KANSAS STATE BOARD OF EDUCATION

MISSION

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

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans CAN.

SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

A successful Kansas high school graduate has the

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

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

OUTCOMES FOR MEASURING PROGRESS

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

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Danny Zeck, District 1
Melanie Haas, District 2
Michelle Dombrosky, District 3
Ann E. Mah, District 4
Cathy Hopkins, District 5
Dr. Deena Horst, District 6
Dennis Hershberger, District 7
Betty J. Arnold, District 8
Jim Porter, District 9
Jim McNiece, District 10

Meeting Agenda February 13, 2024

TIME	ITEM	PRESENTER
8:00 a.m.	The Board is invited to KAIRS breakfast at the Ramada.	
10:00 a.m.	1. Call to order and Roll Call 2. Mission Statement, moment of silence, pledge of allegiance 3. Approval of agenda 4. Approval of minutes for Jan. 9-10, 2024	Melanie Haas, Chair
10:05 a.m. (IO)	5. Commissioner's Report (*25 minutes*)	Dr. Randy Watson, Commissioner
10:30 a.m. (IO)	6. Citizen's Open Forum (*15 minutes*)	
10:45 a.m. (RI)	7. Receive At-Risk Funding and Recommendation to the Legislature (*20 minutes*)	Dr. Ben Proctor Deputy Commissioner, Learning Services
11:05 a.m.	**Break** (10 minutes)	
11:15 a.m. (IO)	8. ESEA Distinguished Schools (*30 minutes*) Titus Staples, Principal Valley Heights Elementary School, USD 498 Rachel McClaran, Principal Wheatland Elementary School, Valley Center USD 262	Roxanne Zillinger, Education Program Consultant, Special Ed and Title Services
11:45 a.m. (IO)	9. Presentation of Kansas Certificates in Child Nutrition Management (*15 minutes*)	Kelly Chanay, Director Child Nutrition and Wellness
Noon	**Recess for Lunch** (*1.5 hours*)	

Kansas leads the world in the success of each student.

TIME	ITEM	PRESENTER
1:30 p.m. (IO)	10. Maria Cibrian Vazquez, Uniontown FFA Chapter, winner of the first ever FFA *Invitational Spanish Creed Speaking Contest* during the National FFA Convention in Indianapolis, November, 1, 2023. (*20 minutes*)	Guy Shoulders, Agriculture Education Consultant, FFA State Advisor
1:50 p.m. (IO)	11. Valley Falls Students with winning KSDE recipe challenge and Margo Ellerman FACS/FCCLA *(20 minutes)*	Kelly Chanay, Director Child Nutrition and Wellness
2:10 p.m. (IO)	12. Registered Teacher Apprenticeship Update (*30 minutes*)	Shane Carter, Director, Teacher Licensure
2:40 p.m. (AI)	13. Act on Elementary Pre-K-6 Teacher Preparation Standards (*10 minutes*)	Dr. Catherine Chmidling, Asst. Director, Accreditation and Design
2:50 p.m. (AI)	14. Act on ESSER III Change Requests for use of Federal COVID-19 Relief Funds (*10 minutes*)	Doug Boline, Asst. Director, Special Education and Title Services
3:00 p.m.	**Break** (10 minutes)	
3:10 p.m. (IO)	15. KESA Accreditation Framework Update (*20 minutes*)	Dr. Ben Proctor Deputy Commissioner, Learning Services
	Jay Scott, Director Accreditation & Design	Dr. Jake Steel, Director, Strategy and Operational Alignment
3:30 p.m. (AI)	16. Act on $250,000 grant to Olathe USD 233 for Common Assessments (*10 minutes*)	Dr. Ben Proctor Deputy Commissioner, Learning Services
		Beth Fultz, Director, Career, Standards and Assessment Services
3:40 p.m.	**Break** (10 minutes)	

TIME	ITEM	PRESENTER
3:50 p.m. (IO)	17. Presentation on Artificial Intelligence (*40 minutes*)	Dr. Glenn Kleiman, Senior Advisor, Stanford University Graduate, School of Education Dr. Jake Steel, Director, Strategy and Operational Alignment
4:30 p.m.	**Break** *(10 minutes)*	
4:40 p.m. (IO)	18. Legislative Matters (*30 minutes*)	Dr. Frank Harwood Deputy Commissioner Division of Fiscal and Administrative Services
5:10 p.m. (RI)	19. Receive Literacy Recommendation *(20 minutes)*	Dr. Watson
5:30 p.m. (AI)	20. Act on Recommendations of Professional Practices Commission (PPC) (*25 minutes*)	Scott Gordon General Counsel Dr. Jen Holt, Chair, PPC
5:55 p.m. (AI)	21. Board Attorney Contract (*20 minutes*)	
6:15 p.m.	**Recess**	

Note: All presenters are employees of KSDE (Kansas State Department of Education) or KSBE (Kansas State Board of Education) unless otherwise noted.

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Meeting Agenda February 14, 2024

TIME	ITEM	PRESENTER
7:45 a.m.	The Board is invited to breakfast with Special Education Advisory Council (SEAC) in room 509.	
9:00 a.m. (IO)	1. Call to Order and Roll Call	Melanie Haas, Chair
9:05 a.m. (IO)	2. SEAC Annual Report for 2022-23 (*20 minutes*) SEAC Leadership Team: Marvin Miller, Lindsey Graf, Jennifer King	Bert Moore, Director, Special Education and Title Services
9:25 a.m. (IO)	3. Four Day School Week Overview (*25 minutes*)	Dr. Randy Watson, Commissioner
9:50 a.m.	**Break** (15 minutes)	
10:05 a.m. (AI)	4. Act on At-Risk Funding and Recommendation to the Legislature *(10 minutes)*	Dr. Ben Proctor Deputy Commissioner, Learning Services
10:15 a.m. (AI)	5. Act on Literacy Recommendations *(10 minutes*)	Dr. Randy Watson
10:25 a.m. (IO)	6. ESSER Funds Overview (*30 minutes*)	Dr. Randy Watson,

10:55 a.m. (IO)	7. Presentation on Pending Amendments to the Professional Practices Commission Regulations *(30 minutes)*	Scott Gordon, General Counsel
11:25 a.m. (AI)	8. Consent Agenda *(30 minutes)*	
	a. Receive monthly personnel report.	Wendy Fritz, HR
	b. Receive personnel appointments to unclassified positions.	Wendy Fritz, HR
	c. Act on Recommendations for Licensure Waivers.	Shane Carter Teacher Licensure
	d. Act to authorize the funding of a contract necessary for the provision of Kansas Integrated Accountability System Grant Management Application.	Ashley Niedzwiecki Attorney Special Ed & Title Services
	e. Act to authorize the funding of a contract necessary for the provision of Kansas Integrated Accountability System Data Collection Applications.	Ashley Niedzwiecki Attorney Special Ed & Title Services
	f. Act to authorize the funding of a contract necessary for the provision of the 21st Century grant.	Ashley Niedzwiecki Attorney Special Ed & Title Services
	g. Act on recommendations for funding Kansas Preschool Pilot grants for 2024-2025.	Amanda Petersen Director, Early Childhood
	h. Act on request to contract with the Kansas Department of Agriculture for Summer Food Service Program Food Safety Inspections.	Kelly Chanay, Director Child Nutrition and Wellness
	i. Act on request from USD 500 Kansas City, Kansas for capital improvement (bond and interest) state aid.	Dr Frank Harwood, Deputy Commissioner, Fiscal and Administrative Services

	j. Act on request from USD 500 Kansas City, Kansas to hold a bond election.	Dr. Frank Harwood Deputy Commissioner, Fiscal and Administrative Services
	k. Act on request from USD 435 Abilene, for capital improvement (bond and interest) state aid.	Dr. Frank Harwood Deputy Commissioner, Fiscal and Administrative Services
	l. Act on request from USD 435 Abilene to hold a bond election.	Dr. Frank Harwood Deputy Commissioner, Fiscal and Administrative Services
	m. Act on Agreement to Transfer Territory from USD 224 to USD 379.	Scott Gordon General Counsel
11:55 a.m.	Chair Report *(45 min)* a. Remarks from the Chair b. Act on Board Travel Requests c. Committee Reports d. Board Attorney Report (Mark Ferguson) e. Requests for Future Agenda Items	Chair Melanie Haas
(AI)		
12:40 p.m.	**Adjourn**	

The next meeting of the Kansas State Board of Education is March 12th & 13th, 2024.

Note: All presenters are employees of KSDE (Kansas State Department of Education) or KSBE (Kansas State Board of Education) unless otherwise noted.

MINUTES

Kansas State Board of Education

Tuesday, January 9, 2024

CALL TO ORDER

Chair Haas called the Tuesday meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, January 9, 2024, in the boardroom of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. (00:08:35)

ROLL CALL

The following Board Members were present:

Betty Arnold (On Zoom)	Deena Horst
Michelle Dombrosky (On Zoom)	Ann Mah
Melanie Haas	Jim Porter
Dennis Hershberger	Danny Zeck
Cathy Hopkins	Jim McNiece

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

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

APPROVAL OF AGENDA

The Chair asked to approve the meeting agenda for both Tuesday and Wednesday. Mrs. Dombrosky requested e, f, and g be pulled off the consent agenda and voted on separately. Mrs. Hopkins asked to pull e.

Mrs. Hopkins moved to approve the agenda as amended: Items e, f, and g will be taken off the consent agenda. Mr. Hershberger seconded the motion. Motion carried 10-0. MOTION (00:12:00)

APPROVAL OF THE DECEMBER 2023 MINUTES

Mrs. Hopkins moved to accept the minutes of January 9 & 10, 2023 as written. Dr. Horst seconded the motion. Motion carried 10-0. MOTION (00:12:30)

COMMISSIONER'S REPORT (00:12:45)

Commissioner Watson focused on the importance of STEM (Science, Technology, Engineering, Math) for student achievement in life. He shared a graph showing the correlation between state assessments and graduation/post-secondary success. The KSDE IT department has developed a transition table for school districts that tracks students over several years, providing more than "just one day" assessments. Using hypothetical data, Dr. Watson described how the table can be used to assess how the students are doing over a two year period based on the state assessment. The table can be used to assess an individual student, a class, or an entire school district. The data can be used for school districts to focus on students' improvement or learning loss, and then the school can intervene quickly with students and classes that are not improving. The earlier a child/class/district can be assisted, the more effective the intervention and support can be.

CITIZEN'S OPEN FORUM (00:51:20)

Chair Haas opened the forum at 10:30 a.m. and welcomed the citizens present who wished to speak. Each person was asked to keep their remarks within three minutes as is the Board policy.

Steve Roberts, Overland Park, stated that educational training colleges should focus more on administrators and less on teachers, and that teachers should be paid according to performance. He shared that the Johnson County Police department is going to encrypt their communications. Mr. Roberts is against taking away police band radios for the public. USD 512 and USD 229 are planning to join this pattern of encryption. Transparency is important and this goes against. It.

Dave Trabert, Kansas School Board Research Center, CEO of Kansas Policy Institute, shared concerns from their School Board Research. The low student achievements are shocking, college readiness fell, and he noted the declines were already in place before Covid. Many school board members are prevented from doing building needs assessments. The superintendents are against this. He also brought up Social Emotional Learning and stated his belief that these skills do not help students achieve.

EVIDENCE BASED PRACTICES WITH AT-RISK FUNDS (00:58:09)

Dr. Ben Proctor, Deputy Commissioner, Division of Learning Services, KSDE, went through the responsibilities of the State Board in respect to the At-Risk fund. There is a list that must be approved by the Board.

The list exists on the KSDE website available to the schools and public. The statute states there must be evidence-based research spanning 5 years behind the services. There is a provisional At-Risk list for school districts to utilize as well.

The criteria for a student to be identified as At-Risk was shared. Dr. Proctor explained what evidence-based programs are. The statute notes there must be a five-year research period for each recommended item on the list and that is a very difficult level to meet, as noted by the Kansas State Legislative Post Audit report. KSDE is going to make recommendations to change the statute. Dr. Proctor shared that three-years is preferred. The LPA recommended that such requirement be removed. The LPA report said KSDE should review all currently approved programs to ensure that approved programs meet the statutory requirements. Dr. Proctor stated this is being done at present.

Dr. Proctor gave an example of an At-Risk educational reading program review. Each program or practice that is on the list has been reviewed and linked to evidence/research. He showed some of the programs and practices that were evaluated and how for instance there were 56 reading programs reviewed, out of those only 5 could be recommended based on the five-year research requirement.

Currently, KSDE is evaluating the results of the team that has been processing all the items on the list. They will provide an overview of the list analysis to superintendents. They will better understand how systems are utilizing at-risk funds and any discrepancies with potential recommended changes to the evidence-based list.

They will work across the divisions at KSDE to provide support and guidance to districts as a new list is developed and recommended. This will include a process to submit applications for provisional practices and programs.

BREAK (10 Min) (01:29:30)

ACT ON EVALUATION REVIEW COMMITTEE (ERC) RECOMMENDATIONS (01:41:20)

Dr. Catherine Chmidling, Assistant Director, Accreditation and Design, KSDE, asked the Board to act on the evaluation recommendations, which were introduced as a receive item in December 2023, for educator preparation program approvals at Fort Hays State University, Friends University, Pittsburg State University, and Wichita State University. She went through each program and shared the recommendations.

Mr. Porter moved that the Kansas State Board of Education accept the following recommendations of the Evaluation Review Committee for preparation program approvals for Fort Hays State University, Friends University, Pittsburg State University, and Wichita State University. Dr. Horst seconded the motion. Motion carried 9-1. Mr. Zeck voted no. MOTION (01:44:33)

RECEIVE ELEMENTARY PREK-6 TEACHER PREPARATION STANDARDS (01:45:10)

Dr. Catherine Chmidling, Assistant Director, Accreditation and Design, KSDE passed out a document showing the most recent changes to these standards, most are grammatical but some are definitions. The presentation featured Co-Chairs Dr. Jean Dockers and Dr. Sarah Broman Miller, and Dr. Laurie Curtis, KSDE Literacy program manager. These standards are for the programs that prepare teachers to teach in Pre-K through sixth grade. The standards will be presented in February 2024 at the Board as an action item.

ACT ON HIGH EDUCATION ACCREDITING ASSOCIATIONS LIST (02:05:34)

Shane Carter, Director, Teacher Licensure, KSDE, asked the Board to act on a list of accrediting associations in which valid credit and degrees are accepted and recognized as required by Licensure Regulation: 91-1-200 Definition of Terms. The State Board has not reviewed or approved the list in several years, however the Professional Standards Board reviewed the list during the September 2023 meeting and recommend that the State Board approve the current list without any changes.

There are eight accrediting associations: New England Commission of Higher Education, Middle States Commission of Higher Education, The Higher Learning Commission, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, Western Association of Schools and Colleges Senior Colleges and Schools Commission on Colleges, Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges, and the Association for Biblical Higher Education. These programs were presented to the Board as a receive item in December 2024.

Mrs. Mah moved that the Kansas State Board of Education, for the purpose of applying earned degrees and credits toward the issuance/renewal of any license by the Kansas State Board of Education, accept degrees and college credits from universities or colleges accredited by the following accrediting bodies: New England Commission of Higher Education, Middle States Commission of Higher Education, The Higher Learning Commission (HLC), Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, Western Association of Schools and Colleges Senior Colleges and Schools Commission on Colleges, Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges, Association for Biblical Higher Education. Dr. Horst seconded the motion. Motion carried 10-0. MOTION (02:09:00)

RECESS FOR LUNCH

STUDENT APPRENTICE AT KSDE: REYLLI LOPEZ (03:39:01)

Denise Kahler and Kathi Grossenbacher introduced the apprentice program and KSDE's first apprentice Reylli Lopez. This is the first time in the State of Kansas that the apprenticeship program has been in action. Reylli Lopez gave a speech:

"Hello, good afternoon, Madam Chair, Commissioner Watson, and members of the board. I thank you all for having me here today to speak about myself. I want to start off by introducing myself. My name is Reylli Lopez. I was born and raised in Topeka. My parents are from Mexico, I grew up learning Spanish and English at the same time. I had trouble as a kid learning both languages as I had gotten confused with the two.

The thing that made me escape that trouble was music, the different ways it could be made. I began with playing the viola, then the piano, and finally the cello. I went to high school at Highland Park and participated in regional playing contest and earned a number 1 rating back in 2021. I also enjoyed helping out the community and found out about key club through a friend. Key club is a student led organization that encourages leadership through serving others. With all this in mind, I never had an interest in technology. I've always wanted to help or to inspire people. I ultimately wanted to give out private lessons at a low rate to students who couldn't afford the usual price.

It all changed, though, when I received an email from the school I was attending. This email was an invite to students who were interested in information technology. I wasn't interested myself, but I thought, "What if this opens doors for me? What if it shines a new light of hope, directing me towards a good path? So I created my resume the best I can and went on in to do my interview. And let me tell you, this was the most nerve wrecking experience I have ever had.

I walked in thinking it would be a typical one-on-one interview about my skills, but no, it was not two, but four or five individuals' interviewing me. I was thinking to myself" come on man don't start sweating as if it were a hot summer day. I sat down and took a quick breath and spoke until I could stop. I answered sincerely and spoke professionally. But then again, I started panicking. I was new to technology, what if music isn't a good combination with technology. After overthinking to myself, I decided to bring music to the topic and here comes Tim who is my current supervisor to calm me down. He shows me a tattoo he has in his forearm, it made me realize this could be a place not only for people who have interests in technology but for music as well.

Tim was one out of many who have made this experience welcoming. He is an example of a teacher who has taught me and has given me the opportunity to go into something that is difficult to understand but he has inspired me to keep going into the computer science path. Eric is another example who I would call a teacher. Every time I would have a question, he would try to solve it or give me ways in how to possibly solve it.

The whole security department is a huge help to me and how I grew to enjoy computer science and how it works. It may be complex but it isn't impossible. I have learned how to better understand how security works and how to prevent cyber-attacks from happening. I also understand how to take apart or diagnose a computer with its problem. There is still plenty of information to learn, and I am all ready for it. I want to go ahead and talk about the First day working at KSDE was like jumping in the water without learning how to swim. I felt anxious and clueless. I thought I had to write code maintain a security

system. The ones around me reminded me you are here to learn. That is what I always needed to remind myself. I would always think I needed to be the best and be the know it all but no that is not the case. The main point is to take things in and use them in the future.

With technology you never know when something is about the break. The more on hand experience I had with computers the more I taught myself to troubleshoot. Let me just say that Tim has trust in me, I can say that as he let me run the livestream. Man, I am glad I didn't say what was on my mind when he told me if I would run the livestream solo. I was thinking" I am gonna mess this up". But no, he had more trust in me then I do myself. I run the livestreams now solo and monitor if everything is running fine.

Without the support Tim gave me, I wouldn't be here, nor would I be here without the support my Dad gave me, asking me if I would rather go back to fast foods. I salute the people who work in fast food. I mean, I have experience, and let me tell you, it was probably the worst experience. I also want to thank Kathy for her support in providing me an IT individual and allowing me to work with KSDE as a full-time employee. You not only gave me a job but opened my eyes to the world of technology.

I started from being a nobody to somebody who understands the importance of future technology and the impact on future generations. Now that I have been exposed to different software and coding languages, the future I want is to create something that protects. If not to create, then to monitor people from online threats and to raise awareness of different scams that are happening.

I also want to mention that I am a full-time student at Washburn University studying computer science. I want to end by encouraging others. I know it may be difficult, but I know you can do it. If I can start from the bottom and now I'm here progressing, I know you can too.

Just don't fear heights, shoot for the stars. Thank you for listening."

The Board members asked questions and Dr. Watson explained how this apprentice program works.

INFORMATION ON KSBE ROLE IN TRANSFERRING TERRITORY BETWEEN SCHOOL DISTRICTS (04:03:00)

Scott Gordon, General Counsel, KSDE, described how school districts can change in terms of territory. There are three ways: land transfers, consolidations, and disorganization. Mr. Gordon was careful to explain the KSBE cannot create a new school district.

Transfers:
There are two methods to transfer territory: 1) Based on the written agreement of any two school boards. This would then need to be approved by the KSBE. The Board shall issue its order within 90 days of receiving the agreement. 2) A unilateral petition is filed by one school board. This requires the State Board to conduct a public hearing, to publish a general notice in the newspaper of the "giving" district, and final notice between three and ten days prior to hearing. The Board then issues its order within 90 days of receiving the agreement.

Consolidation:
The next type of change is the consolidation by agreement. There are requirements such as identifying the home county of the consolidated, date of election for approval, method of election and voting plan, description of member districts and a temporary board must be appointed. If this is agreed upon, then the State Board must approve it – and then the special election is held in the home county of the consolidated district. All electors within both school districts could vote on that. If it passes, the State Board issues an order following a favorable election.

Disorganization:
The third type is to disorganize a school district. There are four methods: 1) Petition by election. An election is called by a county election officer, if a majority of votes approve it, KSBE issues an order. The State Board is now responsible to attach the school district territory. 2) If the school board petitions to disorganize it does not choose where the students go. If the conditions are met, State Board issues an order July following the petition. The order would attach the school district to one or more appropriate school district and decides what to do with the building. There is no local election. The school board itself can disorganize. 3) The school board may petition to disorganize and attach to a single district: local school board would file petition, election would happen, if yes, the receiving district has 30 days to approve or disapprove the suggested attachment. If the receiving district approves, the State Board issues an order. 4) If a school board petitions to disorganize and asks to attach to multiple districts, two or more, the State Board must approve this first, then the local school board initiates an election and if yes, the receiving districts have 30 days to unanimously approve. It must be unanimous among all receiving districts.

There can be a hearing officer to deal with these situations. Information that needs to be obtained: certified boundary dimensions of the district and neighboring districts and whatever changes are proposed, estimated land value/new tax revenue to be acquired by the receiving districts, estimated expense to the receiving districts, and population by grade level of students to be re-allocated. Mr. Gordon gave the steps he would hypothetically go through as the hearing officer. There is a presentation by the petitioning school district. There is a presentation by the responding districts and a limited forum of district patrons. There would then be questions from the hearing officer, and finally closing statements from the responding and petitioning school district. The public hearing would take place in the district that would have the most change. Within 90 days, the hearing officer would provide a written report to the State Board. Finally, the State Board would vote on the petition.

KESA ACCREDITATION FRAMEWORK UPDATE WITH SOCIAL EMOTIONAL LEARNING DISCUSSION (04:30:26)

Dr. Ben Proctor, Deputy Commissioner, Division of Learning Services, KSDE, made a presentation on KESA 2.0, marking what is the first monthly State Board collaboration. Every month the team will bring a presentation to the Board about the ongoing progress of the new accreditation model. The school improvement work group is divided into the priority projects (absolutely must be done) and the supporting projects (supporting the long term roll out of the framework).

Dr. Proctor listed supporting projects, such as Star Recognition Alignment, KansasStar, Needs Assessment Alignment, Curriculum and Materials Audit, etc. He addressed the 3-cueing method, a literary strategy used in balanced literacy, in opposition to the structured literacy, which is what our Kanas schools are presently committed to. So, a survey asking who is using the 3-cueing method will be able to show whether schools are moving towards structured literacy, the most effective system for reading, and away from balanced literacy. If a school is using 3-cuing, it shows they are not teaching the science of reading.

In speaking about the amount of work that KESA 2.0 asks of local administrators, Dr. Proctor shared that the issue is not simply to get schools to be compliant, but rather to have conversations, to engage in the hard work of having conversations with the goal of moving outcomes. Starting with data, the school district needs to have the conversation about how the gaps will be closed. Then there is another conversation about whether the school was able to close that gap, and if not, then why and what comes next.

Dr. Proctor opened the conversation on social and emotional learning (SEL) and what the common definition and understanding of SEL in Kansas. He brought up the questions of how to teach these “soft skills” and how do we know that students learn them? What do our students, families, educators, and communities say about these types of skills?

RECEIVE $250,000 GRANT TO OLATHE USD FOR COMMON ASSESSMENTS (05:16:00)

Beth Fultz, Director, Career Standards and Assessment Services, explained the testing process, and why they need a grant to have help creating these tests. A common assessment model is a quarterly test that would be available to the classroom teacher on an ongoing basis. Presently work is being done in Kansas City, Olathe, and Blue Valley Public Schools where they are developing a multi-dimensional standard based benchmark assessment system for Math and English-language arts reading standards. This item will be voted on in February.

BREAK

PRESENTATION ON THE FENTANYL CRISIS (05:47:44)

Jennifer Ebert, Riley County Health Coordinator, explained how she goes into the classrooms to educate and raise awareness about the opioid drug crisis. She told the story about her son Jayson who tragically died on September 5, 2021, from fentanyl poisoning. Her family were not aware that one pill of fentanyl can end a life. Mrs. Ebert explained pharmaceutical type street drug use has risen very quickly while the illicit substances like cocaine and heroin, are being used less. She shared a graph that shows many kids know nothing about fentanyl, 39% had not heard about it. Fentanyl is a pharmaceutical drug that is used for severe pain. Illicit manufactured Fentanyl is now the cause of the leading cause of death for young people. Kids are stressed and overwhelmed. They are accustomed to pharmaceuticals; they have had prescriptions. They believe prescribed medicine is safe. They often stay away from cocaine or heroin, but they feel a pill is not going to be harmful. Seven out of ten counterfeit pills have a lethal dose.

Fentanyl blocks the body's drive to breathe and stops the heart. Narcan can knock the Fentanyl off the brain receptors. Narcan nasal spray is non-prescription. She described the signs of an overdose: small, constricted pinpoint pupils, falling asleep or loss of consciousness, slow shallow breathing, choking or guggling sounds, limp body, cold limbs. Many schools now have Narcan accessible for students and staff. Prevention includes, strong relationships, promoting positive social norms, community education, medication disposal, and medication safe storage.

Tony Mattivi, Director, Kansas Bureau of Investigations, started by stating what a tragedy fentanyl is. Today is his one-year anniversary in his position. Fentanyl trafficking is a priority for the agency. This drug is deadly is such a small dose. It is highly available. He stated it is everywhere. It is mixed in every other drug that is sold, except heroin. Fentanyl is the most profitable drug our society has ever seen. The drug cartels figured out how profitable this drug is. Mexican cartels create these pills in Mexico and then use the same pathways to sell them throughout America. The cost of pills has dropped dramatically. The pills are now down to $2.30 in Kansas. Cell phones are a trafficking method. Recently KBI had an undercover transaction for 2000 pills, and it was done entirely on Snapchat.

Normally pharmaceutical drugs are created in a sterile lab with mechanical mixers, and the active elements are stirred for hours until the entire amount of the drug within the binder is distributed evenly. In Mexico fentanyl is manufactured with a binding agent in an unsterilized pot, stirred with a wooden stick. There are empty spots and hot spots in the mixture that are turned into pills. Some pills have no fentanyl, and the other pills might be completely full of fentanyl. Seven out of ten DEA tested pills with fentanyl are potentially deadly. The Narcan save ratio is 2 to 1. 500 overdose fatalities, without Narcan that would have been 1500.

Mr. Mattivi ended by saying, "We can't enforce our way out of this problem. We have to educate. The only other way out of this crisis is that enough people are killed that it stops the demand. Awareness, education." A final note was to tell the Committee, and everyone who was listening, that the organization DECCA will send Narcan free, and it can be ordered online. It is a nasal spray, easy to administer, and it can save a life.

ACT ON RECOMMENDATIONS OF PROFESSIONAL PRACTICES COMMISSION (PPC) (07:04:41)

Scott Gordon, KSDE General Counsel and Dr. Jen Holt, Chair of PPC, presented the cases.

GRANT

Mr. Hershberger moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission and follow all recommendations in the issuance of the license in case 23-PPC-26. Mr. Porter seconded the motion. Motion carried 10-0. MOTION (07:08:25)

DENY

Dr. Horst moved that the Kansas State Board of Education deny or revoke the licenses in the cases of 23-PPC-30; 23-PPC-33; 23-PPC-38; 23-PPC-41; 23-PPC-42; 23-PPC-43; and 23-PPC-45. Mr. Zeck seconded the motion. Motion carried 10-0. MOTION (07:10:49)

BREAK (10 min)

ACT ON LEGISLATIVE PRIORITIES (07:11:00)

Dr. John Hess, Director, Fiscal Services and Operations, showed the Board how to find bills and calendars on the Legislative Website. He went through some of the deadlines and membership on the Senate Ed and House Ed Committee and the legislative leadership. He then moved to a report on the Special Education Task Force held January 5, 2024. He went over the five recommendations that came out of that Task Force.

RECESS INTO EXECUTIVE SESSION FOR PERSONNEL MATTERS OF NON-ELECTED EMPLOYEES

Mr. Porter moved that the Kansas State Board of Education recess into Executive Session to discuss the subject of an individual employee's performance, which is justified pursuant to the non-elected personnel exception under the Kansas Open Meetings Act, in order to protect the privacy interest of the individuals to be discussed. Dr. Horst seconded the motion. Motion carried 10-0. MOTION (07:47:00)

The Board went into Executive Session.

After the executive session, Mr. Porter moved to employ Dr. Frank Harwood as the Deputy Commissioner for Fiscal and Administrative Services. Dr. Horst seconded the motion. Motion carried 10-0. MOTION (08:05:00)

Mr. Porter moved that the Kansas State Board of Education recess into Executive Session to discuss the subject of an individual employee's performance, which is justified pursuant to the non-elected personnel exception under the Kansas Open Meetings Act, in order to protect the privacy interest of the individuals to be discussed. With Board members only for 20 minutes. Dr. Horst seconded. Motion carried 10-0. MOTION (08:05:21)

The Board went into Executive Session when they returned the meeting was adjourned by the Chair.

ADJOURN till 9:00 a.m. Wednesday morning, January 10th. (08:06:00)

Melanie Haas, Chair

Deborah Bremer, Board Secretary

MINUTES

Kansas State Board of Education

Wednesday, January 10, 2024

CALL TO ORDER (00:01)

Chair Haas called the Wednesday meeting of the Kansas State Board of Education to order at 9:00 a.m. Wednesday, January 10, 2024, in the boardroom of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

ROLL CALL

The following Board Members were present:

Betty Arnold (On Zoom)	Deena Horst
Michelle Dombrosky	Ann Mah
Melanie Haas	Jim Porter
Dennis Hershberger	Danny Zeck
Cathy Hopkins	Jim McNiece

APPROVAL OF TODAY'S AGENDA

MOTION (00:20)

Mrs. Mah moved to approve the agenda for today, January 10th as written. Mr. Porter seconded the motion. Motion carried 10-0.

CAREER AND TECHNICAL STUDENT ORGANIZATION (CTSO) CITIZENSHIP DAY (00:56)

Natalie Clark, Asst. Director, Career Standards & Assessment, KSDE, and Kathy Camarena, Business Education Program Consultant and KSDE Liaison for Business Professionals of America (PBA), Distributive Education Clubs of America (DECA), and Future Business Leaders of America (FBLA), together gave an overview of today's gathering in Topeka of students from across the state representing student career and technical organizations.

Unfortunately, the weather in Topeka was extremely cold and stormy; many of the students were not able to attend.

Mrs. Clark stated that at the end of 2023 there were 24,856 members in CTSO organizations statewide. Research shows that students that are involved in these type of organizations have higher levels of motivation, civic engagement, employment skills, engagement in academics and leads to raises a student's educational aspirations.

Kathy Camarena, Business Education Program Consultant and KSDE Liaison for BPA, DECA, and FBLA described the three organizations she represents.

Alexis Dominic, Blue Valley Southwest High School, was not able to attend. Mahathi Reddy, Blue Valley Northwest High School, was not able to attend but wrote a description of how DECA has affected her life. Bailey Langley, Pleasant Ridge High School, was not able to attend, but wrote a statement. Ava Gustin, Mission Valley High School was present and shared her experience with Family Career and Community leaders of America. She described the family and home focus of this club.

Guy Shoulders, KSDE Agricultural Advisor and the State Advisor for Future Farmers of America (FFA) spoke and shared the very active work of this student organization. It is the oldest CTSO with nearly 100 years of history. It is a model for other CTSOs and other organizations. There are 945,000 members nationwide. In Kansas there are 230 chapters with 13,000 members.

Kathy Camarena read the impact statement of Emma Eckstein, Frontenac High School, who is part of HOSA, Future Health Professionals of Kansas. Grace Ruark, Labette County High School, spoke on behalf of her organization *SkillsUSA* Kansas. Jayce Quirin, Parsons High School, shared his experience of Technology Student Associations (TSA). He is presently the state president of TSA, which has had a profound effect on his life. He is interested in politics and law.

BREAK (10 min) (47:44)

(1:00:43)

RECEIVE UPDATED KANSAS EARLY LEARNING STANDARDS (KELS)

Amanda Petersen, Director, Early Childhood, KSDE, asked the Board to approve the updated Early Learning Standards (birth to pre-kindergarten) which have been in the process of revision; and presented to the Board for the past two months. Mrs. Petersen reminded the Board that these standards are intended to share guidance to early childhood educators. They are not mandates, they are voluntary guidance about children's growth and development. Mrs. Petersen thanked the KELS Revision Core Team, led by Natalie McClane and Kimberly Kennedy for months of hard work put into this revision.

There was a conversation with the Board members on the purpose of standards, especially for young children, and whether the word standards should be replaced with guidance. Dr. Watson noted that a primary purpose of the Board is to set standards for preK-12 students. The word itself, in this context, describes both guidance and goals.

Mrs. Mah moved that the Kansas State Board of Education adopt the Kansas Early Learning Standards as presented. Dr. Horst seconded. Motion carried 7-3. Mrs. Dombrosky, Mrs. Hopkins and Mr. Zeck voted no. MOTION (01:38:52)

CONSENT AGENDA (e, f and g removed) (1:41:15)

a. Receive monthly personnel report
b. Receive personnel appointments to unclassified positions
c. Act on recommendations for licensure waivers
d. Act on Recommendations of the Licensure Review Committee

Mr. Porter moved the Kansas State Board of Education approve the items on the consent agenda. Dr. Horst seconded the motion. Motion carried 10-0. MOTION (1:42:00)

Items removed from the Consent Agenda: e, f, and g,

e. Act to approve Kansas Registered Teacher Apprenticeship Pilot MeadowLARK grant funds.

Shane Carter, Director, Teacher Licensure, appeared before the Board to explain item e.

Mr. Porter moved the Kansas State Board of Education approve item e from the Consent Calendar. Dr. Horst seconded. Motion carried 9-1. Mrs. Dombrowsky voted no. MOTION (1:48:33)

f. Act to authorize the funding of contracts necessary for the Provision of Special Education and Title Services System of Technical Assistance. (1:49:00)

Dean Zanjic and Kerry Haag, Special Ed and Title Services staff, appeared before the Board to discuss item f and answer any questions.

Mr. McNiece moved that the Kansas State Board of Education approve item f. Dr. Horst seconded. Motion carried 9-0-1. Mrs. Dombrosky abstained. MOTION (1:59:54)

g. Act to enter into Contract for Summer Academies Keynote Speaker. (2:00:21)

David Fernkopf, Assistant Director, Career Standards and Assessment Services, shared what the purpose of a keynote speaker is for the Summer Academies.

Mrs. Mah moved that the Kansas State Board of Education approve item g. Mr. McNiece seconded the motion. Motion carried 9-1. Mrs. Dombrosky voted no. MOTION (2:00:40)

(2:04:56)

CHAIR REPORT

Chair Haas reported that the Juvenile Justice Oversight Committee asked for a Board representative and Mrs. Arnold has volunteered for that position. The Chair shared her gratitude to all who have supported her during her health issue. She was diagnosed with breast cancer in October 2023 and has been through several successful surgeries. She thanked the Board for all their cards, emails, calls and prayers. Mrs. Haas has been in the care of a wonderful team at KU Medical center and is so grateful to have caught this cancer early and is now well on her way to recovery. She encouraged everyone to go ahead and have those early prevention checks.

BOARD TRAVEL

Mrs. Hopkins moved to approve Board travel requests as presented. Dr. Horst seconded the motion. Motion carried 10-0. MOTION (2:07:16)

COMMITTEE REPORTS

Mrs. Mah brought up the pending legislative bill on safe and secure schools. She invited the members to share their opinions about the bill with her.

BOARD ATTORNEY REPORT

Due to the deadline for the Board to get across town and have lunch with the student organizations, Mr. Ferguson stated he would report more next month. He did make a few brief comments about "standards."

REQUESTS FOR FUTURE AGENDA ITEMS

Mr. Porter requested that the Board invite the Spanish speaking FFA student to come and speak.

Mrs. Arnold would like a presentation of outreach guidelines to help kids connect to the established anchors, such as the CTSO clubs, that can be lifechanging to them.

Mrs. Mah requested that the list of questions that Dr. Proctor had for discussing Social Emotional Learning (SEL) would be a useful basis as the Board discusses how they define SEL.

Dr. Deena Horst requested a presentation on the Four Day School Week.

Chair Haas adjourned the January Board meeting at 12:32 p.m. (2:32:01)

ADJOURNMENT

The Board will meeting next on February 13 and 14, 2024.

_____ _____

Melanie Haas, Chair Deborah Bremer, Board Secretary

Kansas leads the world in the success of each student.

Agenda Number: 7

Meeting Date: 2/13/2024

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

Item Title: At-Risk Funding and Recommendation to the Legislature

From: Ben Proctor

KSDE staff will share an overview of the Evidence-Based List. This presentation will include the programs and practices that meet the current statutory requirements along with an overview of the programs and practices that would be included if there were adjustments to the statutory definition of an evidence-based program or practice. This presentation is intended to position the State Board of Educaton to make potential recommendations to the legislature on adjustments to the statutory definition of an evidence-based program or practice, specifically the research period of five years.

Agenda Number: 8

Meeting Date: 2/13/2024

KANSAS STATE DEPARTMENT OF EDUCATION
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Item Title: Recognition of the 2023 National ESEA Distinguished Schools

From: Roxanne Zillinger

The Kansas State Board of Education will have the opportunity to hear from the two 2023 ESEA Distinguished Kansas Schools. These schools were honored earlier in February at a ceremony in Portland, Oregon during the national ESEA Conference.

2023 ESEA Distinguished Schools:

Valley Heights Elementary (Blue Rapids), USD 498 Valley Heights, Principal Titus Staples

Wheatland Elementary School, USD 262 Valley Center Public Schools, Principal Rachel McClaran

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

Agenda Number: 9

Meeting Date: 2/13/2024

KANSAS STATE DEPARTMENT OF EDUCATION

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Item Title: Presentation of Kansas Certificates in Child Nutrition Management

From: Kelly Chanay

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

The Child Nutrition Professionals who have completed requirements in 2023 and are being awarded the Certificate in Child Nutrition Management are: Lisa Morris, USD 440 Halstead; Glenda Johnston, USD 230 Spring Hill; Kathy Schultz, USD 443 Dodge City; Nancy Horton, USD 449 Easton; Cathy McAfee, USD 320 Wamego; and Heather McPherson, USD 103 Cheylin.

Agenda Number: **10**

Meeting Date: **2/13/2024**

KANSAS STATE DEPARTMENT OF EDUCATION
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Item Title: Maria Cibrian Vazquez, Uniontown FFA Chapter, Winner of the First Ever FFA Invitational Spanish Creed Speaking Contest During the National FFA Convention in Indianapolis

From: Natalie Clark

Maria Cibrian Vazquez, Uniontown FFA Chapter, was the winner of the first ever FFA Invitational Spanish Creed Speaking Contest during the National FFA Convention in Indianapolis on November 1, 2023, during the National FFA Convention in Indianapolis.

Introduced by Guy Shoulders, Agriculture Education Program Consultant and FFA State Advisor.

Agenda Number: 11

Meeting Date: 2/14/2024

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
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www.ksde.org

Item Title: Valley Falls Recipe Challenge winners

From: Kelly Chanay

Feature Story (KSDE Newsletter)

Valley Falls High School students celebrate wins in Recipe Challenge

When teacher Margo Ellerman first looked at the rules and guidelines for the KSDE Child Nutrition and Wellness Local Foods Recipe Challenge, she thought it would serve as a good final to test her students' capabilities and knowledge.

However, when all was said and done, the Valley Falls High School family and consumer science teacher said she and her students learned a lot more than just culinary skills.

"We were all pretty amazed," said Ellerman, who has taught at Valley Falls for 36 years. "It was hard, but projects like this can get students more involved."

The KSDE CNW Local Foods Recipe Challenge required teams of students, educators, school nutrition professionals and local farmers to develop recipes featuring Kansas-grown products.

Valley Falls' two teams won for Berry Delicious Applesauce and Kansas Granola recipes. The applesauce recipe includes a unique fruit – aronia berries, which are grown on land owned by Dan and Terri Sheeley about halfway between Effingham and Nortonville in Northeast Kansas. The Sheeleys and Ellerman are neighbors.

“Dan asked me if I wanted to come and pick some of the berries,” Ellerman said.

Before long, Ellerman’s students began accompanying her on the picking trips. This year, about 70 students from her classes joined her.

“I take a bus load,” she said. “It was a good project. They had a good time.”

The Sheeley family began growing aronia berries, also known as chokeberries, about 20 years ago, Dan Sheeley said. His son, Tyler, saw an article about aronia berries on the front page of the New York Times.

"The aronia berry was classified as the super fruit of the future," Dan Sheeley recalled.

After some research, Tyler and his father decided to invest in some plants. They at one time had about nine and a half acres – or 11,000 aronia berry bushes – planted. While the bushes are hardy and fairly easy to grow, they haven't been a profitable endeavor for the Sheeleys because it is hard to find facilities that will process them. However, Sheeley said, the journey has been an interesting one. He has cut back on the number of bushes he has but has retained enough that he hopes Ellerman and her students will be able to continue to pick berries in years to come.

"They have four times the antioxidants of blueberries," Sheeley said about aronia berries. "They are very healthy for you."

The CNW team organized the multi-year recipe challenge as part of a $289,000 Team Nutrition Training Grant.

Teams had to develop recipes that met all school nutrition guidelines, were easily scalable and tasted good to other students.

Each competing school received a $200 subgrant to purchase supplies and recipe ingredients.

Dozens of recipes were submitted to KSDE's CNW team. Submitted recipes were evaluated by a panel of school food service directors and chefs based on student acceptability, feasibility of preparation and menu planning considerations.

Six recipes were deemed finalists. However, due to feasibility, only five were tested. Testing sites included Manhattan Catholic Schools and schools in Shawnee Mission, Hutchinson and Haven.

The winning recipes will be featured in the CNW Healthier Kansas Menus and the CNW Local Foods Culinary Training, a new training for Kansas Child Nutrition Programs on how to implement Kansas Farm to Plate and incorporate Kansas products into local menus.

Winning recipes also will be included in the Institute of Child Nutrition Recipe Box database that will be accessible to child nutrition programs across the nation.

Print

Agenda Number: 12

Meeting Date: 2/13/2024

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
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Item Title: Update on Kansas Registered Teacher Apprenticeship Program

From: Shane Carter

P**URPOSE:**

Provide the board an update on the status of the Registered Teacher Apprenticeship program. After receiving approval to create and establish a Registered Teacher Apprenticeship program, the licensure initiated a pilot of apprentices during the Fall 2023 semester. The licensure team will update the board on conduct of the pilot, discuss lessons learned, and funding related to the pilot. The licensure team will also update the board on changes to the program as it has opened statewide for applications as of January 23, 2024.

The licensure team has worked continuously with the Region 12 Comprehensive Center while conducting the pilot and transitioning to the next phase of opening the program statewide. The licensure team will provide the board an update of the work completed with the Comprehensive Center as well as discuss identified measures of success for the program.

BACKGROUND:

What are Registered Apprenticeships?

The federal government defines registered apprenticeships as being industry-driven, high quality career pathways where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, receive progressive wage increases, classroom instruction, and a portable, nationally recognized credential.

Registered Teacher Apprenticeship Program.

This is a tool to address the teacher shortage issue.

This provides districts with another grow-your-own option for promising teacher candidates identified by local school districts.

Individuals identified through their local school districts as promising teacher are eligible to apply for the Registered Teacher Apprenticeship Program in Kansas.

Once accepted, the individual becomes a teaching assistant to the lead classroom teacher, while

earning a bachelor's degree from a partnering, approved teacher preparation program. Essentially, the apprentice would be able to "earn while they learn."

- The financial burden of completing a teacher preparation program is a barrier that can prevent many people from entering the profession.

- Through the Registered Apprenticeship Program, participants would be paid an hourly wage to serve as a teaching assistant and would receive tuition helping to eliminate that financial barrier.

Apprenticeships that are registered through the U.S. Department of Labor adhere to all federal regulations.

Benefits.

Districts can handpick candidates (particularly those with whom there has been some previous working relationship) who demonstrate traits of a promising educator.

Unlike other grow-your-own programs and nontraditional programs, candidates aren't required to have earned previous college credit to qualify for the program. The bachelor's degree and teacher preparation are completed during the program.

Candidates can step directly into the classroom on day-one working under the supervision and guidance of an experienced lead educator.

Candidates receive on-the-job training while earning a bachelor's degree in education, all at little to no cost to the candidate.

Upon completion of the program, candidates receive their initial teaching license.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13

Staff Initiating:	Director:	Commissioner:	Meeting Date:	2/13/2024
Catherine Chmidling	Shane Carter	Randy Watson		

Item Title:

Act on Educator Preparation Program Standards for Elementary Education PreK-6

Recommended Motion:

It is moved that the Kansas State Board of Education approve the new educator preparation program standards for Elementary Education PreK-6.

Explanation of Situation Requiring Action:

Educator Preparation Program Standards establish program approval requirements to ensure that preparation programs in Kansas provide educator candidates with the knowledge and skills educators need for today's learning context. The Educator Preparation Providers use program standards to develop their preparation programs and submit those programs for review and approval, and for continuous monitoring and improvement of their programs. The standards also help to establish professional learning requirements for licensure renewal.

A Standards revision committee was developed, representing P12 and higher education, with a focus on increasing attention to literacy and ensuring the Elementary preparation standards encompass the full scope of the license for PreK- through Grade 6. The draft standards have been reviewed by the Professional Standards Board and were posted to receive public comments via the KSDE website. Following public comments, the standards are sent for State Board of Education consideration. If approved, the Educator Preparation Providers (higher education institutions) will revise current programs to align to the updated standards and develop new programs around the updated standards.

Attached are the revised standards for Elementary Education Pre-K-6 and a crosswalk showing the changes made from the 2017 Elementary standards. Staff and a representative from the standards revision committee will explain the process, present the standards and answer questions. The draft standards were submitted as a Receive item at the January 2024 Kansas State Board of Education meeting.

Action item: Educator Preparation Program Standards for Elementary Education PreK-6

Board Goals:
Provide an effective educator in every classroom

Recommended Motion:
It is moved that the Kansas State Board of Education approve the new educator preparation program standards for Elementary Education PreK-6.

Explanation:
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Attached are the revised standards for Elementary Education Pre-K-6 and a crosswalk showing the changes made from the 2017 Elementary standards. Staff and a representative from the standards revision committee will explain the process, present the standards and answer questions. The draft standards were submitted as a Receive item at the January 2024 Kansas State Board of Education meeting.

ELEMENTARY EDUCATION

Pre-Kindergarten through Sixth Grade

The Elementary license grade range was revised to Pre-Kindergarten through Sixth Grade via regulations revision on March 17, 2023.

Pre-Kindergarten is defined as three- and four-year olds, and any child aged three or above not yet in Kindergarten.

"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. See other operational definitions in the glossary at the end of this document.

Standard 1: Professional Practice

The teacher candidate demonstrates an understanding of the individual differences of learner development; creates safe, inclusive environments that represent high learning expectations, supports individual and collaborative interactive learning, encourages positive social interaction; active engagement, and self-directedness; and participates in ongoing professional growth.

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.

Content Knowledge

1.1.1CK The teacher candidate understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes.

1.1.2 CK The teacher candidate understands the role of language and culture in learning.

1.1.3 CK The teacher candidate demonstrates an understanding of stages of development in growth and learning and influences that impact growth and learning (culture, socioeconomic status, etc).

1.1.4 CK The teacher candidate accesses resources to better understand the whole child, and demonstrates readiness to collaborate with families, colleagues, other school professionals, and external community agencies to promote the intellectual, social, behavioral, emotional, and physical growth and well-being of all children.

1.1.5 CK The teacher candidate understands how to identify and select a variety of appropriate tools to document and track progress of student growth and development (intellectual, social, emotional, behavioral, and physical).

Professional Skills

1.1.6 PS The teacher candidate designs and implements developmentally appropriate relevant and rigorous learning experiences for all students.
1.1.7 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.
1.1.8 PS The teacher candidate communicates and collaborates in a variety of ways with all stakeholders about student intellectual, social, emotional, behavioral and physical growth and well-being, expanded learning opportunities, and civic engagement and participation.
1.1.9 PS The teacher candidate utilizes a variety of tools to document and track progress of student growth and development (intellectual, social, emotional, behavioral, and physical)

Function 2: Learner Differences.

The teacher candidate uses understanding of individual differences and diverse cultures and communities to develop, maintain, and advocate for inclusive learning environments and high expectations that enable and support each learner.

Content Knowledge

1.2.1CK The teacher candidate recognizes their own biases (eg. learner differences, diverse cultures, communities, families, etc.) and the impact on expectations for and relationships with learners and their families.
1.2.2 CK The teacher candidate demonstrates understanding of differentiation and intervention strategies and theories.
1.2.3 CK The teacher candidate demonstrates understanding of the characteristics, strengths, and challenges of learners with exceptionalities, and English language learners.
1.2.4 CK The teacher candidate understands how to analyze and collect instructional resources and materials from a variety of sources to best meet the needs of all students

Professional Skills

1.2.5 PS The teacher candidate collects and analyzes data to advocate for the needs of the learner, reflect on practice, and differentiate instruction.
1.2.6 PS The teacher candidate collaborates with other education professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
1.2.7 PS The teacher candidate demonstrates a commitment to and advocates for the equitable and ethical treatment of all learners and their families.
1.2.8 PS The teacher candidate utilizes evidence-based resources reflecting best practice, 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).
1.2.9 PS The candidate scaffolds student instruction to support student learning.

1.2.10 PS The candidate accommodates instruction for individual differences in cognitive, linguistic, sociocultural, and behavioral domains of learning.

Function 3: Learning Environment

The teacher candidate works with others to create safe, inclusive environments that represent high learning expectations, supports individual and collaborative interactive learning, encourages positive social interaction, active engagement, and self-directedness.

Content Knowledge

1.3.1CK The teacher candidate is thoughtful and responsive to establishing a culture for learning and creating an environment of respect and rapport.

1.3.2 CK The teacher candidate demonstrates an understanding of how to create a safe, inclusive environment based on theory and best practices (i.e. documenting and managing student behavior, creating rules and procedures, organizing physical space).

Professional Skills

1.3.3 PS The teacher candidate reflects on professional practice (teaching, co-teaching, learning, collaboration, and professional experiences), and provides evidence for continued improvement.

1.3.4 PS The teacher candidate collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

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.

Function 4: Professional Responsibility

The teacher candidate engages in ongoing professional learning and reflection to continually evaluate practice (particularly the effects of choices and actions on learners, families, other professionals, and the community). The teacher candidate collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Content Knowledge

1.4.1 CK The teacher candidate demonstrates an understanding of the expectations of the profession including codes of ethics, professional standards of practice, and relevant laws and policies.

1.4.2 CK The teacher candidate demonstrates an understanding of how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

1.4.3 CK The teacher candidate demonstrates an understanding of laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

1.4.4 CK The teacher candidate demonstrates an understanding of schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
1.4.5 CK The teacher candidate demonstrates an understanding of spheres of influence that enhance or interfere with student learning.
1.4.6 CK The teacher candidate demonstrates an understanding of how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to face and virtual contexts.
1.4.7 CK The teacher candidate demonstrates an understanding of ways to impact school climate and culture in a positive manner.
1.4.8 CK The teacher candidate demonstrates an understanding of disciplinary literacy practices.

Professional Skills

1.4.9 PS The teacher candidate collaborates with a variety of stakeholders to promote learner growth and development.
1.4.10 PS The teacher candidate evaluates and reflects on the effects of their professional decisions and actions.
1.4.11 PS The teacher candidate reflects on personal biases and accesses resources and learning opportunities to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
1.4.12 PS The teacher candidate advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.
1.4.13 PS The teacher candidate engages collaboratively in the school-wide effort to build and maintain a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
1.4.14 PS The teacher candidate engages in meaningful and appropriate professional learning experiences (e.g., local and national organizations, podcasts, peer-reviewed journal articles, webinars, publications, conventions) aligned with their own needs and the needs of the learners, school, and system.
1.4.15 PS The teacher candidate implements disciplinary literacy practices (i.e., using a vocabulary knowledge scale to determine academic vocabulary knowledge and growth, assessing student background knowledge, and assessing student knowledge of various discipline-specific strategies when reading in the discipline).
1.4.16 PS The teacher candidate finds and applies the current content standards required by the state.

Standard 2: Mathematics

The teacher candidate demonstrates an understanding and uses the tools of inquiry, structures of mathematics and content concepts 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 uses the tools of inquiry, structures of mathematics, and content concepts of mathematics to create learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.

Content Knowledge

2.1.1 CK The teacher candidate knows and utilizes the KSDE 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.

2.1.2 CK The teacher candidate demonstrates an understanding of the basic strands of mathematics developmentally appropriate for Pre-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.

2.1.3 CK The teacher candidate demonstrates an understanding of disciplinary literacy specific to mathematics.

Professional Skills

2.1.4 PS The teacher candidate uses CRA model (concrete, representational and abstract) and explanations within the mathematical domains to guide students through appropriate learning progressions and to assist each student's achievement.

2.1.5 PS The teacher candidate designs and provides mathematical learning experiences that assist students in understanding, questioning, and analyzing ideas from diverse perspectives.

2.1.6 PS The teacher candidate creates mathematics lessons inclusive of appropriate time, materials, technology and instructional support for all students' learning.

2.1.7 PS Within mathematics lessons, the teacher candidate provides time, materials, and instructional support for students to use disciplinary literacy skills in mathematics in terms of graphically representing information, narrative statements related to graphs of data, and descriptions of processes students use to solve problems.

2.1.8 PS The teacher candidate demonstrates understanding of mathematics by utilizing the NCTM 8 Effective Mathematics Teaching Practices:
    1. Make sense of problems and persevere in solving them.
    2. Reason abstractly and quantitatively.
    3. Construct viable arguments and critique the reasoning of others.
    4. Model with mathematics.
    5. Use appropriate tools strategically.
    6. Attend to precision.
    7. Look for and make use of structure.
    8. Look for and express regularity in repeated reasoning.

2.1.9 PS The teacher candidate integrates concepts, processes, and examples from interrelated subjects.

Function 2: Assessment

The teacher candidate uses a variety of assessments 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 feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions surrounding mathematics.

Content Knowledge

2.2.1 CK The teacher candidate demonstrates an understanding of how to access and design formative and summative assessments to address specific learning goals and individual differences while minimizing sources of bias.

2.2.2 CK The teacher candidate demonstrates an understanding of when and how to evaluate and report learner progress aligned to standards.

2.2.3 CK The teacher candidate provides effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

2.2.4 CK The teacher candidate demonstrates an understanding of data analysis to understand patterns and gaps in learning, to guide planning and instruction, and to provide feedback to learners.

2.2.5 CK The teacher candidate engages learners in analyzing their own assessment results to set goals for their own learning.

Professional Skills

2.2.6 PS The teacher candidate balances the use of formative and summative assessment as appropriate to support, verify, and document mathematical learning.

2.2.7 PS The teacher candidate engages students and provides opportunities for students to demonstrate mathematical knowledge and skill, in a variety of ways, as part of the assessment process.

2.2.8 PS The teacher candidate designs mathematical assessments that align learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
2.2.9 PS The teacher candidate provides opportunities for students to engage in self-assessment of their mathematical knowledge and skills.
2.2.10 PS The teacher candidate proactively plans and adjusts instruction to meet the diverse needs of all students.
2.2.11 PS The teacher candidate models and structures processes that assist students in examining their own thinking and learning as well as the performance of others.

Function 3: Instruction

The teacher candidate plans instruction using a variety of instructional strategies that support all learners in meeting appropriate 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) cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Content Knowledge

2.3.1 CK The teacher candidate understands how to connect concepts and use differing strategies to engage learners in critical thinking, creativity, and collaborative mathematical problem solving related to authentic local and global issues.
2.3.2 CK The teacher candidate demonstrates an understanding of the variety of mathematical practices (problem solving, reasoning, modeling, attending to precision, identifying elements of structure, generalizing, engaging in mathematical communication, making connections).
2.3.3 CK The teacher candidate identifies developmentally appropriate manipulatives, tools (rulers, compasses, geoboards, number lines, calculators, etc.), as well as assistive technology related to mathematics.

Professional Skills

2.3.4 PS The teacher candidate engages learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students' experiences, as applied to mathematics.
2.3.5 PS The teacher candidate provides developmentally appropriate mathematical activities and programs that require critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
2.3.6 PS The teacher candidate demonstrates and monitors appropriate use of the mathematical tools (rulers, compasses, geoboards, number lines, calculators, etc.), as well as assistive technology.
2.3.7 PS The teacher candidate matches the mathematical problems to be solved to the appropriate tools that are required.

2.3.8 PS The teacher candidate plans and implements developmentally appropriate instruction specific to each student, groups of students or the whole group to support meeting goals and objectives, while developing a deep understanding of mathematics.

2.3.9 PS The teacher candidate can select and apply a variety of instructional strategies appropriate for differing levels of instruction within mathematical concepts to meet the needs of all students.

2.3.10 PS The teacher candidate demonstrates an ability to motivate, engage, and support the students in their study of mathematics.

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

2.3.12 The teacher candidate demonstrates the ability to intentionally facilitate learner use of a variety of mathematical practices (problem solving, reasoning, modeling, attending to precision, identifying elements of structure, generalizing, engaging in mathematical communication, making connections) through the use of strategic questioning and prompting and skillfully designing math tasks to draw out math practices appropriate for the content at hand.

Standard 3: 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 learners in curiosity, exploration, sense-making, conceptual development, and problem solving.

Function 1: Content

The teacher candidate understands major concepts, assumptions, and debates across science disciplines. The candidate applies scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices in order to engage learners in science concept and skill development.

Content Knowledge

- 3.1.1 CK The teacher candidate demonstrates understanding of disciplinary core ideas related to concepts in physical sciences (matter and its interactions; motion and stability – forces and interactions; energy; waves and their applications in technologies for information transfer).
- 3.1.2 CK The teacher candidate demonstrates understanding of disciplinary core ideas related to concepts in life sciences (organisms – structures and processes; ecosystems – interactions, energy, and dynamics; heredity – inheritance and variation of traits; biological evolution – unity and diversity; human impact).
- 3.1.3 CK The teacher candidate demonstrates understanding of disciplinary core ideas related to major concepts of health (nutrition, wellness and safety) that promotes a healthy lifestyle.
- 3.1.4 CK The teacher candidate demonstrates understanding of disciplinary core ideas related to concepts in earth and space sciences (Earth's place in the universe; Earth's systems; Earth and human activity).
- 3.1.5 CK The teacher candidate demonstrates understanding of disciplinary core ideas related to concepts in engineering, technology, and applications of science (engineering design; links among engineering, technology, science, and society).
- 3.1.6 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).
- 3.1.7 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).
- 3.1.8 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.

Professional Skills

3.1.9 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.

3.1.10 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.

3.1.11 PS The teacher candidate recognizes that science is an application of process skills (e.g., scientific method, engineering design process, "hands on/minds on").

3.1.12 PS The teacher candidate designs and provides interactive 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.

3.1.13 PS The teacher candidate plans and conducts lessons that actively engage learners in accessible and meaningful learning experiences (which may include physical sciences, life sciences, health, earth and space sciences, environmental/agricultural studies) that guide learners through developmentally appropriate learning progressions.

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

3.1.15 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.

3.1.16 PS Within science lessons, the teacher candidate provides time, materials and instructional support for students to apply appropriate disciplinary literacy skills (i.e., knowledge and strategies for reading technical and informational texts, conducting research, writing in the discipline, graphic representations of information, narrative statements related to graphs of data, and descriptions of processes student use to solve problems).

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 appropriate feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.

Content Knowledge

3.2.1 CK The teacher candidate demonstrates knowledge how to select and implement a variety of formative and summative assessments to address science learning goals and individual learner differences.
3.2.2 CK The teacher candidate demonstrates an understanding of how to evaluate learner progress against standards.
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.
3.2.4 CK The teacher candidate understands how to communicate assessment findings to relevant stakeholders.
3.2.5 CK The teacher candidate understands the importance of metacognitive approaches for learners to be engaged in monitoring and guiding their own learning.
3.2.6 CK The teacher candidate understands common sources of bias in assessing science learning and the impacts such biases have on learners.

Professional Skills

3.2.7 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.
3.2.8 PS The teacher candidate designs formative assessments to elicit learners' prior thinking about science concepts and to recognize common misconceptions and naïve understandings in science.
3.2.9 PS The teacher candidate designs performance-based assessments that document conceptual and skill development while learners engage in science practices.
3.2.10 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.
3.2.11 PS The teacher candidate provides constructive and descriptive feedback to learners in ways that support concept and skill development.
3.2.12 PS As the teacher candidate observes, listens, questions, and responds, the candidate adjusts instruction to meet the diverse needs of learners.
3.2.13 PS The teacher candidate assures that learners self-assess their science conceptual learning and skill development.

Function 3: Instructional Practice

The teacher candidate plans, 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.

Content Knowledge

3.3.1 CK The teacher candidate demonstrates knowledge of science and engineering practices and how they relate to learners.

3.3.2 CK The teacher candidate demonstrates knowledge of the central roles that curiosity, creativity, evidence, and sense-making have in science learning.
3.3.3 CK The teacher candidate understands how to connect prior concepts with new challenges that stimulate science learning.
3.3.4 CK 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.
3.3.5 CK The teacher candidate demonstrates knowledge of the importance of aligning instruction with learning cycles.
3.3.6 CK The teacher candidate demonstrates knowledge of developing inquiry-based science and engineering lessons.
3.3.7 CK The teacher candidate demonstrates an understanding of engaging learners in collaborative thinking and problem-solving related to authentic science and engineering phenomena and issues.
3.3.8 CK The teacher candidate demonstrates an understanding of instructional factors that commonly contribute to bias in learner engagement and achievement in science.
3.3.9 CK The teacher candidate demonstrates an understanding of safety considerations in relation to science instruction.
3.3.10 CK The teacher candidate demonstrates an understanding of disciplinary literacy specific to the sciences.
3.3.11 CK The teacher candidate demonstrates how to find and access resources (i.e., community resources, funding/grant opportunities, content experts, materials etc.).

Professional Skills

3.3.12 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 science and engineering concepts.
3.3.13 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.
3.3.14 PS The teacher candidate provides developmentally appropriate science activities that engage learners 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.
3.3.15 PS The teacher candidate guides activities (e.g., discussion, writing, drawing, modeling, and presenting) that engage learners in constructing their own understandings with increasing levels of sophistication.
3.3.16 PS The teacher candidate incorporates scientific tools, materials, and technology in developmentally appropriate science investigations.

3.3.17 PS The teacher candidate demonstrates an ability to motivate, engage, and support learners by providing science activities that align with a learning cycle, such as the 5E learning cycle (Engage, Explore, Explain, Elaborate, Evaluate).

3.3.18 PS The teacher candidate adjusts science instruction to meet the needs of diverse individuals and groups of learners, including those of traditionally under-represented groups in science and engineering.

3.3.19 PS The teacher candidate incorporates an understanding of [Bloom's] levels of learning to engage learners in individual, small group, and large group configurations to support deep understanding of science.

3.3.20 PS The teacher candidate incorporates cross-disciplinary connections (e.g., literacy, mathematics, physical education, music, art, social studies) into science learning.

3.3.21 PS The teacher candidate incorporates the most current 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.

3.3.22 PS The teacher candidate provides developmentally appropriate scientific inquiry strategies within STEM (science, technology, engineering, and mathematics) activities and programs that require critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

3.3.23 PS The teacher candidate effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions and promote each learner's achievement of content standards.

Standard 4: Social Studies

The teacher candidate demonstrates an understanding of the central concepts, tools of inquiry, and disciplines of the social studies (civics and government, geography, economics, history), to plan, implement, and assess developmentally appropriate social studies learning experiences that enable all learners to develop the skills for problem solving, critical thinking, and decision making, so they may understand and make informed decisions about their world.

Function 1: Content.

The teacher candidate demonstrates an understanding of central concepts, tools of inquiry, disciplines and thematic strands of the social studies by creating developmentally appropriate learning experiences.

Content Knowledge

- 4.1.1 CK The teacher candidate demonstrates an understanding of and can identify the qualities of informed, thoughtful, and engaged citizens.
- 4.1.2 CK The teacher candidate identifies and uses the ten NCSS organizing themes of the social studies to plan developmentally appropriate lessons:
    1. Culture
    2. Time, Continuity, and Change
    3. People, Places, and Environment
    4. Individual Development and Identity
    5. Individuals, Groups, and Institutions
    6. Power, Authority and Governance
    7. Production, Distribution, and Consumption
    8. Science, Technology, and Society
    9. Global Connections
    10. Civic Ideals and Practices
- 4.1.3 CK The teacher candidate will demonstrate an understanding of the information, concepts, theories, analytical approaches and values perspectives, including differing world views, important to teaching social studies.
- 4.1.4 CK The teacher candidate demonstrates the ability to develop problem-solving, critical-thinking, and application activities related to the social studies.
- 4.1.5 CK The teacher candidate will demonstrate knowledge of civics and government including (a) individuals, groups, and institutions, (b) power, authority, and governance, and (c) civic ideals and practices.
- 4.1.6 CK The teacher candidate will demonstrate knowledge of geography (Kansas and regions of the world) including (a) people, places, and environments, and (b) local, regional, national, and global connections.
- 4.1.7 CK The teacher candidate will demonstrate knowledge of economics (Kansas and regions of the world) including (a) production, distribution, and consumption, and (b) science, technology, and society.

Professional Skills

4.1.8 PS The teacher candidate uses multiple representations and explanations within the discipline to guide student learning.
4.1.9 PS The teacher candidate applies knowledge of the state content standards in the social studies in their planning of instruction.

Function 2: Assessment

The teacher candidate assesses instruction and student learning consistent with the long-range purposes of social studies and communicates meaningful feedback.

Content Knowledge

4.2.1 CK The teacher candidate demonstrates an understanding that assessment practices should be goal oriented, appropriate in level of difficulty, feasible, and cost effective.
4.2.2 CK The teacher candidate understands the variety assessments appropriate to each field of social studies: people and places, civics and government, geography, economics, and history.
4.2.3 CK 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.

Professional Skills

4.2.4 PS The teacher candidate balances the use of formative and summative assessment as appropriate to support, verify, and document social studies learning.
4.2.5 PS The teacher candidate engages students in multiple ways of demonstrating social studies knowledge and skill as part of the assessment process.
4.2.6 PS The teacher candidate designs social studies assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
4.2.7 PS The teacher candidate assures that the students self-assess their social studies knowledge and skills.
4.2.8 PS The teacher candidate determines student learning profiles in order to proactively plan instruction to address students varied social studies learning needs and goals.
4.2.9 PS As the teacher candidate observes, listens, questions, and responds, the candidate adjusts instruction to meet the diverse needs of students.
4.2.10 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 and implements 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.

Content Knowledge

4.3.1 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.

4.3.2 CK The teacher candidate demonstrates a thorough understanding of inquiry-based learning that engage learners in critical thinking, creativity and collaborative problem solving.

4.3.3 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).

Professional Skills

4.3.4 PS The teacher candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students' experiences.

4.3.5 PS The teacher candidate provides developmentally appropriate social science inquiry strategies within STEM (science, technology, engineering, and mathematics) activities and programs that require critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

4.3.6 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.

4.3.7 PS The teacher candidate uses their knowledge of higher levels of learning to plan and implement instruction specific to each student, groups of students, or the whole group, to support their learning goals and objectives, while developing a deep understanding of social studies.

4.3.8 PS The teacher candidate adjusts social studies instruction to meet the needs of individuals and groups of students.

4.3.9 PS The teacher candidate demonstrates an ability to motivate, engage, and support the students in their study of social studies.

4.3.10 PS The teacher candidate uses cross-disciplinary connections (literacy, mathematics, science) and social studies interconnections (within the NCSS themes) to make knowledge of varied content areas connected and meaningful.

Standard 5: Theoretical and Foundational Knowledge of Literacy

The teacher candidate identifies and applies the theoretical and foundational knowledge for reading, writing (including composition, letter formation, manuscript and cursive), listening, and speaking as set forth in the five pillars of literacy instruction supported by the science of reading (including, but not limited to, the Simple View of Reading, the Simple View of Writing, Scarborough's Reading Rope, Ehri's Four Phases of Word Reading, and the Four-Part Language Processing Model). The candidate demonstrates an understanding of the interrelated components of general literacy and disciplinary-specific literacy processes that serve as a foundation for all learning.

Function 1: Foundational Pillars of Literacy Practice

The teacher candidate demonstrates the ability to identify and utilize foundational knowledge regarding instruction in reading, writing, listening and speaking based on the National Reading Panel's five pillars of literacy practice (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Content Knowledge

5.1.1 CK The candidate demonstrates an understanding of the aspects of cognition and behavior that affect reading and writing development.

5.1.2 CK The candidate knows the phases in the typical developmental progression of oral language, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.

5.1.3 CK The candidate demonstrates an understanding of how to use text-based discussions as a means of improving reading comprehension and developing academic vocabulary.

5.1.4 CK The candidate demonstrates an understanding of how to apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.

5.1.5 CK The candidate demonstrates knowledge of the literature about key elements of reading comprehension (i.e., the reader, the text, and the foundational skills to support comprehension).

5.1.6 CK The candidate can articulate the rationale for the use of multiple texts in various genres and formats, including print, digital, visual, and multimodal.

5.1.7 CK The candidate demonstrates a knowledge of the structure of language and its relationship to literacy development and acquisition.

5.1.8 CK The candidate demonstrates an understanding of how knowledge about literacy acquisition has changed over time and has influenced literacy instruction.

5.1.9 CK The candidate demonstrates an understanding of instructional strategies that promote deep comprehension.

5.1.10 CK The candidate demonstrates an understanding of instructional routines that are appropriate for each major genre: informational text, narrative text, and argumentation.

5.1.11 CK The candidate demonstrates knowledge of the evidence-based instructional approaches that support writing of specific types of text and tasks.

5.1.12 CK The candidate demonstrates an understanding of the major skill domains that contribute to written expression.
5.1.13 CK The candidate demonstrates an understanding of the developmental phases of the writing process.
5.1.14 CK The candidate demonstrates an understanding of the appropriate uses of assistive technology in written expression.
5.1.15 CK The candidate demonstrates an understanding of how to provide opportunities for students to plan, draft, and revise in collaboration with peers and adults (e.g., interactive writing, family journals, observation logs).
5.1.16 CK The candidate demonstrates an understanding of how to invite students to write narrative, informational text, and other genres.
5.1.17 CK The candidate demonstrates an understanding of how to use models of environmental print and writing (signs and labels) to develop students' understanding of writing and the writing process.
5.1.18 CK The candidate demonstrates an understanding of how to use the backgrounds and interests of students to engage them in authentic writing experiences.
5.1.19 CK The candidate demonstrates an understanding of how to encourage learners to demonstrate understanding through personal interpretation, multiple means of expression, and with multiple text types (e.g., digital, visual print).
5.1.20 CK The candidate demonstrates an understanding of how to provide opportunities for writing across the curriculum and in a variety of settings (e.g., centers, free writing, sharing writing with a family member).
5.1.21 CK The candidate demonstrates an understanding of how writing develops (scribbling, strings of letters, invented spelling).
5.1.22 CK The candidate demonstrates an understanding of the use of writing as a means of communicating with a variety of audiences for multiple purposes, and the importance of experiences in communicating writing through a variety of purposes (e.g., pre-K grocery lists, signs, invitations), styles, and genres (e.g., narrative, expository, persuasive).
5.1.23 CK The candidate demonstrates an understanding of the writing process (i.e., prewriting, drafting, revising, editing, publishing).
5.1.24 CK The candidate demonstrates an understanding of how writing is used to facilitate learning (e.g., drawing pictures, note-taking, keeping records, research).
5.1.25 CK The candidate demonstrates understanding of the most intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological) and explains major research findings regarding how linguistic and cognitive factors contribute to the prediction of literacy outcomes.

Professional Skills

5.1.26 PS The candidate provides reading-writing connections as a support for comprehension to guide students through appropriate learning progressions and to promote each student's achievement.

5.1.27 PS The candidate designs and provides English/language arts learning experiences that encourage students to understand, question, and analyze ideas from diverse perspectives.
5.1.28 PS The candidate identifies the aspects of cognition and behavior that affect reading and writing development and adapts teaching accordingly.
5.1.29 PS The candidate uses multiple texts in various genres and formats, including print, digital, visual, and multimodal.
5.1.30 PS The candidate demonstrates how to apply knowledge of narrative and expository text structure to plan instruction for students.

Function 2: Science of Reading

The candidate provides evidence of identifying and applying theoretical foundational knowledge and models of instruction grounded in the Science of Reading such as the Simple View of Reading and the Simple View of Writing to teach PK-elementary students.

Content Knowledge

5.2.1CK The candidate recognizes that reading comprehension is a product of both word identification and language comprehension (Simple View of Reading).
5.2.2 CK The candidate demonstrates an understanding of the comprehensive view of literacy learning noted on Scarborough's Reading Rope recognizing that language comprehension and word identification are both integral parts of literacy teaching and learning.
5.2.3 CK The candidate demonstrates understanding of Ehri's Phases of Word Learning.
5.2.4 CK The candidate is able to identify the components of and utilize the four-part language processing model that illustrates how the brain reads words.
5.2.5 CK The candidate demonstrates an understanding of the distinguishing characteristics of dyslexia and other reading and language disabilities, and how symptoms of reading difficulties are likely to change over time.
5.2.6 CK The candidate demonstrates an understanding of the underlying research and literature about the developmental stages of oral language (e.g., babbling, telegraphic stage, beginning oral fluency) and how language development and processes affect overall literacy development.
5.2.7 CK The candidate demonstrates an understanding that oral language is comprised of interrelated components (i.e., phonology, morphology, semantics, syntactics, pragmatics).
5.2.8 CK The candidate demonstrates an understanding of how to take a systematic, explicit, multisensory, recursive approach to spelling development.
5.2.9 CK The candidate demonstrates an understanding of explicit and systematic methods to teach writing to all learners. (Simple View of Writing)

Professional skills

5.2.10 PS The candidate designs and implements explicit, systematic, cumulative, and multimodal/multisensory instruction at the word-level (phonemic basis for oral

language, phonics instruction, syntax, and semantics) and text-level (word meaning, fluency, critical analysis, multiple perspectives).

5.2.11 PS The candidate designs instruction based on student need related to both word identification and language comprehension.

5.2.12 PS The candidate can identify a student's level of word reading based on Ehri's Phases of Word Reading and design instruction that scaffolds future learning.

5.2.13 PS The candidate demonstrates the ability to adapt instruction for students with weaknesses in working memory, attention, executive function, or processing speed.

Function 3: Interdisciplinary Foundation of Literacy

The candidate recognizes that literacy instruction includes inter-related and Interdisciplinary components that create meaningful learning opportunities for PK-elementary students.

Content Knowledge

5.3.1 CK The candidate demonstrates an understanding of integrating literacy across the curriculum.

5.3.2 CK The candidate demonstrates an understanding of the influences new literacies and digital learning have across the curriculum.

5.3.3 CK The teacher candidate demonstrates an understanding of the skills necessary to access information using digital devices across the curriculum.

5.3.4 CK The candidate demonstrates an understanding of how to use intentional grouping structures (e.g., centers, whole group, small groups, paired reading, individual reading, teacher read alouds) to provide opportunities for reading across the curriculum.

5.3.5 CK The teacher candidate demonstrates an understanding of appropriate (i.e., choral reading, echo reading, whisper reading, silent reading) and inappropriate (i.e., round robin, popcorn) reading strategies within various student grouping structures across the curriculum.

5.3.6 CK The candidate demonstrates an understanding of using strategies to assist students in developing research skills and to motivate students to become critical consumers of different types of texts (e.g., digital, visual, print, multimodal).

5.3.7 CK The candidate demonstrates an understanding of how to teach students to critically evaluate, closely read, and make intra-textual and intertextual connections.

Professional Skills

5.3.8 PS The candidate authentically integrates concepts, processes, and examples from science, literature, mathematics, music, art, and social studies in lessons.

5.3.9 PS The candidate integrates reading across the discipline and curriculum.

5.3.10 PS The candidate demonstrates disciplinary literacy strategies to enhance learning.

5.3.11 PS The candidate uses knowledge of students' backgrounds and interests to develop reading experiences that enhance student vocabulary, comprehension, and critical thinking.

Function 4: Knowledge of Standards and Curriculum

The teacher candidate demonstrates the ability to link standards (what students should know and be able to do at a specific time) with curricular and instructional decisions to increase learning outcomes for learners.

Content Knowledge

- 5.4.1 CK The teacher candidate demonstrates an understanding that state and local standards have an influence on literacy curriculum and instruction.
- 5.4.2 CK The teacher candidate demonstrates understanding of evaluating various literacy curricula to determine their alignment with research and the ways in which they meet the needs of learners, taking into consideration their developmental, social, cultural, linguistic, and academic diversity.
- 5.4.3 CK The teacher candidate demonstrates an understanding of literacy curricula alignment with local, state, and professional standards.
- 5.4.4 CK The teacher candidate demonstrates an understanding of evidence-based literacy strategies aligned to district and state standards.

Professional Skills

- 5.4.5 PS The teacher candidate selects and implements evidence-based literacy strategies aligned to district and state standards.

Standard 6: Structured Literacy Instruction (Elements and Principles)

The teacher candidate recognizes and applies current evidence-based best practices aligned to the science of reading and utilizes the principles (i.e. explicit, systematic, cumulative, diagnostic, multisensory, and multimodal) and individual elements of structured literacy (i.e. phonology, alphabetic principle, syllable types and division, morphology, syntax, and semantics) when planning and implementing engaging literacy instruction for Pre-K and elementary students.

Function 1: Principles of Structured Literacy

The candidate demonstrates a clear understanding of the instructional principles when using a structured literacy model of instruction.

Content Knowledge

- 6.1.1 CK The candidate demonstrates an understanding for the rationale for explicit, systematic, cumulative, multisensory, and multimodal language-learning techniques.
- 6.1.2 CK The candidate demonstrates an understanding of the language processing requirements of proficient reading: phonological awareness, orthography, phonics, semantics, syntax, and discourse.
- 6.1.3 CK The candidate demonstrates an understanding of the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling and vocabulary knowledge.
- 6.1.4 CK The candidate demonstrates an understanding of how to accommodate for individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.

Professional skills

- 6.1.5 PS The candidate creates English/language arts lessons using a multisensory/multimodal approach inclusive of appropriate time, materials, technology, and instructional support for pre-K/elementary students' learning.
- 6.1.6 PS The candidate differentiates instruction (adjusting in terms of intensity, focus, group size, delivery mode, and materials) according to student need.

Function 2: Knowledge of Phonemic Awareness

The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to phoneme-grapheme correspondence.

Content Knowledge

- 6.2.1CK The candidate demonstrates an understanding for how to pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.
- 6.2.2 CK The candidate demonstrates an understanding of phonological sensitivity.
- 6.2.3CK The candidate demonstrates an understanding of phonemic awareness difficulties in learners.

6.2.4 CK The candidate demonstrates an understanding of the progression of phonemic awareness skill-development, across age and grade.
6.2.5 CK The candidate demonstrates an understanding for the general and specific goals of phonemic awareness instruction.
6.2.6 CK The candidate demonstrates an understanding of evidence-based principles for teaching letter formation, both manuscript and cursive.
6.2.7 CK The candidate demonstrates an understanding for the principles of phonemic awareness instruction: brief, multisensory, conceptual, articulatory, auditory verbal.

Professional Skills

6.2.8 PS The candidate designs instruction to explicitly and systematically teach students to recognize, identify and manipulate the sounds of spoken language.

Function 3: Phonics and Orthography

The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to phonics, orthography, syllables and stress patterns.

Content Knowledge

6.3.1 CK The candidate demonstrates an understanding of research based, basic foundations of writing (i.e., correct letter formation, spelling, writing, keyboarding, grammar, conventions, word choice).
6.3.2 CK The candidate demonstrates an understanding for the structure of English orthography and patterns and rules that inform teaching of single and multi-syllable regular word reading.
6.3.3 CK The candidate demonstrates an understanding for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.
6.3.4 CK The candidate demonstrates an understanding of how to apply, in practice, considerations for the structure of English orthography and the rules that inform the teaching and spelling of single and multi-syllable regular words.

Professional Skills

6.3.5 PS The candidate models and provides accurate feedback on correct letter formation in manuscript and cursive writing
6.3.6 PS The candidate designs word recognition and spelling lessons by following a structured phonics lesson plan.
6.3.7 PS The candidate demonstrates the ability to teach irregular words in small increments using special techniques.
6.3.8 PS The candidate demonstrates how to apply in practice, considerations for systematically, cumulative, and explicitly teaching basic decoding and spelling skills.

Function 4: Fluency

The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to fluency.

Content Knowledge

6.4.1 CK The candidate demonstrates an understanding of the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.

6.4.2 CK The candidate demonstrates an understanding for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.

6.4.3 CK The candidate demonstrates an understanding of text reading fluency as an achievement of ~~normal~~ reading development that can be advanced through informed instruction and progress-monitoring practices.

6.4.4 CK The candidate demonstrates an understanding for appropriate uses of assistive technology for students with serious limitations in reading fluency.

Professional Skills

6.4.5 PS The candidate demonstrates an understanding of how to apply in practice considerations for varied techniques and methods for building reading fluency.

6.4.6 PS The candidate demonstrates an understanding of how to apply in practice considerations for text reading fluency as an achievement of ~~normal~~ reading development that can be advanced through informed instruction and progress-monitoring practices.

6.4.7 PS The candidate demonstrates an understanding of how to apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.

Function 5: Morphology and Vocabulary

The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to morphology and vocabulary development.

Content Knowledge

6.5.1 CK The candidate demonstrates an understanding of utilizing morphology to increase student word learning, vocabulary and as an aid in comprehension.

6.5.2 CK The candidate demonstrates an understanding for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.

6.5.3 CK The candidate demonstrates an understanding for the sources of wide differences in students' vocabularies.

6.5.4 CK The candidate demonstrates an understanding for the role and characteristics of indirect (contextual) methods of vocabulary instruction.

6.5.5 CK The candidate demonstrates an understanding for the role and characteristics of direct, explicit methods of vocabulary instruction.

Professional Skills

6.5.6 PS The candidate designs and/ or implements instruction utilizing morphology to increase student word learning, vocabulary to aid comprehension.

6.5.7 PS The candidate designs and/or implements lessons that engage students in direct, explicit methods of vocabulary instruction

Function 6: Listening and Reading Comprehension

The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to listening and reading comprehension.

Content Knowledge

6.6.1 CK The candidate demonstrates an understanding of the role of sentence comprehension in listening and reading comprehension for various levels of text complexity.

6.6.2 CK The candidate demonstrates an understanding of methods for teaching comprehension systematically and explicitly to all learners.

6.6.3 CK The candidate demonstrates an understanding of the teacher's role as an active mediator of the text-comprehension process.

6.6.4 CK The candidate demonstrates an understanding of how metacognition guides students' development of monitoring their own comprehension and analysis of different types of text.

6.6.5 CK The candidate demonstrates an understanding of strategies to guide students' self-selection of appropriate texts to increase motivation and engagement.

6.6.6 CK The candidate demonstrates an understanding of how to differentiate instruction, tasks, and materials (print and digital) that are appropriate and culturally responsive to all learners.

6.6.7 CK The candidate demonstrates an understanding of how to teach the use of graphic and semantic organizers to support comprehension.

6.6.8 CK The candidate demonstrates an understanding of how to teach literary devices (i.e., figurative language, nuance of words, alliteration).

6.6.9 CK The candidate demonstrates an understanding of the structures and features of texts that support comprehension.

6.6.10 CK The candidate demonstrates an understanding of how to teach the types (i.e., biography, how to) and features (i.e., description, cause and effect, sequence) of informational texts.

Professional Skills

6.6.11 PS The candidate purposefully chooses different types of texts based on the learning objective, to include use of decodable texts for support of beginning readers.

6.6.12 PS The candidate uses multiple texts in various genres and formats, including print, digital, visual, and multimodal.

6.6.13 PS The candidate provides explicit instruction related to providing students with necessary skills and strategies to access complex text.
6.6.14 PS The candidate creates read aloud experiences using high-quality texts to develop vocabulary and comprehension, using a variety of high-quality texts and genres to meet individual students' needs and interests.
6.6.15 PS The candidate applies metacognitive teaching strategies to guide students' development of monitoring their own comprehension and analysis of different types of text.
6.6.16 PS The candidate applies teaching strategies that guide students' self-selection of appropriate texts to increase motivation and engagement.
6.6.17 PS The candidate differentiates instruction, tasks, and materials (print and digital) that are appropriate and culturally responsive to all learners.
6.6.18 PS The candidate applies knowledge of how to use graphic and semantic organizers to support comprehension.
6.6.19 PS The candidate applies knowledge of literary devices (i.e., figurative language, nuance of words, alliteration) to support comprehension.
6.6.20 PS The candidate applies knowledge of the structures and features of texts that support comprehension.
6.6.21 PS The candidate applies knowledge of how to teach the types (i.e., biography, how to) and features (i.e., description, cause and effect, sequence) of informational texts.

Function 7: Principles of Structured Literacy

The candidate identifies and utilizes structured literacy principles in developing learning opportunities for PK-elementary students.

Content Knowledge

6.7.1 CK The candidate plans and implements instruction that is direct, explicit and clearly focused on specific learning outcomes.
6.7.2 CK The candidate identifies and utilizes data in planning and delivery of lessons.
6.7.3 CK The candidate plans and implements instruction that is intentionally built upon previously learning and is carefully scaffolded through targeted, prompt feedback.
6.7.4 CK The candidate identifies and utilizes instruction that is highly interactive, multimodal and engaging through instructional decisions for texts and tasks.

Professional Skills

6.7.5 PS The candidate designs and implements instruction based on a systematic progression of learning outcomes
6.7.6 PS The candidate uses explicit instruction when teaching to provide clarity and provides timely and accurate feedback to students.
6.7.7 PS The candidate demonstrates how to apply multisensory routines to enhance student engagement and learning.

Standard 7: Literacy Assessment and Evaluation of Diverse Learners

The teacher candidate uses a variety of appropriate literacy assessment strategies (phonological awareness, phonics, fluency, vocabulary, reading comprehension, listening comprehension, writing, and emergent literacy) to engage students in their own growth. The candidate demonstrates understanding of the impact of external factors (eg. language, culture, and socioeconomic differences) on student learning. The candidate selects, implements and analyzes screening, diagnostic and progress monitoring data of students' language acquisition and literacy development for instruction. They gather and use data for accountability purposes, to identify students at risk for specific difficulties and disabilities (such as but not limited to dyslexia and dysgraphia), and to create individualized interventions.

Function 1: Assessment Tools

The teacher candidate demonstrates an understanding of the purposes, strengths and limitations; reliability and validity, formats, and appropriateness of various types of informal and formal assessments.

Content Knowledge

- 7.1.1 CK The candidate demonstrates an understanding of the reasons for selecting assessments.
- 7.1.2 CK The teacher candidate demonstrates an understanding of the basic statistics commonly utilized in formative and summative assessments.
- 7.1.3 CK The teacher candidate demonstrates an understanding of informal diagnostic surveys of phonological and phonemic awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.
- 7.1.4 CK The teacher candidate demonstrates an understanding of how to measure students' language development.
- 7.1.5 CK The teacher candidate demonstrates an understanding of how to measure students' disciplinary literacy including academic vocabulary (e.g., using a vocabulary knowledge scale to determine academic vocabulary knowledge and growth, assessing student background knowledge, and assessing student knowledge of various disciplinary literacy strategies when reading across the curriculum).

Professional Skills

- 7.1.6 PS The teacher candidate measures students' language development.
- 7.1.7 PS The teacher candidate evaluates the strengths and limitations of various assessment instruments.

Function 2: Application of Assessment

The teacher candidate demonstrates the use of observational skills and results of student work to determine students' literacy and language strengths and needs; they select and administer other formal and informal assessments appropriate for assessing students' language and literacy development.

Content Knowledge

7.2.1 CK The teacher candidate recognizes the types of data sources available for measuring student learning (e.g., standards, assessment frameworks, performance tasks and observation including daily conversation, reading fluency error analysis, and writing samples).

7.2.2 CK The teacher candidate demonstrates an understanding of how to use well-validated screening tests designed to identify students at risk for reading and writing difficulties.

7.2.3 CK The teacher candidate understands how to apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.

Professional Skills

7.2.4 PS The teacher candidate selects assessments for specific purposes and understands the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.

7.2.5 PS The teacher candidate administers and appropriately scores formal and informal literacy assessments at the individual, group, and classroom levels.

7.2.6 PS The teacher candidate uses results of various assessment measures to inform and/or modify instruction.

7.2.7 PS The teacher candidate uses multiple sources of assessment data to inform instruction and intervention at the individual student, class, and grade levels.

7.2.8 PS The teacher candidate uses classroom screening measures, informal assessments, formative and benchmark progress monitoring tools, and summative outcome measures and can interpret data in various formats.

7.2.9 PS The teacher candidate balances the use of formative and summative assessment as appropriate to support, verify, and document literacy learning.

7.2.10 PS The teacher candidate engages students in multiple ways of demonstrating literacy knowledge and skills as part of the assessment process.

7.2.11 PS The teacher candidate designs literacy assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

7.2.12 PS The teacher candidate assures that the students self-assess their literacy knowledge and skills.

7.2.13 PS The teacher candidate selects and applies formal and informal assessment methods and uses data to guide instruction and monitor student progress for phonological and phonemic awareness including emergent literacy.

7.2.14 PS The teacher candidate selects and applies formal and informal assessment methods and uses data to guide instruction and monitor student progress for phonics and decoding.

7.2.15 PS The teacher candidate selects and applies formal and informal assessment methods and uses data to guide instruction and monitor student progress for vocabulary and fluency.

7.2.16 PS The teacher candidate selects and applies formal and informal assessment methods and uses data to guide and differentiate instruction, monitor student progress, and select teaching strategies that support readers as they construct literal and inferential meaning, including author's use of language.

7.2.17 The teacher candidate selects and applies formal and informal assessment methods and uses data to guide instruction and monitor student progress for written expression.

Function 3: Student Progress Monitoring and Reporting

The teacher candidate uses data in an ethical manner, interprets data to explain student progress, and informs families and colleagues about the function and purpose of assessments.

Content Knowledge

7.3.1 CK The teacher candidate understands how to identify student progress markers (e.g., strengths, needs, literacy goals).

7.3.2 CK The teacher candidate summarizes and communicates (orally and in writing) the meaning of assessment data to share with students, parents, and other teachers and engages families in dialogue about how to support their child's literacy development.

7.3.3 CK The teacher candidate values and integrates the cultural and societal contributions of both home and school in the assessment processes and practices (e.g., student writing artifacts).

7.3.4 The teacher candidate collaborates with colleagues (e.g., literacy coaches and specialists, special educators, teacher assistants) to examine assessment trends for young learners, specific assessments, administration guidelines, and potential issues (e.g., assessing levels of complexity, narrative/informational text differences).

Professional Skills

7.3.5 PS The teacher candidate uses assessment tools to identify students at risk for reading difficulties.

7.3.6 PS The teacher candidate uses assessment data and progress monitoring in a MTSS framework across the tiers.

7.3.7 PS The teacher candidate strives to do no harm and to act in the best interests of culturally, linguistically, and economically diverse students; students with dyslexia, dysgraphia and other literacy disorders; and other struggling readers.

7.3.8 PS The teacher candidate maintains public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.

7.3.9 PS The teacher candidate respects objectivity by reporting assessment and intervention results accurately and truthfully.

7.3.10 PS The teacher candidate respects the confidentiality of students.

Function 4: Diverse Learners

The teacher candidate demonstrates an understanding of how individual biases influence interactions with diverse students, families, and communities.

Content Knowledge

7.4.1 CK The teacher candidate demonstrates an understanding of essential concepts about diversity including, but not limited to, funds of knowledge, linguistic variation, cultural competence and learning, intersectionality, and social inequity.

7.4.2 CK The teacher candidate demonstrates an understanding of how cultural practices and norms within and across diverse communities and school settings influence student learning.

7.4.3 CK The teacher candidate demonstrates an understanding of the development and use of first and additional languages.

7.4.4 CK The teacher candidate demonstrates awareness of dialectal differences and their impact on student identity and learning.

7.4.5 CK The teacher candidate demonstrates an understanding of students' multiple ways of communicating, variations in discourse, and language expression.

7.4.6 CK The teacher candidate demonstrates an understanding of various pedagogies related to diversity (e.g., culturally and linguistically relevant pedagogies).

7.4.7 CK The teacher candidate demonstrates an understanding of how to forge family, community, and school relationships to enhance students' literacy learning.

7.4.8 CK The teacher candidate demonstrates an understanding of how to encourage collaborative, reciprocal relationships among family.

7.4.9 CK The teacher candidate demonstrates an understanding of how to encourage and facilitate student, family, and community empowerment.

Professional Skills

7.4.10 PS The teacher candidate identifies the forms of diversity present in schools and communities in which they teach and interact.

7.4.11 PS The teacher candidate interacts with families and communities in both school-based and community-based settings.

7.4.12 PS The teacher candidate sets high expectations for learners and implements instructional practices that are responsive to students' diversity.

7.4.13 PS The teacher candidate leverages students' ways of communicating variations in discourse and language expression to provide optimal instructional practices that support social development and identities of diverse learners.

7.4.14 PS The teacher candidate identifies diversity as a core asset in instructional planning, teaching, and selecting texts and materials.

7.4.15 PS The teacher candidate creates a learning environment that builds on the numerous funds of knowledge that students and their families possess.

7.4.16 PS The teacher candidate engages students as agents of their own learning through art, multimodal experiences, and the use of all their cultural and linguistic resources.

7.4.17 PS The teacher candidate identifies and recognizes stereotypes in literature and responds appropriately.

Standard 8: Creative Experiences

The teacher candidate demonstrates an understanding of and implements elements of visual arts, music, dance, theater, movement, and physical activity to plan, implement, and assess learning experiences that engage all learners in critical thinking, creativity, collaborative problem solving, and communication.

Function 1: Foundations of Fine Arts

The teacher candidate has a foundational knowledge of elements of visual art, music, dance, theater, movement and physical activity and why they are meaningful for students in supporting learning in a variety of content areas.

Content Knowledge

8.1.1 CK The teacher candidate is aware of the traditions and language of the disciplines including the basic styles and thematic influences of artists, designs, traditions, and movements of each.

8.1.2 CK The teacher candidate knows and uses the vocabulary and processes used in each discipline.

8.1.3 CK The teacher candidate integrates developmentally appropriate strategies including artistic expression, play, and physical activity that impact brain development and learning.

8.1.4 CK The teacher candidate practices proper attribution and adheres to copyright regulations.

Professional Skills

8.1.5 PS The teacher candidate uses multiple representations (CRA model) and explanations within the disciplines to guide students through appropriate learning progressions and to promote each student's achievement.

8.1.6 PS The teacher candidate designs and provides creative experiences that encourage students to understand, question, and analyze ideas from diverse perspectives, cultures, and historical periods.

8.1.7 PS The teacher candidate creates lessons integrating all disciplines that include appropriate techniques, materials, technology and instructional support for students' learning, problem solving, and communication.

8.1.8 PS The teacher candidate uses appropriate learning theories related to the disciplines across the curriculum to meet the needs of individuals and groups of students.

Function 2: Assessment

The teacher candidate selects, applies, and evaluates a variety of assessments appropriate to creative experiences.

Content Knowledge

8.2.1 CK The teacher candidate understands how to direct students to analyze, describe, discuss, interpret, and critique their own works and the works of others.

8.2.2 CK The teacher candidate provides direction, guidance, and feedback to ensure that students are actively engaged in lessons, knowing their purpose and objectives.

Professional Skills

8.2.3 PS The teacher candidate engages students in multiple ways of demonstrating knowledge and skill as part of the formative and summative assessment process.
8.2.4 PS The teacher candidate observes, listens, questions, responds, and adjusts instruction to meet the diverse needs of students.
8.2.5 PS The teacher candidate designs and models processes that guide students in examining their own thinking and learning as well as the performance of others.

Function 3: Instruction

The teacher candidate implements effective instructional strategies that actively engage students in creating, performing, and responding to emphasize interrelationships of the arts and movement with other disciplines.

Content Knowledge

8.3.1 CK The teacher develops lessons that connect concepts and use differing perspectives to engage learners in critical thinking, creativity, collaborative problem solving, and communication related to local and global issues.
8.3.2 CK The teacher candidate utilizes the various tools, supplies, and technology used in creative experiences.
8.3.3 CK The teacher candidate implements the methods of introducing students to creative experiences, motivating them to explore, encouraging them to use the language of the disciplines, and developing an appreciation and respect for the disciplines.

Professional Skills

8.3.4 PS The teacher candidate sets appropriate, meaningful, and rigorous learning goals for the integration of creative experiences.
8.3.5 PS The teacher candidate uses student knowledge and skills to facilitate opportunities for children to describe, use, touch, and manipulate materials and supplies.
8.3.6 PS The teacher candidate prepares a safe and supportive environment for creative experiences.
8.3.7 PS The teacher candidate provides developmentally appropriate activities across disciplines that require critical thinking, creativity, collaborative problem solving, and communication.
8.3.8 PS The teacher candidate adjusts instruction to meet the needs of individuals and groups of students.

Glossary

CRA model: CRA (sometimes called CSA or CPA) is a three-phase instructional approach with each phase building on and explicitly connecting to the previous instruction. Concrete is the first phase, often referred to as "the doing stage", when instruction focuses on using manipulatives or concrete objects. Representation (semi-concrete or pictoral) is the second phase, often referred to as "the seeing stage", when instruction connects the concrete manipulatives to drawing, pictures, and other visual representations of concrete objects. Abstract is the third phase, often referred to as "the symbolic stage", when instruction connects the concrete and semi-concrete representations to using only numbers and mathematical symbols or to mentally solving problems. The three phases are flexible and reflective of students' readiness to explain concepts and to fluently apply strategies with different levels of representation. At every level, there should be parallel modeling of each representation with mathematical vocabulary and numbers.
https://vctm.org/Concrete-Representational-and-Abstract-Building-Fluency-from-Conceptual-Understanding

Disciplinary literacy practices: Disciplinary literacy focuses on the ways of thinking, the skills, and the tools that are used by experts in a discipline to know and communicate in the different disciplines (Shanahan, 2010; Shanahan & Shanahan, 2015). Students learn to approach material from the various disciplines as an expert would, using different strategies to understand text from various disciplines.

Kansas Early Learning Standards: The Kansas Early Learning Standards (KELS) is a document that provides information and guidance to early childhood providers and teachers, including early primary grade teachers, on the developmental continuum of learning for children from birth through kindergarten. https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Early-Childhood

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.

National Core Arts Anchor Standards
The National Coalition for Arts Standards (NCAS) is an alliance of national arts and arts education organizations dedicated to supporting and promoting sequential, standards-based arts education as part of a well-rounded curriculum that ensures artistic literacy for all students. The coalition formed in 2011 for the purpose of creating and supporting national arts standards. https://www.nationalartsstandards.org/content/national-core-arts-standards-anchor-standards

NCTM 8 Effective Mathematics Teaching Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
https://community.ksde.org/LinkClick.aspx?fileticket=vckiPV4hYl0%3d&tabid=5276&mid=15449

National Council for the Social Studies (NCSS) https://www.socialstudies.org/ The National Council for the Social Studies (NCSS) is a professional organization dedicated to the advancement of social studies education in the United States. NCSS plays a pivotal role in shaping the field of social studies by providing support, resources, and advocacy for educators, researchers, and curriculum developers.

Next Generation Science Standards (NGSS) https://www.nextgenscience.org/: The Next Generation Science Standards (NGSS) are K–12 science content standards. Standards set the expectations for what students should know and be able to do. The NGSS were developed by states to improve science education for all students.

Science of Reading: The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world and is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties. (The Science of Reading Defining Guide, The Reading League 2021)

Structured Literacy: Structured literacy (SL) is an interactive data-driven approach to instruction for all students that emphasizes cumulative, highly explicit and systematic teaching of all important components of literacy. These components include both foundational skills (e.g., decoding, spelling) and higher-level literacy skills (e.g., reading comprehension, written expression). SL also emphasizes oral language abilities essential to literacy development, including phonemic awareness, sensitivity to speech sounds in oral language, and the ability to manipulate those sounds. (KSDE based on definition of International Dyslexia Association)

Tools of Inquiry: Helping students build their knowledge and understanding through research and exploration activities based on existing knowledge. The inquiry method requires higher-order thinking skills and critical thinking to come to conclusions.

Worldview: A worldview is a collection of attitudes, values, stories and expectations about the world around us, which inform our every thought and action. Worldview is expressed in ethics, religion, philosophy, scientific beliefs and so on (Sire, 2004).

Additional resources:
https://improvingliteracy.org/glossary
https://www.literacyworldwide.org/get-resources/literacy-glossary

Crosswalk: 2017 versus 2024 Elementary Education PreK-6 Program Standards

General Information about this Revision:

- Increased emphasis on PreK.
- Increased emphasis on literacy.
- Updated language
- The 2017 Standards included 7 standards. The new standards include 8 standards.
- The 2017 standards had 1 ELA standard; the new standards split the ELA into three Literacy Standards.
- The 2017 standards had a standard for the Arts (i.e. Music, Art, Theatre) and a standard for Health and Physical Education. The new standards combine the Arts and PE standards into one comprehensive standard (Standard 8).

Standard 1		
2017 STANDARDS	2023 STANDARDS (draft)	WHAT CHANGED?
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.	**Standard 1: Professional Practice** **The teacher candidate demonstrates an understanding of the individual differences of learner development; creates safe, inclusive environments that represent high learning expectations, supports individual and collaborative interactive learning, encourages positive social interaction; active engagement, and self-directedness; and**	• Increased emphasis on PreK. • Updated language. • Added Professional Responsibility function. • Increased emphasis on literacy.

	participates in ongoing professional growth.	
Standard 2		
2017 STANDARDS	2023 STANDARDS (draft)	WHAT CHANGED?
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.	Standard 2: Mathematics The teacher candidate demonstrates an understanding and uses the tools of inquiry, structures of mathematics and content concepts 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.	• Increased emphasis on PreK. • Updated language • Increased emphasis on literacy. • Moved from Standard 3 to Standard 2.
Standard 3		
2017 STANDARDS	2023 STANDARDS (draft)	WHAT CHANGED?
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	Standard 3: 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	• Increased emphasis on PreK. • Updated language • Increased emphasis on literacy. • Moved from Standard 4 to Standard 3

all elementary learners in curiosity, exploration, sense-making, conceptual development, and problem solving.	all learners in curiosity, exploration, sense-making, conceptual development, and problem solving.	

Standard 4		
2017 STANDARDS	2023 STANDARDS (draft)	WHAT CHANGED?
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.	Standard 4: Social Studies The teacher candidate demonstrates an understanding of the central concepts, tools of inquiry, and disciplines of the social studies (civics and government, geography, economics, history), to plan, implement, and assess developmentally appropriate social studies learning experiences that enable all learners to develop the skills for problem solving, critical thinking, and decision making, so they may understand and make informed decisions about their world.	• Increased emphasis on PreK. • Updated language • Increased emphasis on literacy. • Moved from Standard 5 to Standard 4.

Standard 5		
2017 STANDARDS	2023 STANDARDS (draft)	WHAT CHANGED?
Standard 2: English/Language Arts: The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the	Standard 5: Theoretical and Foundational Knowledge of Literacy The teacher candidate identifies and applies the theoretical and foundational knowledge	• Split English Language Arts into three Literacy standards. • Increased emphasis on PreK. • Added detailed literacy concepts and methods. • Moved from Standard 2 to Standards 5, 6, and 7.

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.	for reading, writing (including composition, letter formation, manuscript and cursive), listening, and speaking as set forth in the five pillars of literacy instruction supported by the science of reading (including, but not limited to, the Simple View of Reading, Scarborough's Reading Rope, Ehri's Four Phases of Word Reading, and the Four-Part Language Processing Model). The candidate demonstrates an understanding of the interrelated components of general literacy and disciplinary-specific literacy processes that serve as a foundation for all learning.	
Standard 6		
2017 STANDARDS	2023 STANDARDS (draft)	WHAT CHANGED?
Science of Reading Objectives: 1) Understand the four-part processing system of proficient reading and writing. 2) Identify and explain aspects of cognition and behavior that affect reading and writing development. 3) Explain major research findings (i.e., The Simple View of Reading, Scarborough's Rope) regarding the	Standard 6: Structured Literacy Instruction (Elements and Principles) The teacher candidate recognizes and applies current evidence-based best practices aligned to the science of reading and utilizes the principles (i.e. explicit, systematic, cumulative, diagnostic, multisensory, and multimodal) and individual elements of structured literacy (i.e. phonology, alphabetic principle,	• Split English Language Arts into three Literacy standards. • Increased emphasis on PreK. • Added detailed literacy concepts and methods. • Moved from Standard 2 to Standards 5, 6, and 7.

contribution of linguistic and cognitive factors to the prediction of literacy outcomes. 4) Understand/apply in practice the general principles of structured literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction. 5) Understand that higher levels of literacy include syntax, paragraph organization, and discourse structure.	syllable types and division, morphology, syntax, and semantics) when planning and implementing engaging literacy instruction for Pre-K and elementary students.	
Standard 7		
2017 STANDARDS	2023 STANDARDS (draft)	WHAT CHANGED?
	Standard 7: Literacy Assessment and Evaluation of Diverse Learners The teacher candidate uses a variety of appropriate literacy assessment strategies to engage students in their own growth. The candidate demonstrates understanding of the impact of external factors (eg. language, culture, and socioeconomic differences) on student learning. The candidate selects, implements and analyzes screening, diagnostic and progress monitoring data of students' language	● Split English Language Arts into three Literacy standards. ● Increased emphasis on PreK. ● Added detailed literacy concepts and methods. ● Moved from Standard 2 to Standards 5, 6, and 7.

	acquisition and literacy development for instruction. They gather and use data for accountability purposes, to identify students at risk for specific difficulties and disabilities (such as but not limited to dyslexia and dysgraphia), and to create individualized interventions.	
Standard 8		
2017 STANDARDS	2023 STANDARDS (draft)	WHAT CHANGED?
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. Standard 7: Health, Movement, and Physical Activity The teacher candidate understands and uses health, human movement and physical activity.	Standard 8: Creative Experiences The teacher candidate demonstrates an understanding of and implements elements of visual arts, music, dance, theater, movement, and physical activity to plan, implement, and assess learning experiences that engage all learners in critical thinking, creativity, collaborative problem solving, and communication.	• Increased emphasis on PreK. • Updated language • Increased emphasis on literacy. • Combined The Arts, Health, Movement, and Physical Activity.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**2/13/2024**
Tate Toedman	Bert Moore	Randy Watson		

Item Title:

Act on ESSER III Change requests for Use of Federal COVID-19 Relief Funds

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Commissioner's Task Force on ESSER distribution of money and approve the public school district for ESSER III change requests as presented for use of federal COVID-19 relief funds.

Explanation of Situation Requiring Action:

Federal assistance to schools has been made available through the Elementary and Secondary School Emergency Relief (ESSER) fund. The federal law outlines allowable expenditures directly related to the COVID-19 pandemic, and to support student learning and student needs associated with the pandemic. The Commissioner's Task Force on ESSER and EANS Distribution of Money has the responsibility to: provide guidance and oversight of school districts' plans (public and private) for expenditure of those federal funds. maximize the use of federal K-12 relief funds to meet the acute needs of Kansas students in line with federal regulations and Kansas K-12 priorities. The Task Force and KSDE staff will review the applications and expenditure plans to evaluate whether the requests are tied to a pandemic-related need, are reasonable and meet the allowable uses. The information will then be presented to the State Board of Education for approval.

Agenda Number: 15

Meeting Date: 2/13/2024

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: KESA Accreditation Framework Update

From: Ben Proctor

KSDE staff will present an update on the development of the KESA 2.0 model. The presentation will include an overview of the list of priority projects and a brief update on how these projects are being coordinated. A timeline will be provided that illustrates the scope of the work, the nature of monthly updates to the State Board of Education, and a plan for implementing the School Improvement Model as part of KESA 2.0 beginning in the 2024-25 school year. Additionally, information will be shared with the State Board from ongoing regional KESA Check-Ins with systems being conducted throughout the spring, as our staff works to best position systems for the KESA 2.0 model.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16

Staff Initiating:	Director:	Commissioner:	Meeting Date:	2/13/2024
Beth Fultz	Beth Fultz	Randy Watson		

Item Title:

$250,000 grant to Olathe USD 233 for Common Assessments.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to grant Olathe USD 233 an amount not to exceed $250,000 to create standards-based common assessments aligned to Kansas content standards. The time period for the grant shall be February 14, 2024 through June 30, 2025.

Explanation of Situation Requiring Action:

Districts are asking for assistance with developing common assessments that provide standard level feedback. Common assessments follow the unique scope, sequence, and pacing of district curriculum. Since districts are still recovering from learning lost due to COVID, common assessments will assist districts in monitoring student proficiency of standards. Innovative Assessment Solutions, LLC (IAS) will work with three districts (Kansas City, Olathe, and Blue Valley) to create a multidimensional standard-based common assessment system for English language arts and mathematics. Four common assessments will be developed by the districts with help from IAS personnel. Assessments will be delivered in KITE according to each districts' timeline. Reports will be delivered via a custom website developed by IAS.

The deliverables include psychometric analysis, student, teacher, and district reporting, website development for reporting and hosting training materials, item writing and evaluation training for district personnel, form development and test creation in KITE and assessment design consultation.

ESSER learning loss funds will be used to pay for this project.

Agenda Number: 17

Meeting Date: 2/13/2024

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: Presentation on Artificial Intelligence by Dr. Glenn Kleiman

From: Dr. Jake Steel

Dr. Glenn Kleiman, Senior Advisor, Stanford University Graduate School of Education, a nationally known scholar on the issue of AI, will be presenting (on Zoom) and highlighting the challenges and benefits of AI, particularly in schools.

Dr. Jake Steel, Director, Strategy and Operational Alignment, will be introducing him.

Agenda Number: 18

Meeting Date: 2/13/2024

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: Legislative Matters shared by Dr. Frank Harwood

From: Frank Harwood

KSDE Staff will provide a status report on bills that may impact PreK-12 education as well as give other updates on legislative matters. The State Board's Legislative Liaisons, Ann Mah and Dr. Deena Horst, will also provide their regular report.

Agenda Number: 19

Meeting Date: 2/13/2024

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: Recieve Literacy Recommendations

From: Dr. Watson

The Board will receive Literacy Recommendations to be voted on Feb. 14.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 20

Staff Initiating:	Director:	Commissioner:	Meeting Date:	2/13/2024
Scott Gordon	Scott Gordon	Randy Watson		

Item Title:

Act on Recommendations of the Professional Practices Commission in 22-PPC-11

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission and issue the Licensee in case 22-PPC-11 subject to public censure.

OR

It is moved that the Kansas State Board of Education adopt its own findings of fact and conclusions of law to revoke the license in case 22-PPC-11 with such findings to be described in a forthcoming final order.

Explanation of Situation Requiring Action:

On June 28th, 2022, the Kansas State Department of Education ("KSDE") filed Complaint 22-PPC-11* seeking denial of the Applicant's pending licensure renewal. The Complaint alleged that on or about February 8, 2022, the Applicant picked a student up by his arm lifting him off his feet after having previously shoved/jerked the same student by his arm while they were walking down a school hallway. A full evidentiary hearing was conducted by the Professional Practices Commission. In its Initial Order, the Professional Practices Commission recommends issuing the requested license subject to public censure.

Pursuant to K.S.A. 77-527, KSDE filed a Petition for Review seeking a different outcome than that recommended by the Professional Practices Commission. Because the exhibits identify minor children and are not subject to public disclosure, all exhibits in this matter be provided to the State Board separately. Neither videos of the hearing nor exhibits will be displayed during the State Boards meeting.

KSDE has requested oral argument. The Applicant has not requested oral argument, nor has he submitted a response to the Petition for Review.

*The Initial Order and KSDE's Petition for Review both inaccurately reference 22-PPC-03. The correct case heading is 22-PPC-11.

BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of
the License of
[redacted]

22-PPC-03

Petition for Review of
The Professional Practices Commission Initial Order

COMES NOW the Kansas State Department of Education ("KSDE") by and through its attorney R. Scott Gordon to respectfully ask the Kansas State Board of Education ("State Board") to make its own findings regarding the licensure of [redacted] ("Licensee"). Specifically, KSDE disagrees with the recommendations of the Professional Practices Commission and believes Licensee's misconduct warrants revocation rather than a mere public censure. In resolving this matter, the State Board need address only one straightforward issue – all else being peripheral:

> **Allowing a teacher to remain licensed in spite of stated concerns.** When the Licensee lacks any remorse -- and is unwilling to take any responsibility – for either lifting a first-grade student off the ground by his arm or for jerking that same child by his arm while walking down a hallway, is it really appropriate for that Licensee to remain in the classroom without any obligation on his part to show evidence of professional development or awareness of wrongdoing?

Summary of Facts

The facts of this case are documented in the Initial Order of the Professional Practices Commission and are hereby incorporated by reference. In summary, the Licensee has been licensed as a teacher since 2011. On February 9th, 2022, Grant Elementary School staff made the building principal aware of incidents which occurred the day before involving the Licensee and a first-grade student. The first incident, which was caught on cameras and seen in a video recording, includes Licensee holding the student's arm while walking down a hallway and the student being physically shaken by Licensee. Licensee testified this was due to the student stepping on the Licensee's foot.

Licensee also testified that immediately prior to shaking the student he had been led to believe the student had been acting up during the previous period and Licensee felt compelled to control the student's behavior. The second incident caught on video involved the same student being lifted off the floor by his arm by the Licensee. At the time of these two incidents, the student was not aggressive, running, or resisting the Teacher. Immediately prior to these two incidents there was no risk of injury to the student or to others which would warrant the use of physical restraint.

KSDE filed a Complaint on June 28, 2022, seeking revocation of Licensee's license to teach. A hearing was conducted by the Professional Practices Commission on September 8th, 2023 and October 2, 2023, during which both KSDE and Licensee were provided the opportunity to present evidence. After hearing testimony and reviewing the evidence, the Professional Practices Commission deliberated and after being unable to reach a decision among those who were present during the hearing recessed to allow for further deliberation[1]. The Professional Practices Commission eventually voted 6-1, with one abstention, to recommend that Licensee keep his professional license with public censure.

Argument

KSDE does not discount or disparage the careful consideration given by the Professional Practices Commission to the facts and circumstances of this particular case. KSDE merely renews its argument that not only did Licensee engage in misconduct sufficient to warrant revocation, Licensee also fails to acknowledge that what he did was wrong. Comments made – and the behavior displayed – by the Licensee during his hearing should give the State Board reason to doubt that he deserves to maintain a license. Findings made by the Professional Practices Commission within its

[1] The basis by which the evidentiary hearing and subsequent split-deliberations is explained in detail in the Initial Order. That explanation is incorporated here by reference.

own Initial Order should solidify for the State Board that continued licensure without any means to require professional development and proof of self-awareness is not appropriate.

The State Board should be concerned that the Professional Practices Commission's recommendation removes the State Board's only means of protecting other students. Public Censure is equivalent to a one-time written reprimand without further review by either the Professional Practices Commission or the State Board. Revocation gives the Licensee an opportunity to reappear before the State Board to demonstrate that he has taken responsibility for his own conduct and has engaged in rehabilitative efforts. Revocation gives the State Board the opportunity to see whether the reasons to be concerned have been alleviated.

For these reasons, the Kansas State Department of Education respectfully asks this Board to make appropriate findings in support of, and issuing an order to, revocation in case 22-PPC-03.

The Kansas State Department of Education also requests an opportunity to appear before the Kansas State Board of Education for oral argument in support of this Motion.



R. Scott Gordon, #23858

CERTIFICATE OF SERVICE

I hereby certify that on this **27th day of December, 2023**, a true and correct copy of the above and foregoing was filed with the Secretary to the Kansas State Board of Education and one copy was mailed to:

[redacted]

Cheryl Austin

Cheryl Austin

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION
PROFESIONAL PRACTICES COMMISSION

In the Matter of
the License of
[redacted]

Case No.: 22-PPC-03
OAH No.: 23ED0005 ED

INITIAL ORDER

Recommendation

Having heard the testimony of the witnesses, considered the evidence presented, reviewed the applicable statutes, regulations and policies, and otherwise being duly and fully informed in the premises of this matter, the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) recommends to the Kansas State Board of Education (Board) that the Complaint filed by KSDE seeking to deny renewal of and to revoke the teaching license of [redacted] be denied and that in the alternative [redacted] license be renewed subject to public censure for his professional misconduct.

Statement of Case

This matter comes on for hearing before the Commission upon the Complaint filed by the KSDE on June 28, 2022, seeking revocation and non-renewal of [redacted] teaching license.

Appearing for the Commission on September 8, 2023, were members Eric Filippi, Aaron Edwards, Caroline Spaulding, Christy Ziegler, and Ricardo Sanchez.

Appearing for the Commission on October 2, 2023, were Chairperson, Jennifer Holt, and members Eric Filippi, Aaron Edwards, Jamie Wittig, Caroline Spaulding, Christy Ziegler, and Leigh Anne Rodgers.[1]

[redacted] appeared in person and without an attorney on both days.

KSDE appeared by and through R. Scott Gordon, General Counsel, on both days.

The hearing was started on September 8, 2023, and was completed on October 2, 2023. The evidentiary portion of the hearing was completed on September 8, 2023. At the conclusion of deliberations on September 8, 2023, the Commission was deadlocked. In accordance with applicable caselaw, it was decided by the parties that those Commission members that were absent would review the recorded testimony from the evidentiary hearing, consider the evidence presented, and participate in deliberations to be conducted on October 2, 2023.[2]

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[1] Dr. Holt abstained from the decision in this matter.

[2] Copeland v. Kansas State Bd. Of Examiners in Optometry, 213 Kan. 741, 750, 518 P.2d 377 (1974). The Kansas Supreme Court, citing to Clairborne v. Coffeyville Memorial Hospital, 212 Kan. 315, 510 P.2d 1200 (1973), affirmed

Loren F. Snell, Jr., Administrative Law Judge with the Office of Administrative Hearings (OAH), was appointed and served as the Presiding Officer over the evidentiary hearing and was present on both days.

Evidentiary Rulings

An order was issued on May 1, 2023. The order is incorporated herein by reference. Parties were instructed to file any objections to the opposing party's proposed witnesses and exhibits by August 25, 2023.

KSDE proposed to offer testimony from four (4) witnesses and also offered two (2) exhibits, Exhibits A and B. [redacted] had filed no objection and had no objection at the evidentiary hearing. KSDE Exhibits A and B were admitted.

[redacted] did not offer any exhibits.

Findings of Fact

1. According to the Complaint filed in this matter, [redacted] held a professional teaching license, and was seeking to have the license renewed. The exact date of the application for renewal is unknown to the Commission.

2. [redacted] had been licensed by the Board since 2011.

3. [redacted] was employed by Grant Elementary School (GES) as a first (1st) grade teacher until his termination in 2022.

4. Heather Calvert (Calvert) was the principal of GES since 2019 and during the 2021-22 school year.

5. On or about February 9, 2022, Shannon Thiele (Thiele) requested to meet with Calvert concerning an incident alleged to have occurred on February 8, 2022.

6. Thiele testified she had observed [redacted] grab a student, Teddy (Student 1), by the arm and lift Student 1 off of the ground. Thiele testified she was about ten (10) feet from [redacted] at the time. Thiele testified Student 1 was sitting against the wall and was not acting out but had made a sound before [redacted] grabbed Student 1.

7. Thiele testified that she had never seen [redacted] put his hands on a child before that incident.

---

that an administrative decision, such as the decision made by the Commission in this matter, could include a member who was not present when the evidence was presented "provided [the Commission member] has considered and acts upon the evidence received in [their] absence."

8. Thiele reported this incident to Calvert during their meeting on or about February 9, 2022.

9. Thiele testified she had been gone and some of her students were with [redacted]. On February 10, 2022, Thiele was approached by one of her students, Omar (Student 2), who reported that [redacted] had hit him when she was gone. Thiele testified that this was verified by another child in her class and that several students made comments that seemed to be consistent.

10. Calvert testified that after receiving the report from Thiele she requested and viewed video from Human Resources concerning the incident involving [redacted] and Student 1.

11. Calvert testified she observed [redacted] grab Student 1, lifting him off the ground, and pulled him down the hallway, shaking the child 3 or 4 times. Calvert testified that she observed the child was not aggressive, running or resisting [redacted].

12. Calvert testified that, in her opinion, it was never appropriate to lift a first (1st) grader off of the ground.

13. Calvert testified that [redacted] was placed on paid administrative leave mid-day on February 9, 2022.

14. Calvert testified that on February 10, 2022, she was told about the incident alleged to have occurred between [redacted] and Student 2 sometime prior to February 9, 2022.

15. Calvert testified she spoke to Student 2 and three (3) other students about the incident where [redacted] was alleged to have "hit" Student 2. Calvert testified that the stories from all four (4) students were consistent.

16. Calvert testified that [redacted] was terminated towards the end of the 2021-22 school year.

17. Calvert testified that [redacted] offered a written statement and an email regarding the allegations and stated Student 1 used profanity and that Student 1 stood and walked on his own.

18. Syler Colaso (Colaso) is the Deputy Chief of the Kansas City School District Police Department who was assigned to investigate the complaint made against [redacted] concerning Student 1 and the events of February 8, 2022.

19. Colaso reviewed video footage of two (2) incidents involving [redacted] and Student 1 that occurred on February 8, 2022. [Ex. B].

20. The first video observed an incident involving [redacted] and Student 1 when Student 1 was leaving the lunchroom. In reviewing the video, it appeared that [redacted] had jerked on the arm of Student 1 as they were walking through the hall after exiting the lunchroom. [Ex. B, Video 1, 12:03:22 P.M.].

21. The second video was of the incident in the hallway in which it was alleged [redacted] had lifted Student 1 off of the ground by the student's arm when taking him to the restroom after lunch. [Ex. B, Video 2, 12:05:39 P.M.]. [redacted] was observed turning around and reaching down to grab Student 1. It appeared from the video that [redacted] lifted Student 1 off of the ground by his arm and then proceeded to lead the child to the restroom, where the child remained seated on the floor outside the restroom, visibly upset.

22. Colaso testified that [redacted] was offered a chance to resign or be terminated and he chose to resign.

23. [redacted] testified he was told by the lunchroom representative, Ms. White, that Student 1 had to be separated from the other students at lunch because he was getting agitated – hitting, slapping and calling students names. [redacted] testified that when they were leaving the lunchroom Student 1 got his feet confused and stepped on [redacted] feet. [redacted] felt like he was going to fall and shoved Student 1 to avoid falling on top of him.

24. [redacted] testified that Student 1 was crying and making noises while they were waiting in the hallway to go to the restroom. [redacted] testified that he had to bend down and grab Student 1's hand to help him up. [redacted] testified that Student 1 did not initially get up and when he did Student 1 had lifted his feet and kind of jumped up when he was being helped up, causing it to look as if Student 1 was lifted off of the ground. [redacted] stated the other students were at the restroom and he needed to get there too. [redacted] led him down the hallway and sat him on the floor outside the bathroom.

25. In viewing the video, Student 1 did not seem to have any issue returning to the classroom after the restroom breaks were completed.

Conclusions of Law

1. The Kansas State Board of Education ("State Board") is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas.[3]

2. K.A.R. 91-22-1a(a) provides, in pertinent part, that "[a]ny license issued by the state board **may** be suspended or revoked, or the license holder may be publicly censured by the state board for misconduct or other just cause."

3. KSDE sought revocation and non-renewal of [redacted] teaching license for engaging in "professional misconduct."

4. It was noted that the incident outside the cafeteria, upon viewing the video, appeared to occur as [redacted] testified. The child can be seen stepping on [redacted] foot, which led to [redacted] reaction to avoid falling on the student.

[3] Kan. Const., Art. VI and K.S.A. 2017 Supp. 72-255.

5. In reviewing the incident in which [redacted] allegedly lifted Student 1 off of the ground, the video seems to depict that it was more than Student 1 jumping up as [redacted] indicated. Student 1 appears to be lifted off of the ground, but it was inconclusive whether [redacted] jerked Student 1 off of the floor. Nonetheless, it was agreed that a teacher should not grab a child or lift them in the manner that was portrayed in the video.

6. The Commission is concerned with [redacted] apparent lack of remorse and unwillingness to take any responsibility for his actions on February 8, 2022.

7. The Commission also noted concern with the reports of the four (4) children concerning [redacted] actions towards Student 2. However, other than the secondary reports by the teacher and the principal, there was no evidence offered regarding what occurred between [redacted] and Student 2.

8. The Commission recognizes that the KSDE is obligated to ensure that the health, safety, and welfare of students are not placed at risk by licensed educators. Having considered the testimony and evidence presented, the Commission simply does not reach the same conclusion as KSDE. The evidence does not support the level of professional misconduct that would warrant revocation and non-renewal of [redacted] license.

9. The Commission, in determining whether to recommend to the Board that an individual's application should be granted, is required to determine the extent of the applicant's efforts at rehabilitation as well as the fitness of the applicant to be a member of the teaching profession.[4] The Commission has applied these same principles when considering whether a teacher's professional license should be revoked.

10. The Commission felt that [redacted] has failed to express remorse for the impact his actions may have had on Student 1 and failed to recognize the wrongfulness of his conduct.

11. While the Commission disagreed with the KSDE recommendation that [redacted] license be revoked, the Commission did conclude that discipline was warranted and should be imposed. The Commission felt that based upon the evidence presented, [redacted] would be suitable to be placed in a position of trust and could be a suitable role model for students but should be subject to public censure.

12. On a vote of six (6) in favor, one (1) opposed and one (1) abstention, the Commission recommends to the Kansas State Board of Education that the Complaint filed by KSDE seeking to deny renewal of and to revoke the teaching license of [redacted] be denied and that in the alternative [redacted] license be renewed subject to public censure for his professional misconduct.

[4] *Wright v. State Bd. of Educ.*, 268 P.3d 1231 (Kan.App. 2012).

IT IS SO ORDERED.

Eric Eilippi, Chairperson
Professional Practices Commission

Prepared By:

Loren F. Snell, Jr.,
Presiding Officer
Office of Administrative Hearings

NOTICE

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

You may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within **fifteen (15) calendar** days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

Deborah Bremer
Secretary, Kansas State Board of Education
900 SW Jackson Street,
Topeka, Kansas 66612

Response briefs are due within **ten (10) calendar days** after service of the legal brief upon the opposing party. Any reply brief is due **five (5) calendar days** after service of any response brief on the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

Certificate of Service

On December 13th, 2023, I certify that a copy of the foregoing was placed in the United States first class mail, postage prepaid, addressed to:

[redacted]

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

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

Marisa Seele

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21

Staff Initiating:	Director:	Commissioner:	Meeting Date: 2/13/2024
Deborah Bremer		Randy Watson	

Item Title:

Board Attorney Contract

Recommended Motion:

It is moved that the Kansas State Board of Education issue a renewal of Contract ID 47925 with Gates Shields Ferguson Swall Hammond, P.A. for providing legal services for the period of July 1, 2024 through June 30, 2025 with no increase in rates.

Explanation of Situation Requiring Action:

Mark A. Ferguson, Kansas State Board of Education Attorney, has a contract that will be finished on June 30th, 2024. He has indicated his willingness to renew this contract. The process to renew has a number of steps, but the first step is to have the board approve the renewal of his contract.

Agenda Number: 2

Meeting Date: 2/14/2024

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

Item Title: Special Education Advisory Council Annual Report for 2022-2023

From: Bert Moore

The Special Education Advisory Council (SEAC) provides an Annual Report of the prior year's activity to the State Board of Education. The SEAC Annual Report indicates the scope of work completed by SEAC that aligns with the federal requirements for Special Education Advisory Councils. It serves as a record that becomes part of the SEAC history.

The Special Education Advisory Council is a required Council under the Code of Federal Regulations 300.167. SEAC consists of 21 members and 7 non-voting Ex-Officio members which includes: the State Board of Education, the Disabilities Rights Center, Families Together, the Kansas Association of Special Education Administrators, the Kansas National Education Association, the Kansas State School for the Blind/Visually Impaired, and the Kansas State School for the Deaf/Hard of Hearing. SEAC must have at least 51% of the members as persons with disabilities or have a child with a disability. Kansas also has representation for the parent of a student with an exceptionality (Gifted). Members are selected by the Leadership Committee consisting of the Chair, Chair-Elect, and Past-Chair. The Membership Committee also considers the Kansas State Board of Education regions when making membership selections.

KANSAS SPECIAL EDUCATION ADVISORY COUNCIL



Annual Report

July 1, 2022 to June 30, 2023

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

KANSAS STATE DEPARTMENT OF EDUCATION

MISSION

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

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

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

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

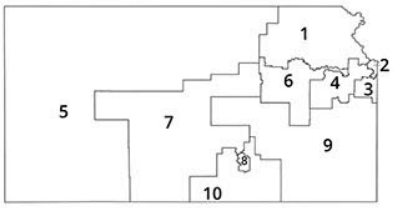
OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success

Kansans CAN

KANSAS STATE BOARD OF EDUCATION

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KANSAS STATE DEPARTMENT OF EDUCATION

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COMMISSIONER OF EDUCATION



Dr. Randy Watson

INTERIM DEPUTY COMMISSIONER
Division of Fiscal and Administrative Services



Dale Brungardt

DEPUTY COMMISSIONER
Division of Learning Services



Dr. Ben Proctor

The Kansas State Board of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to any group officially affiliated with the Boy Scouts of America and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

Kansas leads the world in the success of each student.

Dec. 11,, 2023

Table of Contents

Special Education Advisory Council

Annual Report July 1, 2021 – June 30, 2022

Secretary's Report 4

Introduction 5

Kansas Special Education Advisory Council 5

Kansas State Board of Education 6

Vision 6
Mission 6

SEAC Goal 6

SEAC Beliefs 6

Council Membership 7

Council Leadership 11

Operational Standards 11

Council Accomplishments 11

Summary of Activities by Priority Area 13

Priority Area 1: Advise the State Education Agency (SEA) of unmet needs 13

Priority Area 2: Comment publicly on any rules and regulations 15
Priority Area 3: Advise the SEA 16
Priority Area 4: Advise the SEA in developing corrective action plans 19
Priority Area 5: Advise the SEA in developing and implementing policies 20
Priority Area 6: Advise on the education of eligible students with disabilities in the corrections system 22

Acronyms 23

Secretary's Report

The Special Education Advisory Council (SEAC) works to ensure that the state of Kansas is engaging stakeholders on topics related to serving students with exceptionalities. Kansas uses the term students with exceptionalities to include students with disabilities as well as students with Giftedness (Kansas requirement). It is the primary responsibility of SEAC to advise, consult and provide recommendations to the Kansas State Department of Education (KSDE), Special Education and Title Services team (SETS), and the Kansas State Board of Education (KSBE) regarding matters concerning serving students with exceptionalities in Kansas.

The primary motivation for individuals to be selected to serve on SEAC is a focus on quality improvement in the Kansas education system, particularly as it relates to serving students with exceptionalities. SEAC has been productively engaged in fulfilling its legal commitments and mission on behalf of students with disabilities including students with Giftedness. The SEAC members meet a minimum of four times each year, discuss and review issues of significance related to meeting the needs of students with disabilities and Giftedness, and advise the SETS team as well as the KSBE on matters regarding programs and services for students with exceptionalities.

SEAC meetings were held Hybrid (virtual and on-site) during the school year to ensure the health and safety of SEAC members. SEAC continued to advocate for EACH student to receive appropriate special education services in lieu of each child's circumstances. Topics reviewed by SEAC this year included: SPP/APR Indicator data submitted in January 2023, licensure alternatives, the Differentiated Monitoring System domains that will be reviewed By the Office of Special Education Programs, an update on the adopted Graduation requirements that will be in effect for the class of 2028, an update on State Assessments including the Alternate Assessment, and information on how the Individual Plan of Study for EACH student, beginning in grade 8 aligns with the Individual Education Program outcomes for students with disabilities.

As the Secretary for SEAC, I am proud of the accomplishments made during the 2022-2023 school year. We continued to address key issues brought by the KSDE, KSBE, and SETS to keep the focus on the needs of EACH student including a focus on post-secondary outcomes. A list of accomplishments can be found in the Council Accomplishments section of this Annual Report. SEAC provides regular updates to the KSBE at regularly scheduled State Board meetings. This keeps the KSBE apprised of the issues SEAC has reviewed, as well as the ability to directly respond to questions.

Bert Moore

Bert Moore, Secretary for the Kansas Special Education Advisory Council
State Director of Special Education and Title Services (SETS)

Kansas Special Education Advisory Council

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

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

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

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

The Kansas Special Education Advisory Council (SEAC) held five meetings during the 2022-2023 school year. The January meeting was a two-day meeting and included members of the Kansas State Board of Education (KSBE).

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Kansas State Board of Education

Vision

Kansas leads the world in the success of each student. Kansans Can!

Mission

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

SEAC Goal

The Kansas Special Education Advisory Council will advocate for an educational system that achieves excellence, equity, and lifelong learning for EACH student with an exceptionality in Kansas.

SEAC Beliefs

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

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

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Council Membership

The 2022-2023 SEAC membership included the twenty-one required members and four regularly attending non-voting ex-officio members, all of whom are concerned with the education of children and youth with exceptionalities. The majority of SEAC members includes individuals with disabilities and/or parents of children with exceptionalities between birth and age 26. The 2022-2023 membership included:

Council Member	Appointment Expires	Representation	Fulfills Majority Requirement	State Board Region	Voting member	Contact info
Trisha Backman (Chair)	6/30/2023 (1st Term)	Representative from the state juvenile corrections agency	No	4	Yes	TrishaBackman@lghs.smokyhill.org
Tobias Wood (Chair – Elect/Chair)	6/30/2023 (1st Term)	State Agency official	No	4	Yes	twood@ksbor.org
Marvin Miller (Chair – Elect)	6/30/2023 (1st Term)	Teacher (special education)	Yes	10	Yes	mjmiller@abilityed.com
Jennifer King (Past Chair)	6/30/2024 (2nd Term)	Representative of public charter schools	Yes	10	Yes	jennifer.king@usd480.net
Barney Pontious	6/30/2024 (1st Term)	Parent of an exceptional child ages birth through 26 years	Yes	9	Yes	bpontious@usd101.com
Brooke Moore	1/1/2023 (1st Term)	Representative of institution of higher education that prepares special education and related services personnel	Yes	5	Yes	Brooke.moore@fhsu.edu

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Whitney George	6/30/2024 (1st Term)	Teacher (general education)	Yes	6	Yes	whitneyg@usd383.org
Lena Kisner	6/30/2024 (1st Term)	Administrator of program for exceptional children	Yes	7	Yes	kisner@rcec610.org
Michelle Warner	6/30/2024 (1st Term)	Representative from state agency responsible for foster care of children	No	4	Yes	Michelle.Warner@ksgov
Paul Buck	6/30/2024 (1st Term)	Individual with a disability	Yes	9	Yes	paul@paulbucklaw.com
Dr. Troy Pitsch	6/30/2022 (1st Term)	Local education official who carries out activities under the federal McKinney-Vento homeless education act, 42 U.S.C. § 11431 et seq.	No	1	Yes	tpitsch@usd329.com
Laura Thompson	6/30/2023 (2nd Term)	Representative of other state agency involved in the financing or delivery of related services to exceptional children	Yes	Work-7 Home-6	Yes	laurathompson@usd475.org
Chris Reffett	1/1/2023 (1st Term)	Representative of private schools	Yes	4	Yes	creffett@sjeagles.com

Vacant		Representative of a vocational, community or business organization, concerned with the provision of transition services to children with disabilities				
Lindsey Graf	6/30/2025 (1st Term)	Administrator of program for exceptional children	Yes	9	Yes	lgraf@usd244.ks.org
Rebecca Shultz	6/30/2024 (2nd Term)	Individual with a disability	Yes	2	Yes	rebeccaschultz@smsd.org
Jennifer Kucinski	6/30/2023 (1st Term)	Representative of other state agency involved in the financing or delivery of related services to exceptional children	Yes	3	Yes	jkucinski@kssdb.or g
Sabrina Rishel	6/30/2024 (1st Term)	Parent of a gifted child	No	5	Yes	srishel@gckschools.com
Jennifer Kurth	6/30/2023 (1st Term)	Representative of institution of higher education that prepares special education and related services personnel	No	4	Yes	jkurth@ku.edu
Brandon Gay	6/30/2023 (1st Term)	Representative from the state adult corrections agency	No	5	Yes	brandon.gay@colbycc.edu

Lesli Giard	Ex Officio	Official Parent Training and Information Center for Kansas				lesli@familiestogetherinc.org
Jim McNiece	Ex Officio	Kansas State Board of Education				jmcniece@ksde.org
Rock Nichols/ Mike Burgess	Ex Officio	Official Protection and Advocacy System for Kansas				rocky@drckansas.org mike@drckansas.org
Ashley Enz	Ex Officio	Kansas Association of Special Education Administrators				asenz@olatheschools.org
Jon Harding	Ex-Officio	Kansas State School for the Blind				jharding@kssdb.org
	Ex Officio	Senate Education Chair or Designee				
	Ex Officio	House Education Chair or Designee				

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

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Council Leadership

The chairs for the 2022-2023 year were Trish Backman and when Trish was hired by KSDE, Tobias Wood. She was unanimously elected to fulfill the obligations of the chair-elect at the April 2021 council meeting. Tobias Wood was nominated and elected the chair-elect at the July 26, 2022, SEAC meeting.

Operational Standards

The SEAC's 2021-2022 meeting schedule was as follows:

Meeting Date	Location
July 26, 2022	Wichita, KS
September 15, 2022	Virtual Meeting
November 9, 2022	Virtual Meeting
January 10 and 11, 2023	Topeka and Virtual Meetings
April 13, 2023	Virtual Meeting

The SEAC held five meetings, one of which was atwo-day meeting. Official minutes of the meetings were kept, reviewed, approved, and posted on the KSDE Special Education and Title Services team website at http://www.ksde.org/Default.aspx?tabid=561. A public comment period was offered at each regular SEAC meeting.

Council Accomplishments

SEAC's 2022-2023 accomplishments under the leadership of SEAC chairs, Trish Backman and Tobias Wood, are wide ranging and invaluable to KSDE-SETS in ensuring the education of EACH student. SEAC is especially proud to have been involved in the following work:

- Reviewed stakeholder feedback on each of the SPP/APR results indicators;
- Reviewed data for the 2021 SPP/APR submitted to the Office of Special Education Programs (OSEP);
- Collaborated with the KSDE Teacher Licensure team to explore remedies in the shortage of special education teachers, substitute teachers, and related services providers and administrators:

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- Provided feedback to the KSDE Teacher Licensure team on concerns related to licensing, including the need for preparation programs specific to low incidence licensing;
- Reviewed data trends for Early Childhood Indicator 6 related to serving preschool students with disabilities in the least restrictive environment;
- Discussed legislative bills that could impact the provision of special education services and supports to students with exceptionalities;
- Received an update from the KSDE General Counsel on the amended Emergency Safety Intervention statute;
- Participated in the Graduation Taskforce recommendations for changes in the graduation requirements for all students, including students with exceptionalities which was adopted by the KSBE and begins with the class of 2028;
- Received updates on the federal stimulus funds (CARES, CRSSA, and ARP);
- Received an overview of the upcoming Differentiated Monitoring System that Kansas will receive during the 2023-2024 school year with an on-site visit from OSEP planned for September 2024;
- Added Ex-Officio membership to the State School for the Blind/Visually Impaired and the State School for the Deaf/Hard of Hearing;
- Received an update on the Alternate Assessments specific to the 1% state cap including the plan for an EL Alternate Assessment that will begin in the 2023-2024 school year;
- Received a report on the KSDE-SETS Team monitoring for Correctional Facilities and Jails for students with disabilities that meet the school age requirements;
- Approved the updates to the Visually Impaired Fact Sheet which contained acuity levels that were restrictive, with the adoption of language that meets the KSDE Eligibility Indicator document which reported appropriate eligibility language;
- Received information on how KSDE calculates Maintenance of Effort for local agencies;
- Received a report from the Career Technical Education (CTE) program lead on how the required Individual Program of Study aligns with the Transition requirements for the Course of Study, while encouraging students with exceptionalities to enroll in CTE programs; and
- Celebrated the State of Kansas receiving a “Meets Requirements” for the 2021 SPP/APR.

Special Education Advisory Council Summary of Activities by Priority Area 2022-2023

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

Code	Area of Focus	Data Source	Date Completed
	PRIORITY AREA 1: Advise the State Education Agency (SEA) of unmet needs within the state in the education of children and youth with exceptionalities;		
1.1	*Increase awareness and understanding of provision of services from the public perspective*		
1.1a	Families Together reviewed training being offered for families and providers.	Leslie Girard, Families Together	7/26/2022
1.1b	The Disabilities Rights Center advocated for alternatives to guardianship. He also shared information on the IDD Waiver Modernization proposal.	Mike Burgess, DRC	7/26/2022
1.1c	SEAC activity report provided to the Kansas State Board of Education.	Tobias Wood, SEAC Chair and Bert Moore, SEAC Secretary	8/9/2022
1.1d	Families Together shared that they have provided 2296 consultations and/or trainings between July and December		
1.1e	The Kansas State School for the Blind/Visually Impaired provided a report on their school and outreach activities across Kansas	Jon Harding, Superintendent KSSB	1/11/2023
1.1f	SEAC Annual Report for 21-22 provided to the Kansas State Board of Education.	Bert Moore, SEAC Secretary	1/11/2023

1.2	*Promote the role of SEAC functions to the legislature, other advisory councils, committees, parents, and organizations*		
1.2a	A report was provided by Jim McNiece, KSDE Board ex-officio member on changes to graduation, including CTE pathways.	Jim McNiece, KSDE State Board Ex-Officio to SEAC	7/26/2022
1.2b	Two new ex-officio members have been added to SEAC. These are the Kansas State School for the Blind/Visually Impaired, and the Kansas State School for the Deaf/Hearing Impaired.	Jon Harding, Superintendent KSSB and Luanne Barrron, Superintendent KSSD	9/9/2022
1.2c	SEAC hosted a breakfast for the Kansas State Board of Education members.	SEAC Members and Ex-Officio Members	1/11/2023
1.2d	Families Together provided updates including a background of the mission and vision of Families Together	Leslie Girard, Families Together	4/13/2023
1.2e	The Kansas State School for the Deaf/Hard of Hearing provided information on the State School enrollment of 150 students plus outreach services provided to 500 students.	Luanne Barron, Superintendent KSSD	4/13/2023
1.2f	The Kansas State School for the Blind/Visually Impaired provided information on their on-site enrollment of 50 students and that they provide outreach services to 1200 students annually	Deb Houser, KSSB	4/13/2023
1.2g	Marvin Miller, SEAC Member shared information about the KU-Kansas Navigator Transition series.	Marvin Miller, SEAC Member	4/13/2023

1.3	*Evaluate the working conditions of special education teachers. Study relevant issues including licensure and endorsements and assist with dissemination of related information*		
1.3a	Teacher licensure updates were provided by TLA. These included 7 alternative paths to licensure.	Shane Carter, TLA	7/26/2022
1.3b	Low incidence licensing was reviewed. There are currently no universities in Kansas offering this license.	Shane Carter, TLA	7/26/2022
1.3c	Changes to the regulations for Emergency Safety Interventions were provided by General Counsel at KSDE.	Scott Gordon, General Counsel	7/26/2022
1.3d	The fall teacher vacancy report indicates that Kansas has 385 vacant special education teaching positions. This is compared to 269 vacant positions in 2021.	Shane Carter, TLA	9/9/2022

PRIORITY AREA 2: Comment publicly on any rules and regulations proposed by the state regarding the education of children and youth with exceptionalities;			
2.1	*Study and provide comment on proposed federal and state laws and regulations and assist in implementation of changes*		
2.1a	The Taskforce has submitted their recommendations on Graduation to the Kansas State Board of Education	Trish Backman, SEAC Member and Sub-Committee Chair on the Taskforce	9/9/2022
2.1b	The Disability Rights Center shared information on the following topics: KU has a grant that supports 8 transition councils; there are 4800 on the IDD Waiver waiting list with a 10 year waiting period; the CMS final ruling requirements; and continuing to work on the supported decision making option.	Mike Burgess, DRC	9/9/2022
2.1c	The Disability Rights Center is advocating for full funding of special education.	Mike Burgess, DRC	1/11/2023

2.1d	A legislative update was provided by the Deputy Commissioner including the bill that SEAC supports to change Emotional Disturbance to Emotional Disability.	Dr. Craig Neuenswander, KSDE	4/13/2023

PRIORITY AREA 3: Advise the SEA in developing evaluations and reporting on data to the Secretary under Section 618 of the Act;			
3.1	*Provide oversight of the implementation of federal and state special education laws and regulations to ensure Kansas has effective systems in place to monitor compliance and support improved achievement and outcomes for children and youth with exceptionalities;*		
3.1a	The Graduation Taskforce will introduce their modifications of the state's graduation requirements soon.	Jim McNiece, Co-Chair of the Taskforce and Ex-Officio SEAC Member and Trish Backman, SEAC Member	7/26/2022
3.1b	The Differentiated Monitoring System's (DMS) 8 components were shared with SEAC. The 3 phases of monitoring were also shared.	Brian Dempsey, SETS Assistant Director	9/15/2022
3.1c	Due Process Hearing review for the 3 hearings held during the 21-22 school year.	Mark Ward, SETS Attorney	11/9/2022
3.1d	SEAC received a comprehensive review of the 17 indicators included in the State Performance Plan/Annual Performance Report.	Brian Dempsey, SETS Assistant Director	1/10/2023
3.1e	A month-by-month summary of the activities that will occur for Differentiated Monitoring was provided. OSEP has notified Kansas	Brian Dempsey, SETS Assistant Director	1/10/2023

	that its on-site visit will occur on September 24, 2024.		
3.1f	A report was provided on McKinney-Vento. Consultants shared that there were 7,129 identified homeless students during the 21-22 school year with 891 considered "unaccompanied" youth.	Maureen Tabasko and Roxanne Zillinger, KSDE Consultants for McKinney-Vento	1/11/2023
3.1g	The recommendations of the Graduation Taskforce were approved by the Kansas State Board for the high school graduating class of 2028.	Dr. David Fernkopf, CSAS KSDE Ass't Director and Robyn Kelso, CSAS Consultant KSDE	1/11/2023
3.1h	KSDE SETS submitted the State Performance Plan/Annual Performance Report in January. Brian reviewed the baselines, targets, and data included in the submission for all 17 indicators.	Brian Dempsey, SETS Assistant Director	4/13/2023
3.1i	KSDE has implemented corrective action as a result of having an outdated "Fact" sheet on its website for VI eligibility. It was correct in the Kansas Process Handbook and Eligibility Indicators but notice was sent to all agencies to follow the correct procedures during evaluations for VI.	Bert Moore, SETS Director and SEAC Secretary	4/13/2023
3.1j	A review of Maintenance of Effort (MOE) was provided including its calculation, monitoring, and corrective action required if an agency does not meet MOE.	Christy Weiler, SETS Coordinator	4/13/2023
3.1k	The DRC is working with legislators to support the Transition Competitive Integrated Employment Act. Included support for "Kathy's Bill", supported decision making, and ensuring ADA compliance for Kansas websites.	Mike Burgess, DRC	4/13/2023

3.2	*Assist in the dissemination of information in the area of early childhood and secondary transition to help ensure Kansas can demonstrate compliance with IDEA 2004 and regulations*		
3.2a	The "Alternative Monitoring" for correctional facilities supported by Title I Part D and/or IDEA, PRTF's, as well as adult prisons/jails where school age youth are placed was provided.	Stacie Martin, SETS Consultant and Heather Gould, SETS Consultant	11/9/2022
3.2b	The Early Childhood Indicators (6, 7, and 12) as well as the Transition Indicators (13 and 14) were discussed and reviewed during the SPP/APR reviews/discussions.	KSDE SETS Team	9/15/2022, 11/9/2022, 1/10/2023, and 4/13/2023
3.3	*Analyze the data on the education progress of students with exceptionalities and make recommendations to enhance their educational program, services, and achievement*		
3.3a	SEAC reviewed the State Performance Plan/Annual Performance Report process for the 2021 report that will be submitted in January. The membership also received a report on the Differentiated Monitoring System including that Kansas will have 3 Federal Technical Assistance program staff to assist us with the preparation leading to the on-site visit.	Brian Dempsey, SETS Ass't Director	11/9/2022
3.3b	SEAC received a report on the number of students receiving an Emergency Safety Intervention during the 21-22 school year. Several local education agencies are	Shanna Hailey, SETS Education Program Consultant and Kelly Steele, SETS Education Program Consultant	1/11/2023

	being reviewed for their discipline practices and reporting.		
3.4	*As stakeholders, assist in the interpretation of Kansas data in reporting to the public and U.S. Department of Education (OSEP)*		
3.4a	State Performance Plan/Annual Performance report baselines and targets for the 17 indicators were approved by SEAC.	Brian Dempsey, SETS Ass't Director	9/15/2022

PRIORITY AREA 4: Advise the SEA in developing corrective action plans to address findings identified in Federal Monitoring reports under Part B of the Act;			
4.1	*Office of Special Education Programs (OSEP) focused monitoring*		
4.1	As a result of the onsite focused monitoring conducted by OSEP, Kansas had to make changes to the KIAS in the areas of secondary transition and the review of updated data as interpreted by OSEP in Memo 09-02		
4.1a	Kansas is concerned about the lack of data for Indicator 14 so it is moving to a census collection from a cohort collection.	SEAC	9/15/2022

PRIORITY AREA 5: Advise the SEA in developing and implementing policies relating to the coordination of services for children and youth with exceptionalities;			
5.1	*Enhance school-family-community partnerships by encouraging and developing coordinated programs and services*		
5.1a	SEAC has added ex-officio members in order to receive information from these members as well as to allow them to hear the conversation about services and programs for students with disabilities. This has resulted in coordination of several grants and collaboration leading to informed parents and families of students with disabilities.	Families Together; Disability Rights Center; Kansas Association of Special Education Administrators; Kansas National Education Association; Kansas School for the Blind/VI; Kansas School for the Deaf/HH; and the State Birth Through Two Interagency Coordinating Council	7/26/2022; 9/15/2022; 11/9/2022; 1/11/2023; and 4/13/2023
5.1b	Families Together, the state's Parent Resource and Training Information agency received a grant from KSDE to enhance programs for children and families	Lesli Girard, Families Together	11/9/2022
5.2	*Improve communication and collaboration between SEAC and SICC Councils to enhance services to children and families in Kansas*		
5.2a	SEAC attempted to find a common date for the combined SEAC/SICC meeting, but a date was not available convenient for both SEAC and the SICC.	Kayla Love, SETS Lead Administrative Assistant	1/10/2023; 1/11/2023; and 4/13/2023
5.2b	SEAC reached out to SICC and a SICC member will attend SEAC meetings as an ex-officio member, and a member of SEAC will attend the SICC meetings.	Stacey Clark, SICC and Jennifer King, SEAC	6/30/2023

5.3	*Promote and enhance the blending of services between special and general education, including federal, state, and local programs (Title I, Special Education)*		
5.3a	A report was provided by the Careers Standards and Assessments Services (CSAS) Assistant Director, Natalie Clark on the Individual Plan of Study which is to be aligned with the Individual Education Program for students with disabilities. The IEP does NOT replace the IPS, as the IPS is required for all students beginning in grade 8.	Natalie Clark, CSAS Ass't Director	4/13/2022
5.4	*Enhance the Kansas Assessment System*		
5.4a	The Alternate Assessment requirements were shared with SEAC. These include the 1% threshold for all areas of the state assessments. Districts may assess more than 1% of their students using the Dynamic Learning Maps (AA); however, the state average is limited to 1% for ELA, Math and Science.	Cary Rogers, SETS Education Program Consultant	9/9/2022
5.4b	The Director of CSAS provided SEAC members with an overview of the Kansas State Assessments. This including assessing students in grades 3-8 and grade 10 in ELA and Math annually and Science on an every other year basis. Kansas assesses approximately 35,000 students per grade.	Beth Fultz, CSAS Director	1/11/2023
5.4c	An English Language Proficiency Alternate Assessment is currently being solicited. Kansas has a vendor but due to "form" signatures, the contract has not been approved. CSAS will continue to work on this as we received a letter from the federal government stating that to be in compliance with federal assessment requirements, we must have an alternate ELP assessment by December of 2023.	Cary Rogers, SETS Education Program Consultant	4/13/2023

PRIORITY 6: Advise on the education of eligible students with disabilities who have been convicted as adults and incarcerated in adult prisons.			
6.1	*Enhance education of eligible students with disabilities who have been convicted as adults and incarcerated in adult prisons*		
6.1a	Two SETS Education Program Consultants have developed a monitoring protocol that will be used as an integrated monitoring process for both Title I Part D and IDEA. It will be used to review programs serving students in correctional facilities, PRTFs, as well as Adult Jails	Stacie Martin, SETS Education Program Consultant and Heather Gould, SETS Education Program Consultant	7/26/2022
6.1b	Trish Backman, a teacher at Lawrence-Gardner Correctional Facility and chair of SEAC reported that over 20 students will be graduating in December at the facility.	Trish Backman, Chair SEAC/Teacher at Lawrence-Gardner	9/9/2022
6.1c	A report was provided by Stacie Martin on the alternative monitoring of correctional facilities including which youth are eligible to receive IDEA services as well as though youth that qualify for Title I Part D services.	Stacie Martin, SETS Education Program Consultant	1/11/2023

Acronyms

ADA:	Americans with Disabilities Act
APR:	Annual Performance Report
CADRE:	Consortium for Appropriate Dispute Resolution In Special Education (OSEP Project)
CEIS:	Coordinated Early Intervening Services
CWDs:	Children with Disabilities
DGB:	Data Governance Board
DHH:	Deaf/Hard of Hearing
DLM:	Dynamic Learning Maps
ECLRE:	Early Childhood Least Restrictive Environment
ECO:	Early Childhood Outcomes Center
ECSETS:	Early Childhood, Special Education and Title Services
ED or USDE:	U.S. Department of Education
EDEN:	Education Data Exchange Network
EDGAR:	Education Department General Administrative Regulations
EPC:	Education Program Consultants
ESEA:	Elementary & Secondary Education Act of 1964
ESI:	Emergency Safety Interventions
ESSA:	Every Student Succeeds Act
FAPE:	Free & Appropriate Public Education
FERPA	Family Educational Rights & Privacy Act
GAO:	Government Accountability Office or U.S. General Accounting Office
ICC:	Interagency Coordinating Council
IDEA:	Individuals with Disabilities Education Act
IEE:	Independent Educational Evaluation
IEP:	Individualized Education Program
IHE:	Institution of Higher Education
IPS:	Individual Plan of Study
JJA:	Juvenile Justice Authority
KASEA:	Kansas Association of Special Education Administrators
KCCR:	Kansas College and Career Readiness
KDHE:	Kansas Department of Health and Environment

KEEB:	Kansas Education Employment Board (TASN Project)
KESA	Kansas Education Systems Accreditation
KIAS:	Kansas Integrated Accountability System
KIDS:	Kansas Individual Data on Students
KIRC:	Kansas Instructional Resource Center (TASN Project)
KLFA:	Kansas Learning First Alliance
KLN:	Kansas Learning Network
KPIRC:	Kansas Parent Information Resource Center (TASN Project)
KSD:	Kansas School for the Deaf
KSBE:	Kansas State Board of Education
KSDE:	Kansas State Department of Education
LEA:	Local Education Agency
LETRS:	Language Essentials for Teachers of Reading and Spelling
LOD:	Levels of Determination
LRE:	Least Restrictive Environment
MOA:	Memorandum of Agreement
MOE:	Maintenance of Effort
MOU:	Memorandum of Understanding
MTSS:	Multi-Tier System of Supports
NASDSE:	National Association of State Directors of Special Education
NAESPA	National Association of ESEA State Program Administrators
OCR:	Office of Civil Rights
OGC:	Office of General Counsel
OMB:	Office of Management and Budget
OSEP:	U.S. Department of Education's Office of Special Education Programs
OSERS:	U.S. Department of Education's Office of Special Education & Rehabilitative Services
OWS:	Outcomes Web System
PBIS:	Positive Behavior Intervention Supports
PII:	Personally Identifiable Information
PTI:	Parent Training Information Center (Families Together)
RDA:	Results Driven Accountability
RFP:	Request for Proposal
SEA:	State Education Agency

SEAC:	Special Education Advisory Council
SICC:	State Interagency Advisory Council
SPDG:	State Personnel Development Grant
SPP:	State Performance Plan
SSIP:	State Systemic Improvement Plan
TASN:	IDEA Title VI-B: Kansas Technical Assistance System Network administered by KSDE
TIP:	Targeted Improvement Plan
TLA:	Teacher Licensure and Accreditation
UGG:	Uniform Grant Guidance

For more information, contact:
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Kansans CAN
Kansas leads the world in the success of each student.

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Agenda Number: 3

Meeting Date: 2/14/2024

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Item Title: Four Day School Week Overview by Dr. Watson

From: Deborah Bremer

The Commissioner will give an overview of the Four Day School Week.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4

Staff Initiating:	Director:	Commissioner:	Meeting Date: 2/14/2024
Ben Proctor		Randy Watson	

Item Title:

At-Risk Funding and Recommendation to the Legislature

Recommended Motion:

It is moved that the Kansas State Board of Education recommend to the Kansas Legislature that the five-year research requirement be removed from the statutory definition of evidence-based instruction. and one year be entered as the requirement.

Explanation of Situation Requiring Action:

KSDE staff will share an overview of the Evidence-Based List. This presentation will include the programs and practices that meet the current statutory requirements along with an overview of the programs and practices that would be included if there were adjustments to the statutory definition of an evidence-based program or practice. This presentation is intended to position the State Board of Education to make potential recommendations to the legislature on adjustments to the statutory definition of an evidence-based program or practice, specifically the research period of five years.

Agenda Number: 5

Meeting Date: 2/14/2024

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
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Item Title: Act on Literacy Recommendations

From: Dr. Watson

The Board will act on recommendations for literacy as presented on 2/13/2024.

Agenda Number: 6

Meeting Date: **2/14/2024**

KANSAS STATE DEPARTMENT OF EDUCATION

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Item Title: ESSER Funds Overview by Dr. Watson

From: Deborah Bremer

The Commissioner will give an overview of the ESSER Funds.

Agenda Number: 7

Meeting Date: 2/14/2024

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
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Item Title: Presentation on Pending Amendments to the Professional Practices Commission Regulations

From: Scott Gordon

In 2018, the Kansas State Board of Education authorized the Kansas State Department of Education to submit proposed amendments to the Professional Practices Commission regulations through the formal adoption process. After years of maneuvering changes in state law and negotiating language with other state agencies, the State Board is ready to conduct is public hearing for the adoption of the proposed regulations. In preparation for the public hearing scheduled to take place in March, KSDE's General Counsel R. Scott Gordon brings the proposed regulations to the State Board and will be present for questions and comments.

91-22-1a. Denial~~, suspension, or revocation~~ of license~~; public censure~~; grounds; report. (a) Any application for a license issued by the state board may be ~~suspended or revoked, or the license holder may be publicly censured by the state board~~ denied for ~~misconduct or other just cause, including~~ any of the following reasons:

(1) ~~Conviction of any crime punishable as a felony;~~ Pleading guilty, nolo contendere, or no contest to or having been otherwise found guilty of any of the following, regardless of whether sentence is imposed, or upon proof of such conduct provided during a hearing of the professional practices commission:

(A) Any crime punishable as a felony;

(B) any crime involving a child under the age of 18, other than the accused, as an element or instrumentality of the crime;

(C) any crime involving a theft;

(D) any crime involving drug-related conduct;

(E) any crime defined in K.S.A. 21-3601 et seq. and amendments thereto, before repeal of those statutes, or K.S.A. 21-5601 et seq. and amendments thereto; or

(F) any attempt, as defined by K.S.A. 21-3301 and amendments thereto, before its repeal, or K.S.A. 21-5301, and amendments thereto, to commit any crime specified in this subsection;

(2) ~~conviction of any crime involving a minor;~~ commission or omission of any act that injures the health or welfare of a minor through physical or sexual abuse or exploitation;

(3) ~~conviction of any misdemeanor involving theft;~~ engaging in any sexual activity with a student;

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NOV 01 2023

DEPT. OF ADMINISTRATION

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DEC 01 2023

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(4) ~~conviction of any misdemeanor involving drug-related conduct;~~ engaging in any behavior that can reasonably be construed as involving an inappropriate and overly personal and intimate relationship with, conducts toward, or focus on a student;

(5) ~~conviction of any act defined in any section of article 36 of chapter 21 of the Kansas statutes annotated;~~ engaging in bullying, as defined in K.S.A. 72-6147 and amendments thereto;

(6) ~~conviction of an attempt under K.S.A. 21-3301, and amendments thereto, to commit any act specified in this subsection;~~ engaging in conduct that results in substantiated findings of abuse by the Kansas department for children and families;

(7) ~~commission or omission of any act that injures the health or welfare of a minor through physical or sexual abuse or exploitation;~~ failing to report abuse or neglect of any child pursuant to K.S.A. 38-2223(a) through (d), and amendments thereto;

(8) ~~engaging in any sexual activity with a student;~~ engaging in academic dishonesty;

(9) breach of an employment contract with an education agency by abandonment of the position;

(10) ~~conduct resulting in a finding of contempt of court in a child support proceeding;~~ failing to notify the commissioner of education as required in K.A.R. 91-22-1b(f) while previously licensed;

(11) entry into a criminal diversion agreement after being charged with any offense or act described in ~~this subsection~~ K.S.A. 72-2165(b) and amendments thereto;

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DEPT. OF ADMINISTRATION

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(12) obtaining, or attempting to obtain, a license by fraudulent means or through misrepresentation of material facts; ~~or~~

(13) denial, revocation, cancellation, or suspension of ~~a~~ any professional license in ~~another~~ any state on grounds similar to any of the grounds described in this subsection.; or

~~(b)~~ (14) ~~A license may be denied by the state board to any person who fails~~ failure to meet the licensure requirements of the state board ~~or for any act for which a license may be suspended or revoked~~ pursuant to ~~subsection (a)~~ K.A.R. 91-1-200 through K.A.R. 91-1-220.

(b) Any individual with a criminal or civil record described in this regulation may submit a petition to the board for an informal, written advisory opinion concerning whether the individual's civil or criminal record may disqualify the individual from licensure. Each petition shall include the following:

(1) The details of the individual's civil or criminal record, including a copy of court records or the settlement agreement;

(2) an explanation of the circumstances that resulted in the civil or criminal record; and

(3) a check or money order in the amount of $50.00.

(c) A certified copy of a journal entry of conviction or other court document indicating that an ~~applicant or license holder~~ individual has ~~been adjudged guilty of, or has entered a plea of guilty or nolo contendere to,~~ pled guilty, nolo contendere, or no contest or has been otherwise found guilty, regardless of whether sentence is imposed,

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NOV 01 2023
DEPT. OF ADMINISTRATION

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of a crime shall be conclusive evidence of the commission of that crime in any proceeding instituted against the ~~applicant or license holder~~ individual to deny~~, suspend, or revoke~~ a license.

(d) In any proceeding instituted against an ~~applicant or license holder~~ individual to deny~~, suspend, or revoke~~ a license for conduct described in subsection (a) ~~of this regulation~~, the fact that the ~~applicant or license holder~~ individual has appealed a conviction shall not ~~operate to bar or otherwise stay the~~ prevent any proceeding concerning denial~~, suspension, or revocation~~ of the license.

~~(e) (1) Suspension or revocation of a license shall suspend or revoke all endorsements on the license.~~

~~(2) Suspension of a license shall be for a definite period of time. A suspended license shall be automatically reinstated at the end of the suspension period if the license did not expire during the period of suspension. If the license expired during the period of suspension, the individual may make an application for a new license at the end of the suspension period.~~

~~(3) Revocation of a license shall be permanent, except as provided in subsection (g) of this regulation.~~

~~(f)~~ (e) ~~Any applicant for licensure~~ An individual whose professional license has been denied, suspended, canceled, revoked, or surrendered in ~~another~~ any state on grounds similar to any of the grounds described in subsection (a) shall not be eligible for licensure ~~in Kansas~~ by the state board until the ~~applicant~~ individual is eligible for licensure ~~in the state in which~~ where the denial, suspension, cancellation, revocation, or

APPROVED
NOV 01 2023
DEPT. OF ADMINISTRATION

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DEC 01 2023
ATTORNEY GENERAL

surrender occurred.

~~(g)~~ (f) (1) Except as provided in K.S.A. ~~72-1397~~ 72-2165 and amendments thereto, any person who has engaged in conduct ~~been denied a license or who has had a license revoked for conduct~~ described in subsection (a) of this regulation may apply for a license by completing an application for a license and submitting evidence of rehabilitation to the Kansas professional practices commission. The evidence shall demonstrate that the ~~grounds for denial or revocation have~~ conduct has ceased to be a factor in the fitness of the person seeking licensure. Factors relevant to a determination as to rehabilitation shall include the following:

(A) The nature and seriousness of the conduct ~~that resulted in the denial or revocation of a license~~;

(B) the extent to which a license may offer an opportunity to engage in conduct of a similar type ~~that resulted in the denial or revocation~~;

(C) the present fitness of the person to be a member of the profession;

(D) the actions of the person after the denial or revocation;

(E) the time elapsed since the denial or revocation;

(F) the age and maturity of the person at the time of the conduct ~~resulting in the denial or revocation~~;

(G) the number of incidents of improper conduct; and

(H) discharge from probation, pardon, or expungement.

(2) A person who has ~~been denied a license or who has had a license revoked for~~ engaged in conduct described in subsection (a) ~~of this regulation~~ shall not be eligible

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NOV 01 2023
DEPT. OF ADMINISTRATION

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DEC 01 2023
ATTORNEY GENERAL

to apply for a license until one of the following conditions is met:

(A) If convicted of a felony, at least five years have elapsed from the date of conviction;

(B) if convicted of a misdemeanor, one year has elapsed since the date of conviction or the person has completed probation, whichever is later;

(C) ~~of the offense or commission of the act or acts resulting in the denial or revocation or,~~ in the case of a person who has entered into a criminal diversion agreement for any crime described in K.S.A. 72-2165(b) and amendments thereto, ~~until~~ the person has satisfied the terms and conditions of the agreement; or

(D) at least one year has elapsed since the date of the offense or commission of the act or acts for which there was no conviction or diversion.

~~(h)~~ (g) Before any license is denied~~, suspended, or revoked~~ by the state board for any act described in subsection (a) ~~of this regulation~~, the person shall be given notice and an opportunity for a hearing to be conducted before the professional practices commission in accordance with ~~the provisions of the Kansas administrative procedure act~~ this article of the department's regulations.

~~(i) The chief administrative officer of a public or private school accredited by the state board shall promptly notify the commissioner of education of the name, address, and license number of any license holder who is dismissed, resigns, or is otherwise separated from employment with a school for any act described in subsection (a) of this regulation.~~ (Authorized by article 6, section 2 of the Kansas Constitution and K.S.A. 74-120; implementing article 6, section 2 of the Kansas Constitution and K.S.A. ~~72-8506~~

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DEC 01 2023
DEPT. OF ADMINISTRATION

APPROVED
DEC 01 2023
ATTORNEY GENERAL

72-2155, 72-2165, 72-2313, and 74-120; effective May 19, 2000; amended P-

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NOV 01 2023

DEPT. OF ADMINISTRATION

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DEC 01 2023

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91-22-1b. Suspension or revocation of license; public censure; grounds; report.

(a) Any license issued by the state board may be suspended or revoked, or the licensee may be publicly censured by the state board, for misconduct or other just cause, including any of the following reasons:

(1) Pleading guilty, nolo contendere, or no contest to or having been otherwise found guilty of any of the following, regardless of whether sentence is imposed:

(A) Any crime punishable as a felony;

(B) any crime involving a child under the age of 18, other than the accused, as an element or instrumentality of the crime;

(C) any crime involving a theft;

(D) any crime involving drug-related conduct;

(E) any crime defined in K.S.A. 21-3601 et seq. and amendments thereto, before repeal of those statutes, or K.S.A. 21-5601 et seq. and amendments thereto; or

(F) any attempt, as defined by K.S.A. 21-3301 and amendments thereto, before its repeal, or K.S.A. 21-5301, and amendments thereto, to commit any crime specified in this subsection;

(2) commission or omission of any act that injures the health or welfare of a minor through physical or sexual abuse or exploitation;

(3) engaging in any sexual activity with a student;

(4) engaging in any behavior that can reasonably be construed as involving an inappropriate and overly personal and intimate relationship with, conducts toward, or focus on a student;

(5) engaging in bullying, as defined in K.S.A. 72-6147 and amendments thereto;

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JAN 19 2022
DIVISION OF THE BUDGET

APPROVED
JAN 24 2022
DEPT. OF ADMINISTRATION

APPROVED
JUL 01 2022
ATTORNEY GENERAL

(6) engaging in conduct that results in substantiated findings of abuse by the Kansas department for children and families;

(7) failing to report abuse or neglect of any child pursuant to K.S.A. 38-2223(a) through (d), and amendments thereto, for a period not to exceed five years from the failure to report;

(8) engaging in academic dishonesty;

(9) breach of an employment contract with an education agency by abandonment of the position;

(10) failing to notify the commissioner of education as required in subsection (f);

(11) entry into a criminal diversion agreement after being charged with any offense or act described in this subsection;

(12) obtaining, or attempting to obtain, a license by fraudulent means or through misrepresentation of material facts; or

(13) denial, revocation, cancellation, or suspension of any professional license in any state on grounds similar to any of the grounds described in this subsection.

(b) A certified copy of a journal entry of conviction or other court document indicating that an individual has pled guilty, nolo contendere, or no contest or has been otherwise found guilty, regardless of whether sentence is imposed, of a crime shall be conclusive evidence of the commission of that crime in any proceeding instituted against the individual to publicly censure, suspend, or revoke a license.

(c) In any proceeding instituted against an individual to publicly censure, suspend, or revoke a license for conduct described in subsection (a), the fact that the

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JAN 19 2022
DIVISION OF THE BUDGET

APPROVED
JAN 24 2022
DEPT. OF ADMINISTRATION

APPROVED
JUL 01 2022
ATTORNEY GENERAL

individual has appealed a conviction shall not prevent any proceeding concerning public censure, suspension, or revocation of the license.

(d)(1) Suspension or revocation of a license shall suspend or revoke all endorsements on the license.

(2) Suspension of a license shall be for a definite period of time. A suspended license shall be automatically reinstated at the end of the suspension period if the license did not expire during the period of suspension. If the license expired during the period of suspension, the individual may submit an application for a new license, which may be issued only after the suspension period.

(3) Revocation of a license shall be permanent, except as provided in K.A.R. 91-22-1a.

(e) Before any license is suspended or revoked by the state board for any act described in subsection (a), the person shall be given notice and an opportunity for a hearing to be conducted before the professional practices commission in accordance with this article of the department's regulations.

(f) The chief administrative officer of a public or private school accredited by the state board shall notify the commissioner of education within 30 days of the name, address, and license number of any licensee who resigns or is dismissed, suspended, placed on administrative leave, or otherwise separated from employment with a school for any act described in subsection (a). (Authorized by article 6, section 2 of the Kansas Constitution and K.S.A. 74-120; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-2155, 72-2165, 72-2313, and 74-120; effective P-_____.)

APPROVED
JAN 07 2022
DIVISION OF THE BUDGET

APPROVED
JAN 13 2022
DEPT. OF ADMINISTRATION

APPROVED
JUL 01 2022
ATTORNEY GENERAL

91-22-2. Commission procedure. (a) A majority of the full membership of the commission shall constitute a quorum for the purpose of conducting business. A majority vote of the full membership of the commission shall be required for the passage of any motion or resolution.

(b) ~~Secretary. Upon receiving a complaint, the chairperson shall be notified by the commission's secretary. The chairperson shall determine and give authorization for the secretary to initiate processing procedures. An~~ The commission's secretary shall keep an accurate file of all votes, official acts, and proceedings of the commission ~~shall be kept by the secretary~~. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. ~~72-8507~~ 72-2314; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; amended May 19, 2000; amended P-_____.)

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MAR 19 2021
DIVISION OF THE BUDGET

APPROVED
MAR 22 2021
DEPT. OF ADMINISTRATION

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JUL 01 2022
ATTORNEY GENERAL

91-22-5a. Complaints. (a) The commission, on its own motion, or a member of the teaching or school administration profession may initiate proceedings before the commission by filing a written complaint ~~in writing~~ alleging that a license holder or applicant has engaged in any conduct for which a license issued by the state board may be denied, suspended, or revoked under K.A.R. 91-22-1a or 91-22-1b ~~and amendments thereto~~. The complaint shall be filed with the commission's secretary.

(b) Each person filing a complaint shall ~~set forth~~ provide in the complaint the following information:

(1) The name and address of the complainant;

(2) the name ~~and last known address~~ of the license holder or applicant charged;

(3) the act or acts for which the license is sought to be denied, suspended, or revoked; and

(4) the relief sought.

The complaint shall be typed, signed, and either sworn to ~~verified~~ by the complainant or accompanied by an affidavit attesting to the veracity of the contents of the complaint. Written instruments or documents under the control of or known to a complainant that are relevant to the charges shall be ~~attached as exhibits or, if unavailable~~ referenced in the complaint and made available to the license holder or applicant upon request.

(c) A complaint that does not state a good faith or prima facie case shall be tabled by the commission. The complainant shall be notified in writing of the action. ~~The complainant~~ and shall be permitted to withdraw or amend the complaint. If the complainant decides to file an amended complaint, that complaint shall be filed within

APPROVED
JAN 24 2022
DIVISION OF THE BUDGET

APPROVED
JAN 26 2022
DEPT. OF ADMINISTRATION

APPROVED
JUL 01 2022
ATTORNEY GENERAL

10 days after service of the notice of action by the commission.

(d) A Each complaint or amended complaint that states a good faith cause of action shall be served on the person charged in the complaint by certified mail, return receipt requested.

(e) ~~Surrender of license.~~ A member of the teaching or school administration profession may voluntarily surrender the member's license to the commission. The action of surrender ~~shall~~ may be investigated by the commission. ~~A recommendation shall be made by the commission to the state board for disposition of the license~~ or, at the discretion of the complainant, may be taken directly to the state board for disposition.

(f) ~~Complainant motivated by malice. A~~ Any complainant who is found by the commission to have been maliciously motivated in filing a complaint or to have acted fraudulently may be disciplined by the state board by public censure or by the suspension, cancellation, or revocation of the complainant's license. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. ~~72-8507~~ 72-2314; effective May 1, 1979; amended May 19, 2000; amended P-_____.)

APPROVED
JAN 24 2022
DIVISION OF THE BUDGET

APPROVED
JAN 26 2022
DEPT. OF ADMINISTRATION

APPROVED
JUL 01 2022
ATTORNEY GENERAL

91-22-9. Answer; time to file; form; content; right to amend. (a) ~~Any~~ Each person charged in a complaint shall have ~~20~~ 15 days after receipt of the complaint in which to file an answer. Each answer to a complaint shall be submitted to the commission's secretary by certified mail, return receipt requested, or by personal delivery.

If no answer is filed within the prescribed period, the person shall be deemed to have admitted the allegations contained in the complaint and to have acquiesced in the proposed action~~.~~ , and the complaint shall proceed directly to the state board for default findings. ~~Any answer to a complaint shall be filed with the commission's secretary by certified mail, return receipt requested, or by personal delivery.~~

(b) Each person filing an answer shall type, sign, and ~~verify~~ swear to the contents of the answer. The caption of any answer shall repeat the caption of the complaint in response to which ~~it~~ the answer is filed, except that the title shall state "answer" instead of "complaint."

(c) Each person filing an answer shall ~~set forth~~ specify each responsive allegation or defense in clear and concise language and in separately numbered paragraphs. The person filing the answer shall admit or deny each allegation contained in the complaint. If the person is without knowledge or information sufficient to form a belief as to the truth of an allegation, the person shall state this in the answer, and this shall have the effect of a denial. Each person filing an answer shall attach to the answer as exhibits or, if unavailable, shall reference in the answer any written instruments or documents under the control of, or known to, the person filing the answer that are relevant to the charges in the complaint or that the person intends to use in

APPROVED
JAN 07 2022
DIVISION OF THE BUDGET

APPROVED
JAN 13 2022
DEPT. OF ADMINISTRATION

APPROVED
JUL 01 2022
ATTORNEY GENERAL

defending the charges.

(d) Any person filing an answer may amend the answer once ~~as a matter of course~~ at any time within 30 days after service of the complaint. Each amended answer shall be filed with the commission's secretary by ~~restricted~~ certified mail, return receipt requested, or by personal delivery.

(e) Upon application to, and order of, the commission's secretary, the time in which to file an answer may be extended once ~~as a matter of course~~ for a period not to exceed 10 additional days. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. ~~72-8507~~ 72-2314; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; amended May 19, 2000; amended P-_____.)

APPROVED
JAN 19 2022
DIVISION OF THE BUDGET

APPROVED
JAN 24 2022
DEPT. OF ADMINISTRATION

APPROVED
JUL 01 2022
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91-22-22. Hearing procedure. (a) Except as otherwise provided for in this article of the department's regulations, ~~All hearings~~ each hearing before the commission shall be conducted in accordance with ~~the provisions of~~ the Kansas administrative procedure act. The chairperson to the commission, or another member designated by the chairperson, shall serve as the presiding officer.

(b) ~~Continuance; extensions of time and adjournments.~~

(1) Upon showing good cause in a timely manner, ~~any person having a substantial interest in the outcome of the proceedings~~ each party to a complaint shall be entitled to one continuance or extension of time. Additional continuances may be granted by the chairperson. When the commission is not in session or conducting a prehearing or hearing, the ~~interested person~~ requesting party shall send a written motion for a continuance or extension of time to the commission's ~~chairperson or~~ secretary. When sending the motion, the ~~interested~~ requesting party shall allow sufficient time to postpone any hearing that has been set.

(2) While the commission is in session and conducting a prehearing or hearing, the presiding officer may entertain oral motions for continuances, extensions of time, and adjournments. Oral motions may be granted or denied by the presiding officer or the commission. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. ~~72-8506~~ 72-2313 and ~~72-8507~~ 72-2314; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; amended May 1, 1982; amended May 1, 1985; amended May 19, 2000; amended P-_____.)

APPROVED
MAR 19 2021
DIVISION OF THE BUDGET

APPROVED
MAR 22 2021
DEPT. OF ADMINISTRATION

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JUL 01 2022
ATTORNEY GENERAL

91-22-25. Decision of the commission; review by state board. (a) Following a hearing, an initial order shall be entered by the commission, in accordance with ~~the provisions of~~ the Kansas administrative procedure act, ~~setting forth its~~ specifying the commission's decision and recommended action. ~~The evidence may be deliberated upon by the commission and its decision may be voted upon by the commission in the presence of all parties, or it may recess into executive session to deliberate and then vote upon the matter in open session.~~ The decision in each case shall include a recommended disposition of the case, which may be any of the following:

(1) Imposition of no discipline;

(2) dismissal of the complaint, if the complaint is based upon an allegation of breach of contract;

~~(2)~~ (3) denial, suspension, or revocation of the respondent's license; or

~~(3)~~ (4) public censure of the respondent.

(b) The initial order of the commission shall be delivered by the commission's secretary to the commissioner of education, to be placed on the state board's agenda. A final order, ~~in accordance with~~ pursuant to K.S.A. 77-527 and amendments thereto, shall be made by the state board. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. ~~72-8507~~ 72-2314; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; amended May 19, 2000; amended P-_____.)

APPROVED
JAN 19 2022
DIVISION OF THE BUDGET

APPROVED
JAN 24 2022
DEPT. OF ADMINISTRATION

APPROVED
JUL 01 2022
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Agenda Number: **8 a.**

Meeting Date: **2/14/2024**

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: Receive monthly personnel report

From: Marisa Seele

Please see the attached document.

Agenda Number: 8 a.

Meeting Date: 2/13/2024

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
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Item Title: Personnel Report

From: Marisa Seele, Wendy Fritz

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total New Hires	2	3	3	3	0	4	6					
Unclassified	2	3	3	3	0	4	6					
Unclassified Regular (leadership)	0	0	0	0	0	0	0					
Total Separations	2	4	4	3	4	2	2					
Classified	0	0	0	0	0	0	0					
Unclassified	2	4	4	2	4	2	2					
Unclassified Regular (leadership)	0	0	0	1	0	0	0					
Recruiting (data on 1st day of month)	4	5	3	3	9	3	6					
Unclassified	4	5	3	3	7	3	6					
Unclassified Regular (leadership)	0	0	0	0	2	0	0					

Total employees 268 as of pay period ending 01/20/2024. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are not included in annual turnover rate calculations).

Agenda Number: **8 b.**

Meeting Date: **2/14/2024**

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: Report on personnel filling unclassified positions

From: Marisa Seele

Please see the attached document.

Agenda Number: 8 b.

Meeting Date: 2/13/2024

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: Report on personnel filling unclassified positions.

From: Marisa Seele, Wendy Fritz

The following personnel appointments are presented this month:

Emily Bonilla to the position of Assistant Director on the Child Nutrition and Wellness team, effective January 7, 2024, at an annual salary of $90,000. This position is funded by the Federal SFS, Federal Audit and Federal Summer fund.

Frank Harwood to the position of Deputy Commissioner of the Division of Fiscal and Administrative Services, effective January 12, 2024, at an annual salary of $178,384.70. This position is funded by the State General fund.

Matthew Cortez to the position of Requirements Analyst on the Information Technology team, effective January 17, 2024, at an annual salary of $67,184. This position is funded by the Early Childhood Integrated Data System fund.

Trevor Huffman to the position of Coordinator on the Early Childhood team, effective January 17, 2024, at an annual salary of $67,191.02. This position is funded by the Early Childhood Integrated Data System fund.

Jean Rush to the position of Public Service Executive on the Accreditation and Design team, effective January 17, 2024, at an annual salary of $75,000. This position is funded by the State General Fund.

Katherine Seeley to the position of Administrative Specialist on the Career, Standards and Assessment Services team, effective January 29, 2024, at an annual salary of $41,516.80. This position is funded by the KVC Admin and KVC Training and Technical Assistance Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **8 c.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**2/14/2024**
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act on Recommendations for Licensure waivers

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

In accordance with SBR 91-31-42, districts may also submit waivers to extend the number of days a substitute teacher may serve in a position. During the 2020-2021, 2021-2022, and 2022-2023 school years the State Board of Education issued temporary emergency declarations that allowed substitute teachers to serve additional days without submitting a waiver. District will be required to submit waiver requests to extend the number of days during the 2023-2024 school year.

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

*First Renewal

**Final Renewal.

org no	org name	first name	last name	subject	recommendation
D0203	Piper-Kansas City	Amanda	Braithwaite	Low Incidence Special Education - extension on number of days under an esub.	Approved
D0229	Blue Valley	Cameron	Collins	High Incidence Special Education	Approved
D0229	Blue Valley	Kindred	Baldus	High Incidence Special Education	Approved
D0229	Blue Valley	Rachel	Young	High Incidence Special Education	Approved
D0229	Blue Valley	Emily	Griffin	Gifted	Approved*
D0229	Blue Valley	Sandra	Jahn	Gifted	Approved*
D0229	Blue Valley	Lisa	Chavez	High Incidence Special Education	Approved*
D0229	Blue Valley	Faith	Marble	Low Incidence Special Education	Approved*
D0229	Blue Valley	Ashley	Raymer	High Incidence Special Education - extension on number of days under an esub.	Approved
D0229	Blue Valley	Caroline	Diederich	Elementary Extension of Days Only - extension on number of days under an esub.	Approved
D0229	Blue Valley	Orlando	McGibboney	Low Incidence Special Education - extension on number of days under an esub.	Approved

D0229	Blue Valley	Jamie	Wakefield-Vaughn	Elementary Extension of Days Only - extension on number of days under an esub.	Approved
D0229	Blue Valley	Elissa	Morris	High Incidence Special Education - extension on number of days under an esub.	Approved
D0229	Blue Valley	JENNIFER	LIN	Elementary Extension of Days Only - extension on number of days under an esub.	Approved
D0229	Blue Valley	Alayna	Nowlin	Elementary Extension of Days Only - extension on number of days under an esub.	Approved
D0253	Emporia	Judy	Smith	Low Incidence Special Education - extension on number of days under an esub.	Approved
D0257	Iola	Janon	Gordon	Elementary Extension of Days Only - extension on number of days under an esub.	Approved
D0259	Wichita	Tasha	Newingham	Early Childhood/Pre-School	Approved*
D0259	Wichita	Hillary	Thackery	Library Media Specialist	Approved*
D0259	Wichita	Traci	Kallhoff	High Incidence Special Education	Approved

D0260	Derby	Ashleigh	Focer	High Incidence Special Education - extension on number of days under an esub.	Approved
D0260	Derby	Shanice	Davis	High Incidence Special Education - extension on number of days under an esub.	Approved
D0365	Garnett	Tami	Carver	Elementary Extension of Days Only - extension on number of days under an esub.	Approved
D0373	Newton	Katelyn	Alexander	High Incidence Special Education - extension on number of days under an esub.	Approved
D0383	Manhattan-Ogden	Jodi	Leisy	Gifted	Approved
D0417	Morris County	Kristina	Balboa	Elementary Extension of Days Only - extension on number of days under an esub.	Approved
D0417	Morris County	Lindsey	Hickman	Elementary Extension of Days Only - extension on number of days under an esub.	Approved
D0421	Lyndon	Kendra	Morgan	Life Science - extension on number of days under an esub.	Approved

D0446	Independence	Cara	Uttinger	Science - Middle Level - extension on number of days under an esub.	Approved
D0450	Shawnee Heights	Morgan	Kuhn	Elementary Extension of Days Only - extension on number of days under an esub.	Approved
D0453	Leavenworth	Karla	Matthias	Elementary Extension of Days Only - extension on number of days under an esub.	Approved
D0469	Lansing	Tiffany	Crain	High Incidence Special Education - extension on number of days under an esub.	Approved
D0469	Lansing	Maria	Harper	High Incidence Special Education - extension on number of days under an esub.	Approved
D0475	Geary County Schools	Morgan	Goebel	Elementary Extension of Days Only - extension on number of days under an esub.	Approved
D0480	Liberal	Travis	Rogers	High Incidence Special Education - extension on number of days under an esub.	Approved

D0497	Lawrence	Wendy	Canaday	Social Studies - Middle Level - extension on number of days under an esub.	Approved
D0497	Lawrence	Peggy	Forsberg	Social Studies - Middle Level - extension on number of days under an esub.	Approved
D0497	Lawrence	Aaron	Davidson	High Incidence Special Education - extension on number of days under an esub.	Approved
D0497	Lawrence	Hannah	Church	Spanish - extension on number of days under an esub.	Approved
D0497	Lawrence	Zoe	Burkholder	Art - extension on number of days under an esub.	Approved
D0497	Lawrence	Vickilynn	Helsel	High Incidence Special Education - extension on number of days under an esub.	Approved
D0497	Lawrence	Kylee	Bremer	Elementary Extension of Days Only - extension on number of days under an esub.	Approved
D0603	ANW Special Education Cooperative	Abigail	Ballin Capps	Gifted - extension on number of days under an esub.	Approved

D0603	ANW Special Education Cooperative	Trinity	Pena	High Incidence Special Education - extension on number of days under an esub.	Approved
D0607	Tri County Special Education Coop	Camryn	Blanton	Early Childhood Special Education	Approved
D0607	Tri County Special Education Coop	Emilio	Aita	High Incidence Special Education	Approved**
D0607	Tri County Special Education Coop	Melissa	Tyler	High Incidence Special Education - extension on number of days under an esub.	Approved
D0607	Tri County Special Education Coop	Caitlyn	Smith	High Incidence Special Education - extension on number of days under an esub.	Approved
D0607	Tri County Special Education Coop	Amanda	Johns	Low Incidence Special Education - extension on number of days under an esub.	Approved
D0607	Tri County Special Education Coop	Kaitlyn	Rash	High Incidence Special Education - extension on number of days under an esub.	Approved
D0608	Northeast KS Education Serv Cntr	Mallory	Gallet	High Incidence Special Education - extension on number of days under an esub.	Approved

D0700	Beloit Special Education Cooperative	Camryn	Winkel	High Incidence Special Education - extension on number of days under an esub.	Approved
D0700	Beloit Special Education Cooperative	Dusti	Herz	High Incidence Special Education - extension on number of days under an esub.	Approved
D0700	Beloit Special Education Cooperative	Jacee	Hillegeist	High Incidence Special Education - extension on number of days under an esub.	Approved
D0700	Beloit Special Education Cooperative	Leah	Larsen	Early Childhood/Pre-School - extension on number of days under an esub.	Approved
D0702	Twin Lakes Education Cooperative	Ronald	Thompson	High Incidence Special Education	Approved**

Teaching Endorsements Held by Educator
EMERGENCY SUBSTITUTE TEACHER (PRK-12)
ENGLISH LANGUAGE ARTS (5-8); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (5-8)
ELEMENTARY EDUCATION (K-6); ENGLISH LANGUAGE ARTS (6-12)
ELEMENTARY EDUCATION (K-6)
HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
ENGLISH LANGUAGE ARTS (6-12)
ELEMENTARY EDUCATION (K-6)
ELEMENTARY EDUCATION (K-6)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)
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EMERGENCY SUBSTITUTE TEACHER (PRK-12)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)
EARLY - LATE CHILDHOOD GENERALIST (K-6)
ENGLISH LANGUAGE ARTS (6-12)
EARTH AND SPACE SCIENCE (6-12)

EMERGENCY SUBSTITUTE TEACHER (PRK-12)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)
BUILDING LEADERSHIP (PRK-12); ELEMENTARY EDUCATION (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6); SCHOOL COUNSELOR (PRK-12)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)
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EMERGENCY SUBSTITUTE TEACHER (PRK-12)
ELEMENTARY EDUCATION UNIFIED (K-6)
BUILDING LEADERSHIP (PRK-12); HEALTH (PRK-12); MATHEMATICS (5-8); PHYSICAL EDUCATION (PRK-12)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)
EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (K-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)

EMERGENCY SUBSTITUTE TEACHER (PRK-12)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)
PHYSICAL EDUCATION (PRK-12)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **8 d.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**2/14/2024**
Ashley Niedzwiecki	Bert Moore	Randy Watson		

Item Title:

Act to authorize the funding of a contract necessary for the provision of Kansas Integrated Accountability System Grant Management Application.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with a vendor to maintain the Kansas Integrated Accountability System Grant Management authenticated applications necessary for oversight of the Individuals with Disabilities Education Act (IDEA), the Elementary and Secondary Education Act (ESEA), and the Kansas Education for Exceptional Children Act for the period of 2/14/2024 – 6/30/2028 in an amount not to exceed $1,000,000.00.

Explanation of Situation Requiring Action:

This request is made to enable the State to continue the upkeep and enhancements to the Kansas Integrated Accountability System Grant Management and Kansas Integrated Accountability System Data Collection authenticated application systems that were designed and built by LDP INC. (dba Leader Services).

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **8 e.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**2/14/2024**
Ashley Niedzwiecki	Bert Moore	Randy Watson		

Item Title:

Act to authorize the funding of a contract necessary for the provision of Kansas Integrated Accountability System Data Collection Applications.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with a vendor to maintain and improve the Kansas Integrated Accountability System Data Collection authenticated applications necessary for oversight of the Individuals with Disabilities Education Act (IDEA), the Elementary and Secondary Education Act (ESEA), and the Kansas Education for Exceptional Children Act for the period of 2/14/2024 – 6/30/2028 in an amount not to exceed $250,000.00.

Explanation of Situation Requiring Action:

This request is made to enable the State to address a variety of application needs and forms that have been designed, implemented, and maintained by KSDE. Existing applications have historically met the needs of the agency, but changes in technology now require a transition to a more adaptive and interoperable system. The vendor shall maintain the web-based data collection application to be housed on the KSDE servers and which shall operate through the KSDE authentication system.

The current data collection application is a web-based system with the capability to collect, store, report, calculate, track all data elements, conduct verification checks, and develop award dissemination processes necessary to administer federal and state authorized grants.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **8 f.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**2/14/2024**
Ashley Niedzwiecki	Bert Moore	Randy Watson		

Item Title:

Act to authorize the funding of a contract necessary for the provision of the 21st Century grant.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with a vendor, selected through the Department of Administration RFP process, to provide a broad array of technical assistance opportunities for 21st CCLC grantees for the period of July 1, 2024 through June 30, 2029 in an amount not to exceed one million five hundred thousand dollars ($1,500,000.00) to be paid out of Title IV 21st Century Statewide Activities fund.

Explanation of Situation Requiring Action:

The 21st Century Community Learning Centers Program was amended by Congress as Title IV, Part B of the Elementary and Secondary Education Act (ESEA), the No Child Left Behind Act of 2001 and reauthorized in Every Student Succeeds Act of 2015. The purpose of this program is to create community learning centers that provide academic enrichment opportunities for children, particularly students who attend high poverty and low-performing schools; to meet state and local standards in core academic subjects; to offer students a broad array of enrichment activities that can complement their regular academic programs; and to offer literacy and other educational services to the families of participating children.

Pursuant to Federal requirements governing the 21st Century Community Learning Centers (21st CCLC), the Kansas State Department of Education (KSDE) is required to provide technical assistance to all state grantees administering 21st CCLC programs.

The vendor will assist in technical assistance for current and future Kansas 21st CCLC grantees including site visits, technical support, grant competitions, grantee evaluations, state conferences, director meetings, et al.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8 g.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	2/14/2024
Amanda Petersen	Amanda Petersen	Randy Watson		

Item Title:

Act on recommendations for funding Kansas Preschool Pilot grants for 2024-2025

Recommended Motion:

It is moved that the Kansas State Board of Education approve grant awards for the Kansas Preschool Pilot for 2024-2025, subject to legislative approval of funding. If a program is unable to spend funds awarded, the Kansas State Department of Education is authorized to reallocate funding among programs.

Explanation of Situation Requiring Action:

See attached list of programs and Kansas Preschool Pilot grant amounts awarded for 2024-2025. Kansas established the Kansas Preschool Pilot in 2006. This program funds projects that provide high-quality education for preschool-aged children. Allocated funding has increased from $2 million dollars in 2006-07 to $8,332,317 by 2018-19. Two funding sources support the Kansas Preschool Pilot. Temporary Assistance for Needy Families (TANF) is federal funding. State tobacco master settlement agreement revenue supports the Children's Initiatives Fund (CIF).

Other sources of funding are larger, more sustainable options for districts to invest in preschool. These include federal Head Start grants, state school finance formula funds, and special education funds. To focus time and energy on these more sustainable options to invest in preschool, KSDE set the following parameters to determine 2024-2025 grant awards:

2023-2024 Kansas Preschool Pilot grantees first had the opportunity to renew the 2023-2024 amount of grant funding for 2024-2025. Applicants used the Preschool Revenue Calculator and Budget Template tool to estimate the amount of funding they will receive from other funding sources and demonstrate how they plan to spend that funding. KSDE reviewed these budgets to determine whether continued Kansas Preschool Pilot grant funding was needed to help close the gap between projected revenues and expenses.

Following this process, approximately $250,000 was available to award on a competitive basis to applicants proposing initiatives to improve the quality and availability of preschool in their community.

Kansas Preschool Pilot grant materials are available on the KSDE Preschool Programming webpage.

Kansas Preschool Pilot grants for 2024-2025

USD	Name	County	2024-2025 Kansas Preschool Pilot Grant Award
257	Iola	Allen	$290,250
258	Humboldt	Allen	$23,700
605	South Central Kansas Special Education Cooperative USD 254 - Barber County North USD 255 - South Barber USD 300 - Comanche County USD 511 - Attica USD 331 - Kingman-Norwich USD 332 - Cunningham Z0031 - St Patrick Catholic Elem USD 422 - Kiowa County USD 350 - St John-Hudson	Barber, Comanche, Harper, Kingman, Kiowa, Stafford	$505,140
428	Great Bend	Barton	$388,370
431	Hoisington	Barton	$35,290
234	Fort Scott	Bourbon	$253,650
206	Remington-Whitewater	Butler	$17,730
375	Circle	Butler	$115,610
402	Augusta	Butler	$33,590
490	El Dorado	Butler	$270,000
508	Baxter Springs	Cherokee	$101,020
379	Clay Center	Clay	$28,240
462	Central	Cowley	$10,000
248	Girard	Crawford	$86,680
294	Oberlin	Decatur	$45,000
435	Abilene	Dickinson	$55,720
502	Lewis	Edwards	$21,620
457	Garden City	Finney	$886,500
475	Geary County Schools	Geary	$542,640
477	Ingalls	Gray	$10,000
386	Madison-Virgil	Greenwood	$27,990
361	Chaparral Schools	Harper	$14,560
373	Newton	Harvey	$231,100
439	Sedgwick Public Schools	Harvey	$18,090
440	Halstead	Harvey	$23,310
374	Sublette	Haskell	$50,390
335	North Jackson	Jackson	$13,990
343	Perry Public Schools	Jefferson	$14,930

Kansas Preschool Pilot grants for 2024-2025

USD	Name	County	2024-2025 Kansas Preschool Pilot Grant Award
512	Shawnee Mission Pub Sch	Johnson	$248,790
505	Chetopa-St. Paul	Labette	$49,890
506	Labette County	Labette	$87,740
469	Lansing	Leavenworth	$33,310
251	North Lyon County	Lyon	$78,140
252	Southern Lyon County	Lyon	$338,000
397	Centre	Marion	$15,550
380	Vermillion	Marshall	$56,630
400	Smoky Valley	McPherson	$13,230
418	McPherson	McPherson	$39,840
423	Moundridge	McPherson	$48,510
448	Inman	McPherson	$65,640
225	Fowler	Meade	$10,570
367	Osawatomie	Miami	$135,240
272	Waconda	Mitchell	$143,500
446	Independence	Montgomery	$300,270
417	Morris County	Morris	$37,320
101	Erie-Galesburg	Neosho	$64,520
434	Santa Fe Trail	Osage	$80,230
495	Ft Larned	Pawnee	$17,850
321	Kaw Valley	Pottawatomie	$125,000
322	Onaga-Havensville-Wheaton	Pottawatomie	$48,100
382	Pratt	Pratt	$54,140
309	Nickerson	Reno	$201,600
311	Pretty Prairie	Reno	$79,830
313	Buhler	Reno	$206,750
109	Republic County	Republic	$17,260
383	Manhattan-Ogden	Riley	$90,200
270	Plainville	Rooks	$24,220
271	Stockton	Rooks	$45,000
403	Otis-Bison	Rush	$15,460
399	Paradise	Russell	$10,000
305	Salina	Saline	$189,800
263	Mulvane	Sedgwick	$19,600
267	Renwick	Sedgwick	$20,530
501	Topeka Public Schools	Shawnee	$550,000

Kansas Preschool Pilot grants for 2024-2025

USD	Name	County	2024-2025 Kansas Preschool Pilot Grant Award
X0631	United Way of Kaw Valley USD 345 - Seaman USD 372 - Silver Lake USD 437 - Auburn Washburn Patterson Family Child Care	Shawnee	$222,007
602	Northwest KS Educational Service Center USD 352 Goodland	Sherman	$124,830
349	Stafford	Stafford	$19,360
452	Stanton County	Stanton	$20,280
356	Conway Springs	Sumner	$14,930
329	Wabaunsee	Wabaunsee	$24,260
223	Barnes	Washington	$76,840
224	Clifton-Clyde	Washington	$21,640
387	Altoona-Midway	Wilson	$24,030
461	Neodesha	Wilson	$33,590
484	Fredonia	Wilson	$12,260
366	Woodson	Woodson	$15,920
203	Piper-Kansas City	Wyandotte	$45,000

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: h.

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**2/14/2024**
Kelly Chanay	Kelly Chanay	Randy Watson		

Item Title:

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

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with the Kansas Department of Agriculture (KDA) for the purpose of completing on-site health inspections of unlicensed Summer Food Service Program (SFSP) meal preparation and service sites not to exceed $35,000.

Explanation of Situation Requiring Action:

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

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

The proposed contract with KDA would begin May 17, 2024 and would not exceed four months duration. KDA would conduct site inspections, perform meal quality tests as necessary, and require corrective action for violations of food safety and sanitation requirements.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: i.

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**2/14/2024**
Frank Harwood	Frank Harwood	Randy Watson		

Item Title:

Act on request from USD 500 Kansas City, Wyandotte County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 500 Kansas City, Wyandotte County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

See attached documents.

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 7 .**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date:
Frank Harwood	Frank Harwood	Randy Watson	2/14/2024

Item Title:

Act on request from USD 500 Kansas City, Wyandotte County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 500 Kansas City, Wyandotte County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 500 Kansas City, Wyandotte County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held January 30, 2024.

USD 500 plans to use the bond proceeds (not to exceed **$420,000,000**), to pay the costs to purchase and improve sites, to demolish certain existing facilities, and to acquire, construct, equip, furnish, repair, remodel and make additions to buildings used for school district purposes, and make all other necessary improvements related thereto.
Includes three new elementary schools, two new middle schools and four remodels/additions, two HS gym additions, new main library, ECC expansion.

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

1. The vote to submit the bond application by the local board of education was 5-2.
2. The district is not experiencing a growth in enrollment.
3. The community was not involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. Several buildings are not being combines under this proposal.
10. Bond project includes no facilities used primarily for extracurricular activities.

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 7 k.**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date:
Frank arwood	Frank arwood	Randy Watson	2/14/2024

Item Title:

Act on request from USD 500 Kansas City, Wyandotte County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 500 Kansas City, Wyandotte County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 500 Kansas City, Wyandotte County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 500 plans to use the bond proceeds (not to exceed **$420,000,000**), to pay the costs to purchase and improve sites, to demolish certain existing facilities, and to acquire, construct, equip, furnish, repair, remodel and make additions to buildings used for school district purposes, and make all other necessary improvements related thereto.
Includes three new elementary schools, two new middle schools and four remodels/additions, two HS gym additions, new main library, ECC expansion.

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

1. The vote to submit the bond application by the local board of education was 5-2.
2. The district is not experiencing a growth in enrollment.
3. The community was not involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. Several buildings are not being combines under this proposal.
10. Bond project includes no facilities used primarily for extracurricular activities.

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

Unified School District 500 Kansas City **County: Wyandotte**

1. Current equalized assessed tangible valuation *	$1,240,106,545	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$173,614,916	
4. State Aid Percentage	31%	2023-24 St Aid%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$257,860,000	20.8%
6. Amount of bond indebtedness requested	$420,000,000	33.9%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$677,860,000	54.7%
8. Estimated amount of bond indebtedness authorized without approval	$173,614,916	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$504,245,084	40.7%

Forms Requested

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

January 24, 2024
Date

Dale Brungardt
Director, School Finance

January 24, 2024
Date

Frank Harwood
Deputy Commissioner

To: **State Board Members**

Re: **Application to exceed the bond debt limit for USD 500 Kansas City**

No 5-2	1.	The vote to submit the bond application by the local board of education was unanimous.
No	2.	The district is experiencing a growth in enrollment.
No	3.	The community was involved in the process of the building proposal.
yes	4.	All required forms were properly filed with us, along with an appropriate notice for the election.
Yes	5.	The district outlined the needs for the building project by responding to all questions required by the district.
Yes	6.	An outside architect was utilized in determining school district needs.
Yes	7.	The age of the existing building(s) appears to justify a bond election.
Yes	8.	The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
No	9.	Several buildings are being consolidated under this propsal.
No	10.	Bond Project includes facilities that would used primarily for Extracurricular Activities

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: k.

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**2/14/2024**
Sherry Root		Randy Watson		

Item Title:

Act on request from USD 435 Abilene, Dickinson County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 435 Abilene, Dickinson County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

See attached documents.

REQUEST AND RECOMMENDATION FOR BOARD ACTION **ATTACHMENT k8 k.**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date:
Frank Harwood	Frank Harwood	Randy Watson	2/14/2024

Item Title:

Act on request from USD 435 Abilene, Dickinson County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 435 Abilene, Dickinson County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 435 Abilene, Dickinson County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held January 30, 2024.

USD 435 plans to use the bond proceeds (not to exceed **$3,000,000**), to pay the costs to: (a) construct, furnish and equip improvements, additions and renovations to Abilene High School, including Science areas and improvements to the third floor; (b) make all other necessary improvements appurtenant thereto.

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

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing a growth in enrollment.
3. The community was not involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) does not appear to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. Buildings are not being consolidated under this proposal.
10. Bond project does not include facilities that would be used primarily for extracurricular activities.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 435 Abilene	**County: Dickinson**

1. Current equalized assessed tangible valuation *	$110,674,755	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$15,494,466	
4. State Aid Percentage	11%	23-24 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$19,730,000	17.8%
6. Amount of bond indebtedness requested	$3,000,000	2.7%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$22,730,000	20.5%
8. Estimated amount of bond indebtedness authorized without approval	$15,494,466	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$7,235,534	6.5%

Forms Requested

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

January 24, 2024
Date

Dale Brungardt
Director, School Finance

January 24, 2024
Date

Frank Harwood
Deputy Commissioner

To:	**State Board Members**	
Re:	**Application for capital improvement state aid for USD 435 Abilene**	
Yes 7-0	1.	The vote to submit the bond application by the local board of education was unanimous.
No	2.	The district is experiencing growth in enrollment.
No	3.	The community was involved in the process of the building proposal.
yes	4.	All required forms were properly filed with us, along with an appropriate notice for the election.
Yes	5.	The district outlined the needs for the building project by responding to all questions required by the district.
Yes	6.	An outside architect was utilized in determining school district needs.
No	7.	The age of the existing building(s) appears to justify a bond election.
Yes	8.	The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
No	9.	Several buildings are being consolidated under this propsal.
No	10.	Bond Project includes facilities that would used primarily for Extracurricular Activities

Date of Application	Election Date	Last Election	Last Successful Election
16-Jan-24	18-Apr-24	Apr-14	Apr-24

Amount of Bond	Length of Bond	Mill Rate	Mill Rate of 2nd Propostion
$ 3,000,000	12 years	9.871	

Mail In Ballot	Interest Rate
NO	4.75%

USD 435 Abilene

Project Details:

Counstruct furnish and equip improvements, additions and other renovations to Abilene High School, Including Science Areas and Improvements to the third floor		pay costs of issuance and interest on the bonds during construction of the project	
Make all other necessary improvement appurtenant thereto			

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8 I.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	2/14/2024
Sherry Root		Randy Watson		

Item Title:

Act on request from USD 435 Abilene, Dickinson County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 435 Abilene, Dickinson County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

See attached documents.

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Attachment for 8 l. l**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date:
Frank Harwood	Frank Harwood	Randy Watson	2/14/2024

Item Title:

Act on request from USD 435 Abilene, Dickinson County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 435 Abilene, Dickinson County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 435 Abilene, Dickinson County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 435 plans to use the bond proceeds (not to exceed **$3,000,000**), to pay the costs to:
(a) construct, furnish and equip improvements, additions and renovations to Abilene High School, including Science areas and improvements to the third floor;
(b) make all other necessary improvements appurtenant thereto.

Based upon the following criteria, staff recommends that this bond application be approved.
1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing a growth in enrollment.
3. The community was not involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) does not appear to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. Buildings are not being consolidated under this proposal.
10. Bond project does not include facilities that would be used primarily for extracurricular activities.

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

Unified School District 435 Abilene	**County: Dickinson**

1. Current equalized assessed tangible valuation *	$110,674,755	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$15,494,466	
4. State Aid Percentage	11%	2023-24 St Aid%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$19,730,000	17.8%
6. Amount of bond indebtedness requested	$3,000,000	2.7%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$22,730,000	20.5%
8. Estimated amount of bond indebtedness authorized without approval	$15,494,466	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$7,235,534	6.5%

Forms Requested

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

January 24, 2024
Date

Dale Brungardt
Director, School Finance

January 24, 2024
Date

Frank Harwood
Deputy Commissioner

To: **State Board Members**

Re: **Application to exceed the bond debt limit for USD 435 Abilene**

Yes 7-0	1.	The vote to submit the bond application by the local board of education was unanimous.
No	2.	The district is experiencing a growth in enrollment.
No	3.	The community was involved in the process of the building proposal.
yes	4.	All required forms were properly filed with us, along with an appropriate notice for the election.
Yes	5.	The district outlined the needs for the building project by responding to all questions required by the district.
Yes	6.	An outside architect was utilized in determining school district needs.
No	7.	The age of the existing building(s) appears to justify a bond election.
Yes	8.	The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
No	9.	Several buildings are being consolidated under this propsal.
No	10.	Bond Project includes facilities that would used primarily for Extracurricular Activities

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: m.

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**2/14/2024**
Scott Gordon	Scott Gordon	Randy Watson		

Item Title:

Act on Agreement to Transfer Territory from USD 224 to USD 379

Recommended Motion:

It is moved that the Kansas State Board of Education approve the pending petition for transfer of certain territory between USD 224 and USD 379 as detailed within the petition.

Explanation of Situation Requiring Action:

Pursuant to K.S.A. 72-532, the boards of education of USD 224 (Washington County) and USD 379 (Clay County) have entered into an agreement whereby the boundary line between the two school districts will be modified to provide for an exchange of territory between the two school districts. KSDE's General Counsel has reviewed the agreement and finds it to be legally sufficient and consistent with the school unification laws of Kansas. A copy of the agreement is attached for review.

AGREEMENT FOR TRANSFER OF TERRITORY
BETWEEN UNIFIED SCHOOL DISTRICTS

The Board of Education of Unified School District No. 224, Washington County, State of Kansas, herein called the transferring district, and the Board of Education of Unified School District No. 379, Clay County, State of Kansas, herein called the receiving district, do hereby agree that territory be transferred between the unified districts in accordance with this agreement.

The Board of Education of Unified School District No. 379, Clay County, State of Kansas, herein called the transferring district, and the Board of Education of Unified School District No. 224, Washington County, State of Kansas, herein called the receiving district, do hereby agree that territory be transferred between the unified districts in accordance with this agreement.

This agreement is made in accordance with authority conferred by K.S.A. 72-532.

1. It is understood that this agreement is not effective until approved by the State Board of Education.

2. This agreement shall be effective on a date specified by the State Board of Education.

3. The following described territory is agreed to be transferred from the transferring district to the receiving district:

Unified School District No. 224, Washington County, State of Kansas agrees to transfer the territory described in "Exhibit A" to Unified School District No. 379, Clay County, State of Kansas.

4. If applicable, the following described territory is agreed to be transferred from the receiving district to the transferring district:

Unified School District No. 379, Clay County, State of Kansas agrees to transfer the territory described in "Exhibit B" to Unified School District No. 224, Washington County, State of Kansas.

5. The assessed valuation of the territory described in Paragraph 3 is $ 48,412,630. If applicable, the assessed valuation of the territory described in Paragraph 4 is $140,681,780. See Exhibits "E," the comparison of the districts before the transfer of the tracts and "F," for the comparison of the districts after the transfer of the tracts.

6. If this transfer is approved, the boundary descriptions of the unified districts entering into this agreement will be as follows: See Exhibits "C" and "D."

7. The Boards of Education of both districts transferring and receiving land from one another do hereby declare that they believe the transfer of territory herein agreed to is in the best

interests of their school districts and the State of Kansas (see Exhibits "G" and "H" for board minutes approving the transfers).

8. The Boards of Education of both districts have authorized their respective presidents to sign this agreement by a resolution adopted by Unified School District No. 224, Washington County, State of Kansas on July 10, 2023 and Unified School District No. 379, Clay County, State of Kansas on August 14, 2023.

President, Board of Education of
Unified School District No. 224.
Washington County, State of Kansas

President, Board of Education of
Unified School District No. 379,
Clay County, State of Kansas

NOTE: This Agreement should be prepared with an original and two copies. The original should be sent to the Office of General Counsel, State Department of Education, Landon State Office Building, 900 SW Jackson Street, Suite 102, Topeka, Kansas 66612 and retain one copy in the file of each unified district involved in the requested transfer. Upon approval of the agreement by the State Board of Education, an Order of the approval will be sent to each of the boards involved in the agreement. Such Order of approval will specify effective dates of any transfer.

Exhibit A

District A - USD 224

Owner: Cory C. Pfizenmaier and Arianne A. Pfizenmaier

Property address:
Tract 1: 540 25th Road, Clifton, Kansas 66937
Tract 2: 00000 Elk Road, Morganville, Kansas 67468

Legal Descriptions:
Tract 1:
A tract of land located in the West half (W/2) of Section Two (2), Township Seven (7) South, Range One (1) East of the 6th P.M., in Clay County, Kansas, more particularly described as follows:

Beginning at the Northeast corner of the Northwest Quarter of said Section Two (2), Township Seven (7) South, Range One (1) East of the 6th P.M.;

Then South 00°48'15" East, 1320.065 Feet along the East line of said NW/4;

Then West 1320.065 Feet;

Then North 00°48'15" West, 1320.065 Feet to the North line of the aforementioned NW/4;

Then East 1320.065 Feet along the North line of the NW/4 to the Point Of Beginning.

Tract 2:
The West Half (W/2) of Section Two (2), Township Seven (7) South, Range One (1) East of the 6th P.M., Clay County, Kansas, SUBJECT to school house site in the Northwest Quarter (NW/4) of said Section Two (2), and EXCEPTING therefrom the following described tract to-wit:

Beginning at the Northeast corner of the Northwest Quarter (NW/4) of Section Two (2), Township Seven (7) South, Range One (1) East of the 6th P.M., Clay County, Kansas;

Then South 00°48'15" East 1320.065 feet along the east line of said Northwest Quarter (NW/4);

Then West 1320.065 feet;

Then North 00°48'15" West 1320.065 feet to the North line of the aforementioned Northwest Quarter (NW/4);

Then East 1320.065 feet along the North line of the said Northwest Quarter (NW/4) to the Point Of Beginning.

Exhibit B

District B - USD 379

Owner: Shawn Marcus Taddiken aka Shawn Taddiken and Nicolette Lea Taddiken aka Nicolette Taddiken

Property address:
Tract 1: 2614 Hackberry Road, Clifton, Kansas 66937
Tract 2: 2642 Hackberry Road, Clifton, Kansas 66937

Tract 1:
A tract of land located in the West Half of the Southwest Quarter of Section 29, Township 6 South, Range 2 East of the 6th Principal Meridian in Clay County, Kansas, being described by Jason P. Johnson, Professional Surveyor #1410 on April 24, 2023, and is more fully described as follows:

Commencing at the Southwest corner of said Section; thence on an assumed bearing of N 00°01'41" E along the West line of said Southwest Quarter a distance of 645.71 feet to the Point of Beginning:

thence continuing N 00°01'41" E along said West line a distance of 113.42 feet;
thence N 89°46'49" E a distance of 295.10 feet;
thence N 00°44'33" W a distance of 206.73 feet;
thence N 01°22'32" E a distance of 549.97 feet;
thence N 78°45'27" E a distance of 23.50 feet;
thence S 18°55'08" E a distance of 401.21 feet;
thence S 29°25'51" E a distance of 213.56 feet;
thence S 28°29'39" E a distance of 183.90 feet;
thence S 21°35'19" E a distance of 139.49 feet;
thence S 83°36'29" W a distance of 319.81 feet;
thence N 87°30'01" W a distance of 385.35 feet to the Point of Beginning.

Said tract contains 5.05 acres, more or less, and is subject to easements, reservations and restrictions of record.

Tract 2:
The West half of the Southwest Quarter (W/2 SW/4) of Section Twenty-Nine (29), Township Six (6) South, Range Two (2) East of the 6th P.M., Clay County, Kansas, Except a tract containing 5.05 acres, more or less, describe as follows:
A tract of land located in the West Half of the Southwest Quarter of Section 29, Township 6 South, Range 2 East of the 6th Principal Meridian in Clay County, Kansas, being described by

Jason P. Johnson, Professional Surveyor #1410 on April 24, 2023, and is more fully described as follows:

Commencing at the Southwest corner of said Section; thence on an assumed bearing of N 00°01'41" E along the West line of said Southwest Quarter a distance of 645.71 feet to the Point of Beginning:

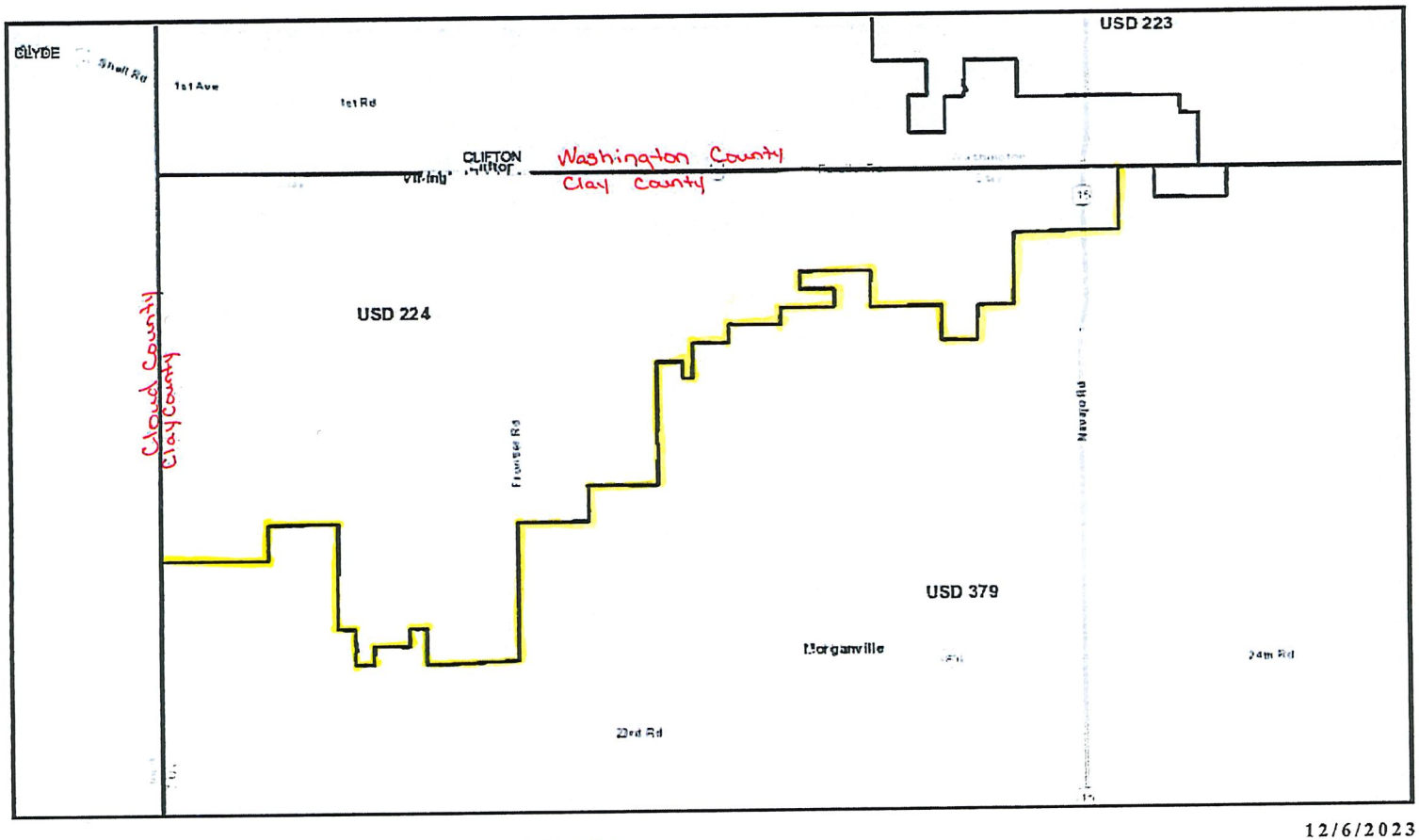
thence continuing N 00°01'41" E along said West line a distance of 113.42 feet;
thence N 89°46'49" E a distance of 295.10 feet;
thence N 00°44'33" W a distance of 206.73 feet;
thence N 01°22'32" E a distance of 549.97 feet;
thence N 78°45'27" E a distance of 23.50 feet;
thence S 18°55'08" E a distance of 401.21 feet;
thence S 29°25'51" E a distance of 213.56 feet;
thence S 28°29'39" E a distance of 183.90 feet;
thence S 21°35'19" E a distance of 139.49 feet;
thence S 83°36'29" W a distance of 319.81 feet;
thence N 87°30'01" W a distance of 385.35 feet to the Point of Beginning.

Said tract contains 5.05 acres, more or less, and is subject to easements, reservations and restrictions of record.

Current USD 379/USD 224 Boundary Line

Starting at the Point of Beginning, said point being the Southwest corner of the Northwest Quarter (NW/4) of Section Thirty-one (31), Township Six (6) South, Range One (1) East of the 6th P.M., Clay County, Kansas;
Then running east on the Half Section line to the Southeast corner of the Northwest Quarter (NW/4) of Section 32, Township 6 South, Range 1 East of the 6th P.M.;
Then North on the Quarter Section line to the Northeast corner of the Northwest Quarter (NW/4) of Section 32, Township 6 South, Range 1 East of the 6th P.M.;
Then running East on the Section line to the Northeast corner of the Northwest Quarter (NW/4) of Section 33, Township 6 South, Range 1 East of the 6th P.M.;
Then running South on the Half Section line to the Southeast corner of the Northwest Quarter (NW/4) of Section 4, Township 7 South, Range 1 East of the 6th P.M.;
The running East along the Quarter Section line to the Northwest Corner of the East Half of the Southeast Quarter (E/2 SE/4) of Section 4, Township 7 South, Range 1 East of the 6th P.M.;
Then running South on the Half Quarter Section line to the Southwest corner of the East Half of the Southeast Quarter of Section 4, Township 7 South, Range 1 East of the 6th P.M.;
Then East on the Section line to the Southeast corner of Section 4, Township 7 South, Range 1 East of the 6th P.M.;
Then North along the Section line to the Southwest corner of the Northwest Quarter of the Southwest Quarter of Section 3, Township 7 South, Range 1 East of the 6th P.M.;
Then running East along the Half Quarter Section line to the Southeast corner of the Northeast Quarter of the Southwest Quarter of Section 3, Township 7 South, Range 1 East of the 6th P.M.;
Then East along the Half Section line to the Northeast corner of the West Half of the Southeast Quarter of Section 3, Township 7 South, Range 1 East of the 6th P.M.;
The South along the Half Quarter Section line to the Southwest corner of the East Half of the Southeast Quarter of Section 3, Township 7 South, Range 1 East of the 6th P.M.;
Then East along the Section lines to the Southeast corner of Section 2, Township 7 South, Range 1 East of the 6th P.M.;
Then North along the Section lines to the Northwest corner of Section 36, Township 6 South, Range 1 East of the 6th P.M.;
Then East along the Section line to the Northeast corner of Section 36, Township 6 South, Range 1 East of the 6th P.M.;
Then North along the Section line to the Northwest corner of the Southwest Quarter of Section 30, Township 6 South, Range 2 East of the 6th P.M.;
Then East along the Half Section line to the Northeast corner of the Southwest Quarter of Section 30, Township 6 South, Range 2 East of the 6th P.M.;
Then North along the Section lines to the Northwest corner of the Southwest Quarter of the Southwest Quarter of Section 17, Township 6 South, Range 2 East of the 6th P.M.;
Then East along the Quarter Quarter Section line to the Northeast corner of the West Half of the Southeast Quarter of the Southwest Quarter, then South along the Half Quarter Quarter Section line to the Southeast corner of the West Half of the Southeast Quarter of the Southwest Quarter all in Section 17, Township 6 South, Range 2 East of the 6th P.M.;
Then East along the Section line to the Southeast corner of the Southwest Quarter of Section 17, Township 6 South, Range 2 East of the 6th P.M.;

Then North along the Half Section line to the Northeast corner of the Southwest Quarter of Section 17, Township 6 South, Range 2 East of the 6th P.M.;
Then East along the Half Section line to the Northeast corner of the Southeast Quarter of Section 17, Township 6 South, Range 2 East of the 6th P.M.;
Then North along the Section line to the Southwest corner of the North Half of the Northwest Quarter of Section 16, Township 6 South, Range 2 East of the 6th P.M.;
Then East along the Quarter Quarter Section lines to the Southeast corner of the Northwest Quarter of the Northeast Quarter of Section 16, Township 6 South, Range 2 East of the 6th P.M.;
Then North along the Quarter Quarter Section line to the Northeast corner of the Northeast Quarter of the Northeast Quarter of Section 16, Township 6 South, Range 2 East of the 6th P.M.;
Then East along the Section line to the Southeast corner of the Southwest Quarter of Section 10, Township 6 South, Range 2 East of the 6th P.M.;
Then North on the Half Section line to the Northeast corner of the South Half of the Southwest Quarter of Section 10, Township 6 South, Range 2 East of the 6th P.M.;
Then West on the Quarter Quarter line to the Northwest corner of the South Half of the Southwest Quarter of Section 10, Township 6 South, Range 2 East of the 6th P.M.;
Then North on the Section line to the Northeast corner of the Southwest Quarter of Section 10, Township 6 South, Range 2 East of the 6th P.M.;
Then West along the Half Section line to the Northeast corner of the Southeast Quarter of Section 10, Township 6 South, Range 2 East of the 6th P.M.;
Then South along the Section line to the Southeast corner of the Southeast Quarter of Section 10, Township 6 South, Range 2 East of the 6th P.M.;
The East along the Section line to the Northeast corner of the Northeast Quarter of Section 14, Township 6 South, Range 2 East of the 6th P.M.;
Then South on the Section line to the Southeast corner of the Northeast Quarter of Section 14, Township 6 South, Range 2 East of the 6th P.M.;
The East along the Half Section line to the Southeast corner of the Northwest Quarter, then North along the Half Section line to the Northeast corner of the Northwest Quarter of Section 13, Township 6 south, Range 2 East of the 6th P.M.;
Then East along the Section line to the Northeast corner of the Northeast Quarter of Section 13, Township 6 South, Range 2 East of the 6th P.M.;
Then North along the Section lines to the Northwest corner of Section 7, Township 6 South, Range 3 East of the 6th P.M.;
Then East along the Section lines to the Southeast corner of the Southwest Quarter of Section 5, Township 6 South, Range 3 East of the 6th P.M.;
Then North along the Half Section line to the Clay County and Washington County line.



Current School District Line

New USD 379/USD 224 Boundary Line

Starting at the Point of Beginning, said point being the Southwest corner of the Northwest Quarter (NW/4) of Section Thirty-one (31), Township Six (6) South, Range One (1) East of the 6th P.M., Clay County, Kansas;
Then running east on the Half Section line to the Southeast corner of the Northwest Quarter (NW/4) of Section 32, Township 6 South, Range 1 East of the 6th P.M.;
Then North on the Quarter Section line to the Northeast corner of the Northwest Quarter (NW/4) of Section 32, Township 6 South, Range 1 East of the 6th P.M.;
Then running East on the Section line to the Northeast corner of the Northwest Quarter (NW/4) of Section 33, Township 6 South, Range 1 East of the 6th P.M.;
Then running South on the Half Section line to the Southeast corner of the Northwest Quarter (NW/4) of Section 4, Township 7 South, Range 1 East of the 6th P.M.;
The running East along the Quarter Section line to the Northwest Corner of the East Half of the Southeast Quarter (E/2 SE/4) of Section 4, Township 7 South, Range 1 East of the 6th P.M.;
Then running South on the Half Quarter Section line to the Southwest corner of the East Half of the Southeast Quarter of Section 4, Township 7 South, Range 1 East of the 6th P.M.;
Then East on the Section line to the Southeast corner of Section 4, Township 7 South, Range 1 East of the 6th P.M.;
Then North along the Section line to the Southwest corner of the Northwest Quarter of the Southwest Quarter of Section 3, Township 7 South, Range 1 East of the 6th P.M.;
Then running East along the Half Quarter Section line to the Southeast corner of the Northeast Quarter of the Southwest Quarter of Section 3, Township 7 South, Range 1 East of the 6th P.M.;
Then East along the Half Section line to the Northeast corner of the West Half of the Southeast Quarter of Section 3, Township 7 South, Range 1 East of the 6th P.M.;
The South along the Half Quarter Section line to the Southwest corner of the East Half of the Southeast Quarter of Section 3, Township 7 South, Range 1 East of the 6th P.M.;
Then East to the Southwest Corner of the Southwest Quarter of Section 2, Township 7 South, Range 1East of the 6th P.M.;
Then North to the Northwest corner of the Northwest Quarter (NW/4) Section 2, Township 7 South, Range 1East of the 6th P.M.;
Then East to the Northeast corner of the Northeast Quarter of the Northwest Quarter (NE/4 NW/4) Section 2, Township 7 South, Range 1East of the 6th P.M.;
Then South to the Southeast corner of the Southwest Quarter of Section 2, Township 7 South, Range 1East of the 6th P.M.;
Then East to the Southeast Corner of the Southeast Quarter (SE/4), Section 2, Township 7 South, Range 1East of the 6th P.M.;
Then North along the Section lines to the Northwest corner of Section 36, Township 6 South, Range 1 East of the 6th P.M.;
Then East along the Section line to the Northeast corner of Section 36, Township 6 South, Range 1 East of the 6th P.M.;
Then North along the Section line to the Northwest corner of the Southwest Quarter of Section 30, Township 6 South, Range 2 East of the 6th P.M.;
Then East along the Half Section line to the Northeast corner of the Southwest Quarter of Section 30, Township 6 South, Range 2 East of the 6th P.M.;

Then South to the Southwest corner of the West Half of the Southwest Quarter of Section 29, Township 6 South, Range 2 East;
Then East to the Southeast corner of the West Half of the Southwest Quarter;
Then North to the Northeast corner of the West Half of the Southwest Quarter;
Then West to the Northwest corner of the West Half of the Southwest Quarter of Section 29, Township 6 South, Range 2 East;
Then North along the Section lines to the Northwest corner of the Southwest Quarter of the Southwest Quarter of Section 17, Township 6 South, Range 2 East of the 6th P.M.;
Then East along the Quarter Quarter Section line to the Northeast corner of the West Half of the Southeast Quarter of the Southwest Quarter, then South along the Half Quarter Quarter Section line to the Southeast corner of the West Half of the Southeast Quarter of the Southwest Quarter all in Section 17, Township 6 South, Range 2 East of the 6th P.M.;
Then East along the Section line to the Southeast corner of the Southwest Quarter of Section 17, Township 6 South, Range 2 East of the 6th P.M.;
Then North along the Half Section line to the Northeast corner of the Southwest Quarter of Section 17, Township 6 South, Range 2 East of the 6th P.M.;
Then East along the Half Section line to the Northeast corner of the Southeast Quarter of Section 17, Township 6 South, Range 2 East of the 6th P.M.;
Then North along the Section line to the Southwest corner of the North Half of the Northwest Quarter of Section 16, Township 6 South, Range 2 East of the 6th P.M.;
Then East along the Quarter Quarter Section lines to the Southeast corner of the Northwest Quarter of the Northeast Quarter of Section 16, Township 6 South, Range 2 East of the 6th P.M.;
Then North along the Quarter Quarter Section line to the Northeast corner of the Northeast Quarter of the Northeast Quarter of Section 16, Township 6 South, Range 2 East of the 6th P.M.;
Then East along the Section line to the Southeast corner of the Southwest Quarter of Section 10, Township 6 South, Range 2 East of the 6th P.M.;
Then North on the Half Section line to the Northeast corner of the South Half of the Southwest Quarter of Section 10, Township 6 South, Range 2 East of the 6th P.M.;
Then West on the Quarter Quarter line to the Northwest corner of the South Half of the Southwest Quarter of Section 10, Township 6 South, Range 2 East of the 6th P.M.;
Then North on the Section line to the Northeast corner of the Southwest Quarter of Section 10, Township 6 South, Range 2 East of the 6th P.M.;
Then West along the Half Section line to the Northeast corner of the Southeast Quarter of Section 10, Township 6 South, Range 2 East of the 6th P.M.;
Then South along the Section line to the Southeast corner of the Southeast Quarter of Section 10, Township 6 South, Range 2 East of the 6th P.M.;
The East along the Section line to the Northeast corner of the Northeast Quarter of Section 14, Township 6 South, Range 2 East of the 6th P.M.;
Then South on the Section line to the Southeast corner of the Northeast Quarter of Section 14, Township 6 South, Range 2 East of the 6th P.M.;
The East along the Half Section line to the Southeast corner of the Northwest Quarter, then North along the Half Section line to the Northeast corner of the Northwest Quarter of Section 13, Township 6 south, Range 2 East of the 6th P.M.;
Then East along the Section line to the Northeast corner of the Northeast Quarter of Section 13, Township 6 South, Range 2 East of the 6th P.M.;

Then North along the Section lines to the Northwest corner of Section 7, Township 6 South, Range 3 East of the 6th P.M.;
Then East along the Section lines to the Southeast corner of the Southwest Quarter of Section 5, Township 6 South, Range 3 East of the 6th P.M.;
Then North along the Half Section line to the Clay County and Washington County line.

Yellow highlighted areas are tracts transfered between districts

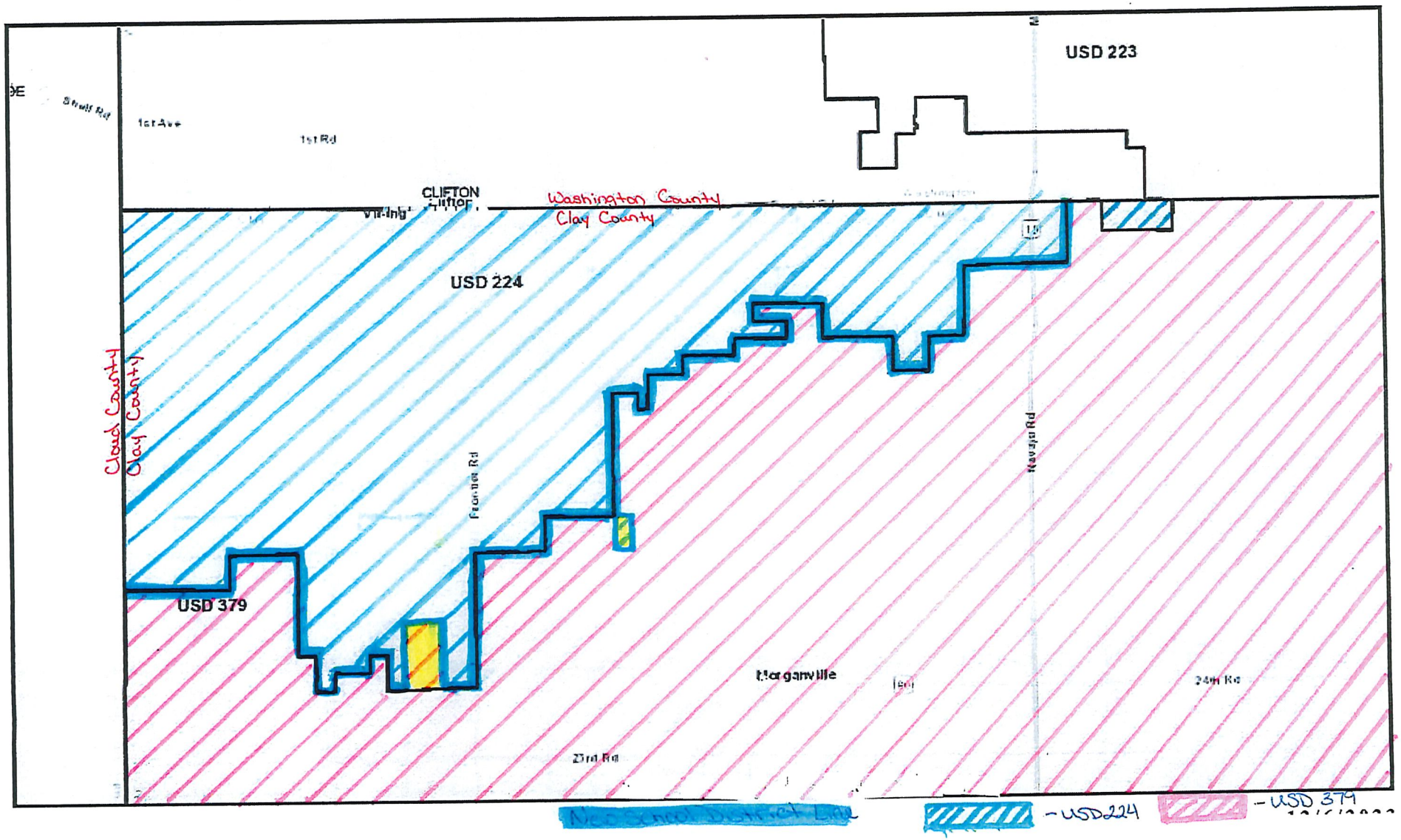


Exhibit E

COMPARISON OF DISTRICTS
(BEFORE TRANSFER)

	USD No. 224	USD No. 379
Area (Sq. Miles):	255 sq miles	632 sq miles
Enrollment: *	310 (pk-12)	1334 (pk-12)
Assessed Valuation:	$48,412,630	$140,681,780
Tax Levy:	$2,104,467	$6,518,244
Teachers (FTE):	29.5	116.7

Enrollment by Grade:*

K	17	90
1	15	96
2	18	98
3	19	109
4	24	90
5	20	90
6	22	92
7	25	96
8	24	99
9	25	105
10	25	96
11	23	116
12	31	101

*as of Sept. 20, 2023

Exhibit F

COMPARISON OF DISTRICTS
(AFTER TRANSFER)
ESTIMATE

	USD No. 224	USD No. 379
Area (Sq. Miles): **	255 sq miles	632 sq miles
Enrollment:	310 (pk-12)	1334 (pk-12)
Assessed Valuation:	≅$48,412,630	≅$140,681,780
Tax Levy:	≅$2,104,467	≅$6,518,244
Teachers (FTE):	29.5	116.7
Enrollment by Grade:		
K	17	90
1	15	96
2	18	98
3	19	109
4	24	90
5	20	90
6	22	92
7	25	96
8	24	99
9	25	105
10	25	96
11	23	116
12	31	101

**change in square miles is < .5 square miles

Clifton Clyde USD 224
Board of Education Meeting
July 10, 2023 7:30 p.m.
Clifton-Clyde High School

Members Present
AJ Goeckel, Shawn Taddiken, Audra Walter, and Kirstin Wernecke.

Members Absent
Bill Genereux, Grant Knoettgen, and Karla Ostermann.

Others Present
Superintendent Art Baker and Clerk Denise Cyr.

Call to Order
President Taddiken called the meeting to order at 7:30 p.m.

Patron Comments
None.

Approve the Consent Agenda
A motion was made by Walter, seconded by Wernecke, to approve the consent agenda as presented. Motion carried 4-0. The consent agenda includes the following:

1. Adopting of Agenda
2. Approve Minutes
3. Accept the Treasurer's Report
4. Approval of Gifts and Grants
5. Approval of Bills
6. Correspondence Review-Thank you note from Prayer in Action for use of facilities
7. 2022-23 Final Rollovers –Supplemental General Fund and General Fund transferred the remainder of funds to Special Education and Interest transferred to Special Education.
8. Adopt Resolution to Establish Petty Cash Accounts

RESOLUTION TO ESTABLISH PETTY CASH FUND

WHEREAS, the Board of Education of USD No. 224, Washington County, Kansas, has determined that the creation of a petty cash fund is an efficient method to pay expenses for school district purposes in emergencies.

WHEREAS, Kansas law authorized the establishment of petty cash funds.

NOW THEREFORE, BE IT RESOLVED, by the Board of Education of USD No. 224, Washington County, Kansas that a petty cash fund designated as the Clifton Clyde High School Petty Cash Fund is created for the purpose of receiving and expending funds for needed district expenditures in an emergency. The fund shall be in the amount of $1500.00.

The fund shall be administered by the building principal. The building secretary shall keep a record of all receipts and expenditures of the fund and shall prepare and file with the Board a statement showing all receipts, expenditures and balance at the end of each school year. An itemized receipt shall be maintained for each expenditure. Any person authorized to administer a petty cash fund shall be bonded by the school district.

Upon proper report to the board, the petty cash fund shall be replenished by payment from the appropriate fund of the school district.

The petty cash fund shall not be loaned or advanced against the salary of any employee.

Funds in the petty cash fund shall remain district funds but shall not be considered school money for purposes of K.S.A. 72-1136 and the provisions of K.S.A.12-105b shall not apply.

ADOPTED by the Board of Education of USD No. 224, Washington County, Kansas, the 10th day of July, 2023.

RESOLUTION TO ESTABLISH PETTY CASH FUND

WHEREAS, the Board of Education of USD No. 224, Washington County, Kansas, has determined that the creation of a petty cash fund is an efficient method to pay expenses for school district purposes in emergencies.

WHEREAS, Kansas law authorized the establishment of petty cash funds;

NOW THEREFORE, BE IT RESOLVED, by the Board of Education of USD No. 224, Washington County, Kansas that a petty cash fund designated as the District Office Building Petty Cash Fund is created for the purpose of receiving and expending funds for needed district expenditures in an emergency. The fund shall be in the amount of $1500.00.

The fund shall be administered by the Superintendent. The District Office secretary shall keep a record of all receipts and expenditures of the fund and shall prepare and file with the Board a statement showing all receipts, expenditures and balance at the end of each school year. An itemized receipt shall be maintained for each expenditure. Any person authorized to administer a petty cash fund shall be bonded by the school district.

Upon proper report to the board, the petty cash fund shall be replenished by payment from the appropriate fund of the school district.

The petty cash fund shall not be loaned or advanced against the salary of any employee.

Funds in the petty cash fund shall remain district funds but shall not be considered school money for purposes of K.S.A. 72-1136 and the provisions of K.S.A.12-105b shall not apply.

ADOPTED by the Board of Education USD No. 224, Washington County, Kansas, the 10th day of July, 2023.

RESOLUTION TO ESTABLISH PETTY CASH FUND

WHEREAS, the Board of Education of USD No. 224, Washington County, Kansas, has determined that the creation of a petty cash fund is an efficient method to pay expenses for school district purposes in emergencies.

WHEREAS, Kansas law authorized the establishment of petty cash funds;

NOW THEREFORE, BE IT RESOLVED, by the Board of Education of USD No. 224, Washington County, Kansas that a petty cash fund designated as the Clifton-Clyde Middle School Building Petty Cash Fund is created for the purpose of receiving and expending funds for needed district expenditures in an emergency. The fund shall be in the amount of $1500.00.

The fund shall be administered by the building principal. The building secretary shall keep a record of all receipts and expenditures of the fund and shall prepare and file with the Board a statement showing all receipts, expenditures and balance at the end of each school year. An itemized receipt shall be maintained for each expenditure. Any person authorized to administer a petty cash fund shall be bonded by the school district.

Upon proper report to the board, the petty cash fund shall be replenished by payment from the appropriate fund of the school district.

The petty cash fund shall not be loaned or advanced against the salary of any employee.

Funds in the petty cash fund shall remain district funds but shall not be considered school money for purposes of K.S.A. 72-1136 and the provisions of K.S.A.12-105b shall not apply.

ADOPTED by the Board of Education of USD No. 224, Washington County, Kansas, the 10h day of July, 2023.

RESOLUTION TO ESTABLISH PETTY CASH FUND

WHEREAS, the Board of Education of USD No. 224, Washington County, Kansas, has determined that the creation of a petty cash fund is an efficient method to pay expenses for school district purposes in emergencies.

WHEREAS, Kansas law authorized the establishment of petty cash funds;

NOW THEREFORE, BE IT RESOLVED, by the Board of Education of USD No. 224, Washington County, Kansas that a petty cash fund designated as the Clifton-Clyde Grade School Building Petty Cash Fund is created for the purpose of receiving and expending funds for needed district expenditures in an emergency. The fund shall be in the amount of $500.00.

The fund shall be administered by the building principal. The building secretary shall keep a record of all receipts and expenditures of the fund and shall prepare and file with the Board a statement showing all receipts, expenditures and balance at the end of each school year. An itemized receipt shall be maintained for each expenditure. Any person authorized to administer a petty cash fund shall be bonded by the school district.

Upon proper report to the board, the petty cash fund shall be replenished by payment from the appropriate fund of the school district.

The petty cash fund shall not be loaned or advanced against the salary of any employee.

Funds in the petty cash fund shall remain district funds but shall not be considered school money for purposes of K.S.A. 72-1136 and the provisions of K.S.A.12-105b shall not apply.

ADOPTED by the Board of Education of USD No. 224, Washington County, Kansas, the 10th day of July, 2023.

9. Resolution to Establish Activity Accounts

RESOLUTION TO ESTABLISH AN ACTIVITY FUND

WHEREAS, the Board of Education of USD No. 224, Washington County, Kansas, has determined that the creation of activity fund is an efficient method to pay expenses for student activities; and

WHEREAS, Kansas law authorizes the establishment of school activity funds;

NOW THEREFORE, BE IT RESOLVED, by the Board of Education of USD No. 224, Washington County, Kansas that an activity fund designated as the Clifton-Clyde Middle School Building Activity Fund is created for the purpose of receiving and expending funds for student activities, including athletics, music, forensics, dramatics and other board approved student extra-curricular activities.

The fund shall be administered by the building principal. The building secretary shall keep a record of all receipts and expenditures of the fund and shall prepare and file with the Board a statement showing all receipts, expenditures and balance at the end of each month and at the end of each school year. Any person authorized to administer an activity fund shall be bonded by the school district.

Funds in the activity fund shall remain district funds but shall not be considered school money for purposes of K.S.A. 72-1136 and the provisions of K.S.A.12-105b shall not apply.

ADOPTED by the Board of Education of USD No. 224, Washington County, Kansas, the 10th day of July, 2023.

RESOLUTION TO ESTABLISH AN ACTIVITY FUND

WHEREAS, the Board of Education of USD No. 224, Washington County, Kansas, has determined that the creation of activity fund is an efficient method to pay expenses for student activities; and

WHEREAS, Kansas law authorizes the establishment of school activity funds;

NOW THEREFORE, BE IT RESOLVED, by the Board of Education of USD No. 224, Washington County, Kansas that an activity fund designated as the Clifton-Clyde High School Building Activity Fund is created for the purpose of receiving and expending funds for student activities, including athletics, music, forensics, dramatics and other board approved student extra-curricular activities.

The fund shall be administered by the building principal. The building secretary shall keep a record of all receipts and expenditures of the fund and shall prepare and file with the Board a statement showing all receipts, expenditures and balance at the end of each month and at the end of each school year. Any person authorized to administer an activity fund shall be bonded by the school district.

Funds in the activity fund shall remain district funds but shall not be considered school money for purposes of K.S.A. 72-1136 and the provisions of K.S.A.12-105b shall not apply.

ADOPTED by the Board of Education of USD No. 224, Washington County, Kansas, the 10th day of July, 2023.

RESOLUTION TO ESTABLISH AN ACTIVITY FUND

WHEREAS, the Board of Education of USD No. 224, Washington County, Kansas, has determined that the creation of activity fund is an efficient method to pay expenses for student activities; and

WHEREAS, Kansas law authorizes the establishment of school activity funds;

NOW THEREFORE, BE IT RESOLVED, by the Board of Education of USD No. 224, Washington County, Kansas that an activity fund designated as the Clifton-Clyde Grade School Building Activity Fund is created for the purpose of receiving and expending funds for student activities, including athletics, music, forensics, dramatics and other board approved student extra-curricular activities.

The fund shall be administered by the building principal. The building secretary shall keep a record of all receipts and expenditures of the fund and shall prepare and file with the Board a statement showing all receipts, expenditures and balance at the end of each month and at the end of each school year. Any person authorized to administer an activity fund shall be bonded by the school district.

Funds in the activity fund shall remain district funds but shall not be considered school money for purposes of K.S.A. 72-1136 and the provisions of K.S.A.12-105b shall not apply.

ADOPTED by the Board of Education of USD No. 224, Washington County, Kansas, the 10th day of July, 2023.

10. Resolution to Establish Home Rule

RESOLUTION TO ESTABLISH HOME RULE BY BOARD OF EDUCATION

WHEREAS, the Board of Education of Unified School District No. 224, Washington County, Kansas, has determined that the exercise of powers granted by the legislature is of benefit to the board and local patrons; and

WHEREAS, Kansas law authorizes the board to transact all school district business; and

WHEREAS, the board intends to adopt policies that the board deems appropriate to perform its constitutional duty to maintain, develop and operate local public schools; and

WHEREAS, the board acknowledges that the powers granted by law shall not be construed to relieve the board from any obligations to comply with state law; and

WHEREAS, the board acknowledges that the powers granted by law and this resolution shall not be construed to relieve any other unit of government of its duties and responsibilities prescribed by law; and

WHEREAS, the board acknowledges that the powers granted by law do not create any responsibility on the part of the district to assume the duties or responsibilities that are required of another unit of government.

NOW THEREFORE, BE IT RESOLVED, by the Board of Education of Unified School District No. 224, Washington County, Kansas, that the board shall exercise the power granted by law and by this resolution.

ADOPTED by the Board of Education of Unified School District 224, Washington County, Kansas, the 10th day of July 2023.

11. Destruction of Records Resolution

RESOLUTION FOR DESTRUCTION OF RECORDS

BE IT RESOLVED THAT, the Board of Education of Unified School District No. 224, Washington County, Kansas hereby authorizes the Clerk of the Board to destroy the following records pursuant to K.S.A. 72-1629 and K.S.A. 72-1630.

All records over the statutory limit of five (5) years, excluding student and staff records.

CERTIFICATE

This is to certify that the above resolution was duly adopted by the Board of Education of Unified School District No. 224, Washington County, Kansas, on the 10th day of July, 2023.

12. Adopt Waiver for GAAP Requirements

RESOLUTION TO ADOPT GAAP WAIVER

WHEREAS the USD 224, Washington County, Kansas, has determined that the financial statements and financial reports for the year ended June 30, 2024 to be prepared in conformity with the requirements of K.S.A. 75-1120a are not relevant to the requirement of the cash basis and budget laws of this state and are of no significant value to the USD 224 Board members or the general public of USD 224.

And WHEREAS there are not revenue bond ordinances or other ordinances or resolutions of said municipality which require financial statements and financial reports to be prepared in conformity with said act for the year ended June 30, 2024.

NOW, THEREFORE BE IT RESOLVED, By the Board of USD 224, Washington County, Kansas, in regular meeting duly assembled this 10th day of July, 2023 that the said Governing Body requests the Director of Accounts and Reports to waive the requirements of said law as they apply to USD 224 for the year ending June 30, 2024.

BE IT FURTHER RESOLVED, that the said Governing Body shall cause its financial statement and financial reports of the said municipality to be prepared on the basis of cash receipts and disbursement as adjusted to show compliance with the cash basis and budget laws of this State.

ADOPTED by the Board of Education of USD No. 224, Washington County, Kansas, the 10th day of July, 2023.

13. Adopt 1116 Hour Calendar- adopted the 1116 hour calendar for the 2023-24 school year

14. Designate Official District Newspaper-designated the Clyde Republican as the official newspaper

15. Adopt Early Payment Request Policy-allow payment of salaries and wages as stated in KSA 12-105b as well as the early payment to vendors

16. Approve PDC Points for 2022-23- approved the professional development points as presented

17. Designate Official Depositories for District Funds- designated United Bank & Trust, The Elk State Bank, Kaw Valley State Bank, and the Kansas Municipal Investment Pool as the official depositories.

18. Designate Appointments for 2023-24 as follows:
    a. **Board Clerk**-Denise Cyr
    b. **Board Attorney**-KASB
    c. **Board Treasurer**-Susan Bouley
    d. **Attendance Officers**-Art Baker and Eric Sacco
    e. **Coordinators for Title IX, Title VI, and ADA**-Art Baker
    f. **Food Service Representative**-Denise Cyr
    g. **Hearing Officer for Free & Reduced Price Meal Applications Appeals**–Art Baker
    h. **District KPERS Representative**-Denise Cyr
    i. **Freedom of Information Officer**-Susan Bouley
    j. **Deputy Board Clerk**-Caley Wilson

Administrator Report
The grade school restrooms floor tile replacement is being completed. Once the tile was removed, the floor drains in the boys restroom required more repair and Hoods is currently working on the project.

Current certified openings are: CCMS Math, District Music, 4th/5th Grade, and CCHS Counselor.

Old Business
District Boundary Territory Transfer
A motion was made by Goeckel, seconded by Wernecke, that properties located at S02, T07, R01E, Acres 37.9, NE4 NW4 LESS ROW and S02, T07, R01E, Acres 272, NW4 NW4 & S2 NW4 & SW4 LESS R/W, as provided by Clay County Appraiser's office, be transferred from within the Clifton-Clyde USD 224 School District to the Clay County USD 379 School District. Additionally, we request that the property located at S29, T06, Acres 78.6, W2 SW4 LESS ROW be transferred from within the Clay County USD 379 School district to the USD 224 Clifton-Clyde School District. Any applicable expenses incurred through the transfers will be the responsibility of Clifton-Clyde USD 224 to pay. The board of USD 379 must also agree to this for the property transfer to occur. Motion carried 4-0.

Art Offerings for 4th and 5th Grades
Mr. Sacco is still working on the possibility of art being offered for 4th and 5th grades but waiting until final staffing is determined for FY24.

CCMS Cross Country
A motion was made by Goeckel, seconded by Wernecke, to add cross country as an athletic activity at Clifton-Clyde Middle School and to advertise for a head coach. Motion carried 4-0.

New/Miscellaneous
Select Representative for KASB Governmental Relations Network
A motion was made by Goeckel, seconded by Walter, to appoint Bill Genereux as our representative for the KASB Governmental Relations Network. Motion carried 4-0.

KASB Policy Updates
The board reviewed the KASB June board policy updates.

FFA Officer Retreat
A motion was made by Walter, seconded by Wernecke, to approve the FFA officer retreat to Lake of the Ozarks, MO on July 25-28, 2023, as presented. Motion carried 4-0.

Revenue Neutral Rate
The district is required to report to the county clerk by July 20th if the district will exceed the revenue neutral tax rate. The neutral tax rate is the tax rate that will raise the same tax dollars as were raised in the prior year and is calculated using the Washington County assessed valuation for the district. The assessed valuation has increased for the county; therefore, the proposed revenue neutral rates are all lower than the previous year. An additional hearing will be held on the district exceeding the neutral tax rate prior to the budget hearing at the September board meeting. A motion was made by Wernecke, seconded by Walter, to notify the Washington County Clerk that it is the intent of USD 224 to exceed the revenue neutral rate for the proposed 2023-2024 budget. Motion carried 4-0.

Executive Session-Negotiations
A motion was made by Walter, seconded by Wernecke, to enter into executive session to discuss a proposal for certified staff salary incentives pursuant to the employer-employee negotiations exception under KOMA and the open meeting will resume in the board room at 8:20 p.m. and invited in Mr. Baker. Motion carried 4-0.

Approve Negotiated Agreement for 2023-24 – no action taken.

Executive Session-Personnel
A motion was made by Goeckel, seconded by Wernecke, to enter into executive session to discuss job performance, staff resignations, hiring of staff, and supplemental contracts pursuant to non-elected personnel exception under KOMA and the open meeting will resume in the board room at 8:30 p.m. and invited in Mr. Baker. Motion carried 4-0.

Accept Resignations – no action taken.

New Hires/Reassignments
A motion was made by Walter, seconded by Wernecke, to approve Lana Moore as CCMS Assistant Volleyball Coach and Maxwell Schwab as CCHS Assistant Football Coach. Motion carried 4-0.

Approve Administrator Salaries for 2023-24
A motion was made by Goeckel, seconded by Walter, to approve administrator contracts for 2023-24 which reflects a 3% increase on administrator salaries. Motion carried 4-0.

Approve Classified Salaries for 2023-24
A motion was made by Wernecke, seconded by Walter, to approve a 3.0% increase on salaried classified salaries for 2023-24; to approve a classified staff pay schedule as presented with a 3% increase added for the 2023-24 school year; that current classified staff placement on the new pay schedule be approved as presented with the bus drivers' step placement being set up to increase over a four year period. Motion carried 4-0.

Board Member Comments and Requests for the Next Meeting
A moment of silence was observed for Jim Koch, former school board member.

Adjourn
A motion was made by Walter, seconded by Goeckel, to adjourn the meeting. Motion carried 4-0. The meeting was adjourned at 8:34 p.m.

_____ _____

Board President Board Clerk

Approved:

Clifton Clyde USD 224
Board of Education Meeting
August 7, 2023 7:30 p.m.
Clifton-Clyde High School

Members Present
Bill Genereux, AJ Goeckel, Grant Knoettgen, Karla Ostermann (by phone), Shawn Taddiken, Audra Walter, and Kirstin Wernecke.

Others Present
Superintendent Art Baker, Principal Eric Sacco, and Clerk Denise Cyr.

Call to Order
President Taddiken called the meeting to order at 7:30 p.m.

Approve the Consent Agenda
Item 10c. Donation of Windows to the City of Clyde was added to the agenda. A motion was made by Knoettgen, seconded by Genereux, to approve the consent agenda as amended. Motion carried 7-0. The consent agenda included the adoption of the agenda, approval of minutes, acceptance of the treasurer's report, approval of gifts and grants, approval of bills, and reviewing correspondence.

Public Hearing on Recommendation for Board Policy JBCC
A motion was made by Goeckel, seconded by Knoettgen, to open the public hearing on Board Policy JBCC for public comments. Motion carried 7-0. No public comments were received. A motion was made by Knoettgen, seconded by Goeckel, to close the public hearing on Board Policy JBCC and the policy will be reviewed for adoption at the September board meeting. Motion carried 7-0.

Patron Comments- none.

Administrator's Reports
Mr. Baker informed the board that the CCHS crow's nest top window area will be renovated to move the windows out and a rollup window will be inserted between the two windows.

Maintenance Director Update-Summer Projects
Mr. Baker reviewed with the board updates on the completed summer projects. The grade school girl's restroom flooring is complete. Hoods is suppose to be at the grade school this week to complete the floor drain repair so that the new tile can be laid in the boy's restroom. The divider door was installed in the 3rd grade room. The grade school playground equipment was installed and the mulch was updated, and the middle school concessions area/lunch room had rollup windows installed.

Old Business
Return to School Plan
Superintendent Baker shared the plan with the board. The plan is required to be reviewed twice a year for federal funding.

District Boundary Territory Transfer
USD 379 has been provided all the information on the transfer. Their board meeting will be held next week.

Art Offerings for 4th and 5th Grades- no further information to share at this time.

KASB Board Policy Updates – tabled until September meeting.

Classified Staff Handbook Revision
A motion was made by Goeckel, seconded by Walter, to approve the revision to the personal (discretionary) leave in the classified personnel handbook as presented. Motion carried 7-0.

New/Miscellaneous

Needs Assessment/Budget Preview

A motion was made by Knoettgen, seconded by Walter, to approve the Clifton-Clyde Grade School, Clifton-Clyde Middle School and Clifton-Clyde High School buildings needs assessment as provided and evaluated this evening. The needs assessments will be used to help assist with determining the 2023-24 budget when it is approved next month. Motion carried 7-0.

KASB Annual Convention

The KASB convention will be held November 10-12. Board members that wish to attend are to contact Clerk Cyr.

Donation of Windows to the City of Clyde

A motion was made by Knoettgen, seconded by Wernecke, to donate the two windows that were not used on the CCHS crow's nest to the city of Clyde. Motion carried 7-0.

Executive Session for Negotiations – No action taken.

Approve Negotiated Agreement for 2023-24 – No action taken.

Executive Session for Personnel - No action taken.

Accept Resignations- No action taken.

Approve New Hires/Reassignments

A motion was made by Knoettgen, seconded by Genereux, to approve the hires of Kristen Baker as CCHS Counselor, Loretta Cole as CCMS Long Term Substitute for Math, Emily Junek as PDC Chair, and Abigail Bulleigh as CCMS Head Cross Country Coach. Motion carried 7-0.

Adjourn

A motion was made by Knoettgen, seconded by Goeckel, to adjourn the meeting. Motion carried 7-0. The meeting was adjourned at 8:12 p.m.

***This is an unofficial record of the August 7, 2023 meeting of the Board of Education pending board approval at the regular September meeting.

Unified School District 379

Stuart Administrative Center
P. O. Box 97 - 807 Dexter St.
Clay Center, KS 67432

Unofficial Regular Board of Education Meeting Minutes
6:00 p.m. Monday, August 14, 2023

MEMBERS PRESENT	President – Apryl Peerson, Jeff Cannizzo, Paige Taddiken, Jason Bergsten, Linda Sleichter, Debbie Brown, Andy Auld
MEMBERS ABSENT	None
OTHERS PRESENT	Superintendent – Brett Nelson, Director of Curriculum – Jaclyn Pfizenmaier, Director of Special Education – Anita Breen, Board Counsel – Dusty Mullin, Clerk – August Zeller Andrea Gibson, Shanna Sterling, Tracy Claeys, Tina Griffiths, Jan Peterson, Mark Taddiken, Dave Jermark, and Ryan Wilson were also in attendance.
CALL TO ORDER	President Peerson called the meeting to order at 6:01 p.m.
APPROVAL OF AGENDA	It was moved that the USD 379 Board of Education move item H in the consent agenda (approval of graduation dates for CCCHS and WHS) to a discussion/business item. This motion was seconded and when put to vote, carried. (7/0) It was moved that the USD 379 Board of Education approve the updated agenda as presented. This motion was seconded and when put to vote, carried. (7/0)
RECOGNITION OF GUESTS	The guests in attendance were welcomed to the meeting.
CITIZENS OPEN FORUM	David Jermark addressed the board concerning the child care grant.
RECEIVE COMMUNICATIONS	None
POSITIVE BOARD COMMENTS	Debbie Brown thanked the those who have donated to school programs for all the support of the community. Linda Sleichter thanked the USD 379 employees that have got the buildings, schedules, transportation, and classrooms ready for the first day of school. Paige Taddiken thanked the teachers and staff that welcome parents and students for Meet the Teacher night.

CONSENT AGENDA	It was moved that the USD 379 Board of Education approve the consent agenda as presented. This motion was seconded and when put to vote, carried. (7/0)
Financial Statements and Reports	Approved
Approve the previous month's Board of Education Meeting minutes	Approved
Building Usage	Approved
Approve Donations	Approved
Approve Resolution for Disposal	Approved
Approve Grant Requests	None
TLEC Contracted Services	Approved
A La Carte Prices	Approved
Policy Update	Approved
REPORTS	
Board Reports: Board Members	None
Superintendent's Report: Brett Nelson	Superintendent Nelson reported on various items: • Summer Project Updates • Storm Damage • Mark A. Chapman Activity Complex Update • Budget Timeline • Annual Audits
TLEC Director's Report: Anita Breen	Anita Breen's report covered the following: • Needs for the 23-24 School Year • Training for Teachers and Paraeducators • Updates from the TLEC Office • Summer Leadership Conference

Director of Curriculum & Instruction Report: Jaclyn Pfizenmaier

Jaclyn Pfizenmaier reported on various items:

- USD 379 23-24 Teams
- New Teachers
- August 2023: District Kickoff Schedule
- Crisis Team Training

DISCUSSION/BUSINESS ITEMS

Boundary Change Request from District 224

It was moved that the USD 379 Board of Education approve the boundary change as presented. This motion was seconded and when put to vote, carried. (5/2)

Approve 2023-2024 Graduation Dates for CCCHS and WHS

A consensus was reached to table the discussion until the September meeting.

A break was taken from 6:29 p.m. to 6:33 p.m.

EXECUTIVE SESSION

Non-Elected Personnel Matter(s)

It was moved that the USD 379 Board of Education go into executive session to discuss non-elected personnel matters pursuant to the non-elected personnel exception under KOMA, and that the open meeting shall resume at 6:40 p.m. The executive session should include the board, superintendent, and counsel. This motion was seconded and when put to vote, carried. (7/0)

The board returned to open session at 6:40 p.m.

APPROVE PERSONNEL

Personnel Report

It was moved that the USD 379 Board of Education approve the personnel report, including supplemental updates, as presented. This motion was seconded and when put to vote, carried. (7/0)

Employments:

Name	Position	Building	Effective
Kim Crimmins	Substitute	District	8/15/2023
Anna Spellman	Substitute	District	8/15/2023
Barbara Moore	PreK Aide	LES	8/15/2023
Brenda Siebold	Substitute	District	8/15/2023
Barbara Anderson	Paraeducator	USD #384	8/15/2023

Megan Carter	Custodian	CCCHS	8/15/2023
Sara Brockman	Substitute	District	8/15/2023
Erika Willmann	School Psychologist	TLEC	8/15/2023
Elizabeth Bott	Substitute	District	8/15/2023
Tatum Johnston	Project LEAD Student Worker	District	8/15/2023
Kari Tate	Project LEAD Student Worker	District	8/15/2023
Brooklyn Hiebert	Project LEAD Student Worker	District	8/15/2023
Emma Brandt	Project LEAD Student Worker	District	8/15/2023

Resignations:

Name	Position	Building	Effective
Jessica Borgerding	Substitute	District	7/12/2023
Thomas Brundgardt	Substitute	TLEC	7/2/2023
Erica Craig	Substitute	District	7/3/2023
Laurie Larson	Substitute	District	7/4/2023
Emily Macy	Substitute	District	7/5/2023
Sheryl Richter	Substitute	TLEC	7/11/2023
Hilary Rombeck	Substitute	TLEC	7/3/2023
Timothy Speirs	Substitute	District	7/8/2023
Veronica Stallbaumer	Substitute	TLEC	7/1/2023
Gavin Ware	Substitute	District	7/8/2023
Bethany Throm	Paraeducator	CCCHS	7/31/2023
Bonnie Houghton	Paraeducator	LES	8/2/2023
Alicia Farley	Secretary	LES	8/31/2023
Shawna Vakadewatabua	PreK Teacher	LES	8/10/2023
Mark Werbin	Grounds/Maintenance PT	District	8/11/2023
Angelika Johnson	Driver	Bus Barn	8/14/2023
Josh Keim	Freshman Class Sponsor	Wakefield	8/14/2023
Christa Baumann	Head 7th Grade Girls Basketball Coach	CCCMS	8/14/2023
Stewart Reed	Paraeducator	USD #384	8/14/2023
Lauren Poston	Paraeducator	RCGS	8/14/2023

Retirements:

Name	Position	Building	Effective
Jewell Meadows	Paraprofessional	Linn	End of 23-24 school year

Terminations:

Name	Position	Building	Effective
Andrea Anderson	Substitute	TLEC	8/14/2023
Zoe Auld	Substitute	District	8/14/2023
Melanie Beard	Substitute	TLEC	8/14/2023

Cambria Bruna	Substitute	TLEC	8/14/2023
Robert Clouston	Substitute	TLEC	8/14/2023
Abigail Depperschmidt	Substitute	TLEC	8/14/2023
Paige Diedrich	Substitute	TLEC	8/14/2023
Reagan Evans	Substitute	TLEC	8/14/2023
Anne Beals	Substitute	District	8/14/2023
Madison Liby	Substitute	District	8/14/2023
Kylea Ricketts	Substitute	TLEC	8/14/2023
Emma Robertson	Substitute	TLEC	8/14/2023
Jill Sanneman	Substitute	District	8/14/2023
Judith Shultz	Substitute	TLEC	8/14/2023
Emma Smith	Substitute	District	8/14/2023
Alexis Walter	Substitute	District	8/14/2023

ADJOURNMENT

It was moved that the meeting of the USD 379 Board of Education adjourn at 6:41 p.m. This motion was seconded and when put to vote, carried. (7/0)

August Zeller – Clerk

Unified School District 379

Stuart Administrative Center
P. O. Box 97 - 807 Dexter St.
Clay Center, KS 67432

Unofficial Revenue Neutral Rate Hearing/Budget Hearing/Regular Board of Education Meeting Minutes
6:00 p.m. Monday, September 11, 2023

MEMBERS PRESENT	President – Apryl Peerson, Jeff Cannizzo, Paige Taddiken, Jason Bergsten, Andy Auld, Linda Sleichter, Debbie Brown
MEMBERS ABSENT	None
OTHERS PRESENT	Superintendent – Brett Nelson, Director of Curriculum – Jaclyn Pfizenmaier, Director of Special Education – Anita Breen, Board Counsel – Dusty Mullin, Clerk – August Zeller Bud Young, Natalie Muruato, Tracy Claeys, Mikhaela Craig, Roxanna Martin, Ryan Wilson, Dave Jermark, Annette Smith, and Shanna Sterling were also in attendance.
REVENUE NEUTRAL RATE /BUDGET HEARING	The USD 379 Board of Education met at the Stuart Administrative Center at 6:00 p.m. on Monday, September 11, 2023, for the purpose of conducting a revenue neutral rate/budget hearing. President Apryl Peerson called the hearing to order at 6:00 p.m. There were no comments or questions from the audience. President Peerson closed the hearing at 6:06 p.m.
CALL TO ORDER	President Peerson called the regular meeting to order at 6:06 p.m.
APPROVAL OF AGENDA	It was moved that the USD 379 Board of Education approve the agenda as presentedl. This motion was seconded and when put to vote, carried. (7/0)
RECOGNITION OF GUESTS	The guests in attendance were welcomed to the meeting.
RECEIVE COMMUNICATIONS	Debbie Brown shared a quote from USD 385 that she thought was interesting.
CITIZENS OPEN FORUM	Roxanna Martin and Mikhaela Craig addressed the board concerning graduation dates.
POSITIVE BOARD COMMENTS	Ryan Wilson addressed the board on behalf of The Dispatch concerning the relationship between The Dispatch and USD 379.

Linda Sleichter thanked those involved with the Starbase program. She also stated that it has been great to see the students participating in the job shadowing program.

Paige Taddiken praised the Starbase program and thanked those that help with it. She thanked the school coaches for all they do.

Debbie Brown thanked the coaches and all other extracurricular leaders in the district.

CONSENT AGENDA

It was moved that the USD 379 Board of Education approve the consent agenda as presented. This motion was seconded and when put to vote, carried. (7/0)

Approve the Previous Month's Board of Education Meeting Minutes	Approved
Financial Statements and Reports	Approved
Building Usage	Approved
Accept Donations	Approved
Approve Resolution for Disposal	None
Grant Writing Request	None
TLEC Contracted Services	None
Approve Waivers	Approved
Approve 2023-2024 Section 125 Cafeteria Plan	Approved
Approve 2023-2024 Graduation Dates for CCCHS and WHS	Approved
Principal Reports	Approved

REPORTS

Board Reports: Board Members

None

Superintendent's Report: Brett Nelson

Superintendent Nelson reported on various items:

- Prepaid Expense Cards for Student and Staff Travel
- Kansas Open Records Act Complaint (KORA) Findings
- KASB Highlight
- Horizon
- Capital Outlay Update
- Enrollment Update

TLEC Director's Report: Anita Breen

Anita Breen's report covered the following:

- Needs for the 23-24 School Year
- Beginning the School Year
- Special Education Audit
- ESSER II Sped Funds
- Region 8 Meeting

Director of Curriculum & Instruction Report: Jaclyn Pfizenmaier

Jaclyn Pfizenmaier reported on various items:

- New Teachers
- Professional Learning
- District Team Leadership
- Project LEAD (LES, GES, WES)
- Technology Update
- ACT/WorkKeys
- Individual Plan of Study activities for HS students
- Online Opportunities

DISCUSSION/BUSINESS ITEMS

Approval of 2023-2024 Budget and Revenue Neutral Rate

The board was provided with the Building Needs Assessment and the State Assessments for evaluation which were used in the budget approval process.
It was moved that the USD 379 Board of Education adopt the 2023-2024 budget and approved Resolution 09-11-23-B entitled "A resolution expressing the property taxation policy of the USD 379 Clay County, Kansas, with respect to the Revenue Neutral Tax Rate for financing the annual budget for 2023-2024 and approve Resolution 09-11-23-A, LOB percentage authorization. This motion was seconded and when put to a roll call vote, carried. (7/0)

Land Transfer	It was moved that the USD 379 Board of Education approve KASB waiving the conflict of interest in representing both USD 379 and USD 224 in the land transfer proposal. This motion was seconded and when put to vote, carried. (6/1) Jeff Cannizzo opposed. An update was given on the child care grants previously discussed at the April 10th, 2023 school board meeting.
Child Care Grant Update	A consensus was reached to continue to investigate opening a child care center.
Food Service Equipment	It was moved that the USD 379 Board of Education give final approval to accept the bid for the Dietary Equipment Upgrades from Central Mechanical Construction in the amount of $54,965.00 and move forward with the additional purchases for the Food Service Department as presented. This motion was seconded and when put to vote, carried. (7/0)
KASB Delegate Assembly	A consensus was reached to designate Jason Bergsten as the 2023-2024 KASB voting delegate and Linda Sleichter as the alternate.
	A break was taken from 7:55 p.m. to 7:58 p.m.
EXECUTIVE SESSION	
Non-Elected Personnel	It was moved that the USD 379 Board of Education go into executive session to discuss personnel pursuant to the non-elected personnel exception under KOMA, and that the open meeting shall resume at 8:10 p.m. The executive session should include the board, superintendent, counsel. This motion was seconded and when put to vote, carried. (7/0)
	The board returned to open session at 8:10 p.m.
Student Matters	It was moved that the USD 379 Board of Education go into executive session to discuss confidential student information pursuant to the student exception under KOMA, and that the open meeting shall resume at 8:20p.m. The executive session should include the board, superintendent, counsel. This motion was seconded and when put to vote, carried. (7/0)
	The board returned to open session at 8:20 p.m.

APPROVE PERSONNEL

Personnel Report

It was moved that the USD 379 Board of Education approve the personnel report, including supplemental updates, as presented. This motion was seconded and when put to vote, carried. (7/0)

Employments:

Name	Position	Building	Effective
Andre Contreras	10 Month Secretary	LES	9/12/2023
Dawn Hawkins	Bus Monitor	Bus Barn	9/12/2023
Kathy Robinson	Substitute	District	9/12/2023

Resignations:

Name	Position	Building	Effective
Jake Wynn	Asst Football Coach	CCCMS	8/22/2023
Nicole Philen-Braun	Paraeducator	RCGS	9/6/2023
Mike Adams	Head 8th Grade Boys & Girls Basketball Coach	CCCMS	8/27/2023

ADJOURNMENT

It was moved that the meeting of the USD 379 Board of Education adjourn at 8:21 p.m. This motion was seconded and when put to vote, carried. (7/0)

August Zeller – Clerk

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 9

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**2/14/2024**
Deborah Bremer		Randy Watson		

Item Title:

Chair Report

Recommended Motion:

It is moved that the Kansas State Board of Education approve the Board Travel Requests for the coming month.

Explanation of Situation Requiring Action:

Chair Report

a. Remarks from the Chair

b. Act on Board Travel Requests

c. Committee Reports

d. Board Attorney Report

e. Requests for Future Agenda Items