnson</td>
</tr>
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**Recommended Professional Employee assignment and content area(s):**

**Math**

<table>
<thead>
<tr>
<th>Does applicant hold a valid Kansas Teaching License?</th>
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<tbody>
<tr>
<td>X No</td>
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Content area(s): 

Effective Dates of License ___/___/___ to ___/___/___

<table>
<thead>
<tr>
<th>Does applicant hold a valid teaching license in a state other than Kansas?</th>
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<tbody>
<tr>
<td>X No</td>
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Content area(s): 

Effective Dates of License ___/___/___ to ___/___/___

Applicant completed and passed all LEA pre-employment hiring procedures including Background Check

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<th>DATE applicant been approved by local BOE</th>
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<td>04/25/2017</td>
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**Term of Specialized Certificate:**

<table>
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<tr>
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<th>Approval Dates</th>
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<tbody>
<tr>
<td>X Renewal</td>
<td>Approval Dates 08/01/17 to 07/31/2018</td>
</tr>
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</table>

**Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary):**

Math is a hard to fill area. Ms. Johnson has a Bachelor degree in Engineering Management and a Master’s degree in Math.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Shelly Beech</th>
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</thead>
<tbody>
<tr>
<td>Position:</td>
<td>Director, Professional Workforce Development</td>
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</tbody>
</table>

<table>
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<tr>
<th>Date:</th>
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<tbody>
<tr>
<td>04/25/2017</td>
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</table>

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>X No</td>
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**Authorized by:**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Dr. Evelyn Hill</th>
</tr>
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<td>Position:</td>
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(June 2015)
# Application for Specialized Certificate

## Coalition of Innovative School Districts (CISD)

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<tbody>
<tr>
<td>CISD District Name:</td>
<td>USD 500 Kansas City KS Public Schools</td>
</tr>
<tr>
<td>Applicant Full Legal Name:</td>
<td>Raychel Kolofske-Toribio</td>
</tr>
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**Recommended Professional Employee assignment and content area(s):**

**Math**

<table>
<thead>
<tr>
<th>Does applicant hold a valid Kansas Teaching License?</th>
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<tbody>
<tr>
<td>□ Yes</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>X No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does applicant hold a valid teaching license in a state other than Kansas?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>X No</td>
</tr>
</tbody>
</table>

Applicant completed and passed all LEA pre-employment hiring procedures including Background Check

| X Yes | |
| □ No  | |

**DATE applicant been approved by local BOE** 04/25/2017

**Term of Specialized Certificate:**

<table>
<thead>
<tr>
<th>X One Year</th>
<th>Approval Dates 08/01/2017 to 07/31/2018</th>
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<tbody>
<tr>
<td>□ Renewal</td>
<td>Approval Dates <em><strong>/</strong></em>/___ to <em><strong>/</strong></em>/___</td>
</tr>
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</table>

Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary): **Math is a hard to fill area. Ms. Kolofske-Toribio has a Bachelor degree in Math.**

<table>
<thead>
<tr>
<th>Name: Shelly Beech</th>
<th>Position: Director, Professional Workforce Development</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Date: 04/25/2017</td>
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<thead>
<tr>
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<tbody>
<tr>
<td>□ Yes</td>
</tr>
<tr>
<td>□ No</td>
</tr>
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<tr>
<th>Dr. Evelyn Hill</th>
<th>Position: Board President</th>
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</thead>
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<tr>
<td>Signature:</td>
<td>Date: 4-25-17</td>
</tr>
</tbody>
</table>
# Application for Specialized Certificate

**Coalition of Innovative School Districts (CISD)**

**Date of Application:** 4/25/2017

**CISD District Name:** USD 500 Kansas City KS Public Schools

**Applicant Full Legal Name:** Maegan R. Laughlin

**Recommended Professional Employee assignment and content area(s):** Biology/Science (Middle)

**Does applicant hold a valid Kansas Teaching License?**
- [ ] Yes
- [x] No

  Content area(s) __________________; __________________; __________________

  Effective Dates of License ___/___/___ to ___/___/___

**Does applicant hold a valid teaching license in a state other than Kansas?**

- [ ] Yes
- [x] No

  Content area(s) __________________; __________________; __________________

  Effective Dates of License ___/___/___ to ___/___/___

**Applicant completed and passed all LEA pre-employment hiring procedures including Background Check**

- [x] Yes
- [ ] No

**DATE applicant been approved by local BOE** 04/25/2017

**Term of Specialized Certificate:**
- [x] One Year
- [ ] Renewal

  Approval Dates 08/01/2017 to 07/31/2018

**Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary):** Science is a hard to fill area. Ms. Laughlin has a Bachelor degree in Biology.

**Name:** Shelly Beech

**Position:** Director, Professional Workforce Development

**Signature:** [Signature]

**Date:** 04/25/2017

**Specialized Certificate Approval:**
- [ ] Yes
- [ ] No

**Authorized by:** Dr. Evelyn Hill

**Position:** Board President

**Signature:** [Signature]

**Date:** 4/25/17

(June 2015)
# Application for Specialized Certificate

**Coalition of Innovative School Districts (CISD)**

**Date of Application:** 4/25/2017

**CISD District Name:** USD 500 Kansas City KS Public Schools

**Applicant Full Legal Name:** Derian D. Lockett

**Recommended Professional Employee assignment and content area(s):**

**Business/Computer Applications**

**Does applicant hold a valid Kansas Teaching License?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content area(s):</td>
<td></td>
</tr>
<tr>
<td>Effective Dates of License:</td>
<td></td>
</tr>
</tbody>
</table>

**Does applicant hold a valid teaching license in a state other than Kansas?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>Content area(s):</td>
<td></td>
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<tr>
<td>Effective Dates of License:</td>
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**Applicant completed and passed all LEA pre-employment hiring procedures including Background Check**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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**DATE applicant been approved by local BOE:** 04/25/2017

**Term of Specialized Certificate:**

<table>
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<tr>
<td>Approval Dates:</td>
<td>Approval Dates:</td>
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<tr>
<td>08/01/2017 to 07/31/2018</td>
<td></td>
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</table>

**Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary):** Business and Computer Applications have been a hard to fill areas in our district. Mr. Lockett has a Bachelor degree in Organization Leadership with experience in computer applications and systems.

**Name:** Shelly Beech  
**Position:** Director, Professional Workforce Development

**Signature:** [Signature]

**Date:** 04/25/2017

**Specialized Certificate Approval:**

<table>
<thead>
<tr>
<th>Yes</th>
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**Authorized by:** Dr. Evelyn Hill  
**Position:** Board President

**Signature:** [Signature]

**Date:** 4/25/17

(June 2015)
### Application for Specialized Certificate
Coalition of Innovative School Districts (CISD)

**Date of Application:** 4/25/2017  
**CISD District Name:** USD 500 Kansas City KS Public Schools  
**Applicant Full Legal Name:** Matthew D. Manning

**Recommended Professional Employee assignment and content area(s):**  
**English/Language Arts**

<table>
<thead>
<tr>
<th>Does applicant hold a valid Kansas Teaching License?</th>
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</table>
| Yes | Content area(s) ________________________________;__________________________  
Effective Dates of License ___/___/___ to ___/___/___ |

| No |

<table>
<thead>
<tr>
<th>Does applicant hold a valid teaching license in a state other than Kansas?</th>
</tr>
</thead>
</table>
| Yes | Content area(s) ________________________________;__________________________  
Effective Dates of License ___/___/___ to ___/___/___ |

| No |

**Applicant completed and passed all LEA pre-employment hiring procedures including Background Check**  
| Yes |

| No |

**DATE applicant been approved by local BOE 04/25/2017**

**Term of Specialized Certificate:**  
<table>
<thead>
<tr>
<th>X</th>
<th>One Year</th>
<th>Approval Dates 08/01/2017 to 07/31/2018</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Renewal</td>
<td>Approval Dates <em><strong>/</strong></em>/___ to <em><strong>/</strong></em>/___</td>
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</tbody>
</table>

**Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary):** English/LA have been hard to fill areas for our district. Mr. Manning has a Bachelor degree in English/Business and a Master’s degree in English.

| Name: | Shelly Beech  
Position: Director, Professional Workforce Development |
<table>
<thead>
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<th></th>
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<td>Yes</td>
</tr>
</tbody>
</table>

| No |

| Authorized by: | Dr. Evelyn Hill  
Position: Board President |
<table>
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<tr>
<th></th>
<th></th>
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<tbody>
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<td>Signature:</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td>4/25/17</td>
</tr>
</tbody>
</table>
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14

Meeting Date: 6/13/2017

Staff Initiating: Colleen Riley
Director: Colleen Riley
Commissioner: Randy Watson

Item Title:

Act on appointments to the Special Education Advisory Council

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education act to reappoint Joan Macy, Kathy Kersenbrock-Ostmeyer, Dr. Marcy Aycock and Dr. Marvin Miller for a second three-year term, and to appoint Laura Thompson, Kelly McCauley, and Chelle Kemper to the Special Education Advisory Council for their first term. All terms will run from July 1, 2017 through June 30, 2020.

Explanation of Situation Requiring Action:

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

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

It is requested that the Board ratify the nominees listed to fill the following open positions:

- Joan Macy to represent State Official (Deaf and Blind) for a second term
- Kathy Kersenbrock-Ostmeyer to represent Department of Corrections - Juvenile for a second term
- Dr. Marcy Aycock to represent a parent of a child with Giftedness for a second term
- Dr. Marvin Miller to represent a parent of a child or person with a disability for a second term
- Chelle Kemper to represent Local Education Agency to serve a first term
- Laura Thompson to represent Related Service Providers to serve a first term
- Kelly McCauley to represent Foster Care to serve a first term.
## Appointment to Special Education Advisory Council
### June 2017

<table>
<thead>
<tr>
<th>Name</th>
<th>Council Position</th>
<th>District Association or Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joan Macy</td>
<td>State Agency</td>
<td>Kansas State School for the Deaf</td>
</tr>
<tr>
<td>Kathy Kersenbrock-Ostmeyer</td>
<td>Department of Corrections – Juvenile</td>
<td>NKESC</td>
</tr>
<tr>
<td>Marvin Miller</td>
<td>Parent of a child with a disability</td>
<td>USD 259 Wichita</td>
</tr>
<tr>
<td>Kelly McCauley</td>
<td>Foster Care Agency</td>
<td>KVC Behavioral Healthcare</td>
</tr>
<tr>
<td>Chelle Kemper</td>
<td>Local Education Official</td>
<td>USD 407 Russell County Schools</td>
</tr>
<tr>
<td>Laura Thompson</td>
<td>Related Service Provider</td>
<td>USD 475 Geary County Schools – Speech Pathologist</td>
</tr>
</tbody>
</table>
Item Title:
Act on Negotiated Agreement with Kansas State School for the Deaf NEA

Board Goals:
Governmental Responsibility

Recommended Motion:
It is moved that the Kansas State Board of Education adopt the Professional Agreement between the Kansas State School for the Deaf NEA and the Kansas State Board of Education for the term Aug. 1, 2017 to July 31, 2018.

Explanation of Situation Requiring Action:
The negotiations bargaining term is presenting the Professional Agreement between the Kansas State School of the Deaf NEA and the Kansas State Board of Education for approval. The effective dates of the Agreement are Aug. 1, 2017 to July 31, 2018.

A copy of the document is provided.
Professional Agreement

Between

Kansas School for the Deaf NEA
And

Kansas State Board of Education

August 1, 2017 – July 31, 2018
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Article 1. Definitions

A. **Association:** Kansas School for the Deaf NEA, affiliated with Kansas National Education Association and the National Education Association

B. **Bargaining Unit:** all classroom teachers, transition facilitator, counselors, library media specialists, school psychologists, speech pathologists, and social workers employed by the Board and assigned full or part time to the Kansas School for the Deaf

C. **Board:** the Kansas State Board of Education

D. **Days:** working days

E. **Educator:** all members of the bargaining unit

F. **School:** Kansas School for the Deaf

G. **Seniority:** the period of continuous service in the school

H. **State:** the state of Kansas

I. **Superintendent:** superintendent of the Kansas School for the Deaf or designee

J. **Supervisor:** person designated by the Superintendent to perform supervisory, disciplinary, and evaluative duties over a member of the bargaining unit

Article 2. General Provisions

A. Modification of Agreement

   This agreement may be amended at any time by mutual consent. However, no amendment to this agreement shall be binding unless executed in writing and ratified by both the Board and the bargaining unit represented by the Association.

B. Savings Clause

   Nothing in this agreement shall be construed to limit the statutory power and duty of the Board to make, amend, or execute decisions and policies that are necessary to operate and maintain the teaching program and school and to otherwise carry out its lawful rights and responsibilities. Any portion of this agreement which is contrary to law shall be null and void but the remainder of the agreement shall remain in full force and effect.
Article 3. Salary

A. Salary shall be based upon the rate of compensation paid to educators employed by the Olathe District Schools for the preceding school year as per K.S.A. 76-11a17 and amendments.

B. Educators shall be placed on the salary schedule in the cell that provides the highest salary to which their years of experience, highest degree, additional semester hours, and professional development points entitle them.

C. Proof of completion (i.e. grade card) of college hours may be submitted to the Human Resources office for salary schedule column advancement. College hours that will result in column advancement in the current contract year will be credited only if official transcripts are submitted by the second paycheck of the current contract year. Failure to meet the deadline for official transcript submission after submitting proof of completion of college hours will result in retroactive salary adjustment. Transcripts for college hours submitted after the second paycheck will be credited in the following contract year.

D. Professional development points earned during the contract year must be submitted by May 1 for salary schedule column movement the following contract year. Professional development points earned after April 30 that will result in column advancement the following contract year will be accepted if submitted by the second paycheck of the following contract year.

E. College credits and professional development points will be counted from the date of the last highest degree conferred. After a master’s degree, professional development points start over towards movement on the salary columns.

F. The Superintendent shall determine the initial placement of a newly hired educator on the salary schedule.

G. Off Scale Stipends
   1. An educator placed on the last cell of any column of the salary schedule for the first time in 2016-2017 and remaining in the same column in 2017-2018 will receive an additional $250.
   2. An educator placed in the last cell of any column prior to 2016-2017 and remaining in the same column in 2017-2018 will receive their stipend from 2016-2017 plus an additional $250.

H. Career Increment Payment
1. Educators who have completed at least fifteen but less than twenty years of service at the School shall have $200 added to the annual salary.
2. Educators who have completed at least twenty but less than twenty-five years of service at the School shall have $300 added to the annual salary.
3. Educators who have completed at least twenty-five or more years of service at the School shall have $500 added to the annual salary.
4. Career increment payments shall be made on the final pay period in December.

I. The 2017-2018 salary schedule and payroll schedule is attached as Appendix A.

Article 4. Supplemental Assignments

A. Supplemental Assignments
   Supplemental contracts are those for coaching, new teacher orientation, supervising, directing and assisting extracurricular activities, chaperoning, ticket taking, cafeteria supervision and other similar and related activities.
   Educators cannot be required to accept supplemental duties in order to maintain a primary teaching contract. Educators can resign supplemental duties without affecting their primary contracts.
   Supervision of the cafeteria is a supplemental and cannot be involuntarily assigned. However, other supervisory duties during the lunch period but outside the cafeteria may be assigned.

B. Issuance of Supplemental Contracts
   1. Supplemental contracts will be issued within one (1) month of approval of the Professional Agreement by the teachers and the Kansas State Board of Education.
   2. Payment of a supplemental contract will be made upon completion of the duties covered.
   3. A supplemental contract will be issued only when duties are assigned.

C. The supplemental salary schedule is attached as Appendix B.
Article 5. Disciplinary Procedure

A. Disciplinary action may result from a violation of Board policy, rules, regulations, or other good cause. Disciplinary action, with the exception of non-renewal/termination, is not meant to address an educator’s effectiveness with students. Such professional issues should be addressed through the evaluation procedure.

B. The underlying principal of discipline is correction rather than punishment. Discipline, short of discharge, should help the educator correct unacceptable actions. In these situations, the supervisor will make every effort to counsel the educator and/or suggest behavioral changes. If such counseling or suggestions fail to have a constructive effect, the supervisor shall follow this policy.

C. In most cases, disciplinary action for repeated violations shall be progressively more severe. However, the severity of the violation will determine the initial action taken from the following options:
   1. Verbal reprimand (no written record will be placed in the educator’s personnel file)
   2. Written reprimand
   3. Suspension with pay
   4. Suspension without pay for up to five (5) days
   5. Non-renewal/termination

D. Prior to any disciplinary action, the supervisor will confer with the educator. The educator may be accompanied by a representative and/or Level 5 interpreter of choice at any and all levels of the disciplinary procedure. Discussion of disciplinary actions between the educator and the supervisor shall occur within five (5) days of written notice from the supervisor or until a Level 5 interpreter is obtained.

E. A written reprimand or letter of suspension will be placed in the educator’s official Human Resource file. A copy will be provided to the educator. The educator has the right to respond in writing within ten (10) days and the response shall be attached to the reprimand/suspension documentation in the file.

F. Any disciplinary action taken, with the exception of a verbal reprimand or non-renewal/termination, shall be subject to the grievance procedure.
   1. A grievance in regard to a written reprimand shall be filed at Step One of the grievance procedure with the appropriate supervisor.
   2. A grievance in regard to a suspension shall be filed at Step Two of the grievance procedure with the Director of Human Resources.
Article 6. Grievance Procedure

A. Definition
A grievance is a statement of dissatisfaction over any condition of work which allegedly has an adverse effect on the educator. The procedure may also be used to provide redress for grievances alleging discrimination on the basis of race, color, ancestry, national origin, age, sex, sexual harassment, sexual orientation, disability, political affiliation, or veteran’s status. In addition to the right to file the grievance under this procedure, all employees retain the right to file civil rights complaints with the appropriate enforcement agencies.

B. Procedure
1. **Step One.** An educator must file a grievance with the appropriate supervisor within ten days of the event causing the dispute or within ten days of the educator’s knowledge of the occurrence of the event causing the dispute. The supervisor will meet with the educator and provide a written response within five days of receiving the grievance.

2. **Step Two.** If the educator is not satisfied with the response of the supervisor, the educator may file the grievance with the Director of Human Resources within ten days of the supervisor’s response. The HR Director will meet with the educator and provide a written response within ten days of receiving the grievance.

3. **Step Three.** If the educator is not satisfied with the response of the Director of Human Resources, the educator may file the grievance with the Superintendent within ten days of the Director’s response. Within ten days of receiving the grievance, the Superintendent will meet with the educator and/or appoint one or more persons as a hearing panel to gather pertinent statements and information and make recommendations to the Superintendent. Within fifteen days of receiving the grievance, the Superintendent will provide a written response.

4. **Step Four.** If the educator is not satisfied with the response of the Superintendent, the educator may request advisory mediation by notifying the Superintendent within ten days of the Superintendent’s response. The request for advisory mediation will be jointly forwarded to the Federal Mediation Conciliation Service (FMCS) unless both parties agree to use an alternate resolution process.

C. General Provisions
1. The educator may be accompanied to a representative of choice at any and all levels of the grievance procedure. Up to two non-participating observers, chose by the educator, may attend. Disruptive behavior may be reason to terminate the meeting.
2. Discussion of a grievance between the educator and the supervisor, HR Director, or Superintendent shall occur at such times as the parties mutually agree.
3. Time limits as designated in this article may be extended by mutual agreement.

Article 7. Temporary Leaves

A. Personal Leave
KSD will annually grant three (3) days of personal time to be used during the regular school year, but not during the extended school year (ESY). Any time not taken during the regular school year will be forfeited, and cannot accumulate. Personal leave request must be made no less than five (5) days in advance to allow for the development of lesson plans and related activities for the support of a substitute teacher.

Personal leave is not available under the following conditions unless authorized by the Superintendent:
1. The orientation period at the beginning of the school year
2. The last five (5) contract days of the school year
3. The last contract day prior to Thanksgiving break, winter break, spring break, or a holiday
4. The first contract day following Thanksgiving break, winter break, spring break, or a holiday
5. Any professional development professional preparation days identified on the school calendar.

B. School Closure
The KSD Administration has the exclusive right to declare when KSD is closed for any reason.

C. School Absences
Educators are encouraged to report for work to ensure adequate supervision of students. However, if the employee finds it is not possible to report to work, the educator who chooses to remain at home must promptly notify his/her immediate supervisor. The missed day will be deducted from one of the following: a) personal leave, b) sick leave, c) discretionary day, or d) unpaid leave.
Article 8. Professional Day

A. Duty Day
   Full time staff members are expected to be at work by 7:45 a.m. and end at 3:45 p.m. If special situations or appointments require a late arrival or early departure, arrangements may be made with the supervisor in advance.

B. Plan Time
   1. Educators assigned full-time to the secondary school (grades 7-12 and post-graduates) will have at least 242 minutes per week within the regular student contact hours for the purpose of planning, preparation, and evaluation of instructional activities.
   2. Educators assigned full-time to the elementary school (early childhood through grade 6) will have at least 225 minutes per week within the regular student contact hours excluding recess, for the purpose of planning, preparation, and evaluation of instructional activities.
   3. Speech therapists, school psychologists, social workers, counselors, and library media specialists may schedule time as needed and available for the purpose of planning and preparation.

C. Professional Meetings
   Department meetings, professional learning community meetings, and professional development meetings may be scheduled on Friday afternoon. Educators will attend any meetings scheduled during this time.

D. Duty Free Lunch
   Educators shall have a daily uninterrupted lunch period free of assigned responsibility for a period of at least twenty five minutes duration.

E. Flex Time
   In years when there is early dismissal of students on the Wednesday before Thanksgiving, educators may remain at work until 3:45 or may leave after student dismissal. Those who choose to leave early will make up four hours at another time for professional development, and/or assist with school events. Educators who choose the flex time will inform their supervisor of their plan.

F. Compensation Time
   One hour of compensation time shall be granted to the counselor, school psychologist, and school social worker for each hour spent outside the defined duty day in response to an administration
approved request for services. Compensation time shall accumulate through the school year and may be used at the discretion of the educator with the approval of his/her supervisor. Accumulated compensation time shall be taken in no less than one hour increments with no more than eight hours (one contract day) taken at any one time. Accumulated compensation time not used by the end of the school year will be forfeited except for any hours earned during the last week of the school year. Any hours earned during the last week of school may be carried over to the following school year.

**Article 9. Contract Year**

A. **Basic Contract Year**
   The educators’ contract year shall be for 181 days for returning educators and 183 days for new hire educators. There shall be 172 student contract days.

B. **Calendar Parameters**
   1. Two days shall be designated as new staff orientation
   2. Two days shall be designated as professional development days; one shall be scheduled prior to the first day of school.
   3. Six days shall be designated as professional preparation days; one shall be scheduled prior to the first day of school, one at the end of each quarter and an additional day during the school year.
      a. All days designated as a “professional preparation day” are to be used at the discretion of the educator for activities related to instructional purposes.
   4. Two half days shall be designated for parent teacher conferences.

**Article 10. Association Rights**

A. The Association shall have the right to post notices of activities and matters of Association concern on official employee bulletin boards.
B. The Association shall have access to teacher mailboxes and to school e-mail addresses for communication of Association business.
C. The Association shall have access to school facilities when such facilities are not otherwise in use.
D. The Association shall be provided with the names and assignments of all bargaining unit members and each September shall be provided with the placement of each on the salary schedule.
E. The Association shall be provided up to five days of Association leave per year at no cost to the Association. The Association president shall provide notification of such leave at least one week prior to the leave.

Article 11. Reduction in Force

In the event of severe budget constraints and/or severe declines in enrollment, a reduction in force other than what can be achieved by normal attrition may be necessary to ensure the viability of the School. In that situation, the Board has the right to determine if it is in the best interest of the School to reduce its work force. This decision shall be made after consultation between the Board and the School administration.

A. Procedure
1. Reduction of professional educators shall first be accomplished by normal attrition through resignation or retirement of educators.
2. If further reduction is necessary, probationary educators (as defined by KSA 76-11a13) will be non-renewed before any non-probationary educators are non-renewed due to a reduction in force.
3. If further reduction is necessary, the Board shall consider the following factors in determining which educators shall be non-renewed due to a reduction in force:
   a. Licensure/endorsement
   b. Educator qualifications
      (including highly qualified status, American Sign Language/English Bilingual Professional Development [AEBPD] training, other professional development experience)
   c. American Sign Language and written English skills
   d. Seniority
   e. Recent evaluations
4. The Board shall indicate to any educator selected for non-renewal due to a reduction in force the reasons why he/she was selected based upon the above factors.
5. An educator selected for non-renewal may appeal the decision as per KSA 76-1106 et seq.
B. Recall of Professional Educators

1. If a vacancy occurs within two (2) years for which any educator who was non-renewed due to a reduction in force is qualified, the position shall be offered to the most recently reduced educator.

2. No educator will forfeit or lose the right to recall because the educator has secured other employment during the period in which they have a right to recall.

3. Any professional educator who has been displaced due to reduction in force may apply for assignment as a substitute teacher and have first consideration for filling substitute teacher positions.

In the event of a re-hire, the educator’s length of service will commence from the original hire date minus the time of the reduction in force.

Article 12. Educator Evaluation

Licensed KSD educators adhere to the Kansas Educator Evaluation Protocol (KEEP), a teacher evaluator model that aligns with the Kansas State Department of Education requirements.

Article 13. Access to Files

An educator has the right to examine his/her own personnel file. Educators may review their files only while in the presence of someone from the Human Resource department. Nothing may be added or deleted without making a written request to the Human Resource Director and approved by the Superintendent.

A copy of the file contents may be obtained by making a written request to the Human Resources office.
Article 14. Duration

This shall be a one year agreement.

Jim Porter, Kansas State Board of Education Chair

Nancy Frazier, KSD NEA President

Date

Date
# Appendix A: 2017-2018 Salary Schedule

## Bachelor Columns

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## Master Columns

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## NOTE:

Educators in a starred cell for the first time during 2016-2017 and remaining in that cell will receive a $250 stipend.

Contracts longer than 181 days are calculated based on this schedule's daily rate.
## Appendix A: 2017-2018 Payroll Schedule

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<th>END DATES</th>
<th>PAY DATE</th>
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<td>08/24/18</td>
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Appendix B: Supplemental Contracts

Supplemental contracts are issued for coaching, supervision, directing and assisting with extracurricular activities including but not limited to: chaperoning, ticket taking, cafeteria supervision and other similar and related activities.

An educator cannot be required to accept supplemental duties in order to maintain a primary teaching contract.

An educator may resign a supplemental contract without affecting their primary contracts.

Supervision of the cafeteria is voluntary; however, other supervisory duties during the lunch period but outside the cafeteria may be assigned.

General: All Departments

<table>
<thead>
<tr>
<th>Position (per person)</th>
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<tr>
<td>Cafeteria Supervision</td>
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<tr>
<td>Assistant Basketball Coach</td>
<td>$3262</td>
<td>Head: Yearbook</td>
<td>$ 561</td>
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<tr>
<td>Assistant Track Coach</td>
<td>$2415</td>
<td>Coordinator: Graduation Project</td>
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<td>Assistant Cheerleader Coach (Including Pep Club)</td>
<td>$ 500</td>
<td>Head: Secondary Oratorical (Including Academic Bowl)</td>
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<tr>
<td>Football Assistant (Over 25 Athletes)</td>
<td>$2875</td>
<td>Head: Paw Print</td>
<td>$ 350</td>
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<tr>
<td>Position (per person)</td>
<td>Annual Salary</td>
<td>Position (per person)</td>
<td>Annual Salary</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------------</td>
<td>-------------------------------------------</td>
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<tr>
<td>Volleyball Assistant (Over 25 Athletes)</td>
<td>$2875</td>
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<td>Basketball Assistant (Over 25 Athletes)</td>
<td>$3262</td>
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<td>Track Assistant (Over 25 Athletes)</td>
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<td>Sponsor: SBC</td>
<td>$ 875</td>
<td>Summer Curricular Work/ES Contract Per Day</td>
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<td>Sponsor: JrKAD</td>
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**Middle School**

<table>
<thead>
<tr>
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<th>Annual Salary</th>
<th>Position (per person)</th>
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<td>$2861</td>
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<td>Head: Science Fair</td>
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**Elementary School**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Head: Drama</td>
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<td>Head: Science Fair</td>
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<tr>
<td>Youth Activity Coordinator</td>
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<td>TOTAL AMOUNT</td>
<td>$ 500</td>
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To: Commissioner Randy Watson
Subject: Presentation on educational use of unmanned aircraft systems

Board Goals: Provide a flexible and efficient delivery system to meet our students' varied and changing needs

Board members will receive an informational presentation on how Unmanned Aircraft Systems (UAS), better known as drones, can be used as a creative tool for learning. High school agriculture instructors will describe how drone technology is being incorporated into their curriculum. Kansas Department of Transportation’s Director of Unmanned Aircraft Systems will also highlight educational and employment opportunities associated with this growing industry.
To: Commissioner Randy Watson
From: Dale Dennis
Subject: Legislative Matters
Board Goals: Governmental Responsibility

REVIEW EDUCATION LEGISLATION

Education legislation will be reviewed, including school finance and working after retirement.
To: Commissioner Randy Watson  
From: Gwen Kramer, Wendy Fritz  
Subject: Personnel Report  
Board Goals: Governmental Responsibility

<table>
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<tr>
<th></th>
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<th>Aug</th>
<th>Sept</th>
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<th>Nov</th>
<th>Dec</th>
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<th>Feb</th>
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<th>9</th>
<th>9</th>
<th>10</th>
<th>12</th>
<th>10</th>
<th>11</th>
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<td>10</td>
<td>11</td>
<td>9</td>
<td>5</td>
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<tr>
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<td>0</td>
<td>0</td>
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<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td></td>
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</table>

*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

Staff Initiating: Director: Commissioner:
Gwen Kramer Wendy Fritz Randy Watson

Meeting Date: 6/13/2017
Agenda Number: 18 b.

Item Title:
Act on appointments of persons to Unclassified Positions

Board Goals:
Governmental Responsibility

Recommended Motion:
It is moved that the Kansas State Board of Education confirm the appointments of:

Amanda Sales to the position of Communications Specialist on the Communications and Recognition Programs team, effective May 24, 2017, at an annual salary of $53,414.40. This position is funded by the State General Fund (SGF) and by State Administrative Expenses for Nutrition Services (SAE).

Kelly Steele to the position of Education Program Consultant on the Early Childhood, Special Education and Title Services team, effective May 30, 2017, at an annual salary of $56,118.40. This position is funded by Title VI B Disabilities and Title I School Improvement.

Explanation of Situation Requiring Action:

Amanda Sales will manage all facets of the agency’s online presence that increase the agency’s presence and position KSDE as the “go-to source” for K-12 education news while assisting the Director of Communications and Recognition Programs. Additionally, this position will provide backup support to graphic arts designer; and provide photography and videography services as needed. Fifty percent of the work completed by this position is for the CNW team. This is a shared position with the Child Nutrition and Wellness (CNW) team.

Kelly Steele will manage technical assistance and guidance to Local Education Agencies (LEAs) in relationship to state and local duties under the Individuals with Disabilities Act (IDEA) and the Elementary and Secondary Education Act (ESEA) and Kansas Accreditation for general supervision and monitoring of improved outcomes for students as an Education Program Consultant. This position is critical in order to uphold KSDE’s responsibility to provide leadership and ensure compliance with state and federal laws and regulations for IDEA, ESEA and accreditation.
Item Title:
Act on educator licensure fees

Board Goals:
Provide an effective educator in every classroom

Recommended Motion:
It is moved that the Kansas State Board of Education maintain the current licensure fees for 2017-18, effective July 1, 2017.

Explanation of Situation Requiring Action:
The State Board of Education is required, under KSA 72-1387, to establish the licensure fees for each fiscal year. Staff recommends maintaining current licensure fees for 2017-18. A chart of the fees is provided.
# Kansas Licensure Application Fees

<table>
<thead>
<tr>
<th>Form</th>
<th>License Action</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 1</td>
<td>• Initial License (teaching, school specialist, leadership)- KS program</td>
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</tr>
<tr>
<td></td>
<td>• Adding Endorsement by Program Completion-KS program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• One-year Nonrenewable-KS program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Renewal of Initial License (teaching, school specialist, leadership)</td>
<td></td>
</tr>
<tr>
<td>Form 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 3b</td>
<td>• Upgrade one year nonrenewable or exchange</td>
<td>$60</td>
</tr>
<tr>
<td>Form 3c</td>
<td>• Transitional</td>
<td></td>
</tr>
<tr>
<td>Form 4, 4a</td>
<td>• Provisional</td>
<td></td>
</tr>
<tr>
<td>Form 6a, 6b</td>
<td>• Restricted Technical Certificate</td>
<td></td>
</tr>
<tr>
<td>Form 6e</td>
<td>• CTE Specialized Certificate</td>
<td></td>
</tr>
<tr>
<td>Form 7</td>
<td>• Visiting Scholar</td>
<td></td>
</tr>
<tr>
<td>Form 8</td>
<td>• Emergency Substitute (first and renewal)</td>
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</tr>
<tr>
<td>Form 10</td>
<td>• STEM</td>
<td></td>
</tr>
<tr>
<td>Form 12</td>
<td>• Foreign Exchange</td>
<td></td>
</tr>
<tr>
<td>Form 14</td>
<td>• All Level Building Leadership</td>
<td></td>
</tr>
<tr>
<td>Form 22</td>
<td>• Adding Endorsement by testing</td>
<td></td>
</tr>
<tr>
<td>Form 21</td>
<td>• Upgrade to Professional License</td>
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</tr>
<tr>
<td>Form 9</td>
<td>• Restricted Teaching License</td>
<td>$65</td>
</tr>
<tr>
<td>Form 2</td>
<td>• Out-of-State</td>
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</tr>
<tr>
<td>Form 2 Non-US</td>
<td>• Out-of-Country</td>
<td></td>
</tr>
<tr>
<td>Form 3a</td>
<td>• Renewal of Professional License</td>
<td></td>
</tr>
<tr>
<td>Form 5 (use Form 1 if KS program)</td>
<td>• Standard Substitute and Renewal of Substitute</td>
<td>$70</td>
</tr>
<tr>
<td>Form 6, 6c, 6d</td>
<td>• Technical Education Certificate and Renewal</td>
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</tr>
<tr>
<td>Form 19</td>
<td>• Upgrade of School Psychologist and Direct Entry Counselor</td>
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</tr>
<tr>
<td>Form 11</td>
<td>• Accomplished</td>
<td>$85</td>
</tr>
</tbody>
</table>
Item Title:

Act on Calendar Year 2017 Licenses for Commercial Driver Training Schools

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education issue Calendar Year 2017 licenses to these recommended commercial driver training schools: BuckleUp School, LLC, Lawrence, and EcoDriver School, Lenexa.

These schools will be licensed from Jan. 1, 2017 to Dec. 31, 2017.

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 schools 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. In the past 10 years the number of schools has quadrupled. Each year the commercial schools must be audited by the Department of Education.
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Meeting Date: 6/13/2017

Item Title:

Act on Behind the Wheel Defensive Driving School 2017 application

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education issue a 2017 license to Behind the Wheel Defensive Driving School.

Explanation of Situation Requiring Action:

The Driver's Training School License Act (K.S.A. 8-273 et seq.) requires 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 may provide driving instruction to qualified enrollees from the date of approval through December 31, 2017.

Behind the Wheel Defensive Driving School is required to abide by the State Board's April 18, 2017, final order in In the Matter of Kurt Winterhalter d/b/a Behind the Wheel Defensive Driving School. Both Joan Peterson, KSDE's Driver Education Program Consultant, and the Office of General Counsel have reviewed its 2017 application and respectively believe the application meets the standard benchmarks for approval and those found in the State Board's final order.
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Item Title:

Act on FY18 Grant Awards for IDEA VI-B Special Education Targeted Improvement Plan Grants

Board Goals:

Governmental Responsibility

Recommended Motion:

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

Explanation of Situation Requiring Action:

Funding per IDEA Section 34 CFR 300.704 (b)(4)(viii) is to support capacity building activities and enhance the delivery of services by LEAs to improve results for children with disabilities. The continuance of 77 federal IDEA Title VI-B Targeted Improvement Plan awards to local education agencies, cooperatives and/or interlocals will support procedural compliance with the IDEA law and improve achievement for students with disabilities, specifically in the areas identified in the IDEA Part B State Performance Plan (SPP), the Kansas Integrated Accountability System (KIAS), and Kansas Education Systems Accreditation (KESA). The 2017-2018 school year is the 12th year the Targeted Improvement Plan grants have been awarded. Participants plan activities such as staff development which include regular and special educators, administrators, related service providers, families, university faculty and students. Districts that earn a KIAS "meets requirement" level of determination for compliance with IDEA receive supplemental funds in the amount of $2,000 - $5,000.

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

See the attached list for individual special education LEA allocations. Total amount of federal funds available for 2017-2018 is $3,635,949.
<table>
<thead>
<tr>
<th>Item 18 f. Attachment</th>
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</table>

## FY2018 Targeted Improvement Plan Allocations

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<thead>
<tr>
<th>USD</th>
<th>District/Agency Name</th>
<th>FY2018 Total Allocation</th>
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<tbody>
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<td>D0115</td>
<td>Marshall/Nemaha</td>
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<td>D0202</td>
<td>Turner School District</td>
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<tr>
<td>D0207</td>
<td>Ft. Leavenworth</td>
<td>14,386</td>
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<td>D0229</td>
<td>Blue Valley</td>
<td>118,200</td>
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<td>D0230</td>
<td>Spring Hill School District</td>
<td>12,761</td>
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<td>Gardner-Edgerton-Antioch School District</td>
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<td>D0232</td>
<td>De Soto</td>
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<td>D0233</td>
<td>Olathe School District</td>
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<td>D0234</td>
<td>Ft. Scott</td>
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<td>D0244</td>
<td>Coffey County SpEd Coop - Burlington, KS</td>
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<td>Flint Hills SpEd Coop - Emporia, KS</td>
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<td>D0259</td>
<td>Wichita Public Schools</td>
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<td>D0308</td>
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<td>D0320</td>
<td>Special Svs. Coop Wamego</td>
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<td>D0321</td>
<td>Kaw Valley Schools</td>
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<td>D0450</td>
<td>Shawnee Heights</td>
<td>25,193</td>
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<td>D0453</td>
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<td>District/Agency Name</td>
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<td>Garden City</td>
<td>77,319</td>
</tr>
<tr>
<td>D0458</td>
<td>Basehor-Linwood</td>
<td>17,283</td>
</tr>
<tr>
<td>D0465</td>
<td>Cowley County Sp Svc Coop - Winfield, KS</td>
<td>53,477</td>
</tr>
<tr>
<td>D0469</td>
<td>Lansing</td>
<td>19,440</td>
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<tr>
<td>D0475</td>
<td>Junction City/Geary County</td>
<td>48,398</td>
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<tr>
<td>D0480</td>
<td>Liberal</td>
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</tr>
<tr>
<td>D0489</td>
<td>Hays West Central KS SpEd Coop - Hays, KS</td>
<td>34,343</td>
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<tr>
<td>D0495</td>
<td>Tri County Sp Svc. – Larned, KS</td>
<td>17,136</td>
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<td>D0497</td>
<td>Lawrence</td>
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<tr>
<td>D0500</td>
<td>Wyandotte County SpEd Coop</td>
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<td>D0501</td>
<td>Topeka Public Schools</td>
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<tr>
<td>D0512</td>
<td>Shawnee Mission</td>
<td>211,822</td>
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<tr>
<td>D0602</td>
<td>NW KS Svc Cntr – Oakley, KS</td>
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<td>D0603</td>
<td>ANW Coop - Humboldt, KS</td>
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<tr>
<td>D0605</td>
<td>South Central KS SpEd Coop - Pratt, KS</td>
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</tr>
<tr>
<td>D0607</td>
<td>Tri County SpEd Coop – Independence, KS</td>
<td>71,872</td>
</tr>
<tr>
<td>D0608</td>
<td>NE KS Svc Cntr – Lecompton, KS</td>
<td>43,710</td>
</tr>
<tr>
<td>D0610</td>
<td>Reno County Coop – Hutchinson, KS</td>
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</tr>
<tr>
<td>D0611</td>
<td>High Plains Coop – Ulysses, KS</td>
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<td>D0613</td>
<td>SW Area Coop – Ensign, KS</td>
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<td>D0614</td>
<td>East Central KS Coop – Baldwin City, KS</td>
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<td>D0615</td>
<td>Brown County SpEd – Hiawatha, KS</td>
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<td>D0616</td>
<td>Doniphan County SpEd Coop – Bendena, KS</td>
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<td>D0617</td>
<td>Marion County SpEd Coop – Florence, KS</td>
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<td>D0618</td>
<td>Sedgwick County – Goddard, KS</td>
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<td>D0619</td>
<td>Sumner County Interlocal – Wellington, KS</td>
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<td>D0620</td>
<td>Three Lakes Coop – Lyndon, KS</td>
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<td>D0636</td>
<td>NCK Special Ed Coop- Glade, KS</td>
<td>37,736</td>
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<tr>
<td>D0637</td>
<td>SEK Interlocal – Pittsburg, KS</td>
<td>95,872</td>
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<tr>
<td>D0638</td>
<td>Butler Co. SpEd – El Dorado, KS</td>
<td>96,827</td>
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<tr>
<td>S0319/D0629</td>
<td>Kansas Juvenile Correctional Complex</td>
<td>16,434</td>
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<tr>
<td>S0507/D0629</td>
<td>Parsons State Hospital</td>
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<tr>
<td>S0525/D0609</td>
<td>KS State Penitentiary</td>
<td>3,006</td>
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<tr>
<td>S0604</td>
<td>KS School for the Blind</td>
<td>5,300</td>
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<tr>
<td>S0610</td>
<td>KS School for the Deaf</td>
<td>10,235</td>
</tr>
</tbody>
</table>

$3,635,949
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Staff Initiating: Director: Commissioner:
Doug Boline Colleen Riley Randy Watson

Meeting Date: 6/13/2017

Item Title:
Act on recommendation for funding Migrant Family Literacy Grants

Board Goals:
Provide a flexible and efficient delivery system to meet our students’ varied and changing needs

Recommended Motion:
It is moved that the Kansas State Board of Education approve the recommendation for funding of the Migrant Family Literacy Grants.

Explanation of Situation Requiring Action:
The Special Education, Early Childhood and Title Services team has set aside $590,000 of the Title I, Part C Federal funds to be allocated in 2017-2018 for the continuation of the Migrant Family Literacy programs in Kansas.

Migrant Family Literacy is an integrated, family-centered education program that incorporates adult education, early childhood education, parenting education, and interactive literacy activities to help parents and their children become partners in education. The purpose of this program is to improve the educational opportunities of the nation's migrant children and adults by integrating early childhood and adult education for parents into a unified program.

The following Migrant Family Literacy grant requests were reviewed by committee and recommended for approval:

USD 102 Cimarron $ 78,000
USD 214 Ulysses $ 50,000
USD 215 Lakin $ 70,136
USD 216 Deerfield $ 72,000
USD 218 Elkhart $ 22,059
USD 445 Coffeyville $ 20,000
USD 457 Garden City $ 75,153
USD 500 Kansas City $ 75,000
JO 813 Johnson Co. Community College $125,000

Total Funding $587,348
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Staff Initiating: Christine Macy
Director: Colleen Riley
Commissioner: Randy Watson

Meeting Date: 6/13/2017
Agenda Number: 18 h.

Item Title:
Act on recommendations for funding the Kansas 21st Century Community Learning Centers Continuation Grants for 2017-2018

Board Goals:
Provide a flexible and efficient delivery system to meet our students’ varied and changing needs

Recommended Motion:
It is moved that the Kansas State Board of Education approve recommendations for funding the Kansas 21st Century Community Learning Centers Continuation Grants for 2017-2018.

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

The 2017-18 continuation grant applicants are recommended for funding for a total amount not to exceed $3,500,000. The list of applicants and recommended award amounts is provided.
## 21st Century Community Learning Centers Continuation Grants 2017-18

<table>
<thead>
<tr>
<th>Code</th>
<th>Location</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>USD 108</td>
<td>Washington County</td>
<td>$125,000</td>
</tr>
<tr>
<td>USD 210</td>
<td>Hugoton</td>
<td>$75,000</td>
</tr>
<tr>
<td>USD 214</td>
<td>Ulysses</td>
<td>$74,978</td>
</tr>
<tr>
<td>USD 218</td>
<td>Elkhart</td>
<td>$75,000</td>
</tr>
<tr>
<td>USD 244</td>
<td>Burlington</td>
<td>$74,001</td>
</tr>
<tr>
<td>USD 252</td>
<td>Southern Lyon</td>
<td>$124,949</td>
</tr>
<tr>
<td>USD 257</td>
<td>Iola (Jefferson)</td>
<td>$75,000</td>
</tr>
<tr>
<td>USD 261</td>
<td>Haysville (Middle School)</td>
<td>$73,000</td>
</tr>
<tr>
<td>USD 282</td>
<td>West Elk</td>
<td>$119,120</td>
</tr>
<tr>
<td>USD 352</td>
<td>Goodland</td>
<td>$74,945</td>
</tr>
<tr>
<td>USD 374</td>
<td>Sublette</td>
<td>$87,590</td>
</tr>
<tr>
<td>USD 379</td>
<td>Clay County (Lincoln/Garfield)</td>
<td>$75,000</td>
</tr>
<tr>
<td>USD 383</td>
<td>Manhattan-Ogden (Bergman)</td>
<td>$75,000</td>
</tr>
<tr>
<td>USD 383</td>
<td>Manhattan-Ogden (Ogden)</td>
<td>$75,000</td>
</tr>
<tr>
<td>USD 386</td>
<td>Madison-Virgil</td>
<td>$94,329</td>
</tr>
<tr>
<td>USD 435</td>
<td>Abilene</td>
<td>$75,000</td>
</tr>
<tr>
<td>USD 443</td>
<td>Dodge City</td>
<td>$99,980</td>
</tr>
<tr>
<td>USD 445</td>
<td>Coffeyville</td>
<td>$75,000</td>
</tr>
<tr>
<td>USD 446</td>
<td>Independence</td>
<td>$75,000</td>
</tr>
<tr>
<td>USD 461</td>
<td>Neodesha</td>
<td>$94,059</td>
</tr>
<tr>
<td>USD 475</td>
<td>Geary County (Washington/Grandview)</td>
<td>$100,000</td>
</tr>
<tr>
<td>USD 499</td>
<td>Galena</td>
<td>$75,000</td>
</tr>
<tr>
<td>USD 500</td>
<td>Kansas City (New Stanley)</td>
<td>$75,000</td>
</tr>
<tr>
<td>USD 500</td>
<td>Kansas City (Silver City)</td>
<td>$75,000</td>
</tr>
<tr>
<td>USD 500</td>
<td>Kansas City (Whittier)</td>
<td>$75,000</td>
</tr>
<tr>
<td>USD 501</td>
<td>Topeka (Quincy)</td>
<td>$75,000</td>
</tr>
<tr>
<td>USD 501</td>
<td>Topeka (Robinson)</td>
<td>$75,000</td>
</tr>
<tr>
<td></td>
<td>Boys &amp; Girls Club of Lawrence (Hillcrest)</td>
<td>$75,000</td>
</tr>
<tr>
<td></td>
<td>Boys &amp; Girls Club of Lawrence (Kennedy)</td>
<td>$75,000</td>
</tr>
</tbody>
</table>

(continued)
<table>
<thead>
<tr>
<th>Organization</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys &amp; Girls Club of Lawrence (Woodlawn)</td>
<td>$75,000</td>
</tr>
<tr>
<td>Boys &amp; Girls Club of Manhattan (Eisenhower)</td>
<td>$100,000</td>
</tr>
<tr>
<td>Boys &amp; Girls Club of Manhattan (Lee)</td>
<td>$75,000</td>
</tr>
<tr>
<td>Boys &amp; Girls Club of Manhattan (Roosevelt)</td>
<td>$75,000</td>
</tr>
<tr>
<td>Boys &amp; Girls Club of Topeka (Tecumseh North)</td>
<td>$100,000</td>
</tr>
<tr>
<td>Boys &amp; Girls Club of Topeka (Tecumseh South)</td>
<td>$100,000</td>
</tr>
<tr>
<td>Catholic Charities of Wichita (St. Anne's)</td>
<td>$99,985</td>
</tr>
<tr>
<td>KCK Community College (Schlagle HS/Central MS)</td>
<td>$75,000</td>
</tr>
<tr>
<td>KCK Community College (Wyandotte HS)</td>
<td>$100,000</td>
</tr>
<tr>
<td>YWCA of NE KS (Williams Magnet)</td>
<td>$74,918</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$3,291,854</strong></td>
</tr>
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</table>
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Item Title:

Act on recommendations for funding new Kansas 21st Century Community Learning Centers Grants for 2017-2018

Board Goals:

Provide a flexible and efficient delivery system to meet our students’ varied and changing needs

Recommended Motion:

It is moved that the Kansas State Board of Education approve recommendations for funding new Kansas 21st Century Community Learning Centers Grants for 2017-2018.

Explanation of Situation Requiring Action:

The 21st Century Community Learning Centers (21st CCLC) Program began in 1998 as a federal grant program. Competitive grants were awarded directly to local education agencies to create community learning centers, designed to expand learning opportunities for children and community members. When 21st CCLC was reauthorized as Title IV, Part B of the Elementary and Secondary Education Act of 2001, the administration for the grant program was shifted to the states. The grants are awarded on a competitive basis for a period of five years with a minimum award of $50,000 per year and a maximum award of $100,000 per year. A Grant Review Committee evaluated the new applications based on the use of a scoring rubric. The grant applications were then rank-ordered according to scores. The following list of 2017-2018 new grant applicants are recommended for funding for a total amount not to exceed $2,000,000.
### New 21st Century Community Learning Centers Grants 2017-18

<table>
<thead>
<tr>
<th>School District (USD)</th>
<th>City</th>
<th>Grant Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>USD 101 Erie</td>
<td></td>
<td>$98,331</td>
</tr>
<tr>
<td>USD 209 Moscow Public Schools</td>
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<td>$71,256</td>
</tr>
<tr>
<td>USD 225 Fowler Public Schools</td>
<td></td>
<td>$71,016</td>
</tr>
<tr>
<td>USD 248 Girard</td>
<td></td>
<td>$74,970</td>
</tr>
<tr>
<td>USD 257 Iola</td>
<td></td>
<td>$75,000</td>
</tr>
<tr>
<td>USD 259 Wichita (Adams)</td>
<td></td>
<td>$74,971</td>
</tr>
<tr>
<td>USD 259 Wichita (Ortiz)</td>
<td></td>
<td>$61,813</td>
</tr>
<tr>
<td>USD 259 Wichita (Cleaveland)</td>
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<td>$61,813</td>
</tr>
<tr>
<td>USD 259 Wichita (Park)</td>
<td></td>
<td>$72,305</td>
</tr>
<tr>
<td>USD 290 Ottawa (Sunflower/Lincoln)</td>
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<td>$74,875</td>
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<td>USD 290 Ottawa (Garfield)</td>
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<td>$63,354</td>
</tr>
<tr>
<td>USD 349 Stafford (Middle School)</td>
<td></td>
<td>$98,676</td>
</tr>
<tr>
<td>USD 387 Altoona-Midway</td>
<td></td>
<td>$113,509</td>
</tr>
<tr>
<td>USD 445 Coffeyville (Preschool)</td>
<td></td>
<td>$88,424</td>
</tr>
<tr>
<td>USD 466 Scott City</td>
<td></td>
<td>$74,977</td>
</tr>
<tr>
<td>USD 475 Geary County (Ware)</td>
<td></td>
<td>$75,000</td>
</tr>
<tr>
<td>USD 498 Valley Heights</td>
<td></td>
<td>$80,382</td>
</tr>
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</table>

**Total**                   |      | **$1,330,672**
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Staff Initiating: Christine Macy
Director: Colleen Riley
Commissioner: Randy Watson

Meeting Date: 6/13/2017

Item Title:
Act on recommendations for funding the continuation of Kansas After School Enhancement Grants for 2017-18

Board Goals:
Provide a flexible and efficient delivery system to meet our students’ varied and changing needs

Recommended Motion:
It is moved that the Kansas State Board of Education approve the recommendations for funding the Kansas After School Enhancement Continuation Grants for the 2017-2018 school year in an amount not to exceed $187,500.

Explanation of Situation Requiring Action:
The Kansas Legislature has appropriated $187,500 from the state general fund for after school grants. The districts/organizations included on the attached list are recommended for funding for the 2017-2018 school year.
## Kansas After School Enhancement Grants
### 2017-2018

### Unified School Districts

<table>
<thead>
<tr>
<th>USD #</th>
<th>District Name</th>
<th>Total Grant Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>USD 204</td>
<td>Bonner Springs</td>
<td>$14,336</td>
</tr>
<tr>
<td>USD 310</td>
<td>Fairfield</td>
<td>$11,156</td>
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<tr>
<td>USD 373</td>
<td>Newton</td>
<td>$13,223</td>
</tr>
<tr>
<td>USD 383</td>
<td>Manhattan-Ogden</td>
<td>$14,222</td>
</tr>
<tr>
<td>USD 445</td>
<td>Coffeyville</td>
<td>$18,223</td>
</tr>
<tr>
<td>USD 446</td>
<td>Independence</td>
<td>$11,627</td>
</tr>
<tr>
<td>USD 498</td>
<td>Valley Heights</td>
<td>$18,223</td>
</tr>
<tr>
<td>USD 500</td>
<td>Kansas City</td>
<td>$18,223</td>
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### Community/Faith Based Organizations

<table>
<thead>
<tr>
<th>Name</th>
<th>Total Grant Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys &amp; Girls Club of Hutchinson</td>
<td>$18,223</td>
</tr>
<tr>
<td>Boys &amp; Girls Club of Manhattan</td>
<td>$14,097</td>
</tr>
<tr>
<td>Cherry Street Youth Center (Chanute)</td>
<td>$17,724</td>
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<tr>
<td>Wichita YMCA</td>
<td>$18,223</td>
</tr>
</tbody>
</table>

**Total** $187,500
Item Title:

Act on recommendations for funding the continuation of Kansas Middle School After School Advancement Grants for 2017-18

Board Goals:

Provide a flexible and efficient delivery system to meet our students’ varied and changing needs

Recommended Motion:

It is moved that the Kansas State Board of Education approve recommendations for funding the continuation of Kansas Middle School After School Advancement Grants for the 2017-2018 school year in an amount not to exceed $125,000.

Explanation of Situation Requiring Action:

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

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

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

The following list of districts/organizations are recommended for funding for the 2017-2018 school year.
**Kansas Middle School After School Activity Advancement Grants**  
*(After School/Summer School Programs)*  
**2017-2018**

Unified School Districts:

<table>
<thead>
<tr>
<th>USD #</th>
<th>Type of Program</th>
<th>District Name</th>
<th>Total Grant Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>USD 491</td>
<td>AS</td>
<td>Eudora</td>
<td>$21,801</td>
</tr>
<tr>
<td>USD 497</td>
<td>AS/S</td>
<td>Lawrence</td>
<td>$21,800</td>
</tr>
<tr>
<td>USD 500</td>
<td>S</td>
<td>Kansas City</td>
<td>$21,800</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td></td>
<td><strong>$65,401</strong></td>
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</table>

Community/Faith Based Organizations:

<table>
<thead>
<tr>
<th>Name</th>
<th>Type of Program</th>
<th>Total Grant Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys &amp; Girls Club of Hutchinson</td>
<td>AS/S</td>
<td>$18,371</td>
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<tr>
<td>Boys &amp; Girls Club of Manhattan</td>
<td>AS</td>
<td>$19,427</td>
</tr>
<tr>
<td>Boys &amp; Girls Club of Topeka</td>
<td>AS</td>
<td>$21,801</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>$59,599</strong></td>
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</tbody>
</table>

**Combined Award Total:** $125,000
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Staff Initiating: Jessica Noble
Director: Scott Myers
Commissioner: Randy Watson

Meeting Date: 6/13/2017

Item Title:

Act on recommendations for funding the 2017-18 Kansas AmeriCorps Grant Awards

Board Goals:

Develop active communication and partnerships with families, communities, business stakeholders, constituents and policy partners

Recommended Motion:

It is moved that the Kansas State Board of Education approve the 2017-18 Kansas AmeriCorps subgrantees as recommended by the Kansas Volunteer Commission.

Explanation of Situation Requiring Action:

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

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

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

The Kansas Volunteer Commission submits the following recommendation for the 2017-2018 Kansas AmeriCorps subgrantees:
### Kansas AmeriCorps Program Grant

<table>
<thead>
<tr>
<th>Subgrantees</th>
<th>Funding Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys &amp; Girls Club of Lawrence</td>
<td>$ 343,250</td>
</tr>
<tr>
<td>Harvesters – The Community Food Network</td>
<td>$ 69,150</td>
</tr>
<tr>
<td>Kansas City Kansas Public School District</td>
<td>$ 156,717</td>
</tr>
<tr>
<td>Kansas Department of Wildlife &amp; Parks</td>
<td>$ 402,961</td>
</tr>
<tr>
<td>Rosedale Development Association</td>
<td>$ 70,560</td>
</tr>
<tr>
<td>United Way of Douglas County</td>
<td>$ 268,600</td>
</tr>
</tbody>
</table>

### Kansas AmeriCorps Planning Grant

<table>
<thead>
<tr>
<th>Subgrantees</th>
<th>Funding Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topeka Habitat for Humanity</td>
<td>$ 27,830</td>
</tr>
<tr>
<td>Wichita State University – Community Engagement Institute</td>
<td>$ 28,855</td>
</tr>
</tbody>
</table>

Total Funding $1,367,923
Item Title:

Act to continue a contract with Kansas Department of Health and Environment for an interagency resource service

Board Goals:

Develop active communication and partnerships with families, communities, business stakeholders, constituents, and policy partners

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to continue a contract with the Kansas Department of Health & Environment (KDHE) for the continued support of an interagency information/resource service for persons with disabilities to provide toll-free telephone and website access to information on health, social services and education services and resources available from public supported programs and special grant projects, in an amount not to exceed $25,000 annually for three years.

Explanation of Situation Requiring Action:

Since 1992, KSDE, KDHE and Kansas Department for Children and Families (DCF) have partnered to support an interagency information/resource service for persons with disabilities to provide a toll-free access line and the website, www.kansasresourceguide.org, as a navigational tool for consumers and service providers in Kansas to access information on health, social services and education services, and resources available from public supported programs and special grant projects. Some of those resources include:

1. Screening, diagnosis, evaluation
2. Early intervention for infants and preschool children
3. Parent support groups
4. Resource materials for families and service providers
5. Information regarding education, public health and social service agencies
6. Clinical information for people with disabilities

KSDE’s monetary contribution will support the operation of the toll-free line, staff salary, training and travel expenses. The amount of the contract is not to exceed $25,000 annually for the next three fiscal years.

The KDHE agrees to provide direct and in-kind contributions to support the operation of the toll-free number and information network; staff salary, training and travel; clerical support and office space and equipment; maintain and update all databases housed in the information and referral system, including web-based resources.
Item Title:

Act on request to contract with KU Medical Center’s Area Health Education Center to provide state advisor services for Kansas HOSA

Board Goals:

Provide a flexible and efficient delivery system to meet our students’ varied and changing needs

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with KU Medical Center's Area Health Education Center to provide state advisor services for Kansas HOSA in an amount not to exceed $39,980, from July 1, 2017 through June 30, 2021.

Explanation of Situation Requiring Action:

KU Medical Center's Area Health Education Center has expressed interest in assuming the duties of state advisor for Kansas HOSA. KU has been heavily involved in Kansas HOSA for many years and has also hosted the State Conference. State advisor duties include working with local chapter advisors in Kansas high schools, training state officers, and planning/managing competitive events. The contract amount is not to exceed $39,980, from July 1, 2017 through June 30, 2021.
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Item Title:

Act on request to contract with Future Business Leaders of America - Kansas Chapter for providing state advisor services

Board Goals:

Provide a flexible and efficient delivery system to meet our students' varied and changing needs

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with the Kansas Chapter of Future Business Leaders of America to provide state advisor services in an amount not to exceed $100,000 from July 1, 2017 through June 30, 2021.

Explanation of Situation Requiring Action:

Approval is sought to contract with the Kansas Chapter of Future Business Leaders of America (FBLA) for the duties of the state advisor. The duties include working with local chapter advisors in Kansas high schools, training state officers, and planning/managing regional, state and national competitive events. The contract amount is not to exceed $100,000 from July 1, 2017 through June 30, 2021.
Item Title:

Act on request to contract with Amber McNew to provide state advisor services for Kansas Business Professionals of America

Board Goals:

Provide a flexible and efficient delivery system to meet our students' varied and changing needs

Recommended Motion:

It is recommended the Kansas State Board of Education authorize the Commissioner of Education to continue a contract with Amber McNew for her services as the state advisor for Kansas Business Professionals of America in an amount not to exceed $60,000 from July 1, 2017 through June 30, 2021.

Explanation of Situation Requiring Action:

Approval is sought to contract with Amber McNew to continue as the Kansas Business Professionals of America (BPA) state advisor. The duties include working with local chapter advisors in Kansas high schools, training state officers, and planning/managing regional, state and national competitive events. The contract amount is not to exceed $60,000 from July 1, 2017 through June 30, 2021.
Item Title:

Act on request to contract with Fort Hays State University to provide state advisor services for Kansas DECA

Board Goals:

Provide a flexible and efficient delivery system to meet our students' varied and changing needs

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to continue a contract with Fort Hays State University to provide state advisor services for Kansas DECA in an amount not to exceed $80,000 from July 1, 2017 through June 30, 2021.

Explanation of Situation Requiring Action:

Fort Hays State University has expressed interest in assuming the duties of state advisor for Kansas DECA, the Career and Technical Student Organization for high school students interested in Marketing. Currently, Kansas has a similar arrangement with Kansas State University to act as the state advisor for FFA. State advisor duties include working with local chapter advisors in Kansas high schools, training state officers, and planning/managing regional, state, and national competitive events. FHSU already is the state advisor for Collegiate DECA and would be compatible to have both the high school and collegiate divisions under one entity. The contract amount is not to exceed $80,000 from July 1, 2017 through June 30, 2021.
Act to continue a contract with Kansas State University for Carl D. Perkins Leadership Grant Activities

Provide a flexible and efficient delivery system to meet our students’ varied and changing needs

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to continue a contract with Kansas State University to provide Carl D. Perkins leadership grant activities for the position of Executive Director of FFA.

Under the Carl D. Perkins Career and Technical Act, a percentage of funds are available specifically for leadership grant activities as part of the Kansas Association for FFA. It is recommended that the State Board authorize continuation of a contract with Kansas State University to provide Carl D. Perkins leadership grant activities for the position of Executive Director of FFA, which is housed on K-State's campus. The contracted amount is not to exceed $226,281 and is effective July 1, 2018 to June 30, 2021.

Renewal of the ongoing contract with Kansas State University will allow the Agency to continue services for the Kansas Association of FFA in leadership training, organization procedures, professional development training, and other services for organizational activities.
To: Kansas State Board of Education  
Subject: Monthly Board Reports & Requests for Future Agenda Items

These updates will include:

1. Committee Reports  
2. Board Attorney’s Report  
3. Individual Board Member Reports and Requests for Future Agenda Items  
4. Chairman’s Report
To: Board Members
From: Peggy Hill
Subject: Board Member Travel

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

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

<table>
<thead>
<tr>
<th>Pay Period Begins</th>
<th>Pay Period Ends</th>
<th>Deadline to Report</th>
<th>Pay Date</th>
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<td>5/21/2017</td>
<td>6/03/2017</td>
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<td>6/16/2017</td>
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<tr>
<td>6/18/2017</td>
<td>7/01/2017</td>
<td>6/29/2017</td>
<td>7/14/2017</td>
</tr>
</tbody>
</table>
REQUEST FOR EXECUTIVE SESSION

Item Title:
Executive Session

Board Goals:
Governmental Responsibility

Recommended Motion:
It is moved that the Kansas State Board of Education enter into Executive Session for the purpose of discussing personnel matters of non-elected personnel in order to protect the privacy interests of the individual(s) to be discussed.
Item Title:
Tentative action on recommendation for interim superintendent of Kansas State School for the Deaf and Kansas State School for the Blind

Board Goals:
Governmental Responsibility

Recommended Motion:
It is moved that the Kansas State Board of Education vote to confirm the recommendation for an Interim Superintendent to serve the Kansas State School for the Deaf and Kansas State School for the Blind, with an effective start date of __________ and salary of ___________

Explanation of Situation Requiring Action:
The Kansas State Board of Education serves as the Board for the State School for the Deaf in Olathe and State School for the Blind in Kansas City. Current Superintendent for KSSD and KSSB Madeleine Burkindine will retire at the end of the 2016-17 school year. The State Board of Education conducted a search to hire a new superintendent to oversee both schools.

At the State Board of Education meeting on May 10, members voted unanimously to reopen the search for a KSSD/KSSB superintendent at some point in the near future and asked Commissioner Watson to bring a recommendation to the Board for an Interim Superintendent to serve at least one year.
WEDNESDAY, JUNE 14, 2017
WORK SESSION

9:00 a.m. - Noon

Location: Kansas Association of School Boards offices
1420 SW Arrowhead Road
Conference Room 101
Topeka, Kansas

Discussion: Vision Outcome: Social/Emotional Growth

Next Meeting: July 11 and 12, 2017 in Topeka