

TUESDAY, SEPTEMBER 11, 2018 MEETING AGENDA

10:00 a.m.	1. Call to Order — Chairman Jim Porter	
	2. Roll Call	
	3. Mission Statement, Moment of Silence and Pledge of Allegiance	
	4. Approval of Agenda	
	5. Approval of August Minutes	page 5
10:05 a.m.	6. Commissioner’s Report — Dr. Randy Watson	
10:30 a.m.	7. Citizens’ Open Forum	page 25
10:45 a.m. (AI)	8. Act on Kansas standards for English Learners	page 27
11:00 a.m. (IO)	9. Update on Kansas Reading for Success program from Istation	page 29
Noon	Lunch	
1:30 p.m. (IO)	10. Kansas Seal of Biliteracy Update	page 49
1:55 p.m. (RI)	11. Receive Kansas model standards for Health Education and Physical Education	page 51
2:20 p.m. (RI)	12. Receive evidence-based best practices for at-risk services	page 145
2:50 p.m.	Break	
3:05 p.m. (AI)	13. Act on recommendations of the Professional Practices Commission	page 147
3:10 p.m. (AI)	14. Act on new appointment to the Professional Standards Board	page 157
3:15 p.m. (AI)	15. Act on new appointment to the Licensure Review Committee	page 165

Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, KS 66612
References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only
Services: Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact Peggy Hill at 785-296-3203, at least seven business days prior to a State Board meeting.
Website: Electronic versions of the agenda and meeting materials are available at www.ksde.org/Board. Information on live media streaming the day of the meeting is also posted there.
Next Meeting: Oct. 9, 2018 in Topeka; Oct. 10 tour of Mercury 7 schools in McPherson, Tescott and Bennington

- 3:20 p.m. (IO)** 16. Preview of 2018 KSDE Annual Conference **page 171**

- 3:40 p.m. (AI)** 17. Consent Agenda
 - a. Receive monthly personnel report **page 173**
 - b. Act on personnel appointments to unclassified positions **page 175**
 - c. Act on license for commercial driver training school **page 177**
 - d. Act on recommendation for a Visiting Scholar license **page 179**
 - e. Act on local in-service education plans **page 181**
 - f. Act on recommendations of the Licensure Review Committee **page 183**
 - g. Act on request to amend a subgrant award for the Kansas State School for the Blind
 - h. Act on requests from the following districts to hold bond elections: USD 202 Turner and USD 206 Remington **page 189**
 - i. Act on requests from the following districts for capital improvement (bond & interest) state aid: USD 202 Turner and USD 206 Remington **page 193**
 - j. Act on request to contract with Education Elements **page 195**
 - k. Act on request to contract with Brustein and Manasevit PLLC for the purpose of professional development regarding administration of career and technical education **page 197**

- 3:50 p.m. (IO)** 18. Chairman’s Report **page 201**
 - a. Consider NASBE Bylaw changes and make recommendations to delegate assembly
 - b. Committee Reports
 - c. Board Attorney’s Report
 - d. Future Agenda Items

- 4:20 p.m. (AI)** 19. Act on Board Travel **page 227**

- 4:30 p.m.** **RECESS**

WEDNESDAY, SEPTEMBER 12, 2018
MEETING AGENDA

9:00 a.m.

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

9:05 a.m. (AI)

4. Presentation of Gemini I schools' redesign plans for 2018-19 launch: Dighton USD 482, North Ottawa County USD 239, Newton USD 373 (Santa Fe 5/6 Center) **page 231**

11:30 a.m.

RECESS

PROFESSIONAL DEVELOPMENT TRAINING

**11:45 a.m. -
1:45 p.m.**

Topic: Kansas School Mental Health
(Optional for Board members)
Board Room, Suite 102, Landon State Office Building
900 SW Jackson St., Topeka, KS

page 233



KANSAS STATE BOARD OF EDUCATION

MISSION

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

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans CAN.

SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

A successful Kansas high school graduate has the

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

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

OUTCOMES FOR MEASURING PROGRESS

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



KANSAS STATE BOARD OF EDUCATION

Meeting Minutes

August 14, 2018

CALL TO ORDER

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, Aug. 14, 2018, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. He commented on the excitement of beginning a new school year.

**8/14/2018
A.M. Session
(00:00:04)**

ROLL CALL

All Board members were present:

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

MISSION AND VISION STATEMENTS, MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE

Chairman Porter read the Board’s Mission Statement as well as the Kansans Can Vision, which is to lead the world in the success of each student. He then asked for a moment of silence after which the Pledge of Allegiance was recited.

APPROVAL OF AMENDED AGENDA

Chairman Porter announced that Item 18 (Act on new appointments to the Professional Standards Board) would be postponed and resubmitted in the future. Nominations were received for administrators rather than teachers for the open positions. Mrs. Horst moved to approve the amended agenda for Tuesday. Mrs. Busch seconded. Motion carried 9-1 with Mr. Roberts in opposition.

**MOTION
(00:02:27)**

APPROVAL OF THE JULY MEETING MINUTES

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

**MOTION
(00:02:49)**

COMMISSIONER’S REPORT— CIVIC ADVOCACY NETWORK AWARD WINNERS

Commissioner Randy Watson announced the first recipients of the Civic Advocacy Network awards, noting that civic engagement is one element used to define a successful Kansas high school graduate. Schools applying for the CAN awards demonstrated the six proven practices for effective civic learning. Applications were evaluated and scored. The eight inaugural winners — determined as exemplary in all six areas — are Complete High School, Maize USD 266; Derby Hills Elementary and Park Hill Elementary, both in Derby USD 260; Enders Community Service Magnet, Wichita USD 259; Garden City High School, Garden City USD 257; McPherson Middle School, McPherson USD 418; Starside Elementary, DeSoto USD 232; and Susan B. Anthony Middle School, Manhattan USD 383. CAN Promising Practice awards go to the following schools for excelling in at least one of the six proven practices: Florence Wilson Elementary, Garden City USD 457; Merriam Park Elementary, Shawnee Mission USD 512; Seaman High School, Topeka USD 345; and Valley Heights High School, Blue Rapids USD 498. A recognition ceremony will be on Constitution Day, Sept. 17, in Topeka. During his report, Commissioner Watson also introduced Amanda Petersen as the new director of Early Childhood for the Department of Education. Early Childhood is now separated within KSDE from the previous team of Early Childhood, Special Education and Title Services. Dr. Watson then answered questions about current education topics.

(00:03:05)

CITIZENS' OPEN FORUM

Chairman Porter declared the Citizens' Forum open at 10:40 a.m. There were no guest speakers.

ACTION ON KANSAS EDUCATION SYSTEMS ACCREDITATION (KESA) FOR SEVEN SYSTEMS

(00:41:37)

The Kansas Education Systems Accreditation (KESA) is the new model to accredit schools in Kansas. KESA shifts accreditation from schools to the district/system level as well as moves accreditation from a yearly event to a five-year improvement approach. The State Board of Education received recommendations of the Accreditation Review Council and decided on the accreditation status for the first systems to be considered. Mrs. Cauble moved to accept the recommendations of the Accreditation Review Council and award the status of Accredited to USD 416 Louisburg, USD 288 Central Heights, St. Michael the Archangel School (Overland Park), Maur Hill-Mount Academy (Atchison), Most Pure Heart of Mary School (Topeka), Good Shepherd School (Shawnee) and Christ the King School (Kansas City). Mrs. Horst seconded. During discussion, there were comments about accountability for safe buildings and more public involvement in the evaluation process. Motion carried 10-0.

MOTION
(00:42:23)

ACTION ON CHANGES TO COALITION OF INNOVATIVE SCHOOL DISTRICTS BYLAWS

(00:46:36)

The Coalition of Innovative Districts was created by the Legislature and became law in July 2013. The Act allows up to 10 percent of the state's school districts to opt out of most state laws, rules and regulations in exchange for setting higher student achievement goals. At the June State Board meeting, Commissioner Watson presented proposed changes to the Coalition's Bylaws pertaining to the State Board's involvement. These centered on Bylaw stipulations not in statute. Changes included not specifying the number of times each year the Coalition reports to the State Board, not requiring State Board appointments to the Coalition Board, and seeking agenda consultation with the Commissioner as needed. The Coalition Board approved these amendments in July. Mrs. Horst moved to approve amendments to the Coalition of Innovative School Districts Bylaws as recommended by Commissioner Watson. Mr. McNiece seconded. Board members discussed the present purpose of the Coalition and its innovative intentions. Motion carried 9-1 with Mrs. Cauble in opposition.

MOTION
(00:48:40)

ACTION ON REQUEST FROM COALITION OF INNOVATIVE SCHOOL DISTRICTS AND USD 500 FOR ISSUING A 2018-19 SPECIALIZED TEACHING CERTIFICATE

USD 500 Kansas City Kansas Public Schools is a member of the Coalition of Innovative School Districts. USD 500 requested use of the Coalition's Specialized Teaching Certificate to fill an open position for social studies instruction. Shelly Beech represented USD 500 to answer questions about the request and other district vacancies. She acknowledged that the applicant is a participant in the Teach for America program, but plans to transition to the district's Teaching Fellows program. Mrs. Waugh moved to approve the Specialized Teaching Certificate application of Jerrime Fobbs for use in USD 500 Kansas City Kansas Public Schools. Mrs. Busch seconded. Motion carried 10-0. The certificate is effective for one-year and is non-transferrable to any other Kansas school district.

MOTION
(01:01:36)

BREAK

Board members took a break from 11:10 to 11:20 a.m.

ACTION ON TEACH FOR AMERICA PROGRAM PROPOSAL

(01:08:15)

The Kansas Legislature appropriated funding for the Teach for America Program for Fiscal Year 2019. The program recruits and trains individuals with a bachelor's degree to teach in a public or public charter K-12 school in one of the communities the organization serves. Chris Rosson, TFA Executive Director in the Kansas City region, presented a proposal for use of the legislative funding to support seven teachers in the Kansas City area, for recruiter services and professional development. Mrs. Cauble expressed concern about TFA concentration in one district and not addressing teacher vacancy needs across the state. Mr. Willard moved to accept the Teach for America proposal for a pilot program in Kansas, with the hope and understanding that it's a pilot with plans for expansion. Mr.

MOTION
(01:16:16)

McNiece seconded. Discussion topics included whether corps members take the Praxis test, program retention rates, serving other areas, and retaining high quality teachers. Motion carried 10-0.

UPDATE ON CAREER AND TECHNICAL EDUCATION PATHWAY DEVELOPMENT

Education Program Consultant Stacy Smith shared statistics about CTE offerings, including that there are currently 2,746 pathway programs across the state. His team of CTE consultants provided updates about modifications to selected career pathways and the development of other new ones, such as aviation and fashion/apparel/interior design. Wichita USD 259, in conjunction with WSU Tech and the local aviation industry, is piloting the aviation pathway with strands in both design and production. Updates were given on revisions to energy and engineering pathways prior to the break for lunch at 12:17 p.m.

(01:33:42)

Chairman Porter recessed the meeting until 1:30 p.m. with plans to continue the CTE presentation after the break.

LUNCH

CONTINUATION OF CTE PATHWAY DEVELOPMENT UPDATE

The meeting reconvened at 1:30 p.m. KSDE staff members gave revision updates concerning other selected career and technical education pathways. These included agriculture, digital media and an entrepreneurial focus for fashion/apparel/interior design. The Kansas Advisory Committee for Career and Technical Education examines pathway modifications.

RECOGNITION OF NATIONAL TEACHERS HALL OF FAME INDUCTEE FROM KANSAS

Deputy Commissioner Dale Dennis introduced Jeff Baxter, an English language arts teacher at Blue Valley West High School, who was inducted into the National Teachers Hall of Fame in June. Mr. Baxter shared remarks about education trends and experiencing the age of acceleration. He stressed the importance of developing character and preparing students to be life-long learners. Chairman Porter presented Mr. Baxter a recognition certificate on behalf of the Board.

(02:23:18)

INFORMATION ON KANSAS READING ROADMAP

Kansas Reading Roadmap (KRR) is a model designed to leverage out-of-school time to support school efforts in early reading. It is coordinated with a school's current intervention system and curriculum, with the goal of increasing reading proficiency. Andrew Hysell, KRR Director, spoke about the partnership with elementary schools and Boys and Girls Clubs, working together through after-school and summer tutoring. Another component of the model involves parent participation and is called LIFE (Literacy Integrated Family Engagement). Dan Klucas with the Kansas Department for Children and Families (DCF) assisted with the presentation by describing the partnership between KRR and DCF.

(02:44:17)

REPORT ON SCHOOL BREAKFAST LEADERSHIP INSTITUTE AND IMPLEMENTATION PLAN

Kansas was one of six states nationwide to receive a School Breakfast Leadership Grant from Share Our Strength to help ensure more students are able to start the day with a healthy breakfast and be ready to learn. Child Nutrition and Wellness Director Cheryl Johnson outlined the goal of the action plan to increase statewide breakfast average daily participation by 5 percent by June 30, 2019. She provided statistics indicating where the biggest gaps in school breakfast consumption exist. Members of the School Breakfast Leadership Team shared strategies for implementing innovative breakfast delivery models, such as Grab-and-Go and Second Chance Breakfast. Chairman Porter serves on the School Breakfast Leadership Team. Mrs. Johnson encouraged all Board members to help create awareness for breakfast programs. There was discussion about the state law allowing school districts that meet certain criteria to seek school breakfast program waivers.

(03:13:35)

(03:47:17)

PRESENTATION OF KANSANS CAN AWARDS TO CHILD NUTRITION PROGRAM RECIPIENTS
KSDE's Child Nutrition and Wellness division created Kansans Can Best Practice Awards to recognize outstanding practices in programs that support the Kansans Can vision. CNW Director Cheryl Johnson described the rationale for the awards. She then introduced the 2017-18 recipients, briefly sharing about their specific honors. Framed awards were presented. Recipients and the categories of merit are: USD 260 Derby (managing finances), USD 312 Haven (program initiation/leadership), Quality Care Services Inc. and USD 411 Goessel (nutrition and wellness special events), USD 383 Manhattan (impacting wellness), and First Choice Support Services Inc., (innovative meal patterns).

BREAK

Board members took a break until 3:35 p.m.

MOTIONS

(03:57:21)

(03:58:07)

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

Linda Sieck, Chair of the Professional Practices Commission, participated remotely to present recommendations of the Commission on licensure cases this month. Mrs. Cauble moved to adopt the findings of fact and conclusions of law of the PPC and issue the requested license for Alyssa Bauer. Mr. Roberts seconded. Motion carried 10-0. Ms. Sieck then presented the next set of cases. Mr. Willard moved to adopt the findings of fact and conclusions of law of the PPC and deny the applications of Devin Gillette and Holly Brown as well as revoke the licenses of Joseph Tokarz, Brylee Courkamp and Tyson McGuire. Mr. Roberts seconded. Motion carried 10-0.

ACTION ON NEW APPOINTMENTS TO THE PROFESSIONAL STANDARDS BOARD

This item was postponed in August.

MOTION

(04:00:05)

ACTION ON NEGOTIATED AGREEMENT WITH KANSAS SCHOOL FOR THE DEAF NEA

Board Attorney Mark Ferguson and Ann Mah represented the State Board during the negotiations bargaining process. Mrs. Mah moved to adopt the Professional Agreement between the Kansas School for the Deaf NEA and the Kansas State Board of Education for the term Aug. 1, 2018 to July 31, 2020. Mrs. Horst seconded. Motion carried 10-0.

(04:00:54)

RECEIVE KANSAS STANDARDS FOR ENGLISH LEARNERS

The standards for English language learners have been revised and are now referred to as the Kansas Standards for English Learners. Assistant Director Beth Fultz explained the standards reflect changes resulting from reauthorization of the federal Elementary and Secondary Education Act (ESEA). She presented an overview of the review process and feedback from public hearings. She also shared a video of comments from revision committee co-chairs. The standards will provide expectations for proficiency on the new 2020 KELPA2 assessment. English learners are assessed in four domains: reading, writing, speaking and listening. The State Board is expected to act on these standards in September.

MOTION

(05:00:57)

CONSENT AGENDA

Mr. McNiece moved to approve the Consent Agenda as presented. Mr. Willard seconded. Motion carried 9-1 with Mr. Roberts in opposition. In the Consent Agenda, the Board:

- received the monthly Personnel Report for July.
- confirmed the unclassified personnel appointments of Amanda (Gress) Petersen as Director on the Early Childhood team, effective July 16, 2018, at an annual salary of \$103,870; Leah Zeller as Administrative Assistant on the Teacher Licensure and Accreditation team, effective July 23, 2018, at an annual salary of \$29,744; Parker Erikson as Applications Developer on the Information Technology team, effective July 30, 2018, at an annual salary of \$60,320.
- received fourth quarter reports for the Kansas School for the Deaf and Kansas State School for the Blind.

- approved, with modifications, the in-service education plans for Barber County North, USD 254, and Northeast Kansas Education Service Center Interlocal (Keystone).
- approved recommendations for funding the 2018-19 McKinney-Vento Children and Youth Homeless grants for the following districts in the amounts listed: USD 202 Turner \$2,100; USD 233 Olathe \$35,787; USD 250 Pittsburg \$2,100; USD 259 Wichita \$126,350; USD 261 Haysville \$23,100; USD 289 Wellsville \$10,100; USD 290 Ottawa \$15,225; USD 305 Salina \$2,100; USD 383 Manhattan-Ogden \$24,412; USD 403 Otis-Bison \$2,100; USD 453 Leavenworth \$2,100; USD 457 Garden City \$21,350; USD 475 Geary County \$22,225; USD 480 Liberal \$2,100; USD 497 Lawrence \$2,100; USD 500 Kansas City \$91,350; USD 501 Topeka \$31,100; USD 512 Shawnee Mission \$2,100.
- approved the interlocal and cooperative agreements to renew and continue the Northwest Kansas Educational Service Center.
- authorized the following districts to hold elections on the question of issuing bonds in excess of the district's general bond debt limitation: USD 358 Oxford, USD 383 Manhattan-Ogden, USD 447 Cherryvale-Thayer, USD 448 Inman.
- authorized the following districts to receive capital improvement (bond and interest) state aid as authorized by law: USD 358 Oxford, USD 383 Manhattan-Ogden, USD 447 Cherryvale-Thayer.
- approved issuance of Visiting Scholar licenses for the 2018-19 school year as follows: Nathaniel Terrell, Topeka USD 501; William Skeens, Blue Valley USD 229 Center for Advanced Professional Studies (CAPS) program; Hannah Burns, Spring Hill USD 230; Kenneth Spurgeon, Central USD 462.

authorized the Commissioner of Education to negotiate and

- authorize the Kansas State School for the Blind to contract with USD 500 Kansas City Kansas Public Schools to use KSSB facilities for Head Start classrooms;
- enter into a contract with Kansas State University for the purpose of its College of Education providing a Troops to Teachers program for military veterans with the contract period effective July 15, 2018 (or date of execution of the contract) through July 14, 2023, in an amount not to exceed \$379,298;
- continue the Microsoft Imagine Academy contract with JourneyEd in an amount not to exceed \$2,028,543.28 from Dec. 1, 2018 through Nov. 30, 2022.

Board members took a break from 4:40 to 4:50 p.m.

BREAK

ACTION ON NASBE MEMBERSHIP DUES

During the Chairman's Report, Mr. Porter led two action items regarding the National Association of State Boards of Education. The NASBE Annual Conference is Oct. 17-20 in Denver. Jim McNiece will receive the organization's Distinguished Service Award on the 18th. Chairman Porter then called for a motion authorizing payment of the membership dues for 2019. Mrs. Horst moved to approve payment of calendar year 2019 dues and retain membership in the National Association of State Boards of Education and the National Council of State Education Attorneys. Mr. Willard seconded. Motion carried 10-0.

MOTION
(05:01:46)

ACTION ON REPRESENTATION FOR NASBE DELEGATE ASSEMBLY

Mr. McNiece moved to nominate Deena Horst as the voting delegate to represent Kansas at the NASBE Annual Conference in October. Mr. Willard seconded. Motion carried 10-0. Mr. Porter nominated Ann Mah as the alternate delegate. Mrs. Horst seconded. Motion carried 10-0.

MOTIONS
(05:03:09)
(05:03:29)

Committee Reports — Mr. McNiece attended the orientation and meeting for members of the Special Education Advisory Council. Mrs. Waugh reported on work of the Kansas Opioid/Drug Prevention Committee including plans for a Nov. 15 conference in Topeka. Mrs. Busch commented on the School Mental Health Advisory Committee which is looking at suicide prevention data. Mrs. Mah attended a recent meeting of the ESSA/ESEA committee.

Board Attorney Mark Ferguson commented on legal cases in the news that might impact education policy. One case proceeding through the courts involved schools and sex/gender harassment.

Individual Board member reports are to be submitted in writing for the next few months.

Requests for Future Agenda Items:

- Share results, when available, from School Breakfast Leadership sub-grantees working to reduce gaps in breakfast consumption
- Emergency Safety Interventions update and review of data since policies have been implemented (Mr. McNiece)
- Bus transportation safety, travel time limitations for kindergartners (Mrs. Waugh)
- Schedule opportunity to make requests for Future Agenda Items to earlier in the meeting (Mr. Roberts)

**CHAIRMAN'S
REPORT**

Chairman Porter discussed work of the Dyslexia Task Force, which has established four sub groups. The committee will make a recommendation to the legislature in January. He also reported on the Governor's Education Council subcommittees and a transition work group addressing an underserved population of adults.

BOARD MEMBER TRAVEL

Additions to the travel requests were: Mrs. Busch — Aug. 20 Governor's Education Council subcommittee, Topeka; Aug. 28 Social Emotional Character Development roadshow, TBD; Sept. 7 meeting with Rep. Elpee; Sept. 8 Kansas Teacher of the Year Regional Banquet in Wichita; Nov. 17 KTOY State Ceremony. Mrs. Cauble — Sept. 5 school visit Colby. Mrs. Horst — Aug. 31 regional redesign training, Salina; Sept. 8 and 9 KTOY regional banquets in Topeka and Salina; Sept. 13 KSHSAA Board meeting, Topeka; Sept. 17 Civic Advocacy Network awards, Topeka; Sept. 20 Agriculture in the Classroom, Manhattan. Mrs. Mah — Aug. 28 regional redesign training, Lawrence. Mr. Willard — Aug. 20 Haven school visit and SECD conference, Hutchinson. Mrs. Busch moved to approve the travel requests and additions. Mr. Roberts seconded. Motion carried 10-0.

**MOTION
(06:01:20)**

RECESS

Chairman Porter recessed the meeting at 5:50 p.m. until 9 a.m. Wednesday in the Board Room.

Jim Porter, Chairman

Peggy Hill, Secretary

KANSAS STATE BOARD OF EDUCATION

**Meeting Minutes
August 15, 2018**

CALL TO ORDER

Chairman Jim Porter called the Wednesday meeting of the State Board of Education to order at 9 a.m. on Aug. 15, 2018, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas.

**8/15/2018
A.M. Session
(00:00:08)**

ROLL CALL

All Board members were present:

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

APPROVAL OF AGENDA

Mrs. Busch moved to approve the day's agenda. Mr. Roberts seconded. Motion carried 10-0.

**MOTION
(00:00:29)**

ACTION ON GEMINI I SCHOOLS' REDESIGN PLANS: BELOIT, SKYLINE, ASHLAND

Schools in three of the districts approved as Gemini I participants in the Kansas Can School Redesign Project presented their redesign plans to the State Board of Education for acceptance. Beloit, Skyline (Pratt) and Ashland will be launching their plans during the 2018-19 school year. School Redesign Specialists Jay Scott and Tammy Mitchell made introductions. The selected elementary and secondary schools focus on the five outcomes established by the Kansas State Board of Education, the five elements identified as defining a successful Kansas high school graduate, and what Kansans said they want their schools to provide and look like in the future.

Each school highlighted areas of focus, many of which have been piloted during the past year. Some common themes were: project-based learning, self-paced learning, student-led conferences, flexible school-day schedules and school to community connections.

Beloit USD 273 — The USD 273 redesign team participated remotely through ZOOM. Superintendent Jeff Travis and Director of Special Education Karen Niemczyk were in attendance at the Board meeting. Specific elements of their plan were utilization of the Boys Town model for social/emotional learning, pilot program serving multiple districts for alternative learning center focusing on transition back to home districts, partnership with local businesses for entrepreneurship opportunities. Mrs. Horst moved to accept the redesign plans of Beloit USD 273 for Beloit Elementary and Beloit Junior-Senior High to be implemented during the 2018-19 school year as a participant in the Gemini I Project. Mr. Roberts seconded. Motion carried 10-0.

**MOTION
(00:48:32)**

Skyline USD 438 — The districtwide plan is built upon three themes: positive team culture, meaningful learning, and real-world experiences. Special elements of redesign include a high school leadership class also open to staff, a commitment-based culture, increased parent engagement, flexible module schedule, in-house preschool, and all students PreK-6 participate in art. Mrs. Cauble moved to accept the redesign plans of Skyline Pratt USD 438 for Skyline Elementary and Skyline High School to be implemented during the 2018-19 school year as a participant in the Gemini I Project. Mr. Willard seconded. Motion carried 10-0.

**MOTION
(01:38:20)**

Ashland USD 220 — Through redesign, USD 220 is focusing more on career and technical education as well as increased family engagement, particularly through the PTO and Booster Club. Ashland High School is also adding an agriculture program and FFA chapter. Other specific elements of redesign are expanded time for student-led conferences, a Life 101 course, and promotion of Ashland Works with local businesses. Mrs. Cauble moved to accept the redesign plans of Ashland USD 220 for Ashland Elementary and Ashland Junior-Senior High to be implemented during the 2018-19 school year as a participant in the Gemini I Project. Mrs. Horst seconded. Motion carried 10-0.

MOTION
(02:19:17)

Photos and presentation of Gemini I banners occurred after each district presentation.

Chairman Porter recessed the meeting at 11:40 a.m. for an invitation to tour Cedar Crest Governor's Residence. This was an optional activity. Board members attending were Mr. Porter, Mrs. Busch, Mrs. Waugh, Mr. Roberts, Mrs. Mah, Mrs. Cauble, Mrs. Horst, Mr. McNiece. The tour concluded at approximately 1 p.m.

**RECESS FOR
GUIDED
TOUR**

The next State Board meeting is Sept. 11 and 12, 2018 in Topeka.

Jim Porter, Chairman

Peggy Hill, Secretary

KANSAS STATE BOARD OF EDUCATION

**Meeting Minutes
July 10, 2018**

CALL TO ORDER

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

**7/10/2018
A.M. Session
(00:00:09)**

ROLL CALL

The following Board members were present:

John Bacon	Jim Porter
Deena Horst	Steve Roberts
Ann Mah	Janet Waugh
Jim McNiece	Ken Willard

Member Sally Cauble participated in the meeting by phone beginning at 10:05 a.m. before arriving at 11:45 a.m. Member Kathy Busch was absent, but participated by phone for portions of the meeting, beginning at 11 a.m.

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

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

APPROVAL OF AGENDA

Mr. Willard moved to approve the Tuesday agenda. Mrs. Horst seconded. Motion carried 7-1 with Mr. Roberts in opposition, and Mrs. Busch and Mrs. Cauble absent.

**MOTION
(00:02:44)**

APPROVAL OF THE JUNE MEETING MINUTES

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

**MOTION
(00:03:16)**

COMMISSIONER’S REPORT

In his monthly report to the Board, Commissioner Randy Watson commented on some of the challenges caused by society’s changing dynamics that affect the work of education. He cited current examples of schools partnering with therapists to meet student mental health needs, the influence of technology/social media, and a future workforce impacted by automation and robotics. Dr. Watson reiterated the Kansans Can outcome goals for postsecondary progress and illustrated evidence of movement in this area since the vision started in the fall of 2015. He reminded members that postsecondary education refers to training after high school, which can be attained through many avenues. He concluded by talking about how change happens in schools, noting that staying the course will be important over the next several years as school redesign occurs.

(00:03:44)

CITIZENS’ OPEN FORUM

Chairman Porter declared the Citizens’ Forum open at 10:30 a.m. There was one speaker — Mark Tallman, Kansas Association of School Boards, who provided a summary of information collected during the KASB summer advocacy tour and a publication about the constitutional importance of K-12 education in Kansas. Chairman Porter declared the Citizens’ Forum closed at 10:33 a.m.

(00:30:20)

ACTION ON KANSAS MODEL STANDARDS FOR SOCIAL, EMOTIONAL AND CHARACTER DEVELOPMENT

(00:34:15)

Education Program Consultant Kent Reed and revision committee co-chairs gave an overview of changes made to the Kansas model standards for Social, Emotional and Character Development. These included citing both grade and age levels appropriate for the standards as well as expanding descriptions of character, personal and emotional development. Board members received the draft standards last month for review. Mrs. Waugh moved to approve the Kansas model standards for Social, Emotional and Character Development as presented. Mr. Willard seconded. Motion carried 9-0, which included a vote by phone from Mrs. Cauble.

MOTION

(00:39:24)

BREAK

Board members took a break from 10:45 to 11 a.m.

RECEIVE ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR SYSTEMS SEEKING ACCREDITATION THROUGH KESA

(00:45:48)

In 2016, the State Board of Education approved Kansas Education Systems Accreditation (KESA) as the new model to accredit schools in Kansas. KESA shifts accreditation from schools to the district/system level with a five-year improvement model approach. Implementation began in the 2017-18 school year. The first seven systems to be considered for accreditation were brought to the State Board this month by Assistant Director Jeannette Nobo. They were: Louisburg USD 416, Central Heights USD 288, St. Michael the Archangel (Leawood), Maur Hill-Mount Academy (Atchison), Most Pure Heart of Mary (Topeka), Good Shepherd (Shawnee), and Christ the King (Kansas City).

The Accreditation Review Council (ARC) examines all documentation and submits a recommendation in the form of an Executive Summary to the State Board for final consideration. During discussion, Board members made several recommendations for improvements to the summary document. These included the system's response to any deficiencies, access to the final reports, and name of the review chairperson. The State Board will vote in August on an accreditation status for these systems that entered the process as year five systems.

CONSENT AGENDA

MOTION

(01:25:32)

Supplemental information for consent items 18 g., h., k., l. and m. was provided to members in their folders. Mr. Willard moved to approve the Consent Agenda as presented. Mr. McNiece seconded. Motion carried 9-1, with Mr. Roberts in opposition. Mrs. Busch and Mrs. Cauble voted by phone. In the Consent Agenda, the Board:

- received the monthly Personnel Report for June.
- confirmed the unclassified personnel appointments of Kimberly Muff as Education Program Consultant on the Career, Standards and Assessment Services (CSAS) team, effective June 1, 2018, at annual salary of \$56,118.40; Drew Mechnig as Applications Developer on the Information Technology team, effective June 4, 2018, at an annual salary of \$46,113.60; Sarah Perryman as Education Program Consultant on the CSAS team, effective June 4, 2018, at an annual salary of \$56,118.40; Cary Rogers as Education Program Consultant on the CSAS team, effective June 4, 2018, at an annual salary of \$56,118.40; Cynthia Hadicke as Education Program Consultant on the CSAS team, effective June 18, 2018, at an annual salary of \$56,118.40.
- accepted the following recommendations of the Evaluation Review Committee for program approval: **Bethel College** — Elementary K-6, continuing program through Dec. 31, 2024; **Emporia State University** — Building Leadership PreK-12, Earth and Space Science 6-12, School Psychologist PreK-12, all continuing programs through Dec. 31, 2024; **Haskell Indian Nations University** — Elementary K-6, continuing program through Dec. 31, 2025; **MidAmerica Nazarene University** — Elementary Education Unified K-6, new program through Dec. 31, 2020; **Pittsburg State University** — Innovative Special Education, new program through Dec. 31, 2020.

- accepted recommendations of the Licensure Review Committee as follows: *Approved cases* — 3202 Jessica Nevarez (PreK-12 high incidence special education), 3205 Kristen Becker (K-6 elementary education), 3212 Janell Pottorff, 3214 Jennifer Wangsgaard, 3215 Karen Heiserman, 3216 Mariah Farber, 3217 Stephanie Taylor, 3218 Angela Holloway, 3219 Andrew Loew, 3220 Kyle Unruh. *Denied cases* — 3199 Jill Stetter, 3202 Jessica Nevarez (K-6 elementary education), 3205 Kristen Becker (PreK-12 library media specialist).
- approved issuance of Visiting Scholar licenses for the 2018-19 school year as follows: Janet Graham, Robin Bacon, Marjorie Holloway, Michael Farmer, Scott Franklin, Alisa Morse, all for Blue Valley USD 229 Center for Advanced Professional Studies (CAPS) program; Kelly Welch, Geary County USD 475.
- adopted and set cut scores for licensure tests as presented.
- authorized the following districts to hold elections on the question of issuing bonds in excess of the district's general bond debt limitation: USD 230 Spring Hill, USD 445 Coffeyville, USD 458 Basehor-Linwood.
- authorized the following districts to receive capital improvement (bond and interest) state aid as authorized by law: USD 230 Spring Hill, USD 445 Coffeyville, USD 458 Basehor-Linwood.
- amended previous action to enter into a contract for the purpose of investigating special education complaints with said contract to be for a period of six years, and for an amount not to exceed \$300,000 out of IDEA VI-B funds.
- approved funding of the Kansas Preschool Pilot grants for FY 2019 in an amount not to exceed \$8,332,318.
- approved the recommended award of Early Learning Preschool Aged, Four-Year-Old At-Risk slots for FY 2019.
- approved funding of the Kansas Parent Educator Program, Parents As Teachers grants for FY 2019 in an amount not to exceed \$8,237,635.

authorized the Commissioner of Education to negotiate and

- enter into a contract with the Kansas Association of Independent and Religious Schools for the reimbursement of funds for professional development of non-public school teachers and leaders, in an amount not to exceed \$36,000;
- enter into a contract in an amount not to exceed \$55,000 with Diane Gjerstad to provide assistance with the Mental Health Intervention Team Pilot Program;
- enter into a contract in an amount not to exceed \$30,000 from Sept. 16, 2018 to Sept. 15, 2019 with Michelle Pyle, Computer Application Developer, to program enhancements in KN-CLAIM (Kansas Nutrition Claims and Information Management System);
- authorized the Interim Superintendent of the Kansas School for the Deaf (KSD) to enter into contracts for out-of-state tuition for the 2018-19 school year with the following Missouri school districts: Center—not to exceed \$20,000 for one student, plus additional related services, if needed, at a cost of \$60 per hour, and Park Hill — not to exceed \$40,000 for one student;
- authorized the Interim Superintendent of the Kansas State School for the Blind (KSSB) to enter into contracts for out-of-state tuition for the 2018-19 school year with the following Missouri school districts: Liberty — not to exceed \$20,000 for one student; Blue Springs — not to exceed \$40,000 for one student;
- authorized the Interim Superintendent of KSSB to renew a contract with Accessible Arts, Inc. for arts-related services for students attending KSSB in exchange for KSSB facility use and statewide

outreach services in the arts for Kansas individuals with disabilities in an amount not to exceed \$134,000;

- authorized the Interim Superintendent of KSSB to renew the contract with Providence Medical Center for physical and occupational therapy services in an amount not to exceed \$45,000;
- authorized the Interim Superintendent of KSSB to renew a contract with Baer Wilson and Company, LLC, to provide counseling/evaluation services for students who attend KSSB in an amount not to exceed \$50,000.

BOARD REPORTS AND FUTURE AGENDA REQUESTS

(01:26:36)

Time was available before the lunch break to begin Board Reports. Mrs. Waugh reported on the Juvenile Justice Oversight Committee and distributed a response letter the committee provided to legislators about transfer of funds targeted for the Evidenced-Based Programs Account. Mrs. Waugh also reported on a recent meeting of the Opioid Prevention Task Force and its concerns about a new predicted epidemic of heroine use.

Mrs. Cauble arrived at approximately 11:45 a.m.

CHAIRMAN'S REPORT

During the Chairman's Report, Mr. Porter provided an update on membership of the new legislative Task Force on Dyslexia, which he chairs. Mrs. Mah moved to approve the State Board appointment of Jennifer Bettles to the Task Force upon Mr. Porter's recommendation. Mr. McNiece seconded.

MOTIONS

(01:34:27)
(01:36:14)

Motion carried 9-0, with Mrs. Busch not participating in the vote. Ms. Bettles is a reading teacher in Herington USD 487. Chairman Porter called for nominations to fill an impending Board member vacancy on the Kansas Volunteer Commission (KVC). Mr. Roberts volunteered to serve on the KVC; Mr. McNiece provided a second. The recommendation was approved on a vote of 9-0.

Chairman Porter reported on the Governor's Education Council and subcommittee work, School Breakfast Institute and forthcoming initiatives, and an invitation for the Board to tour Cedar Crest in August.

LUNCH

He recessed the meeting for lunch at noon.

P.M. SESSION

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

The meeting reconvened at 1:30 p.m. and Mrs. Busch joined by phone. Linda Sieck, Chair of the Professional Practices Commission, participated remotely to present recommendations of the Commission on licensure cases this month. Mr. Roberts moved to adopt the findings of fact and conclusions of law of the PPC and issue the requested licenses for Brooke Martin, Katelyn Marcotte and Todd Clark. Mrs. Horst seconded. Motion carried 9-1, with Mr. Willard in opposition. Next, Mrs. Sieck presented three other cases for action. Mr. Roberts moved to adopt the findings of fact and conclusions of law of the PPC and revoke the licenses of Laurie Fry and Martin Segovia. Mr. Bacon seconded. Motion carried 10-0. Then Mr. McNiece moved to adopt the findings of fact and conclusions of law of the PPC and publicly censure Alexandra Morris. Mr. Porter seconded. Motion carried 9-1, with Mr. Roberts in opposition.

MOTIONS

(01:44:59)

(01:49:19)

(01:50:43)

KSDE OFFICE OF GENERAL COUNSEL ORAL ARGUMENT

(01:54:43)

KSDE General Counsel Scott Gordon addressed the Board regarding the matter of the licensure of Trenton Banning. Evidentiary materials and a Proposed Final Order were provided to Board members in advance of the meeting. Mr. Gordon answered questions and provided clarification. Mr. Gordon asked the State Board to make appropriate findings of fact and conclusions of law in support of revoking Mr. Banning's teaching license. Mr. Banning was present and was allowed to address the State Board.

ACTION TO ENTER INTO CLOSED SESSION

Mrs. Cauble moved that the State Board and Board Attorney Mark Ferguson retire into a closed session for further deliberation on a pending licensure matter. Mr. Ferguson explained that the Board in its quasi-judicial role could discuss evidence in a closed session, which differed from an Executive Session. Mrs. Waugh seconded. Motion carried 10-0. The Board entered into closed session from 2:10 to 2:35 p.m. at which time the open meeting resumed.

MOTION
(02:20:06)

ACTION ON LICENSURE OF TRENTON BANNING

Mr. Roberts moved that the Kansas State Board of Education issue the findings of fact and conclusions of law and revoke the professional license of Trenton Banning. Mrs. Cauble seconded. Motion carried 10-0.

MOTION
(02:23:04)

There was a break until 2:45 p.m.

BREAK

ACTION ON COALITION OF INNOVATIVE SCHOOL DISTRICTS SPECIALIZED CERTIFICATE

Marysville USD 364 is a member of the Coalition of Innovative School Districts and requested renewal of a specialized teaching certificate for an instructor of Spanish at Marysville Junior-Senior High. Principal Darren Schroeder participated remotely to answer questions about this hard-to-fill position, and report on the success of the applicant's past year. The Specialized Certificate must be renewed each year. The USD 364 Board of Education has approved the renewal. An outline of Marysville's program of support was provided. Mrs. Horst moved to approve renewal of a Specialized Teaching Certificate for Elizabeth Stewart as presented for use in Marysville USD 364. Mr. Bacon seconded. Motion carried 9-0, with Mrs. Busch unavailable for the vote.

MOTION
(02:28:40)

ACTION ON NEW APPOINTMENTS TO THE PROFESSIONAL PRACTICES COMMISSION

Nominations were presented for State Board action to fill open positions representing specific categories on the Professional Practices Commission. Mr. McNiece moved to appoint Eric Filippi of Wichita USD 259 to serve on the PPC representing the Junior High Middle Level Public School Principal position for a partial term effective July 1, 2018 through June 30, 2019. Mrs. Cauble seconded. Motion carried 9-0.

MOTION
(02:32:32)

Mr. Willard moved to appoint William Anderson of Sterling USD 376 to serve on the PPC representing the Senior High Public School Principal position. Mrs. Mah seconded. Motion carried 9-0. Mrs. Waugh moved to appoint Jennifer Holt of Kansas City Kansas USD 500 to serve on the PPC representing the Elementary Public School Teacher position. Mr. Roberts seconded. Motion carried 9-0. Mr. Porter moved to appoint Aaron Edwards of Lansing USD 469 to serve on the PPC representing the Senior High Public School Teacher position. Mr. Willard seconded. Motion carried 9-0. The last three appointments are for full three-year terms effective July 1, 2018 through June 30, 2021.

MOTIONS
(02:33:36)
(02:34:35)
(02:34:58)

EXECUTIVE SESSION

Mrs. Waugh 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 individual(s) to be discussed. The session would begin at 3 p.m. No action would be taken during this session. The open meeting would resume at 3:20 p.m. in the Board Room. Commissioner Randy Watson and Board Attorney Mark Ferguson would join the Executive Session. Mr. Roberts seconded. Motion carried 9-0.

MOTION
(02:36:03)

The Board returned to open session at 3:20 p.m.

MOTIONS
(02:37:53)
(02:38:28)

ACTION ON SUPERINTENDENT POSITIONS FOR KANSAS SCHOOL FOR THE DEAF AND KANSAS STATE SCHOOL FOR THE BLIND

Mr. Bacon moved to approve the recommendation of Commissioner Watson for Luanne Barron to be Superintendent of the Kansas School for the Deaf. Mrs. Cauble seconded. Motion carried 9-0. Mrs. Waugh moved to approve the recommendation of Commissioner Watson for Jon Harding to be Superintendent of the Kansas State School for the Blind. Mr. Bacon seconded. Motion carried 9-0. Both administrators had been serving as interim superintendents since July 1, 2017.

(02:39:10)

POSTPONED ACTION ON NEGOTIATED AGREEMENT WITH KANSAS SCHOOL FOR THE DEAF/NEA

Board Attorney Mark Ferguson announced that teacher voting on the professional agreement with Kansas School for the Deaf/NEA was not fully complete. The State Board will not vote on the agreement until it has been ratified by the teachers' unit. Action has been postponed until August.

BREAK

There was a 10-minute break at 3:25 p.m.

MOTION
(02:49:42)

ACTION ON PROGRAM STANDARDS RECOMMENDATIONS FOR SAFE AND SECURE SCHOOLS STATE AID GRANTS AND APPLICATIONS

Deputy Commissioner Dale Dennis described the purpose of the Kansas Safe and Secure Schools Act created by the 2018 Kansas Legislature. The Legislature appropriated \$5 million for grants to assist school districts with building upgrades for safety and security. The State Board was provided with program standards recommendations for use with the grants. Mr. Dennis reported that 153 applications were received from districts requesting approximately \$13 million in state aid. Six agencies helped determine the criteria for approving the applications. A formula was created for calculating the distribution of funding, which must be matched dollar for dollar. Mrs. Horst moved to approve the recommended program standards for the Safe and Secure Schools State Aid Grants and the recommendations for grant allocations to school districts not to exceed \$5,000,000. Mr. Roberts seconded. Motion carried 9-0, with Mrs. Busch unavailable for the vote.

(02:50:48)

LEGISLATIVE MATTERS

Budget recommendations — Mr. Dennis led the Board through the annual practice of making education funding recommendations as required by statute. He provided a history of educational funding, category amounts based on law, and options to consider for the next two-year budget (Fiscal Year 2020 and Fiscal Year 2021). Calculations on Base Aid for Student Excellence (BASE) included the Consumer Price Index for inflation adjustment referenced in the most recent opinion on school finance from the Kansas Supreme Court.

SERIES OF MOTIONS
(03:20:42)

Action on the following recommendations occurred:

- Mr. McNiece moved to recommend a 1.44 percent increase for BASE as recommended by the Court on what has already been approved by the Legislature. Mrs. Horst seconded. The motion failed to receive the six required votes for passage with a vote of 3-6. Mr. Porter called for individual responses on a suitable inflation percentage. Members delayed a recommendation on the BASE, also known as base state aid per pupil.
- Mrs. Mah moved to fund the law for supplemental general state aid (Local Option Budget). Mr. McNiece seconded. Motion carried 8-1, with Mr. Bacon in opposition.
- Mrs. Cauble moved to fund the law for Capital Outlay State Aid. Mrs. Horst seconded. Motion carried 8-1, with Mr. Bacon in opposition.
- Mrs. Waugh moved to recommend a four-year progression for Special Education funding to reach 92 percent of excess costs, which is current law. Mrs. Horst seconded. Motion carried 6-2-1, with Mr. Bacon and Mr. Roberts in opposition, and Mr. Willard abstaining.
- Mrs. Mah moved to increase Parents As Teachers funding by 1,000 children in both FY 20 and 21.

Mr. Roberts seconded. Motion carried 8-1, with Mr. Bacon in opposition. - - -
- Mrs. Cauble moved to fund the law for the Mentor Teacher Program. Mrs. Mah seconded. Motion carried 7-2, with Mr. Roberts and Mr. Bacon in opposition.

Mrs. Busch joined the budget recommendation discussion by phone at this time.

- Mrs. Mah moved to fund the law for Professional Development. Mr. McNiece seconded. Motion carried 9-1 with Mr. Bacon in opposition.
- Mr. McNiece moved to fund the law for School Lunch (reimburse local education agencies 6 cents per school lunch). Mrs. Mah seconded. Motion carried 7-3, with Mr. Willard, Mr. Bacon and Mr. Roberts in opposition.
- Mrs. Waugh moved to fund \$40,000 each for Agriculture in the Classroom, Communities in Schools and Kansas Association of Conservation and Environmental Education. Mr. McNiece seconded. Motion carried 10-0.
- Mrs. Mah moved to fund Technical Education Transportation at 100 proration. Mr. Roberts seconded. Motion carried 9-1, with Mr. Bacon in opposition.

Mr. Bacon left the meeting.

- Mrs. Busch moved to fund Discretionary Grants (after school programs) at the 2010-11 appropriation level. Mrs. Horst seconded. Motion carried 8-0-1, with Mr. Bacon absent and Mr. Willard abstaining.
- Mr. Willard moved to fully fund the Technical Education Incentive program. Mr. Roberts seconded. Motion carried 9-0.
- No action was taken to make new recommendations for juvenile detention facilities, transportation, National Board Certification, Pre-K Pilot, and these other legislative initiatives -- Reading for Success, Information Technology Education Opportunities, Juvenile Transitional Crisis Pilot, Teach for America, School Technology Infrastructure, Safe and Secure Schools, Mental Health Intervention Pilot Program, ACT and Workkeys Assessment.

Mr. Roberts left the meeting.

Discussion returned to the recommendation for Base State Aid Per Pupil. Mr. McNiece moved to recommend a 1.44 percent increase for BASE as recommended by the Court on what has already been approved by the Legislature. Mrs. Horst seconded. Motion carried 6-1-1, with Mrs. Busch in opposition and Mr. Willard abstaining. Mr. Bacon and Mr. Roberts were absent for the vote.

Board members took a break at 5:55 p.m.

BREAK

BOARD ATTORNEY'S REPORT

Mark Ferguson provided information on a recent ruling by the Kansas Supreme Court involving teacher due process and continuing contract laws. He read passages from the findings in the case *Schribner and McNemee v. Board of Education of USD 492 and the State of Kansas*.

(05:04:11)

Chairman Porter recessed the meeting at 6:13 p.m. until 9 a.m. Wednesday in the Board Room.

Jim Porter, Chairman

Peggy Hill, Secretary

KANSAS STATE BOARD OF EDUCATION

**Meeting Minutes
July 11, 2018**

CALL TO ORDER

Chairman Jim Porter called the Wednesday meeting of the State Board of Education to order at 9 a.m. on July 11, 2018, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas.

**7/11/2018
A.M. Session
(00:00:10)**

ROLL CALL

The following Board members were present:

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

Member Kathy Busch was absent, but participated by phone for portions of the meeting, beginning at 11:50 a.m.

APPROVAL OF AGENDA

Mrs. Cauble moved to approve the day’s agenda. Mrs. Horst seconded. Motion carried 9-0.

**MOTION
(00:00:27)**

**UPDATES ON KANSANS CAN VISION OUTCOMES:
INDIVIDUAL PLAN OF STUDY, GRADUATION AND POSTSECONDARY SUCCESS**

The Kansans Can vision to lead the world in the success of each student centers on specific outcomes for measuring progress developed from what Kansans said they want in their school system. KSDE staff provided updates on three of the outcomes. Assistant Director Stacy Smith focused on the goal that every student, beginning in the middle grades, will have an Individual Plan of Study (IPS) by 2018-19. He gave updates on a layered approach used in schools, beginning with career awareness and exploration. Mr. Smith talked about IPS processes, the Fall Roadshows of training and school staffing challenges. Board members commented on verification of IPS implementation and oversight, requesting a list of what IPS tools are in use, and teacher training.

(00:00:56)

Assistant Director Branden Johnson covered the high school graduation outcome. He explained efforts to help improve the graduation rate. The goal is set at 95 percent. He discussed some of root causes attributed to dropout and chronic absenteeism. Board members were particularly interested in the statistics about students in poverty. A resource of parent tips and guidelines is being compiled. There were questions about specific strategies to help students at risk of not graduating, tracking dropout re-entry and GED completers, and a request for more information about dropout prevention.

There was a break from 10:07 to 10:15 a.m.

BREAK

The vision outcomes updates continued with Postsecondary Success, led by Assistant Director Beth Fultz. Ms. Fultz reiterated statistics about the educational demand in Kansas. Postsecondary success involves high school completion and one other credential. She noted that reporting of postsecondary data has improved. It was recommended that the term college and career ready sends the wrong message and Postsecondary Success should be used instead. There were questions about which certificates at the technical level are counted in the data for postsecondary success, and continued funding for programs recognized through Senate Bill 155 for career and technical education.

BOARD REPORTS AND FUTURE AGENDA REQUESTS (continued from Tuesday)

Mrs. Mah shared information about openings on the Kansas Advisory Committee for Career and Technical Education. Mrs. Horst commented on a summer STEM program in the Manhattan-Ogden district. Chairman Porter suggested that Individual Board Reports be written next month since the Wednesday meeting needs to be adjourned early.

(01:56:45)

Requests for Future Agenda Items:

- Research on how drug abuse is impacting youth (Mrs. Waugh)
- Report on School Breakfast Institute (Mr. Porter)
- Relook at Istation data for implementing Reading for Success program (Mrs. Busch)
- More in-depth work session on graduation, attendance, policies that force students out of the system. Include information on how districts are working to improve graduation rates and “get the last percentage of kids across the stage” (Mr. McNiece)
- Root causes of high school dropout and methods of prevention (Mr. Willard)
- Information on how Colleges of Education address inappropriate contact with students in their pre-service teacher training (Mrs. Waugh)
- STEM licensure acquisition process (Mr. Roberts)
- Professional Development for Board members on issues affecting students such as drugs and sex trafficking (Mrs. Cauble)
- Transportation mileage requirements, particularly the 2.5 mile rule (Mr. McNiece)
- Addressing school safety as a Board and considering a comprehensive plan update (Mr. McNiece)
- Better preparation for budget discussions, not just look at numbers, but receive more explanation (Mr. Willard)
- Policy issues for child sexual abuse (Mr. Willard)
- Re-evaluating 2002 regulations for a restricted license (Mrs. Waugh)

BOARD MEMBER TRAVEL

Additions to the travel requests were: Mrs. Mah - Aug. 31 SECD workshop, Lawrence; Mr. McNiece and Mrs. Horst - July 12 New Superintendent Budget Workshop, Salina; Mrs. Horst - July 24 Superintendents Budget Workshop, Salina; Mr. Roberts - Aug. 28 STEM Day with the T-Bones and Piper schools. Mrs. Waugh moved to approve the travel requests and additions. Mrs. Horst seconded. Motion carried 8-0, with Mr. Willard out of the room during the vote.

MOTION
(02:25:03)

Board members took a break until 11:50 a.m. Mr. Bacon did not return after break. Mrs. Busch joined the meeting by phone at noon.

BREAK

RECEIVE PROGRAM PROPOSAL FROM TEACH FOR AMERICA

The Kansas Legislature appropriated \$520,000 for Fiscal Year 2019 for Teach for America. Spencer Hardwick, Chief of Staff for Teach for America’s program in Kansas City, Missouri, gave an overview of the program and its commitment to finding leaders to teach as TFA corps members. Program Executive Director Chris Rosson presented information about TFA expansion in Kansas. The pilot expansion proposal features a national recruiter based in Kansas; resources to recruit, train and place nine teachers in Kansas schools; and professional development for the corps members. Shelly Beech, Director of Professional Workforce Development for USD 500, described the TFA partnership with the Kansas City Kansas schools.

(02:28:22)

Board members had numerous questions and comments. Discussion topics included licensure, mentoring, retention, reaching out to other areas of the state, company’s philosophy, corps member evaluation, and next steps. The State Board is expected to take action on the pilot proposal in August.

ADJOURN

Chairman Porter adjourned the meeting at 1:10 p.m.

The next State Board meeting is Aug. 14 and 15, 2018 in Topeka.

Jim Porter, Chairman

Peggy Hill, Secretary

Subject: Citizens' Open Forum

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

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

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8

Staff Initiating:

Director:

Commissioner:

Meeting Date: 9/11/2018

Beth Fultz

Scott Smith

Randy Watson

Item Title:

Act on Kansas Standards for English Learners

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the Kansas Standards for English Learners.

Explanation of Situation Requiring Action:

The Kansas Standards for English Learners were presented to the Kansas State Board of Education as a receive item on Aug. 14, 2018. The standards are intended to serve as a guide and provide direction for schools in developing effective English Learner programs.

The document is accessible at:

[https://www.ksde.org/Portals/0/CSAS/Content%20Area%20\(A-E\)/English_Language_Proficiency/Standards/2018%20Kansas%20Standards%20for%20English%20Learners.pdf?ver=2018-07-24-101808-070](https://www.ksde.org/Portals/0/CSAS/Content%20Area%20(A-E)/English_Language_Proficiency/Standards/2018%20Kansas%20Standards%20for%20English%20Learners.pdf?ver=2018-07-24-101808-070).



Kansas State Department of Education

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

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

www.ksde.org

To: Commissioner Randy Watson
From: Beth Fultz
Subject: Update on Kansas Reading for Success program from Istation

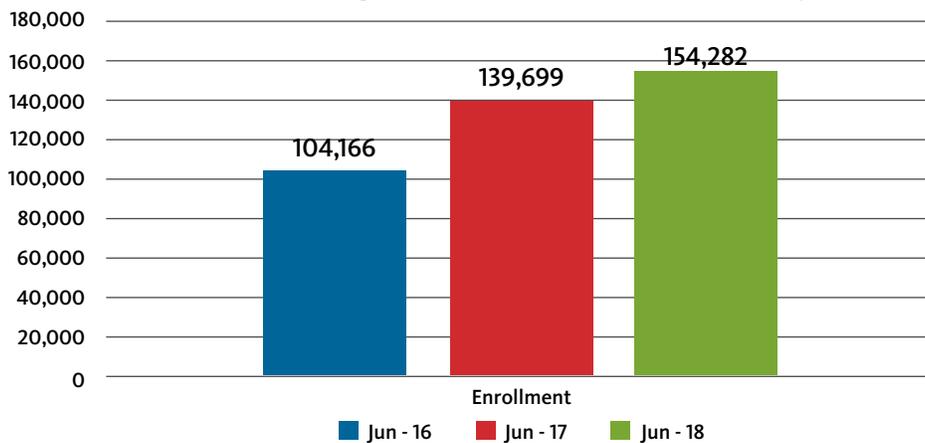
Istation will provide a 2017-2018 contract summary report. Istation was approved in 2015 as the Kansas Reading for Success program vendor. The Kansas Reading for Success goal was to help every child reach his/her full reading potential regardless of background and access to literacy. Istation computer-adaptive assessments pinpoint specific literacy needs for each child and provide individualized, scaffolded instruction with a personalized learning path to build foundational reading skills. USD 243 Lebo-Waverly, USD 503 Parsons and USD 480 Liberal will share their Istation experiences.



Kansas Reading Success Istation Enrollment

The Statewide
Kansas
Reading Success Program
KansasReadingSuccess.com

Kansas Reading Success – Istation Enrollment by Year



DISTRICT	CAMPUS	2017-2018	2016-2017	2015-2016
Altoona-Midway Usd 387	Altoona-Midway Elem School	Yes	Yes	Yes
Altoona-Midway Usd 387	Altoona-Midway Middle High Sch	Yes	Yes	Yes
Andover Unified Sch Dist 385	Andover Central Middle School			Yes
Andover Unified Sch Dist 385	Sunflower Elementary School	Yes	Yes	
Andover Unified Sch Dist 385	Wheatland Elementary School	Yes	Yes	
Andover Unified Sch Dist 385	Andover Middle School	Yes	Yes	Yes
Andover Unified Sch Dist 385	Meadowlark Elementary School	Yes	Yes	
Andover Unified Sch Dist 385	Cottonwood Elementary School	Yes	Yes	Yes
Andover Unified Sch Dist 385	Robert M Martin Elem School	Yes	Yes	Yes
Andover Unified Sch Dist 385	Prairie Creek Elementary Sch	Yes	Yes	Yes
Anthony-Harper Unif Sd 361	Anthony Elementary School		Yes	
Anthony-Harper Unif Sd 361	Harper Elementary School	Yes	Yes	
Archdiocese Kansas City Ed Off	St Matthew Catholic School	Yes		
Archdiocese Kansas City Ed Off	Sacred Heart School		Yes	
Argonia Unified Sch Dist 359	Argonia Elementary School	Yes	Yes	
Ashland Unified Sch Dist 220	Ashland Elementary School	Yes		
Atchison Co Cmty Usd 377	Atchison Co Cmty Elem School			Yes
Atchison Co Cmty Usd 377	Atchison Co Cmty Jr Sr Hs	Yes		
Atchison Unified Sch Dist 409	Atchison Middle School	Yes	Yes	Yes
Atchison Unified Sch Dist 409	Atchison Alternative School	Yes	Yes	Yes

DISTRICT	CAMPUS	2017-2018	2016-2017	2015-2016
Attica Unified Sch Dist 511	Attica Puls Elementary School	Yes		
Augusta Unified Sch Dist 402	Ewalt Elementary School	Yes	Yes	Yes
Augusta Unified Sch Dist 402	Augusta Middle School	Yes	Yes	Yes
Augusta Unified Sch Dist 402	Robinson Elementary School	Yes	Yes	Yes
Augusta Unified Sch Dist 402	Garfield Elementary School	Yes	Yes	Yes
Augusta Unified Sch Dist 402	Lincoln Elementary School	Yes	Yes	Yes
Baldwin City Usd 348	Baldwin Elem Sch Primary Ctr	Yes	Yes	Yes
Baldwin City Usd 348	Baldwin Elementary Interm Sch	Yes	Yes	Yes
Barber Co North Unif Sd 254	Medicine Lodge Grade School	Yes	Yes	Yes
Baxter Springs Unified Sd 508	Central Elementary School	Yes	Yes	Yes
Baxter Springs Unified Sd 508	Lincoln Elementary School	Yes	Yes	Yes
Baxter Springs Unified Sd 508	Baxter Springs Middle School	Yes	Yes	Yes
Belle Plaine Unified Sd 357	Belle Plaine Elementary School	Yes	Yes	Yes
Beloit Unified School Dist 273	Beloit Elementary School	Yes		
Blue Valley Unif Sch Dist 229	Leawood Middle School	Yes		
Blue Valley Unif Sch DisT 229	Sunrise Point Elem School	Yes		
Blue Valley Unif Sch DisT 229	Blue Valley Sw High School	Yes		
Blue Valley Unif Sch Dist 229	Morse Elementary School	Yes		
Blue Valley Unif Sch DisT 229	Overland Trail Middle School	Yes		
Blue Valley Unif Sch DisT 229	Valley Park Elementary School	Yes		
Blue Valley Unif Sch DisT 229	Aubry Bend Middle School	Yes		
Blue Valley Unif Sch DisT 229	Blue Valley North High School	Yes		
Blue Valley Unif Sch DisT 229	Blue Valley Middle School	Yes		
Blue Valley Unif Sch DisT 229	Lakewood Elementary School	Yes		
Blue Valley Unif Sch DisT 229	Lakewood Middle School	Yes		
Blue Valley Unif Sch DisT 229	Oxford Middle School	Yes		
Blue Valley Unif Sch DisT 229	Prairie Star Elementary School	Yes		
Blue Valley Unif Sch DisT 229	Prairie Star Middle School	Yes		
Blue Valley Unif Sch DisT 229	Blue Valley West High School	Yes		
Blue Valley Unif Sch DisT 229	Harmony Elementary School	Yes		
Blue Valley Unif Sch DisT 229	Blue Valley High School	Yes		
Blue Valley Unif Sch DisT 229	Blue Valley Northwest High Sch	Yes		
Blue Valley Unif Sch DisT 229	Sunset Ridge Elementary School	Yes		
Blue Valley Unif Sch DisT 229	Wolf Springs Elementary School	Yes		
Blue Valley Unif Sch DisT 229	Cedar Hills Elementary School	Yes		
Blue Valley Unif Sch DisT 229	Heartland Elementary School	Yes		
Blue Valley Unif Sch DisT 229	Indian Valley Elem School	Yes		
Blue Valley Unif Sch DisT 229	Pleasant Ridge Middle School	Yes		
Blue Valley Unif Sch DisT 229	Stanley Elementary School	Yes		
Blue Valley Unif Sch DisT 229	Stilwell Elementary School	Yes		
Blue Valley Unif Sch DisT 229	Timber Creek Elementary School	Yes		

DISTRICT	CAMPUS	2017-2018	2016-2017	2015-2016
Blue Valley Unif Sch DisT 229	Cottonwood Point Elem School	Yes		
Blue Valley Unif Sch DisT 229	Overland Trail Elem School	Yes		
Blue Valley Unif Sch DisT 229	Harmony Middle School	Yes		
Blue Valley Unif Sch DisT 229	Mission Trail Elementary Sch	Yes		
Blue Valley Unif Sch DisT 229	Leawood Elementary School	Yes		
Blue Valley Unif Sch DisT 229	Liberty View Elementary School	Yes		
Blue Valley Unif Sch DisT 229	Oak Hill Elementary School	Yes		
Blue Valley Unif Sch DisT 229	Blue River Elementary School	Yes		
Bluestem Unif Sch District 205	Bluestem Elementary School	Yes		
Bonner Spgs-Edwrdbl Usd 204	Delaware Ridge Elem School		Yes	Yes
Bonner Spgs-Edwrdbl Usd 204	Bonner Springs Elementary Sch			Yes
Bonner Spgs-Edwrdbl Usd 204	Edwardsville Elementary School	Yes	Yes	Yes
Bonner Spgs-Edwrdbl Usd 204	Robert E Clark Middle School			Yes
Brewster Unified Sd 314	Brewster School	Yes	Yes	Yes
Bucklin Unified Sch Dist 459	Bucklin Elementary School	Yes	Yes	Yes
Buhler Unified School Dist 313	Buhler Elementary School	Yes	Yes	Yes
Buhler Unified School Dist 313	Plum Creek Elementary School	Yes	Yes	Yes
Buhler Unified School Dist 313	Union Valley Elementary School	Yes	Yes	Yes
Burlingame Unif Sch Dist 454	Burlingame Elementary School	Yes		
Burrton Unified Sch Dist 369	Burrton School	Yes	Yes	
Caldwell Unified Sch Dist 360	Caldwell Elementary School	Yes		
Caney Valley Usd 436	Lincoln Memorial Elem School	Yes	Yes	
Canton-Galva Usd 419	Canton-Galva Elementary School	Yes		
Cedar Vale Unified Sd 285	Cedar Vale Elementary School	Yes	Yes	Yes
Central Heights Usd 288	Central Heights Elem School		Yes	Yes
Central Heights Usd 288	Central Heights Middle School	Yes	Yes	Yes
Central Plains Unif Sd 112	Central Plains Middle School		Yes	Yes
Central Plains Unif Sd 112	Central Plains Elem School		Yes	Yes
Central Plains Unif Sd 112	Wilson Elementary School	Yes	Yes	Yes
Central Unif Sch Dist 462	Central Jr Sr High School	Yes		
Central Unif Sch Dist 462	Central Elementary School	Yes	Yes	
Centre Unified School Dist 397	Centre K-12 School	Yes	Yes	
Chanute Public School Usd 413	Royster Middle School	Yes	Yes	Yes
Chanute Public School Usd 413	Chanute Elementary School	Yes	Yes	Yes
Chapman Unified Sch Dist 473	Blue Ridge Elementary School	Yes		
Chapman Unified Sch Dist 473	Chapman Elementary School	Yes	Yes	
Chapman Unified Sch Dist 473	Rural Center Elementary School	Yes		
Chapman Unified Sch Dist 473	Enterprise Elementary School	Yes		
Chase Co Unified Sch Dist 284	Chase Co Elementary School	Yes	Yes	Yes
Cheney Unified School Dist 268	Cheney Elementary School	Yes	Yes	Yes
Cheney Unified School Dist 268	Cheney Middle School	Yes	Yes	Yes

DISTRICT	CAMPUS	2017-2018	2016-2017	2015-2016
Cherryvale Unif Sch Dist 447	Lincoln Central Elem School	Yes	Yes	Yes
Cherryvale Unif Sch Dist 447	Thayer Elementary School	Yes	Yes	Yes
Cherryvale Unif Sch Dist 447	Cherryvale Middle High School		Yes	Yes
Cheylin Unif Sch Dist 103	Cheylin Elementary School	Yes		
Cheylin Unif Sch Dist 103	Cheylin West Jr Sr High School	Yes		
Cimarron-Ensign Usd 102	Cimarron Elementary School	Yes		
Cimarron-Ensign Usd 102	Cimarron High School	Yes		
Circle Unified Sch Dist 375	Circle Greenwich Elem School	Yes	Yes	Yes
Circle Unified Sch Dist 375	Benton Grade School	Yes	Yes	Yes
Circle Unified Sch Dist 375	Towanda Intermediate School	Yes	Yes	Yes
Circle Unified Sch Dist 375	Oil Hill Elementary School	Yes	Yes	Yes
Clay Co Unified Sch Dist 379	Lincoln Elementary School	Yes		
Clay Co Unified Sch Dist 379	Wakefield Elementary School	Yes		
Clay Co Unified Sch Dist 379	Clay Center Community Mid Sch	Yes		
Clearwater Unified Sd 264	Clearwater Intermediate - Middle School			Yes
Clearwater Unified Sd 264	Clearwater Intermediate Ctr	Yes	Yes	Yes
Clearwater Unified Sd 264	Clearwater Elem School West	Yes	Yes	Yes
Clifton-Clyde Usd 224	Clifton-Clyde Grade School	Yes	Yes	Yes
Clifton-Clyde Usd 224	Clifton-Clyde Middle School	Yes		
Coffeyville Unified Sd 445	Roosevelt Middle School	Yes		
Colby Unified School Dist 315	Colby Middle School	Yes	Yes	Yes
Colby Unified School Dist 315	Colby Grade School	Yes	Yes	Yes
Columbus Unified Sch Dist 493	Highland Elementary School	Yes	Yes	Yes
Columbus Unified Sch Dist 493	Park Elementary School	Yes	Yes	Yes
Conway Springs Usd 356	Kyle Trueblood Elem School	Yes	Yes	Yes
Copeland Unified Sd 476	Copeland Elementary	Yes	Yes	
Crest Unified School Dist 479	Crest School	Yes	Yes	Yes
Deerfield Unified Sch Dist 216	Deerfield Elementary School	Yes		Yes
Derby Unified School Dist 260	Oaklawn Elementary School	Yes		
Derby Unified School Dist 260	Wineteer Elementary School	Yes		
Derby Unified School Dist 260	Derby Hills Elementary School	Yes		
Derby Unified School Dist 260	Pleasantview Elementary School	Yes		
Derby Unified School Dist 260	Tanglewood Elementary School	Yes	Yes	
Derby Unified School Dist 260	Derby Middle School	Yes		Yes
Derby Unified School Dist 260	Derby North Middle School	Yes		Yes
Derby Unified School Dist 260	Swaney Elementary School	Yes		
Derby Unified School Dist 260	Paul Cooper Elementary School	Yes		
Derby Unified School Dist 260	Park Hill Elementary School	Yes		
Derby Unified School Dist 260	El Paso Elementary School	Yes		
Dexter Unified School Dist 471	Dexter Elementary School	Yes	Yes	Yes

DISTRICT	CAMPUS	2017-2018	2016-2017	2015-2016
Dighton Unified Sd 482	Dighton Jr Sr High School	Yes		Yes
Dighton Unified Sd 482	Dighton Elementary School	Yes	Yes	Yes
Dodge City Unif Sch Dist 443	Alternative Ed Center		Yes	Yes
Dodge City Unif Sch Dist 443	Comanche Middle School	Yes	Yes	Yes
Dodge City Unif Sch Dist 443	Ross Elementary School	Yes	Yes	Yes
Dodge City Unif Sch Dist 443	Linn Elementary School	Yes	Yes	Yes
Dodge City Unif Sch Dist 443	Northwest Elementary School	Yes	Yes	Yes
Dodge City Unif Sch Dist 443	Soule Elementary School	Yes	Yes	Yes
Dodge City Unif Sch Dist 443	Sunnyside Elementary School	Yes	Yes	Yes
Dodge City Unif Sch Dist 443	TEC Youthville	Yes	Yes	Yes
Dodge City Unif Sch Dist 443	Beeson Elementary School	Yes	Yes	Yes
Dodge City Unif Sch Dist 443	Central Elementary School	Yes	Yes	Yes
Dodge City Unif Sch Dist 443	Wilroads Gardens Elem School	Yes	Yes	Yes
Dodge City Unif Sch Dist 443	Dodge City Middle School	Yes	Yes	Yes
Dodge City Unif Sch Dist 443	Miller Elementary School	Yes	Yes	Yes
Durham-Hillsboro-Lehigh Sd 410	Hillsboro Elementary School	Yes	Yes	
Durham-Hillsboro-Lehigh Sd 410	Hillsboro Middle High School	Yes	Yes	
Easton Unified Sch Dist 449	Pleasant Ridge Middle School	Yes	Yes	Yes
Easton Unified Sch Dist 449	Pleasant Ridge Elementary Sch	Yes	Yes	Yes
Elkhart Unified Sch Dist 218	Elkhart Middle School	Yes	Yes	Yes
Elkhart Unified Sch Dist 218	Elkhart Elementary School	Yes	Yes	Yes
Emporia Unified Sch Dist 253	Logan Avenue Elementary School	Yes	Yes	Yes
Emporia Unified Sch Dist 253	Village Elementary School	Yes	Yes	Yes
Emporia Unified Sch Dist 253	Timmerman Elementary School	Yes	Yes	Yes
Emporia Unified Sch Dist 253	Walnut Elementary School	Yes	Yes	Yes
Emporia Unified Sch Dist 253	Maynard Early Childhood Ctr		Yes	Yes
Emporia Unified Sch Dist 253	Emporia Middle School	Yes	Yes	Yes
Emporia Unified Sch Dist 253	William Allen White Elem Sch	Yes	Yes	Yes
Emporia Unified Sch Dist 253	Emporia High School			Yes
Emporia Unified Sch Dist 253	Riverside Elementary School	Yes	Yes	Yes
Erie Cons Sch Dist 101	Erie Elementary School	Yes	Yes	
Erie Cons Sch Dist 101	Galesburg Middle School		Yes	
Eudora Unified Sch Dist 491	Eudora Middle School	Yes	Yes	Yes
Eudora Unified Sch Dist 491	Eudora Elementary School	Yes		
Eureka Unified Sch Dist 389	Marshall Elementary School		Yes	Yes
Eureka Unified Sch Dist 389	Eureka Jr Sr High School		Yes	Yes
Fairfield Unified Sd 310	Fairfield School		Yes	Yes
Flinthills Unif Sch Dist 492	Flinthills Primary School	Yes	Yes	Yes
Flinthills Unif Sch Dist 492	Flinthills Middle School			Yes
Flinthills Unif Sch Dist 492	Flinthills Intermediate School	Yes		Yes
Fowler Unified School Dist 225	Fowler Grade School	Yes		Yes

DISTRICT	CAMPUS	2017-2018	2016-2017	2015-2016
Fredonia Unified Sch Dist 484	Lincoln Elementary School	Yes	Yes	Yes
Frontenac Unified Sch Dist 249	Frank Layden Elementary School	Yes	Yes	
Frontenac Unified Sch Dist 249	Frontenac Junior High School	Yes		
Ft Scott Unified Sch Dist 234	Eugene Ware Elementary School	Yes		
Ft Scott Unified Sch Dist 234	Winfield Scott Elem School	Yes		
Ft Scott Unified Sch Dist 234	Ft Scott Middle School	Yes		
Galena Unified Sch Dist 499	Liberty Elementary School		Yes	Yes
Galena Unified Sch Dist 499	Spring Grove Primary School			Yes
Galena Unified Sch Dist 499	Galena Middle School		Yes	
Garden City Unif Sch Dist 457	Georgia Matthews Elem School	Yes	Yes	Yes
Garden City Unif Sch Dist 457	Plymell Elementary School	Yes	Yes	Yes
Garden City Unif Sch Dist 457	Garfield Early Childhood Ctr	Yes	Yes	Yes
Garden City Unif Sch Dist 457	Alta Brown Elementary School	Yes	Yes	Yes
Garden City Unif Sch Dist 457	Edith Scheuerman Elem School	Yes	Yes	Yes
Garden City Unif Sch Dist 457	Charles O Stones Interm Center	Yes	Yes	Yes
Garden City Unif Sch Dist 457	Gertrude Walker Elem School	Yes	Yes	Yes
Garden City Unif Sch Dist 457	Victor Ornelas Elem School	Yes	Yes	Yes
Garden City Unif Sch Dist 457	Jennie Barker Elem School	Yes	Yes	Yes
Garden City Unif Sch Dist 457	Jennie Wilson Elem School	Yes	Yes	Yes
Garden City Unif Sch Dist 457	Kenneth Henderson Middle Sch	Yes	Yes	Yes
Garden City Unif Sch Dist 457	Abe Hubert Elementary School	Yes	Yes	Yes
Garden City Unif Sch Dist 457	Buffalo Jones Elem School	Yes	Yes	Yes
Garden City Unif Sch Dist 457	Garden City Alt Educ Center	Yes	Yes	Yes
Garden City Unif Sch Dist 457	Bernadine Sitts Interm Center	Yes	Yes	Yes
Garden City Unif Sch Dist 457	Horace J Good Middle School	Yes	Yes	Yes
Garden City Unif Sch Dist 457	Florence Wilson Elem School	Yes	Yes	Yes
Gardner-Edgerton Unif Sd 231	Nike Elementary School	Yes	Yes	Yes
Gardner-Edgerton Unif Sd 231	Trail Ridge Middle School	Yes	Yes	Yes
Gardner-Edgerton Unif Sd 231	Pioneer Ridge Middle School	Yes	Yes	Yes
Gardner-Edgerton Unif Sd 231	Madison Elementary School	Yes	Yes	Yes
Gardner-Edgerton Unif Sd 231	Edgerton Elementary School	Yes	Yes	Yes
Gardner-Edgerton Unif Sd 231	Gardner Elementary School	Yes	Yes	Yes
Gardner-Edgerton Unif Sd 231	Wheat Ridge Middle School		Yes	Yes
Gardner-Edgerton Unif Sd 231	Gardner-Edgerton High School		Yes	Yes
Gardner-Edgerton Unif Sd 231	Moonlight Elementary School	Yes	Yes	Yes
Gardner-Edgerton Unif Sd 231	Grand Star Elementary School	Yes	Yes	Yes
Gardner-Edgerton Unif Sd 231	Sunflower Elementary School	Yes	Yes	Yes
Garnett Unified Sch Dist 365	Greeley Elementary School	Yes	Yes	
Geary Co Unif Sch Dist 475	Ft Riley Middle School		Yes	
Geary Co Unif Sch Dist 475	Jefferson Elementary School	Yes	Yes	Yes
Geary Co Unif Sch Dist 475	Early Childhood Center		Yes	

DISTRICT	CAMPUS	2017-2018	2016-2017	2015-2016
Geary Co Unif Sch Dist 475	Richard Seitz Elem School	Yes	Yes	Yes
Geary Co Unif Sch Dist 475	Ft Riley Elementary School	Yes	Yes	Yes
Geary Co Unif Sch Dist 475	Westwood Elementary School	Yes	Yes	Yes
Geary Co Unif Sch Dist 475	Eisenhower Elementary School	Yes	Yes	Yes
Geary Co Unif Sch Dist 475	Grandview Elementary School	Yes	Yes	Yes
Geary Co Unif Sch Dist 475	Keith L Ware Elementary School	Yes	Yes	Yes
Geary Co Unif Sch Dist 475	Milford Elementary School	Yes	Yes	Yes
Geary Co Unif Sch Dist 475	Morris Hill Elementary School	Yes	Yes	Yes
Geary Co Unif Sch Dist 475	Washington Elementary School	Yes	Yes	Yes
Geary Co Unif Sch Dist 475	Franklin Elementary School	Yes	Yes	Yes
Geary Co Unif Sch Dist 475	Junction City High School	Yes	Yes	Yes
Geary Co Unif Sch Dist 475	Lincoln Elementary School	Yes	Yes	Yes
Geary Co Unif Sch Dist 475	Junction City Middle School	Yes	Yes	
Geary Co Unif Sch Dist 475	Spring Valley Elementary Sch	Yes	Yes	Yes
Geary Co Unif Sch Dist 475	Sheridan Elementary School	Yes	Yes	Yes
Girard Unified Sch Dist 248	R V Haderlein Elem School	Yes	Yes	
Girard Unified Sch Dist 248	Girard Middle School	Yes	Yes	
Goessel Unified Sch Dist 411	Goessel Jr Sr High School	Yes	Yes	
Goessel Unified Sch Dist 411	Goessel Elementary School	Yes	Yes	
Golden Plains Usd 316	Golden Plains Elem School		Yes	Yes
Goodland Unified Sch Dist 352	North Elementary School	Yes	Yes	Yes
Goodland Unified Sch Dist 352	West Elementary School	Yes	Yes	Yes
Great Bend Unif Sch Dist 428	Riley Elementary School		Yes	
Great Bend Unif Sch Dist 428	Eisenhower Elementary School		Yes	Yes
Great Bend Unif Sch Dist 428	Jefferson Elementary School		Yes	
Great Bend Unif Sch Dist 428	Lincoln Elementary School		Yes	
Great Bend Unif Sch Dist 428	Park Elementary School		Yes	
Halstead-Bentley Usd 440	Bentley Primary School	Yes	Yes	Yes
Halstead-Bentley Usd 440	Halstead Middle School			Yes
Haven Unified Sch Dist 312	Partridge Grade School	Yes	Yes	Yes
Haven Unified Sch Dist 312	Haven Middle School	Yes	Yes	Yes
Haven Unified Sch Dist 312	Haven Elementary School	Yes	Yes	Yes
Haven Unified Sch Dist 312	Yoder Charter School	Yes	Yes	Yes
Haviland Unified Sch Dist 474	Haviland Usd 474 Grade School	Yes		
Haviland Unified Sch Dist 474	Wilson Elementary School	Yes		
Haviland Unified Sch Dist 474	Roosevelt Elementary School	Yes		
Haviland Unified Sch Dist 474	Lincoln Elementary School	Yes		
Haviland Unified Sch Dist 474	Hays Middle School	Yes	Yes	
Haviland Unified Sch Dist 474	Kathryn O'loughlin Mccarthy Es	Yes		
Healy Unified School Dist 468	Healy Elementary School	Yes	Yes	
Hesston Unified Sch Dist 460	Hesston Elementary School	Yes	Yes	Yes

DISTRICT	CAMPUS	2017-2018	2016-2017	2015-2016
Hesston Unified Sch Dist 460	Hesston Middle School	Yes	Yes	
Hiawatha Unified Sch Dist 415	Hiawatha Elementary School			Yes
Holcomb Unif Sch Dist 363	Holcomb Elementary School	Yes	Yes	
Holcomb Unif Sch Dist 363	Wiley Elementary School	Yes	Yes	
Holton Unified School Dist 336	Holton Middle School		Yes	
Humboldt Unif Sch Dist 258	Humboldt Elementary Chtr Sch	Yes	Yes	Yes
Independence Unified Sd 446	Jefferson School	Yes	Yes	Yes
Independence Unified Sd 446	Independence Middle School		Yes	Yes
Independence Unified Sd 446	Eisenhower Elementary School	Yes	Yes	Yes
Ingalls Unified Sch Dist 477	Ingalls Elementary School		Yes	Yes
Inman Unified School Dist 448	Inman Elementary School	Yes	Yes	Yes
Jayhawk Unified Sch Dist 346	Jayhawk Elementary School	Yes	Yes	Yes
Jefferson Co North Usd 339	Jefferson Co North El Mid Sch		Yes	Yes
Jefferson West Unified Sd 340	Jefferson West Elem School	Yes	Yes	
Jefferson West Unified Sd 340	Jefferson West Middle School	Yes	Yes	Yes
Kansas City Public Sd 500	Emerson Elementary School	Yes	Yes	
Kansas City Public Sd 500	Whittier Elementary School	Yes		
Kansas City Public Sd 500	Mark Twain Elementary School	Yes		
Kansas City Public Sd 500	Parker Elementary School	Yes		
Kansas City Public Sd 500	Silver City Elementary School	Yes		
Kansas City Public Sd 500	Stony Point North Elem School	Yes		
Kansas City Public Sd 500	New Chelsea Elementary School	Yes	Yes	
Kansas City Public Sd 500	M E Pearson Elementary School	Yes	Yes	
Kansas City Public Sd 500	Rosedale Middle School	Yes		
Kansas City Public Sd 500	Welborn Elementary School	Yes		
Kansas City Public Sd 500	Hazel Grove Elementary School	Yes		
Kansas City Public Sd 500	Noble Prentis Elem School	Yes		
Kansas City Public Sd 500	Eugene Ware Elementary School	Yes		
Kansas City Public Sd 500	Thomas A Edison Elementary Sch	Yes		
Kansas City Public Sd 500	Mckinley Elementary School	Yes		
Kansas City Public Sd 500	Stony Point South Elem School	Yes		
Kansas City Public Sd 500	Frank Rushton Elem School	Yes		
Kansas City Public Sd 500	Banneker Elementary School	Yes		
Kansas City Public Sd 500	Grant Elementary School	Yes		
Kaw Valley Unified Sd 321	St Marys Grade School	Yes	Yes	Yes
Kaw Valley Unified Sd 321	Rossville Jr Sr High School		Yes	Yes
Kaw Valley Unified Sd 321	Rossville Grade School	Yes	Yes	Yes
Kaw Valley Unified Sd 321	St Marys Jr Sr High School	Yes	Yes	Yes
Kinsley-Offerle Usd 347	Kinsley-Offerle Elementary Sch	Yes	Yes	Yes
Kismet-Plains Unified Sd 483	Kismet Elementary School			Yes
Kismet-Plains Unified Sd 483	Southwestern Hgts Junior Hs			Yes

DISTRICT	CAMPUS	2017-2018	2016-2017	2015-2016
Labette Co Unif Sch Dist 506	Bartlett Elementary School	Yes	Yes	Yes
Labette Co Unif Sch Dist 506	Mound Valley Elementary School	Yes	Yes	Yes
Labette Co Unif Sch Dist 506	Altamont Elementary School	Yes	Yes	Yes
Labette Co Unif Sch Dist 506	Meadow View Elementary School	Yes	Yes	Yes
Labette Co Unif Sch Dist 506	Edna Elementary School	Yes	Yes	Yes
Lacrosse Unified School District 395	Lacrosse Elementary School	Yes		
Lacrosse Unified School District 395	Lacrosse Middle School	Yes		
Lakin Unified Sch Dist 215	Lakin Middle School	Yes		
Lakin Unified Sch Dist 215	Lakin Elementary School	Yes	Yes	Yes
Lansing Unified Sch Dist 469	Lansing Elementary School	Yes	Yes	Yes
Lawrence Unified Sch Dist 497	Pinckney Elementary School	Yes	Yes	Yes
Lawrence Unified Sch Dist 497	Deerfield Elementary School	Yes	Yes	Yes
Lawrence Unified Sch Dist 497	Southwest Middle School	Yes	Yes	Yes
Lawrence Unified Sch Dist 497	Quail Run Elementary School	Yes	Yes	Yes
Lawrence Unified Sch Dist 497	Hillcrest Elementary School	Yes	Yes	Yes
Lawrence Unified Sch Dist 497	Langston Hughes Elem School	Yes	Yes	Yes
Lawrence Unified Sch Dist 497	Schwegler Elementary School	Yes	Yes	Yes
Lawrence Unified Sch Dist 497	Kennedy Elementary School	Yes	Yes	Yes
Lawrence Unified Sch Dist 497	Lawrence Liberty Mem Ctl Ms	Yes	Yes	Yes
Lawrence Unified Sch Dist 497	Lawrence Virtual School	Yes	Yes	Yes
Lawrence Unified Sch Dist 497	West Middle School	Yes	Yes	Yes
Lawrence Unified Sch Dist 497	Prairie Park Elementary School	Yes	Yes	Yes
Lawrence Unified Sch Dist 497	Broken Arrow Elementary School	Yes	Yes	Yes
Lawrence Unified Sch Dist 497	Cordley Elementary School	Yes	Yes	Yes
Lawrence Unified Sch Dist 497	Sunflower Elementary School	Yes	Yes	Yes
Lawrence Unified Sch Dist 497	New York Elementary School	Yes	Yes	Yes
Lawrence Unified Sch Dist 497	Sunset Hill Elementary School	Yes	Yes	Yes
Lawrence Unified Sch Dist 497	Lawrence South Middle School	Yes	Yes	Yes
Lawrence Unified Sch Dist 497	Woodlawn Elementary School	Yes	Yes	Yes
Leavenworth Unif Sch Dist 453	Henry Leavenworth Elem School	Yes	Yes	Yes
Leavenworth Unif Sch Dist 453	Anthony Elementary School	Yes	Yes	Yes
Leavenworth Unif Sch Dist 453	David Brewer Elementary School	Yes	Yes	Yes
Leavenworth Unif Sch Dist 453	Earl Lawson Elementary School	Yes	Yes	Yes
Leavenworth Unif Sch Dist 453	Richard Warren Middle School	Yes	Yes	Yes
Lebo-Waverly Unif Sch Dist 243	Waverly High School	Yes	Yes	Yes
Lebo-Waverly Unif Sch Dist 243	Lebo Elementary School		Yes	Yes
Lebo-Waverly Unif Sch Dist 243	Lebo High School		Yes	Yes
Lebo-Waverly Unif Sch Dist 243	Waverly Elementary School	Yes	Yes	
Leoti Unified Sch Dist 467	Wichita County Elementary Sch	Yes		
Lincoln Unified Sch Dist 298	Lincoln Elementary School	Yes	Yes	
Lincoln Unified Sch Dist 298	Lincoln Jr Sr High School	Yes	Yes	

DISTRICT	CAMPUS	2017-2018	2016-2017	2015-2016
Little River-Windom Usd 444	Little River Jr Sr High School	Yes		
Logan Unified School Dist 326	Logan Elementary School	Yes	Yes	
Louisburg USD 416	Rockville Elementary	Yes	Yes	Yes
Louisburg USD 416	Broadmoor Elementary	Yes	Yes	Yes
Lyndon Unified Sd 421	Lyndon Elem Middle School	Yes	Yes	Yes
Maize Unified School Dist 266	Maize Central Elementary School	Yes	Yes	Yes
Maize Unified School Dist 266	Pray-Woodman Elementary School	Yes	Yes	
Maize Unified School Dist 266	Maize Early Childhood Center	Yes		
Maize Unified School Dist 266	Maize South Elementary School	Yes	Yes	Yes
Maize Unified School Dist 266	Maize South Middle School	Yes	Yes	Yes
Maize Unified School Dist 266	Maize Middle School	Yes	Yes	Yes
Maize Unified School Dist 266	Vermillion Elementary School	Yes		
Maize Unified School Dist 266	Maize Elementary School	Yes		Yes
Manhattan-Ogden Unif Sd 383	Ogden Elementary School	Yes	Yes	Yes
Manhattan-Ogden Unif Sd 383	Theodore Roosevelt Elem School	Yes	Yes	Yes
Manhattan-Ogden Unif Sd 383	Frank V Bergman Elem School		Yes	
Manhattan-Ogden Unif Sd 383	Lee Elementary School		Yes	Yes
Manhattan-Ogden Unif Sd 383	Northview Elementary School	Yes	Yes	Yes
Manhattan-Ogden Unif Sd 383	Marlatt Elementary School	Yes	Yes	Yes
Manhattan-Ogden Unif Sd 383	Bluemont Elementary School	Yes	Yes	
Manhattan-Ogden Unif Sd 383	Woodrow Wilson Elem School		Yes	
Manhattan-Ogden Unif Sd 383	Amanda Arnold Elem School	Yes	Yes	
Marais Des Cygnes Vly Sd 456	Marais Des Cygnes Valley Es	Yes	Yes	Yes
Marais Des Cygnes Vly Sd 456	Marais Des Cygnes Valley Jshs	Yes	Yes	Yes
Marion-Florence Usd 408	Marion Elementary School	Yes		
Marmaton Valley Usd 256	Marmaton Valley Jr Sr High Sch		Yes	Yes
Marysville Unif Sch Dist 364	Marysville Jr Sr High School	Yes		
Marysville Unif Sch Dist 364	Marysville Elementary School	Yes	Yes	Yes
Mclouth Unified Sch Dist 342	Mclouth Elementary School	Yes	Yes	Yes
Mclouth Unified Sch Dist 342	Mclouth Middle School	Yes	Yes	Yes
Meade Unified School Dist 226	Meade Elementary School		Yes	Yes
Minneola Unified Sch Dist 219	Minneola School	Yes	Yes	Yes
Mission Valley Usd 330	Mission Valley Elementary Sch	Yes	Yes	Yes
Montezuma Unif School Dist 371	Montezuma Elementary School	Yes		
Morris Co Unified Sd 417	Prairie Heights Elementary Sch	Yes		
Morris Co Unified Sd 417	Council Grove Elementary Sch	Yes		
Moscow Unified Sd 209	Moscow Jr - High School	Yes		
Moscow Unified Sd 209	Moscow Elementary School	Yes		
Moundridge Ufd Sch Dist 423	Moundridge Elementary School	Yes	Yes	Yes
Moundridge Ufd Sch Dist 423	Moundridge Middle School	Yes		
Mulvane Unified Sd 263	Mulvane Grade School	Yes	Yes	Yes

DISTRICT	CAMPUS	2017-2018	2016-2017	2015-2016
Mulvane Unified Sd 263	Mulvane Middle School	Yes	Yes	Yes
Mulvane Unified Sd 263	Mulvane High School		Yes	
Mulvane Unified Sd 263	Munson Primary School	Yes	Yes	Yes
Nemaha Central Schools Usd 115	Nemaha Central Elem Middle Sch	Yes		Yes
Neodesha Unif Sch Dist 461	North Lawn Elementary School	Yes	Yes	
Neodesha Unif Sch Dist 461	Neodesha Jr Sr High School		Yes	
Neodesha Unif Sch Dist 461	Heller Elementary School	Yes	Yes	
Ness City Unified Sd 303	Ness City Elementary School	Yes	Yes	Yes
North Jackson Usd 335	Jackson Heights Elementary Sch			Yes
North Lyon Co Usd 251	Reading Elementary School	Yes		
North Lyon Co Usd 251	Americus Elementary School	Yes		
North Ottawa Co Usd 239	Minneapolis Jr Sr High School		Yes	Yes
North Ottawa Co Usd 239	Minneapolis Grade School	Yes	Yes	Yes
Northeast Unif School Dist 246	Northeast Elem Jr High School	Yes		Yes
Northern Valley Usd 212	Northern Valley Elementary	Yes	Yes	Yes
Norton Cmty School Dist 211	Eisenhower Elementary School			Yes
Oakley Unif School Dist 274	Oakley Middle School	Yes	Yes	
Oakley Unif School Dist 274	Oakley Elementary School	Yes	Yes	
Oberlin Unif Sch District 294	Oberlin Elementary School	Yes	Yes	Yes
Olathe Unified School Dist 233	Cedar Creek Elementary School	Yes	Yes	
Olathe Unified School Dist 233	Claire Alt Learning Center	Yes		
Olathe Unified School Dist 233	Fairview Elementary School	Yes	Yes	Yes
Olathe Unified School Dist 233	Havencroft Elementary School	Yes	Yes	
Olathe Unified School Dist 233	Arbor Creek Elementary School	Yes	Yes	
Olathe Unified School Dist 233	Washington Elementary School	Yes	Yes	
Olathe Unified School Dist 233	Indian Creek Elementary School	Yes	Yes	Yes
Olathe Unified School Dist 233	Mission Trail Middle School	Yes		
Olathe Unified School Dist 233	Tomahawk Elementary School	Yes	Yes	
Olathe Unified School Dist 233	Black Bob Elementary School	Yes	Yes	
Olathe Unified School Dist 233	Sunnyside Elementary School	Yes	Yes	
Olathe Unified School Dist 233	Walnut Grove Elementary School	Yes	Yes	
Olathe Unified School Dist 233	Scarborough Elementary School	Yes	Yes	
Olathe Unified School Dist 233	Brougham Elementary School	Yes	Yes	
Olathe Unified School Dist 233	Regency Place Elem School	Yes	Yes	
Olathe Unified School Dist 233	Woodland Elementary School	Yes	Yes	
Olathe Unified School Dist 233	Green Springs Elementary Sch	Yes	Yes	
Olathe Unified School Dist 233	Millbrooke Elementary School	Yes	Yes	
Olathe Unified School Dist 233	Northview Elementary School	Yes	Yes	
Olathe Unified School Dist 233	Heritage Elementary School	Yes	Yes	
Olathe Unified School Dist 233	Madison Place Elementary Sch	Yes	Yes	
Olathe Unified School Dist 233	California Trail Middle School		Yes	

DISTRICT	CAMPUS	2017-2018	2016-2017	2015-2016
Olathe Unified School Dist 233	Heatherstone Elementary School	Yes	Yes	
Olathe Unified School Dist 233	Prairie Center Elementary Sch	Yes	Yes	
Olathe Unified School Dist 233	Westview Elementary School	Yes	Yes	Yes
Olathe Unified School Dist 233	Bentwood Elementary School	Yes	Yes	
Olathe Unified School Dist 233	Forestview Elementary School	Yes	Yes	
Olathe Unified School Dist 233	Pleasant Ridge Elementary Sch	Yes	Yes	
Olathe Unified School Dist 233	Central Elementary School	Yes	Yes	
Olathe Unified School Dist 233	Clearwater Creek Elem School	Yes	Yes	
Olathe Unified School Dist 233	Briarwood Elementary School	Yes	Yes	Yes
Olathe Unified School Dist 233	Manchester Park Elementary Sch	Yes	Yes	
Olathe Unified School Dist 233	Oregon Trail Middle School		Yes	
Olathe Unified School Dist 233	Prairie Trail Middle School		Yes	
Olathe Unified School Dist 233	Rolling Ridge Elementary Sch	Yes	Yes	
Olathe Unified School Dist 233	Countryside Elementary School	Yes	Yes	
Olathe Unified School Dist 233	Mahaffie Elementary School	Yes	Yes	
Olathe Unified School Dist 233	Meadow Lane Elementary School	Yes	Yes	Yes
Olathe Unified School Dist 233	Ravenwood Elementary School	Yes	Yes	
Olathe Unified School Dist 233	Ridgeview Elementary School	Yes	Yes	
Onaga Unified School Dist 322	Onaga Elementary School	Yes	Yes	Yes
Osage City Unif Sch Dist 420	Osage City Elementary School	Yes	Yes	
Osage City Unif Sch Dist 420	Osage Middle School	Yes	Yes	Yes
Osborne Co Unified Sd 392	Osborne Elementary School	Yes	Yes	Yes
Osborne Co Unified Sd 392	Osborne Jr Sr High School	Yes	Yes	Yes
Oskaloosa Schools Sch Dist 341	Oskaloosa Jr Sr High School		Yes	Yes
Oskaloosa Schools Sch Dist 341	Oskaloosa Elementary School	Yes	Yes	Yes
Oswego Unif School Dist 504	Oswego Jr Sr High School		Yes	
Oswego Unif School Dist 504	Service Valley Charter Academy	Yes	Yes	
Oswego Unif School Dist 504	Neosho Heights Elem School	Yes	Yes	
Otis-Bison Unified Sd 403	Otis-Bison Elementary School			Yes
Otis-Bison Unified Sd 403	Otis-Bison Jr Sr High School			Yes
Ottawa Unified Sch Dist 290	Eugene Field Elementary School		Yes	Yes
Oxford Unified School Dist 358	Oxford Elementary School	Yes	Yes	Yes
Palco Unif School District 269	Damar Elementary School		Yes	
Palco Unif School District 269	Palco Jr-Sr High Sch		Yes	
Paola Unif Sch District 368	Sunflower Elementary School	Yes		
Paradise Unified Sch Dist 399	Natoma High School	Yes		
Paradise Unified Sch Dist 399	Natoma Elementary School	Yes		
Parsons Unif School Dist 503	Parsons Middle School	Yes	Yes	Yes
Parsons Unif School Dist 503	Guthridge Elementary School	Yes	Yes	Yes
Parsons Unif School Dist 503	Garfield Elementary School	Yes	Yes	Yes
Parsons Unif School Dist 503	Lincoln Elementary School	Yes	Yes	Yes

DISTRICT	CAMPUS	2017-2018	2016-2017	2015-2016
Peabody-Burns Usd 398	Peabody-Burns Jr Sr High Sch	Yes	Yes	
Peabody-Burns Usd 398	Peabody Burnes Elem School	Yes	Yes	
Perry-Lecompton Usd 343	Lecompton Elementary School			Yes
Phillipsburg Unif Sch Dist 325	Phillipsburg Middle School		Yes	Yes
Phillipsburg Unif Sch Dist 325	Phillipsburg Elementary School	Yes	Yes	Yes
Piper Unified Sch Dist 203	Piper Elementary School	Yes	Yes	
Piper Unified Sch Dist 203	Piper East Elementary School	Yes	Yes	
Piper Unified Sch Dist 203	Piper Middle School	Yes	Yes	
Pittsburg Unif Sch Dist 250	Pittsburg Cmty Middle School	Yes	Yes	Yes
Pittsburg Unif Sch Dist 250	Meadowlark Elementary School	Yes	Yes	Yes
Pittsburg Unif Sch Dist 250	George Nettels Elem School	Yes	Yes	Yes
Pittsburg Unif Sch Dist 250	Lakeside Elementary School	Yes	Yes	Yes
Pittsburg Unif Sch Dist 250	Westside Elementary School	Yes	Yes	Yes
Plainville Unif Sch Dist 270	Plainville Elementary School		Yes	
Pleasanton Unif Sch Dist 344	Pleasanton Elementary School	Yes	Yes	
Prairie Hills Usd 113	Sabetha Elementary School		Yes	Yes
Prairie View Unif Sch Dist 362	Parker Elementary School	Yes	Yes	Yes
Prairie View Unif Sch Dist 362	Lacygne Elementary School	Yes	Yes	Yes
Prairie View Unif Sch Dist 362	Prairie View Middle School	Yes	Yes	Yes
Pratt Unified School Dist 382	Southwest Elementary School	Yes		
Pratt Unified School Dist 382	Liberty Middle School	Yes	Yes	Yes
Quinter Unif School Dist 293	Quinter Elementary School	Yes		
Quinter Unif School Dist 293	Quinter Jr Sr High School	Yes		
Rawlins County Usd 105	Rawlins Co Elementary School	Yes	Yes	Yes
Remington Unif School Dist 206	Remington Middle School	Yes		
Renwick Unified Sch Dist 267	Garden Plain Elementary School		Yes	Yes
Renwick Unified Sch Dist 267	Andale Elementary Middle Sch		Yes	Yes
Renwick Unified Sch Dist 267	Colwich Elementary School	Yes	Yes	Yes
Renwick Unified Sch Dist 267	St Marks Elementary School		Yes	Yes
Republic Co Unif Sch Dist 109	Belleville East Elem School	Yes		
Riverside Usd 114	Riverside Intermediate School	Yes	Yes	Yes
Riverside Usd 114	Riverside Jr. High School	Yes	Yes	Yes
Riverside Usd 114	Riverside Primary School	Yes	Yes	Yes
Riverton Unified Sd 404	Riverton Elementary School	Yes	Yes	Yes
Riverton Unified Sd 404	Riverton Middle School	Yes		
Rock Creek Unif Sch Dist 323	Westmoreland Elementary School	Yes	Yes	Yes
Rock Creek Unif Sch Dist 323	St George Elementary School	Yes	Yes	
Rock Hills Usd 107	Rock Hills Elementary School	Yes	Yes	Yes
Rock Hills Usd 107	Rock Hills Jr Sr High School		Yes	Yes
Rolla Unified School Dist 217	Rolla Elementary School		Yes	Yes
Rolla Unified School Dist 217	Rolla Jr Sr High School		Yes	Yes

DISTRICT	CAMPUS	2017-2018	2016-2017	2015-2016
Rose Hill Unif School Dist 394	Rose Hill Primary School	Yes		
Royal Valley Usd 337	Royal Valley Middle School		Yes	
Royal Valley Usd 337	Royal Valley Elementary School	Yes	Yes	Yes
Rural Vista Usd 481	Hope School	Yes		
Rural Vista Usd 481	White City School	Yes		
Santa Fe Trail Usd 434	Scranton Attendance Center		Yes	
Santa Fe Trail Usd 434	Overbrook Attendance Center	Yes	Yes	
Santa Fe Trail Usd 434	Carbondale Attendance Center	Yes	Yes	
Satanta Unif Sch Dist 507	Satanta Grade School	Yes	Yes	Yes
Scott Co Unif School Dist 466	Scott City Middle School	Yes	Yes	
Sedgwick Unified Sd 439	R L Wright Elementary School	Yes		
Shawnee Heights Usd 450	Shawnee Heights Middle School	Yes	Yes	
Shawnee Heights Usd 450	Berryton Elementary School	Yes	Yes	Yes
Shawnee Heights Usd 450	Shawnee Heights Elem School	Yes	Yes	Yes
Shawnee Heights Usd 450	Tecumseh South Elem School	Yes	Yes	Yes
Shawnee Heights Usd 450	Tecumseh North Elem School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Brookridge Elementary School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Corinth Elementary School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Ray Marsh Elementary School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Overland Park Elementary Sch	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Shawano Elementary School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Hocker Grove Middle School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Mill Creek Elementary School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Shawnee Mission Instructional Support Center	Yes		
Shawnee Mission Unified Sd 512	Trailridge Middle School		Yes	Yes
Shawnee Mission Unified Sd 512	Comanche Elementary School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Crestview Elementary School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Prairie Elementary School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Rushton Elementary School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Tomahawk Elementary School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Belinder Elementary School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Briarwood Elementary School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	East Antioch Elementary School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Highlands Elementary School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Santa Fe Trail Elementary Sch	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Westridge Middle School		Yes	Yes
Shawnee Mission Unified Sd 512	Apache Elementary School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Christa Mcauliffe Elem School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Indian Woods Middle School		Yes	Yes
Shawnee Mission Unified Sd 512	Pawnee Elementary School	Yes	Yes	Yes

DISTRICT	CAMPUS	2017-2018	2016-2017	2015-2016
Shawnee Mission Unified Sd 512	R Benninghoven Elementary Sch	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Sunflower Elementary School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Bluejacket-Flint Elem School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Rising Star Elementary School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Roesland Elementary School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Trailwood Elementary School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Broken Arrow Elementary School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Merriam-Park Elementary School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Nieman Elementary School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Westwood View Elementary Sch	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	John Diemer Elementary School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Shawnee Mission Day School	Yes		
Shawnee Mission Unified Sd 512	Brookwood Elementary School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Indian Hills Middle School		Yes	Yes
Shawnee Mission Unified Sd 512	Oak Park-Carpenter Elem School	Yes	Yes	Yes
Shawnee Mission Unified Sd 512	Rosehill Elementary School	Yes	Yes	Yes
Silver Lake Usd 372	Silver Lake Jr Sr High School	Yes	Yes	
Silver Lake Usd 372	Silver Lake Elementary School	Yes	Yes	Yes
Skyline Unified Sch Dist 438	Skyline Elementary School	Yes	Yes	Yes
Smoky Valley Usd 400	Smoky Valley Middle School	Yes		
Smoky Valley Usd 400	Soderstrom Elementary School	Yes	Yes	Yes
Smoky Valley Usd 400	Smoky Valley Virtual Cs	Yes	Yes	
Solomon Unif School Dist 393	Solomon Elementary School	Yes	Yes	
Solomon Unif School Dist 393	Solomon Middle High School	Yes	Yes	
South Barber Co Unified Sd 255	South Barber Pk-6 School	Yes	Yes	
South Brown Co Unif Sd 430	Horton Elementary School	Yes	Yes	Yes
South Brown Co Unif Sd 430	Everest Middle School	Yes	Yes	Yes
Southeast Lancers Usd 247	Southeast Elementary School	Yes	Yes	
Southeast Of Saline Usd 306	Southeast Of Saline School	Yes		
Southern Lyon Co Unif Sd 252	Hartford Jr. Sr. High School	Yes	Yes	Yes
Southern Lyon Co Unif Sd 252	Neosho Rapids Elem School	Yes	Yes	Yes
Southern Lyon Co Unif Sd 252	Olpe Elementary School	Yes	Yes	
Spearville Unified Sd 381	Spearville Elementary School	Yes		Yes
Spearville Unified Sd 381	Spearville Jr Sr High School	Yes		
Spring Hill Unif Sch Dist 230	Insight School Of Kansas	Yes	Yes	
St Francis Unified Sd 297	St Francis Elementary School	Yes		
Stanton Co Unif Sch Dist 452	Stanton Co Jr Sr High School			Yes
Sterling Unified Sch Dist 376	Sterling Grade School	Yes	Yes	Yes
Sterling Unified Sch Dist 376	Sterling Jr Sr High School	Yes	Yes	Yes
Sublette Unified Sch Dist 374	Sublette Middle School	Yes		
Sylvan Unified Sch Dist 299	Sylvan-Lucas Unified Elem Sch	Yes	Yes	

DISTRICT	CAMPUS	2017-2018	2016-2017	2015-2016
Syracuse Unified Sch Dist 494	Syracuse Elementary School	Yes		
Thunder Ridge Unified Sd 110	Thunder Ridge Elementary Sch	Yes	Yes	Yes
Thunder Ridge Unified Sd 110	Thunder Ridge Middle School	Yes	Yes	Yes
Tonganoxie Unif Sch Dist 464	Tonganoxie Middle School	Yes	Yes	Yes
Tonganoxie Unif Sch Dist 464	Tonganoxie Elementary School	Yes	Yes	Yes
Topeka Unified School Dist 501	Highland Park Ctl Elem School	Yes	Yes	
Topeka Unified School Dist 501	Mceachron Elementary School	Yes	Yes	
Topeka Unified School Dist 501	Chase Middle School	Yes		
Topeka Unified School Dist 501	Ross Elementary School	Yes	Yes	
Topeka Unified School Dist 501	Williams Sci & Fine Arts Sch	Yes	Yes	
Topeka Unified School Dist 501	Landon Middle School	Yes	Yes	
Topeka Unified School Dist 501	State Street Elementary School	Yes	Yes	
Topeka Unified School Dist 501	Jardine Elementary School	Yes		
Topeka Unified School Dist 501	Lowman Hill Elementary School	Yes	Yes	
Topeka Unified School Dist 501	Marjorie French Middle School	Yes		
Topeka Unified School Dist 501	Avondale Academy	Yes	Yes	
Topeka Unified School Dist 501	Mccarter Elementary School	Yes	Yes	
Topeka Unified School Dist 501	Robinson Middle School	Yes		
Topeka Unified School Dist 501	Stout Elementary School	Yes		
Topeka Unified School Dist 501	Whitson Elementary School	Yes	Yes	
Topeka Unified School Dist 501	Meadows Elementary School	Yes	Yes	
Topeka Unified School Dist 501	Scott Computer Tech Magnet Sch	Yes	Yes	Yes
Topeka Unified School Dist 501	Jardine Middle School	Yes		
Topeka Unified School Dist 501	Quincy Elementary School	Yes	Yes	
Topeka Unified School Dist 501	Shaner Elementary School	Yes	Yes	
Topeka Unified School Dist 501	Eisenhower Middle School	Yes	Yes	Yes
Topeka Unified School Dist 501	Mcclure Elementary School	Yes		
Topeka Unified School Dist 501	Randolph Elementary School	Yes		
Triplains Unif School Dist 275	Triplains School	Yes	Yes	Yes
Troy Unified School Dist 429	Troy Elementary School	Yes	Yes	Yes
Troy Unified School Dist 429	Troy High School	Yes	Yes	Yes
Turner Unified Sch Dist 202	Oak Grove Elementary School	Yes	Yes	
Turner Unified Sch Dist 202	Junction Elementary School	Yes	Yes	
Turner Unified Sch Dist 202	Turner Elementary School	Yes	Yes	
Turner Unified Sch Dist 202	Midland Trail Elem School	Yes	Yes	
Turner Unified Sch Dist 202	Turner Middle School	Yes	Yes	
Turner Unified Sch Dist 202	Turner Sixth Grade Academy	Yes	Yes	
Twin Valley Unified Sd 240	Tescott Grade School		Yes	Yes
Twin Valley Unified Sd 240	Bennington Elementary School		Yes	Yes
Udall Unified School Dist 463	Udall Elementary School	Yes		
Udall Unified School Dist 463	Udall Middle School	Yes		

DISTRICT	CAMPUS	2017-2018	2016-2017	2015-2016
Ulysses Unified Sch Dist 214	Kepley Middle School	Yes	Yes	Yes
Unified School District 232	Clear Creek Elementary School	Yes	Yes	Yes
Unified School District 232	Lexington Trails Middle School	Yes	Yes	Yes
Unified School District 232	Starside Elementary School	Yes	Yes	Yes
Unified School District 232	Mill Creek Middle School	Yes	Yes	Yes
Unified School District 232	Monticello Trails Middle Sch	Yes	Yes	Yes
Unified School District 232	Horizon Elementary School	Yes	Yes	Yes
Unified School District 232	Prairie Ridge Elementary Sch	Yes	Yes	Yes
Unified School District 232	Belmont Elementary School	Yes	Yes	Yes
Unified School District 232	Riverview Elementary School	Yes	Yes	Yes
Unified School District 232	Mize Elementary School	Yes	Yes	Yes
Uniontown Unified Sd 235	West Bourbon Elementary School	Yes	Yes	
Usd 505 Chetopa-St Paul	St Paul School		Yes	Yes
Usd 505 Chetopa-St Paul	Chetopa School		Yes	Yes
Valley Falls Usd 338	Valley Falls Elementary School	Yes	Yes	Yes
Valley Heights Usd 498	Valley Heights Jr Sr High Sch			Yes
Valley Heights Usd 498	Valley Heights Es-Blue Rapids	Yes	Yes	Yes
Valley Heights Usd 498	Valley Heights Elem School	Yes	Yes	Yes
Valley Heights Usd 498	Valley Heights Pre-School			Yes
Vermillion Unified Sd 380	Centralia School	Yes	Yes	Yes
Vermillion Unified Sd 380	Frankfort School	Yes	Yes	Yes
Wabauwsee School Dist 329	Paxico Middle School	Yes		
Wabauwsee School Dist 329	Mill Creek Valley Jr High Sch	Yes		
Waconda Unif School Dist 272	Lakeside Elem Sch-Cawker City	Yes	Yes	
Waconda Unif School Dist 272	Lakeside Jr Sr High School	Yes		Yes
Wallace Co Unif Sch Dist 241	Wallace Co School		Yes	
Wamego Unif School Dist 320	Wamego Middle School			Yes
Wamego Unif School Dist 320	Central Elementary School	Yes		
Wamego Unif School Dist 320	Wamego High School			Yes
Wamego Unif School Dist 320	West Elementary School	Yes		
Washington Co Unif Sd 108	Washington Co Elem School	Yes	Yes	Yes
Washington Co Unif Sd 108	Washington Co High School			Yes
Wellington Unif Sch Dist 353	Washington Elementary School	Yes	Yes	
Wellington Unif Sch Dist 353	Eisenhower Elementary School	Yes	Yes	
Wellington Unif Sch Dist 353	Lincoln Elementary School	Yes	Yes	
Wellington Unif Sch Dist 353	Kennedy Elementary School	Yes	Yes	
Wellington Unif Sch Dist 353	Wellington Middle School	Yes	Yes	Yes
Wellington Unif Sch Dist 353	Roosevelt Education Center		Yes	
Wellsville Unif Sch Dist 289	Wellsville Elementary School	Yes	Yes	
Wellsville Unif Sch Dist 289	Wellsville High School	Yes		
Weskan Unif School Dist 242	Weskan School	Yes	Yes	Yes

DISTRICT	CAMPUS	2017-2018	2016-2017	2015-2016
West Franklin Unified Sd 287	West Franklin Middle School	Yes	Yes	
West Franklin Unified Sd 287	Appanoose Elementary School	Yes	Yes	Yes
West Franklin Unified Sd 287	Williamsburg Elementary School	Yes	Yes	Yes
Western Plains Usd 106	Western Plains South Elem Jhs			Yes
Wichita Unified Sch Dist 259	Coleman Middle School		Yes	
Winfield Unified Sch Dist 465	Whittier Elementary School	Yes	Yes	Yes
Winfield Unified Sch Dist 465	Country View Elementary School	Yes	Yes	Yes
Winfield Unified Sch Dist 465	Winfield Middle School		Yes	Yes
Winfield Unified Sch Dist 465	Irving Elementary School	Yes	Yes	Yes
Winfield Unified Sch Dist 465	Community Day School			Yes
Winfield Unified Sch Dist 465	Lowell Elementary School	Yes	Yes	Yes
Woodson School District 366	Yates Center Elementary School	Yes	Yes	Yes
Other	John Dewey Learning Academy	Yes	Yes	
Other	Seymour Rogers Middle School	Yes		
Other	Meadowlark Elementary School	Yes		
Other	Pike Valley Elem Jr High Sch	Yes		
Other	Crossroads Day School	Yes		
Other	Southeast Kansas ESC (Greenbush) #609	Yes	Yes	
Other	Slate Creek Elementary School	Yes		
Other	Holy Family Elementary	Yes		
Other	SEK Learning Center	Yes		
Other	Leonard C Seal Elementary School	Yes		
Other	Madison Elementary School	Yes		



Kansas State Department of Education

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900 SW Jackson Street, Suite 307
Topeka, Kansas 66612-1212

(785) 296-3201
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www.ksde.org

To: Commissioner Randy Watson
From: Regina Peszat
Subject: Kansas Seal of Biliteracy Update

On May 17, 2016, the Kansas State Board of Education adopted the Kansas State Seal of Biliteracy. The purpose of the Seal of Biliteracy is to award a meaningful credential to any graduating student who has passed an approved assessment that certifies that student's proficiency in English and another world language. Being proficient in more than one language has cognitive, economic and social benefits that prepare a student to be successful in an increasingly complex and interconnected world. The Kansas State Seal of Biliteracy becomes part of a student's transcript that can support a student's applications for employment, acceptance in postsecondary institutions and/or military service.

Regina Peszat, Career Standards and Assessment Services World Language consultant, will present the State Board of Education with an update on the number of districts participating in actively promoting proficiency in a second language and the number of students earning this credential, as well as other pertinent data related to world language learning in Kansas. Two Kansas students will also speak (either by video or in person) about the impact and benefits of earning the Seal of Biliteracy.



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To: Commissioner Randy Watson
From: Branden Johnson, Brad Neuenswander
Subject: Receive Kansas model standards for Health Education and Physical Education

The Kansas model standards for Health Education and Physical Education recently underwent a review in accordance with the legislative review mandate. Representatives from the standards review committees will present their work and proposed changes to the model standards for Kansas.

Physical Education

Dr. Susan King, Professor University of Kansas
Jill Larson-Bradney, USD 343 Perry-Lecompton

Health

Dr. Sunnin Keosybounheuang, Professor Emporia State University
Amy McClure, USD 232 DeSoto

The attached documents are for Board review this month with anticipated action in October.

**2018 KANSAS MODEL GRADE-LEVEL
OUTCOMES
FOR PHYSICAL EDUCATION**

by Grade Level

2018 KANSAS MODEL GRADE-LEVEL OUTCOMES FOR PHYSICAL EDUCATION

Background

In 2005, a committee of Kansas physical educators authored the Kansas Model Curriculum Standards for Physical Education to assist professionals statewide in their efforts to design meaningful and effective PE programs. The Kansas standards were based upon the 2004 National Standards for K-12 Physical Education from the National Association for Sport and Physical Education (NASPE). NASPE was one of five associations within the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD).

The NASPE National Standards were revised in April 2013. Later that year, the five associations of AAHPERD were unified under the new name SHAPE America—Society of Health and Physical Educators. To reflect current professional research and trends, the 2005 Kansas Model Curriculum Standards have been rewritten to align with the 2013 SHAPE America National Standards. The 2018 Kansas PE Standards Revision Committee members were as follows:

Chairperson: Susan E. King, University of Kansas
Members: Derek Berns, USD 435
Ben Bond, USD 229
Karl Ely, USD 262
Glenda Jones, USD 385
Brad King, Mid-America Nazarene University
Kathy Kochersperger, USD 512
Jill Larson-Bradney, USD 343
Mackayla Martin, USD 365
Mary McGroarty, USD 443
Derek Scott, USD 475
Amy Sommers, USD 259
Becky Winter, USD 259
Branden Johnson, Kansas State Department of Education

The goal of an effective physical education teacher is to produce physically literate individuals. Physical literacy is generated through innovative, standards-based curricula delivered with excellence by qualified professionals and monitored by consistent and comprehensive assessment. To that end, the Committee endeavored to create a series of grade-level outcomes that would clearly define developmentally-appropriate knowledge and skills, thereby enabling physical educators to assess and monitor their students' progress toward physical literacy.

2018 KANSAS MODEL GRADE-LEVEL OUTCOMES FOR PHYSICAL EDUCATION

How to use this document

The 2018 Kansas Model Grade-Level Outcomes for Physical Education are organized in accordance with the five National Standards for K-12 Physical Education by SHAPE America (2014). Under each standard are listed two or more concepts that further define the meaning and intent of the standard. The grade levels were aligned with those found on the Kansas State Department of Education's PE Kansas Lesson Plans website (<http://www.pe-kansas.com>). Each grade-level outcome statement was written to indicate what the physically literate individual should know or be able to do by the end of each level, i.e. by the end of grade 2, grade 5, grade 8, and high school.

The K-2 level was expanded to PK-2 to reflect the current PK-12 licensure endorsement for physical education in the state of Kansas. For Standards 1 and 2, this level was further divided into PK-K and Grades 1-2, enabling the statements to clearly express the progressive nature of learning during this developmental phase. The high school level is divided into Level 1 which represents appropriate outcomes for students completing the required PE program, and Level 2 for those who complete elective PE programming.

Grade levels are labeled as follows: E=Early Primary (PK-K); P=Primary (Grs. 1-2); EP=Early Primary/Primary (Grs. PK-2); IM=Intermediate (Grs. 3-5); MS=Middle School (Grs. 6-8); HS=High School (Grs. 9+)—L1=Level 1 (required PE), L2=Level 2 (elective PE). Each grade-level outcome is identified by a code signifying its connection to a standard, concept, and level. For example, the code 3A.HS2.L2 represents:

- Standard 3
- Concept A
- Grade Level: High School
- Outcome #2
- HS Level 2

References:

National Standards for K-12 Physical Education Copyright 2013, SHAPE America – Society of Health and Physical Educators, 1900 Association Drive, Reston, VA 20191, www.shapeamerica.org. All rights reserved.

SHAPE America. (2014). National standards & grade-level outcomes for K-12 physical education. Champaign, IL: Human Kinetics.

**Kansas Model Grade-Level Outcomes for Physical Education
Grades PK-K**

By the end of Kindergarten:

STANDARD 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	
1A. Locomotor	Executes basic locomotor skills (i.e. walk, run, hop, skip, jump, gallop, slide, leap). (1A.E1)
1B. Non-locomotor (stability)	Demonstrates body awareness and control by performing a variety of shapes (e.g. wide, narrow, curled, twisted, and stretched, etc.). (1B.E1)
	Sustains a stationary pose on various bases of support. (1B.E2)
1C. Manipulatives	Throws underhand while stepping forward with opposite foot. (1C.E1)
	Catches a large ball before it bounces twice. (1C.E2)
	Dribbles a ball at least two times with one hand. (1C.E3)
	Dribbles a ball forward with the inside of the dominant foot. (1C.E4)
	Kicks a ball with the top of the foot. (1C.E5)
	Volleys upward a large, slow-moving object. (1C.E6)
	Strikes a slow-moving object using a short implement. (1C.E7)
	Jumps a self-turned rope at least once. (1C.E8)
STANDARD 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	
2A. Movement concepts, principles and knowledge	Names various locomotor movements performed in general space and personal space. (2A.E1)
	Recognizes different body parts and their relation to movement. (2A.E2)
	Explains three different movement pathways (e.g. straight, curved, zigzag, etc.). (2A.E3)
	Regulates movement in general space by speed. (2A.E4)

**Kansas Model Grade-Level Outcomes for Physical Education
Grades PK-2**

By the end of Grade 2:

STANDARD 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	
1A. Locomotor	Performs hopping, skipping, galloping, sliding and leaping competently. (1A.P1)
	Achieves mature form* of running. (1A.P2)
	Utilizes correct mechanics* for take-off and landing while jumping for height and for distance. (1A.P3)
1B. Non-locomotor (stability)	Controls body while balancing in a variety of shapes on different levels and bases of support. (1B.P1)
	Transfers weight appropriately between bases of support. (1B.P2)
1C. Manipulatives	Performs the following skills with 2-3 critical elements* of a mature pattern: throwing (overhand and underhand), catching, dribbling with hands, kicking, volleying (underhand and overhead), striking (short and long implements). (1C.P1)
	Dribbles with either foot and maintains control of the ball for a short distance. (1C.P2)
	Strikes a slow-moving object upward repeatedly using a short implement. (1C.P3)
	Strikes a stationary object with a long implement. (1C.P4)
	Jumps a self-turned rope repeatedly and a long rope at least five times. (1C.P5)
1D. Offensive and Defensive Skills	<i>Developmentally appropriate outcomes first appear in Grade 6.</i>
1E. Dance and Rhythms	Performs rhythmic activities created by the teacher and/or students. (1E.EP1)
1F. Lifetime Activities	<i>Developmentally appropriate outcomes first appear in Grade 6.</i>
STANDARD 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	
2A. Movement concepts, principles and knowledge	Demonstrates multiple levels of movement, speed, direction, rhythm, pathways, force, time. (2A.P1)
	Applies corrective feedback to movement errors during performance. (2A.P2)
	States the short-term effects of physical activity on the heart and lungs. (2A.P3)

*See Appendix.

**Kansas Model Grade-Level Outcomes for Physical Education
Grades PK-2**

By the end of Grade 2:

STANDARD 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
3A. Physical Activity Knowledge	States the benefits of being physically active. (3A.EP1)
3B. Fitness Knowledge	Recognizes the relationship between movement, heart rate and breathing (i.e. increased movement causes increased heart rate and faster breathing). (3B.EP1)
	Names physical activities that enhance fitness. (3B.EP2)
3C. Assessment and Program Planning	<i>Developmentally appropriate outcomes first appear in Grade 3.</i>
3D. Nutrition	Distinguishes between healthy and unhealthy foods. (3D.EP1)
	Describes the relationship between food, energy, and physical activity. (3D.EP2)
STANDARD 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	
4A. Demonstrating Personal Responsibility	Plays independently with responsible personal behavior. (4A.EP1)
4B. Accepting/Providing Feedback	Accepts corrective feedback from the teacher. (4B.EP1)
4C. Working with Others	Works cooperatively with the teacher and others. (4C.EP1)
4D. Following Rules and Etiquette	Follows instructions and class procedures. (4D.EP1)
4E. Safety	Follows the teacher's instructions regarding safety procedures. (4E.EP1)
STANDARD 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
5A. Health	Identifies physical activities that enhance health. (5A.EP1)
5B. Challenge	Recognizes physical activities that are challenging. (5B.EP1)
5C. Self-expression and Enjoyment	Identifies physical activities that provide opportunities for self-expression and enjoyment. (5C.EP1)

**Kansas Model Grade-Level Outcomes for Physical Education
Grades 3-5**

By the end of Grade 5:

STANDARD 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	
1A. Locomotor	Selects sprinting or jogging as appropriate for short- and long-distance running. (1A.IM1)
	Links a variety of locomotor skills into a continuous movement sequence. (1A.IM2)
1B. Non-locomotor (stability)	Balances and/or transfers weight on apparatus or with a partner. (1B.IM1)
1C. Manipulatives	<i>If the learner did not attain the outcomes by Grade 2, they should be the focus through Grade 5.</i>
1D. Offensive and Defensive Skills	<i>Developmentally appropriate outcomes first appear in Grade 6.</i>
1E. Dance and Rhythms	Creates an original dance utilizing a combination of locomotor skills and movement concepts (e.g. changes in speed, direction, level, flow, etc.). (1E.IM1)
	Performs cultural dances (i.e. folk and square dance) with proper rhythm and movement. (1E.IM2)
STANDARD 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	
2A. Movement concepts, principles and knowledge	Describes how heart rate and other biological indicators are used to monitor exercise intensity. (2A.IM1)
	Explains the importance of practice for improving skill performance. (2A.IM2)
	Recognizes the necessity of transferring weight from the back leg to the front leg during any action that propels an object forward. (2A.IM3)
	Identifies the key elements of a catch and provides feedback to a fellow student. (2A.IM4)
	Applies appropriate force while dribbling a ball with hands. (2A.IM5)
	Describes foot placement when dribbling a ball and for kicking a stationary or moving ball. (2A.IM6)
	Identifies the key elements of a proper grip when holding a short or long implement. (2A.IM7)
2B. Strategies and Tactics	Applies movement concepts to strategies used in games (e.g. direction, force, speed, pathways, etc.). (2B.IM1)
	Executes basic offensive and defensive strategies and tactics used in a variety of activities, invasion games, net/wall games, throws, volleys, and striking. (2B.IM2)

Kansas Model Grade-Level Outcomes for Physical Education Grades 3-5

By the end of Grade 5:

STANDARD 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
3A. Physical Activity Knowledge	Recognizes the effects of different levels of exertion during physical activity (i.e. sedentary vs. vigorous). (3A.IM1)
3B. Fitness Knowledge	Lists the components of health-related fitness (cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, body composition). (3B.IM1)
	Recalls the components of skill related fitness (agility, balance, coordination, power, reaction time, speed). (3B.IM2)
	Describes the importance of warm-up and cool-down. (3B.IM3)
	Defines the target heart zone. (3B.IM4)
	Explains the importance of exercising in the target heart zone. (3B.IM5)
3C. Assessment and Program Planning	Analyzes and interprets results of fitness assessments. (3C.IM1)
	Sets goals for improvement of physical fitness based upon a fitness assessment. (3C.IM2)
3D. Nutrition	Chooses foods that support participation in sport and physical activity. (3D.IM1)
	Recognizes the importance of hydration during and after physical activity. (3D.IM2)
STANDARD 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	
4A. Demonstrating Personal Responsibility	Participates responsibly both independently and with others. (4A.IM1)
	Accepts responsibility if personal behavior affects others negatively. (4A.IM2)
	Uses equipment responsibly and appropriately. (4A.IM3)
4B. Accepting/Providing Feedback	Provides encouragement to peers. (4B.IM1)
4C. Working with Others	Works with peers of all skill abilities. (4C.IM1)
	Demonstrates socially acceptable conflict resolution strategies. (4C.IM2)
4D. Following Rules and Etiquette	Adheres to rules and accepts consequences for infractions. (4D.IM1)
4E. Safety	Follows safety procedures without reminders. (4E.IM1)

**Kansas Model Grade-Level Outcomes for Physical Education
Grades 3-5**

By the end of Grade 5:

STANDARD 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
5A. Health	Describes the health benefits of physical activity. (5A.IM1)
5B. Challenge	Selects physical activities based on personal levels of challenge. (5B.IM1)
5C. Self-expression and Enjoyment	Expresses positive feelings when participating in physical activities inside or outside of school. (5C.IM1)
5D. Social Interaction	Exhibits positive attitudes towards physical activity while interacting with peers. (5D.IM1)
	Communicates effectively with others to establish positive social interaction during physical activities. (5D.IM2)

**Kansas Model Grade-Level Outcomes for Physical Education
Grades 6-8**

By the end of Grade 8:

STANDARD 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	
1A. Locomotor	Combines locomotor skills and manipulative skills (i.e. throwing, catching, dribbling, kicking and striking) in various activities. (1A.MS1)
1B. Non-locomotor (stability)	<i>If the learner did not attain the outcomes by Grade 5, they should be the focus through Grade 8.</i>
1C. Manipulatives	Performs manipulative skills consistently with a mature pattern. (1C.MS1)
	Executes manipulative skills with dominant and nondominant hand or foot. (1C.MS2)
1D. Offensive and Defensive Skills	Demonstrates basic offensive skills (i.e. pivot, fake, jab step, screen) in modified and small-sided games. (1D.MS1)
	Performs defensive skills (i.e. drop step, defensive stance and movement) in modified and small-sided games. (1D.MS2)
	Changes direction and speed as necessary during gameplay. (1D.MS3)
1E. Dance and Rhythms	Designs original movement sequences to music with proper timing. (1E.MS1)
	Executes synchronized original dance movements with another individual or group. (1E.MS2)
	Performs beginner social dances with a partner or group (e.g. ballroom dance, line dance, etc.). (1E.MS3)
1F. Lifetime Activities	Participates competently in lifetime activities such as individual/dual sports and self-defense. (1F.MS1)

**Kansas Model Grade-Level Outcomes for Physical Education
Grades 6-8**

By the end of Grade 8:

STANDARD 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	
2A. Movement concepts, principles and knowledge	Utilizes instructional cues to self-assess while performing complex skills in dance, gymnastics, and invasion games. (2A.MS1)
	Selects practice procedures to learn and master skills and movement patterns. (2A.MS2)
	Evaluates and applies safe protocol to activities based on weather, levels of difficulty, and ability. (2A.MS3)
2B. Strategies and Tactics	Applies appropriate speed, trajectory, direction, pathway, and positioning for game play. (2B.MS1)
	Creates or reduces space in invasion games through approach or retreat. (2B.MS2)
	Selects an offensive or defensive tactic while performing with or without objects. (2B.MS3)
	Calibrates the full width and length of the field or court to regulate personal speed and movement during play. (2B.MS4)
	Manages performance angles, force, and direction to gain or deny competitive advantage. (2B.MS5)
	Communicates with teammates effectively during game play. (2B.MS6)

**Kansas Model Grade-Level Outcomes for Physical Education
Grades 6-8**

By the end of Grade 8:

STANDARD 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
3A. Physical Activity Knowledge	Explains how physical activity benefits physical, mental, and social health. (3A.MS1)
	Identifies major muscle groups used in various physical activities. (3A.MS2)
3B. Fitness Knowledge	Lists the components of health-related fitness (cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, body composition). (3B.IM1)
	Recalls the components of skill related fitness (agility, balance, coordination, power, reaction time, speed). (3B.IM2)
	Describes the importance of warm-up and cool-down. (3B.IM3)
	Defines the target heart zone. (3B.IM4)
	Explains the importance of exercising in the target heart zone. (3B.IM5)
	Explains the FITT principle (Frequency, Intensity, Time, Type). (3B.MS6)
3C. Assessment and Program Planning	Sets SMART (specific, measurable, attainable, realistic, and timely) goals to improve or maintain three areas of health-related fitness based on a fitness assessment. (3C.MS1)
	Develops a personal fitness program by applying the FITT principle. (3C.MS2)
	Maintains a physical activity and/or nutrition log reflecting the results of a self-assessment. (3C.MS3)
3D. Nutrition	Uses MY PLATE to define basic food groups and explain the healthy balance between food, water and physical activity. (3D.MS1)
	Describes the health risks of poor nutrition. (3D.MS2)
3E. Stress Management	Recognizes situations that produce stress. (3E.MS1)
	Performs stress-reducing activities such as yoga, deep breathing, and progressive muscle relaxation. (3E.MS2)

Kansas Model Grade-Level Outcomes for Physical Education
Grades 6-8

By the end of Grade 8:

STANDARD 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	
4A. Demonstrating Personal Responsibility	Assumes responsibility for improving their personal fitness. (4A.MS1)
	Respects others by using self-management skills to adjust behavior as necessary. (4A.MS2)
4B. Accepting/Providing Feedback	Utilizes corrective feedback from teacher and peers. (4B.MS1)
4C. Working with Others	Accepts peers with different ideas, cultural background, and body types in physical activities. (4C.MS1)
	Resolves conflict in a variety of class settings. (4C.MS2)
4D. Following Rules and Etiquette	Officiates modified physical activities and games utilizing appropriate rules and etiquette. (4D.MS1)
	Follows guidelines for completing group or individual projects (e.g. designing games, creating dance routines, etc.). (4D.MS2)
4E. Safety	Recognizes safety concerns associated with particular activities and makes choices to protect self and others from injury. (4E.MS1)
STANDARD 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
5A. Health	Expresses interest in specific activities based on personal health goals. (5A.MS1)
5B. Challenge	Demonstrates appropriate response to challenging physical activities (e.g. increased effort, asking for help, modifying the activity, etc.). (5B.MS1)
5C. Self-expression and Enjoyment	Participates in physical activity that allow for self-expression and enjoyment (e.g. dance, gymnastics, etc.). (5C.MS1)
	Supports others' enjoyment of physical activity by demonstrating respect for differences, fair play, conflict resolution and sportsmanship. (5C.MS2)
5D. Social Interaction	Expresses a desire to interact with others socially through sports and games. (5D.MS1)
	Demonstrates responsible social behavior and appropriate relationships with peers in physical activity settings. (5D.MS2)

**Kansas Model Grade-Level Outcomes for Physical Education
High School Level 1 (required program)**

By the end of the required HS program:

STANDARD 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	
1A. Locomotor	<i>If the learner did not attain the outcomes by Grade 8, they should be the focus in the required HS program.</i>
1B. Non-locomotor (stability)	<i>If the learner did not attain the outcomes by Grade 5, they should be the focus in the required HS program.</i>
1C. Manipulatives	<i>If the learner did not attain the outcomes by Grade 8, they should be the focus in the required HS program.</i>
1D. Offensive and Defensive Skills	Selects and uses appropriate offensive and defensive skills in a variety of individual, dual and team activities. (1D.HS1.L1)
1E. Dance and Rhythms	Performs intermediate or advanced dances appropriate for social settings (i.e. weddings or community gatherings). (1E.HS1.L1)
1F. Lifetime Activities	Demonstrates ability in one or more lifetime activities (e.g. individual/dual sports, outdoor sports, swimming, self-defense, etc.). (1F.HS1.L1)
STANDARD 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	
2A. Movement concepts, principles and knowledge	Uses performance terminology accurately (e.g. “balance,” “follow through,” “eye on the ball,” etc.) for a variety of activities. (2A.HS1.L1)
	Designs a conditioning program for a self-selected game/activity to engage in for life. (2A.HS2.L1)
	Explains the impact of participation in selected sports and activities on various components of fitness. (2A.HS3.L1)
2B. Strategies and Tactics	Identifies principles used to improve skill performance (force, motion, rotation, speed, accuracy). (2B.HS1.L1)
	Explains accurately the steps for performing basic motor skills. (2B.HS2.L1)
	Transfers tactical knowledge from one sport to a similar sport. (2B.HS3.L1)

**Kansas Model Grade-Level Outcomes for Physical Education
High School Level 1 (required program)**

By the end of the required HS program:

STANDARD 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
3A. Physical Activity Knowledge	Describes the relationship between physical activity, nutrition and body composition. (3A.HS1.L1)
	Appraises health risk factors associated with a sedentary lifestyle. (3A.HS2.L1)
3B. Fitness Knowledge	Utilizes technology to monitor heart rate and maintain target heart zone. (3B.HS1.L1)
	Explains principles for performing strength training exercises safely and effectively. (3B.HS2.L1)
	Compares and selects appropriate stretching methods (dynamic or static). (3B.HS3.L1)
	Describes basic training principles (e.g. overload, specificity, progression, diminishing return, rest, and recovery, etc.) and how they improve fitness. (3B.HS4.L1)
3C. Assessment and Program Planning	Sets realistic short-term and long-term goals for all five health-related fitness components. (3C.HS1.L1)
	Uses training principles to design a personal workout. (3C.HS2.L1)
	Implements a personal fitness plan that includes assessment scores, goals for improvement, plan for improvement, activity log, and timelines. (3C.HS3.L1)
3D. Nutrition	Creates a nutrition plan based on individual caloric needs for one week that includes meals, snacks, and hydration needs. (3D.HS1.L1)
3E. Stress Management	Selects appropriate stress management methods in response to hypothetical stressful scenarios. (3E.HS1.L1)
STANDARD 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	
4A. Demonstrating Personal Responsibility	Exhibits a positive self-image regarding their physical skills and fitness. (4A.HS1.L1)
4B. Accepting/Providing Feedback	Provides feedback to promote team or group dynamics. (4B.HS1.L1)
4C. Working with Others	Seeks to include diverse peers in group activities. (4C.HS1.L1)
4D. Following Rules and Etiquette	Displays moral and ethical conduct in specific competitive situations. (4D.HS1.L1)
4E. Safety	Prevents injury to self and others by utilizing appropriate safety measures in preparation for activity (e.g. warmup, proper clothing, hydration, etc.). (4E.HS1.L1)

**Kansas Model Grade-Level Outcomes for Physical Education
High School Level 1 (required program)**

By the end of the required HS program:

STANDARD 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
5A. Health	Selects and participates in physical activities that will enhance a healthy lifestyle. (5A.HS1.L1)
5B. Challenge	Expresses feelings of success and confidence from participation in challenging physical activities. (5B.HS1.L1)
5C. Self-expression and Enjoyment	Recognizes that enjoyment of certain activities will shift as physical abilities and preferences change over time. (5C.HS1.L1)
5D. Social Interaction	Selects and participates in physical activities for the purpose of social interaction. (5D.HS1.L1)

**Kansas Model Grade-Level Outcomes for Physical Education
High School Level 2 (elective program)**

By the end of the elective HS program:

STANDARD 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	
1A. Locomotor	<i>If the learner did not attain the outcomes by Grade 8, they should be the focus in the elective HS program.</i>
1B. Non-locomotor (stability)	<i>If the learner did not attain the outcomes by Grade 5, they should be the focus in the elective HS program.</i>
1C. Manipulatives	<i>If the learner did not attain the outcomes by Grade 8, they should be the focus in the elective HS program.</i>
1D. Offensive and Defensive Skills	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>
1E. Dance and Rhythms	Exhibits competency in one or more forms of theatre dance (i.e. ballet, modern, tap, jazz, hip hop, ethnic). (1E.HS1.L2)
	Choreographs and presents an original theatre dance piece (solo or group). (1E.HS2.L2)
1F. Lifetime Activities	Exhibits proficiency in two or more lifetime activities. (1F.HS1.L2)
STANDARD 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	
2A. Movement concepts, principles and knowledge	Explains the historical and cultural roles that games, sports, and dance play in society. (2A.HS1.L2)
	Analyzes biomechanical principles related to performing motor skills. (2A.HS2.L2)
2B. Strategies and Tactics	Applies offensive or defensive tactics and strategies to move or block opponent. (2B.HS1.L2)
	Designs a practice plan for improving skills and game play. (2B.HS2.L2)

**Kansas Model Grade-Level Outcomes for Physical Education
High School Level 2 (elective program)**

By the end of the elective HS program:

STANDARD 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
3A. Physical Activity Knowledge	Identifies benefits of a physically active lifestyle and its relationship to educational and professional success. (3A.HS1.L2) Evaluates barriers that prevent participation in lifetime physical activity and creates solutions to overcome these barriers. (3A.HS2.L2)
3B. Fitness Knowledge	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>
3C. Assessment and Program Planning	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>
3D. Nutrition	Compares and contrasts a nutrition plan for an active lifestyle and a sedentary lifestyle. (3D.HS1.L2)
3E. Stress Management	Is proactive in planning management strategies before stressful situations occur. (3E.HS1.L2)
STANDARD 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	
4A. Demonstrating Personal Responsibility	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2</i>
4B. Accepting/Providing Feedback	Uses communication skills and strategies to share feedback in a leadership role (e.g. group leader, referee, coach, etc.). (4B.HS1.L2)
4C. Working with Others	Thinks critically and leads group members in implementing conflict resolution strategies. (4C.HS1.L2)
4D. Following Rules and Etiquette	Encourages teammates to exhibit proper etiquette and respect for opponents during game play. (4D.HS1.L2)
4E. Safety	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>
STANDARD 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
5A. Health	Explains how physical activity can add value to both physical and emotional health. (5A.HS1.L2)
5B. Challenge	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>
5C. Self-expression and Enjoyment	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>
5D. Social Interaction	Seeks physical activity opportunities for social interaction outside of school. (5D.HS1.L2)

APPENDIX

Critical Elements of Motor Skills

SHAPE America. (2014). Critical elements of motor skills. In SHAPE America, *National standards & grade-level outcomes for K-12 physical education* (pp. 19-25). Champaign, IL: Human Kinetics.

CRITICAL ELEMENTS OF MOTOR SKILLS SHAPE America (2014)

RUNNING

- Arm-leg opposition throughout running action.
- Toes point forward.
- Foot lands heel to toe.
- Arms swing forward and backward—no crossing of midline.
- Trunk leans slightly forward.

JUMPING AND LANDING FOR DISTANCE (Horizontal plane)

- Arms back and knees bend in preparation for jumping action.
- Arms extend forward as body propels forward.
- Body extends and stretches slightly upward while in flight.
- Hips, knees and ankles bend on landing.
- Shoulders, knees and ankles align for balance after landing.

JUMPING AND LANDING FOR HEIGHT (Vertical plane)

- Hips, knees and ankles bend in preparation for jumping action.
- Arms extend upward as body propels upward.
- Body extends and stretches upward while in flight.
- Hips, knees and ankles bend on landing.
- Shoulders, knees and ankles align for balance after landing.

THROWING (Underhand pattern)

- Face target in preparation for throwing action.
- Arm back in preparation for action.
- Step with opposite foot as throwing arm moves forward.
- Release ball between knee and waist level.
- Follow through to target.

THROWING (Overhand pattern)

- Side to target in preparation for throwing action.
- Arm back and extended, and elbow at shoulder height or slightly above in preparation for action; elbow leads.
- Step with opposite foot as throwing arm moves forward.
- Hip and spine rotate as throwing action is executed.
- Follow through toward target and across body.

CATCHING

- Extend arms outward to reach for ball.
 - Thumbs in for catch above the waist.
 - Thumbs out for catch at or below the waist.
- Watch the ball all the way into the hands.
- Catch with hands only; no cradling against the body.
- Pull the ball into the body as the catch is made.
- Curl the body slightly around the ball.

DRIBBLING

- Knees slightly bent.
- Opposite foot forward when dribbling in self-space.
- Contact ball with finger pads.
- Firm contact with top of ball.
 - Contact slightly behind ball for travel.
 - Ball to side and in front of body for travel.
- Eyes looking “over,” not down at, the ball.

KICKING

- Arms extend forward in preparation for kicking action.
- Contact with the ball is made directly below center of ball (travel in the air); contact with ball is made directly behind center of ball (travel on the ground).
- Contact the ball with shoelaces or top of foot for kicking action.
- Trunk leans back slightly in preparation for kicking action.
- Follow through with kicking leg extending forward and upward toward target.

VOLLEYING (Underhand)

- Face the target in preparation for the volley.
- Opposite foot forward.
- Flat surface with hand for contact of the ball or volleybird.
- Contact with ball or volleybird between knee and waist level.
- Follow through upward and to the target.

VOLLEYING (Overhead)

- Body aligned and positioned under the ball.
- Knees, arms and ankles bent in preparation for the volley.
- Hands rounded; thumbs and first fingers make triangle (without touching) in preparation.
- Ball contacts only the finger pads; wrists stay firm.
- Arms extended upward on contact; follow through slightly toward target.

STRIKING WITH SHORT IMPLEMENT

- Racket back in preparation for striking.
- Step on opposite foot as contact is made.
- Swing racket or paddle low to high.
- Coil and uncoil the trunk for preparation and execution of striking action.
- Follow through for completion of the striking action.

STRIKING WITH LONG IMPLEMENT (Side-arm pattern)

- Bat up and back in preparation for the striking action.
- Step forward on opposite foot as contact is made.
- Coil and uncoil the trunk for preparation and execution of the striking action.
- Swing the bat on a horizontal plane.
- Wrist uncocks on follow-through for completion of the striking action.

SHAPE America. (2014). National standards & grade-level outcomes for K-12 physical education. Champaign, IL: Human Kinetics.

2018 KANSAS MODEL GRADE-LEVEL OUTCOMES FOR PHYSICAL EDUCATION

By Standard

2018 KANSAS MODEL GRADE-LEVEL OUTCOMES FOR PHYSICAL EDUCATION

Background

In 2005, a committee of Kansas physical educators authored the Kansas Model Curriculum Standards for Physical Education to assist professionals statewide in their efforts to design meaningful and effective PE programs. The Kansas standards were based upon the 2004 National Standards for K-12 Physical Education from the National Association for Sport and Physical Education (NASPE). NASPE was one of five associations within the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD).

The NASPE National Standards were revised in April 2013. Later that year, the five associations of AAHPERD were unified under the new name SHAPE America—Society of Health and Physical Educators. To reflect current professional research and trends, the 2005 Kansas Model Curriculum Standards have been rewritten to align with the 2013 SHAPE America National Standards. The 2018 Kansas PE Standards Revision Committee members were as follows:

Chairperson: Susan E. King, University of Kansas

Members: Derek Berns, USD 435
Ben Bond, USD 229
Karl Ely, USD 262
Glenda Jones, USD 385
Brad King, Mid-America Nazarene University
Kathy Kochersperger, USD 512
Jill Larson-Bradney, USD 343
Mackayla Martin, USD 365
Mary McGroarty, USD 443
Derek Scott, USD 475
Amy Sommers, USD 259
Becky Winter, USD 259
Branden Johnson, Kansas State Department of Education

The goal of an effective physical education teacher is to produce physically literate individuals. Physical literacy is generated through innovative, standards-based curricula delivered with excellence by qualified professionals and monitored by consistent and comprehensive assessment. To that end, the Committee endeavored to create a series of grade-level outcomes that would clearly define developmentally-appropriate knowledge and skills, thereby enabling physical educators to assess and monitor their students' progress toward physical literacy.

2018 KANSAS MODEL GRADE-LEVEL OUTCOMES FOR PHYSICAL EDUCATION

How to use this document

The 2018 Kansas Model Grade-Level Outcomes for Physical Education are organized in accordance with the five National Standards for K-12 Physical Education by SHAPE America (2014). Under each standard are listed two or more concepts that further define the meaning and intent of the standard. The grade levels were aligned with those found on the Kansas State Department of Education's PE Kansas Lesson Plans website (<http://www.pe-kansas.com>). Each grade-level outcome statement was written to indicate what the physically literate individual should know or be able to do by the end of each level, i.e. by the end of grade 2, grade 5, grade 8, and high school.

The K-2 level was expanded to PK-2 to reflect the current PK-12 licensure endorsement for physical education in the state of Kansas. For Standards 1 and 2, this level was further divided into PK-K and Grades 1-2, enabling the statements to clearly express the progressive nature of learning during this developmental phase. The high school level is divided into Level 1 which represents appropriate outcomes for students completing the required PE program, and Level 2 for those who complete elective PE programming.

Grade levels are labeled as follows: E=Early Primary (PK-K); P=Primary (Grs. 1-2); EP=Early Primary/Primary (Grs. PK-2); IM=Intermediate (Grs. 3-5); MS=Middle School (Grs. 6-8); HS=High School (Grs. 9+)—L1=Level 1 (required PE), L2=Level 2 (elective PE). Each grade-level outcome is identified by a code signifying its connection to a standard, concept, and level. For example, the code 3A.HS2.L2 represents:

- Standard 3
- Concept A
- Grade Level: High School
- Outcome #2
- HS Level 2

References:

National Standards for K-12 Physical Education Copyright 2013, SHAPE America – Society of Health and Physical Educators, 1900 Association Drive, Reston, VA 20191, www.shapeamerica.org. All rights reserved.

SHAPE America. (2014). National standards & grade-level outcomes for K-12 physical education. Champaign, IL: Human Kinetics.

Kansas Model Grade-Level Outcomes for Physical Education STANDARD 1

STANDARD 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Concept	Grade Level	Grade-Level Outcome
1A. Locomotor	PK-K	Executes basic locomotor skills (i.e. walk, run, hop, skip, jump, gallop, slide, leap). (1A.E1)
	1-2	Performs hopping, skipping, galloping, sliding and leaping competently. (1A.P1)
		Achieves mature form* of running. (1A.P2)
		Utilizes correct mechanics* for take-off and landing while jumping for height and for distance. (1A.P3)
	3-5	Selects sprinting or jogging as appropriate for short- and long-distance running. (1A.IM1)
		Links a variety of locomotor skills into a continuous movement sequence. (1A.IM2)
6-8	Combines locomotor skills and manipulative skills (i.e. throwing, catching, dribbling, kicking and striking) in various activities. (1A.MS1)	

*See Appendix.

STANDARD 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Concept	Grade Level	Grade-Level Outcome
1B. Non-locomotor (stability)	PK-K	Demonstrates body awareness and control by performing a variety of shapes (e.g. wide, narrow, curled, twisted, and stretched, etc.). (1B.E1)
		Sustains a stationary pose on various bases of support. (1B.E2)
	1-2	Controls body while balancing in a variety of shapes on different levels and bases of support. (1B.P1)
		Transfers weight appropriately between bases of support. (1B.P2)
	3-5	Balances and/or transfers weight on apparatus or with a partner. (1B.IM1)

STANDARD 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Concept	Grade Level	Grade-Level Outcome
1C. Manipulatives	PK-K	Throws underhand while stepping forward with opposite foot. (1C.E1)
		Catches a large ball before it bounces twice. (1C.E2)
		Dribbles a ball at least two times with one hand. (1C.E3)
		Dribbles a ball forward with the inside of the dominant foot. (1C.E4)
		Kicks a ball with the top of the foot. (1C.E5)
		Volleys upward a large, slow-moving object. (1C.E6)
		Strikes a slow-moving object using a short implement. (1C.E7)
		Jumps a self-turned rope at least once. (1C.E8)
	1-2	Performs the following skills with 2-3 critical elements* of a mature pattern: throwing (overhand and underhand), catching, dribbling with hands, kicking, volleying (underhand and overhead), striking (short and long implements). (1C.P1)
		Dribbles with either foot and maintains control of the ball for a short distance. (1C.P2)
		Strikes a slow-moving object upward repeatedly using a short implement. (1C.P3)
		Strikes a stationary object with a long implement. (1C.P4)
		Jumps a self-turned rope repeatedly and a long rope at least five times. (1C.P5)
	6-8	Performs manipulative skills consistently with a mature pattern. (1C.MS1)
		Executes manipulative skills with dominant and nondominant hand or foot. (1C.MS2)

*See Appendix.

STANDARD 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Concept	Grade Level	Grade-Level Outcome
1D. Offensive and Defensive Skills	6-8	Demonstrates basic offensive skills (i.e. pivot, fake, jab step, screen) in modified and small-sided games. (1D.MS1)
		Performs defensive skills (i.e. drop step, defensive stance and movement) in modified and small-sided games. (1D.MS2)
		Changes direction and speed as necessary during gameplay. (1D.MS3)
	HS Level 1	Selects and uses appropriate offensive and defensive skills in a variety of individual, dual and team activities. (1D.HS1.L1)
	HS Level 2	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>

STANDARD 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Concept	Grade Level	Grade-Level Outcome
1E. Dance and Rhythms	PK-2	Performs rhythmic activities created by the teacher and/or students. (1E.EP1)
	3-5	Creates an original dance utilizing a combination of locomotor skills and movement concepts (e.g. changes in speed, direction, level, flow, etc.). (1E.IM1)
		Performs cultural dances (i.e. folk and square dance) with proper rhythm and movement. (1E.IM2)
	6-8	Designs original movement sequences to music with proper timing. (1E.MS1)
		Executes synchronized original dance movements with another individual or group. (1E.MS2)
		Performs beginner social dances with a partner or group (e.g. ballroom dance, line dance, etc.). (1E.MS3)
	HS Level 1	Performs intermediate or advanced dances appropriate for social settings (i.e. weddings or community gatherings). (1E.HS1.L1)
	HS Level 2	Exhibits competency in one or more forms of theatre dance (i.e. ballet, modern, tap, jazz, hip hop, ethnic). (1E.HS1.L2)
Choreographs and presents an original theatre dance piece (solo or group). (1E.HS2.L2)		

STANDARD 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Concept	Grade Level	Grade-Level Outcome
1F. Lifetime Activities	6-8	Participates competently in lifetime activities such as individual/dual sports and self-defense. (1F.MS1)
	HS Level 1	Demonstrates ability in one or more lifetime activities (e.g. individual/dual sports, outdoor sports, swimming, self-defense, etc.). (1F.HS1.L1)
	HS Level 2	Exhibits proficiency in two or more lifetime activities. (1F.HS1.L2)

Kansas Model Grade-Level Outcomes for Physical Education STANDARD 2

STANDARD 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Concept	Grade Level	Grade-Level Outcome
2A. Movement concepts, principles and knowledge	PK-K	Names various locomotor movements performed in general space and personal space. (2A.E1)
		Recognizes different body parts and their relation to movement. (2A.E2)
		Explains three different movement pathways (e.g. straight, curved, zigzag, etc.). (2A.E3)
		Regulates movement in general space by speed. (2A.E4)
	1-2	Demonstrates multiple levels of movement, speed, direction, rhythm, pathways, force, time. (2A.P1)
		Applies corrective feedback to movement errors during performance. (2A.P2)
		States the short-term effects of physical activity on the heart and lungs. (2A.P3)
	3-5	Describes how heart rate and other biological indicators are used to monitor exercise intensity. (2A.IM1)
		Explains the importance of practice for improving skill performance. (2A.IM2)
		Recognizes the necessity of transferring weight from the back leg to the front leg during any action that propels an object forward. (2A.IM3)
		Identifies the key elements of a catch and provides feedback to a fellow student. (2A.IM4)
		Applies appropriate force while dribbling a ball with hands. (2A.IM5)
		Describes foot placement when dribbling a ball and for kicking a stationary or moving ball. (2A.IM6)
		Identifies the key elements of a proper grip when holding a short or long implement. (2A.IM7)
	6-8	Utilizes instructional cues to self-assess while performing complex skills in dance, gymnastics, and invasion games. (2A.MS1)
		Selects practice procedures to learn and master skills and movement patterns. (2A.MS2)
		Evaluates and applies safe protocol to activities based on weather, levels of difficulty, and ability. (2A.MS3)

2A. Movement concepts, principles and knowledge (cont')	HS Level 1	Uses performance terminology accurately (e.g. "balance," "follow through," "eye on the ball," etc.) for a variety of activities. (2A.HS1.L1)
		Designs a conditioning program for a self-selected game/activity to engage in for life. (2A.HS2.L1)
		Explains the impact of participation in selected sports and activities on various components of fitness. (2A.HS3.L1)
	HS Level 2	Explains the historical and cultural roles that games, sports, and dance play in society. (2A.HS1.L2)
		Analyzes biomechanical principles related to performing motor skills. (2A.HS2.L2)

STANDARD 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Concept	Grade Level	Grade-Level Outcome
2B. Strategies and Tactics	3-5	Applies movement concepts to strategies used in games (e.g. direction, force, speed, pathways, etc.). (2B.IM1)
		Executes basic offensive and defensive strategies and tactics used in a variety of activities, invasion games, net/wall games, throws, volleys, and striking. (2B.IM2)
	6-8	Applies appropriate speed, trajectory, direction, pathway, and positioning for game play. (2B.MS1)
		Creates or reduces space in invasion games through approach or retreat. (2B.MS2)
		Selects an offensive or defensive tactic while performing with or without objects. (2B.MS3)
		Calibrates the full width and length of the field or court to regulate personal speed and movement during play. (2B.MS4)
		Manages performance angles, force, and direction to gain or deny competitive advantage. (2B.MS5)
		Communicates with teammates effectively during game play. (2B.MS6)
	HS Level 1	Identifies principles used to improve skill performance (force, motion, rotation, speed, accuracy). (2B.HS1.L1)
		Explains accurately the steps for performing basic motor skills. (2B.HS2.L1)
		Transfers tactical knowledge from one sport to a similar sport. (2B.HS3.L1)
	HS Level 2	Applies offensive or defensive tactics and strategies to move or block opponent. (2B.HS1.L2)
		Designs a practice plan for improving skills and game play. (2B.HS2.L2)

**Kansas Model Grade-Level Outcomes for Physical Education
STANDARD 3**

STANDARD 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Concept	Grade Level	Grade-Level Outcome
3A. Physical Activity Knowledge	PK-2	States the benefits of being physically active. (3A.EP1)
	3-5	Recognizes the effects of different levels of exertion during physical activity (i.e. sedentary vs. vigorous). (3A.IM1)
	6-8	Explains how physical activity benefits physical, mental, and social health. (3A.MS1)
		Identifies major muscle groups used in various physical activities. (3A.MS2)
	HS Level 1	Describes the relationship between physical activity, nutrition and body composition. (3A.HS1.L1)
		Appraises health risk factors associated with a sedentary lifestyle. (3A.HS2.L1)
	HS Level 2	Identifies benefits of a physically active lifestyle and its relationship to educational and professional success. (3A.HS1.L2)
		Evaluates barriers that prevent participation in lifetime physical activity and creates solutions to overcome these barriers. (3A.HS2.L2)

STANDARD 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Concept	Grade Level	Grade-Level Outcome
3B. Fitness Knowledge	PK-2	Recognizes the relationship between movement, heart rate and breathing (i.e. increased movement causes increased heart rate and faster breathing). (3B.EP1)
		Names physical activities that enhance fitness. (3B.EP2)
	3-5	Lists the components of health-related fitness (cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, body composition). (3B.IM1)
		Recalls the components of skill related fitness (agility, balance, coordination, power, reaction time, speed). (3B.IM2)
		Describes the importance of warm-up and cool-down. (3B.IM3)
		Defines the target heart zone. (3B.IM4)
		Explains the importance of exercising in the target heart zone. (3B.IM5)
	6-8	Describes the components of health-related fitness. (3B.MS1)
		Recognizes a variety of aerobic training methods (e.g. low, medium or high intensity, interval, circuit, etc.). (3B.MS2)
		Identifies a variety of strength training methods (e.g. resistance, body weight, free weights, Pilates, yoga, etc.). (3B.MS3)
		Discusses the relationship of warm-up and cool-down to injury prevention. (3B.MS4)
		Calculates target heart rate zone. (3B.MS5)
		Explains the FITT principle (Frequency, Intensity, Time, Type). (3B.MS6)
	HS Level 1	Utilizes technology to monitor heart rate and maintain target heart zone. (3B.HS1.L1)
		Explains principles for performing strength training exercises safely and effectively. (3B.HS2.L1)
		Compares and selects appropriate stretching methods (dynamic or static). (3B.HS3.L1)
		Describes basic training principles (e.g. overload, specificity, progression, diminishing return, rest, and recovery, etc.) and how they improve fitness. (3B.HS4.L1)
	HS Level 2	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>

STANDARD 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Concept	Grade Level	Grade-Level Outcome
3C. Assessment and Program Planning	3-5	Analyzes and interprets results of fitness assessments. (3C.IM1)
		Sets goals for improvement of physical fitness based upon a fitness assessment. (3C.IM2)
	6-8	Sets SMART (specific, measurable, attainable, realistic, and timely) goals to improve or maintain three areas of health-related fitness based on a fitness assessment. (3C.MS1)
		Develops a personal fitness program by applying the FITT principle. (3C.MS2)
		Maintains a physical activity and/or nutrition log reflecting the results of a self-assessment. (3C.MS3)
	HS Level 1	Sets realistic short-term and long-term goals for all five health-related fitness components. (3C.HS1.L1)
		Uses training principles to design a personal workout. (3C.HS2.L1)
		Implements a personal fitness plan that includes assessment scores, goals for improvement, plan for improvement, activity log, and timelines. (3C.HS3.L1)
	HS Level 2	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>

STANDARD 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Concept	Grade Level	Grade-Level Outcome
3D. Nutrition	PK-2	Distinguishes between healthy and unhealthy foods. (3D.EP1)
		Describes the relationship between food, energy, and physical activity. (3D.EP2)
	3-5	Chooses foods that support participation in sport and physical activity. (3D.IM1)
		Recognizes the importance of hydration during and after physical activity. (3D.IM2)
	6-8	Uses MY PLATE to define basic food groups and explain the healthy balance between food, water and physical activity. (3D.MS1)
		Describes the health risks of poor nutrition. (3D.MS2)
	HS Level 1	Creates a nutrition plan based on individual caloric needs for one week that includes meals, snacks, and hydration needs. (3D.HS1.L1)
	HS Level 2	Compares and contrasts a nutrition plan for an active lifestyle and a sedentary lifestyle. (3D.HS1.L2)

STANDARD 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Concept	Grade Level	Grade-Level Outcome
3E. Stress Management	6-8	Recognizes situations that produce stress. (3E.MS1)
		Performs stress-reducing activities such as yoga, deep breathing, and progressive muscle relaxation. (3E.MS2)
	HS Level 1	Selects appropriate stress management methods in response to hypothetical stressful scenarios. (3E.HS1.L1)
	HS Level 2	Is proactive in planning management strategies before stressful situations occur. (3E.HS1.L2)

**Kansas Model Grade-Level Outcomes for Physical Education
STANDARD 4**

STANDARD 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Concept	Grade Level	Grade-Level Outcome
4A. Demonstrating Personal Responsibility	PK-2	Plays independently with responsible personal behavior. (4A.EP1)
	3-5	Participates responsibly both independently and with others. (4A.IM1)
		Accepts responsibility if personal behavior affects others negatively. (4A.IM2)
		Uses equipment responsibly and appropriately. (4A.IM3)
	6-8	Assumes responsibility for improving their personal fitness. (4A.MS1)
		Respects others by using self-management skills to adjust behavior as necessary. (4A.MS2)
	HS Level 1	Exhibits a positive self-image regarding their physical skills and fitness. (4A.HS1.L1)
HS Level 2	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>	

STANDARD 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Concept	Grade Level	Grade-Level Outcome
4B. Accepting/Providing Feedback	PK-2	Accepts corrective feedback from the teacher. (4B.EP1)
	3-5	Provides encouragement to peers. (4B.IM1)
	6-8	Utilizes corrective feedback from teacher and peers. (4B.MS1)
	HS Level 1	Provides feedback to promote team or group dynamics. (4B.HS1.L1)
	HS Level 2	Uses communication skills and strategies to share feedback in a leadership role (e.g. group leader, referee, coach, etc.). (4B.HS1.L2)

STANDARD 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Concept	Grade Level	Grade-Level Outcome
4C. Working with Others	PK-2	Works cooperatively with the teacher and others. (4C.EP1)
	3-5	Works with peers of all skill abilities. (4C.IM1)
		Demonstrates socially acceptable conflict resolution strategies. (4C.IM2)
	6-8	Accepts peers with different ideas, cultural background, and body types in physical activities. (4C.MS1)
		Resolves conflict in a variety of class settings. (4C.MS2)
	HS Level 1	Seeks to include diverse peers in group activities. (4C.HS1.L1)
HS Level 2	Thinks critically and leads group members in implementing conflict resolution strategies. (4C.HS1.L2)	

STANDARD 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Concept	Grade Level	Grade-Level Outcome
4D. Following Rules and Etiquette	PK-2	Follows instructions and class procedures. (4D.EP1)
	3-5	Adheres to rules and accepts consequences for infractions. (4D.IM1)
	6-8	Officiates modified physical activities and games utilizing appropriate rules and etiquette. (4D.MS1)
		Follows guidelines for completing group or individual projects (e.g. designing games, creating dance routines, etc.). (4D.MS2)
	HS Level 1	Displays moral and ethical conduct in specific competitive situations. (4D.HS1.L1)
	HS Level 2	Encourages teammates to exhibit proper etiquette and respect for opponents during game play. (4D.HS1.L2)

STANDARD 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Concept	Grade Level	Grade-Level Outcome
4E. Safety	PK-2	Follows the teacher's instructions regarding safety procedures. (4E.EP1)
	3-5	Follows safety procedures without reminders. (4E.IM1)
	6-8	Recognizes safety concerns associated with particular activities and makes choices to protect self and others from injury. (4E.MS1)
	HS Level 1	Prevents injury to self and others by utilizing appropriate safety measures in preparation for activity (e.g. warmup, proper clothing, hydration, etc.). (4E.HS1.L1)
	HS Level 2	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>

**Kansas Model Grade-Level Outcomes for Physical Education
STANDARD 5**

STANDARD 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Concept	Grade Level	Grade-Level Outcome
5A. Health	PK-2	Identifies physical activities that enhance health. (5A.EP1)
	3-5	Describes the health benefits of physical activity. (5A.IM1)
	6-8	Expresses interest in specific activities based on personal health goals. (5A.MS1)
	HS Level 1	Selects and participates in physical activities that will enhance a healthy lifestyle. (5A.HS1.L1)
	HS Level 2	Explains how physical activity can add value to both physical and emotional health. (5A.HS1.L2)

STANDARD 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Concept	Grade Level	Grade-Level Outcome
5B. Challenge	PK-2	Recognizes physical activities that are challenging. (5B.EP1)
	3-5	Selects physical activities based on personal levels of challenge. (5B.IM1)
	6-8	Demonstrates appropriate response to challenging physical activities (e.g. increased effort, asking for help, modifying the activity, etc.). (5B.MS1)
	HS Level 1	Expresses feelings of success and confidence from participation in challenging physical activities. (5B.HS1.L1)
	HS Level 2	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>

STANDARD 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Concept	Grade Level	Grade-Level Outcome
5C. Self-expression and Enjoyment	PK-2	Identifies physical activities that provide opportunities for self-expression and enjoyment. (5C.EP1)
	3-5	Expresses positive feelings when participating in physical activities inside or outside of school. (5C.IM1)
	6-8	Participates in physical activity that allow for self-expression and enjoyment (e.g. dance, gymnastics, etc.). (5C.MS1)
		Supports others' enjoyment of physical activity by demonstrating respect for differences, fair play, conflict resolution and sportsmanship. (5C.MS2)
	HS Level 1	Recognizes that enjoyment of certain activities will shift as physical abilities and preferences change over time. (5C.HS1.L1)
	HS Level 2	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>

STANDARD 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Concept	Grade Level	Grade-Level Outcome
5D. Social Interaction	3-5	Exhibits positive attitudes towards physical activity while interacting with peers. (5D.IM1)
		Communicates effectively with others to establish positive social interaction during physical activities. (5D.IM2)
	6-8	Expresses a desire to interact with others socially through sports and games. (5D.MS1)
		Demonstrates responsible social behavior and appropriate relationships with peers in physical activity settings. (5D.MS2)
	HS Level 1	Selects and participates in physical activities for the purpose of social interaction. (5D.HS1.L1)
	HS Level 2	Seeks physical activity opportunities for social interaction outside of school. (5D.HS1.L2)

APPENDIX

Critical Elements of Motor Skills

SHAPE America. (2014). Critical elements of motor skills. In SHAPE America, *National standards & grade-level outcomes for K-12 physical education* (pp. 19-25). Champaign, IL: Human Kinetics.

CRITICAL ELEMENTS OF MOTOR SKILLS SHAPE America (2014)

RUNNING

- Arm-leg opposition throughout running action.
- Toes point forward.
- Foot lands heel to toe.
- Arms swing forward and backward—no crossing of midline.
- Trunk leans slightly forward.

JUMPING AND LANDING FOR DISTANCE (Horizontal plane)

- Arms back and knees bend in preparation for jumping action.
- Arms extend forward as body propels forward.
- Body extends and stretches slightly upward while in flight.
- Hips, knees and ankles bend on landing.
- Shoulders, knees and ankles align for balance after landing.

JUMPING AND LANDING FOR HEIGHT (Vertical plane)

- Hips, knees and ankles bend in preparation for jumping action.
- Arms extend upward as body propels upward.
- Body extends and stretches upward while in flight.
- Hips, knees and ankles bend on landing.
- Shoulders, knees and ankles align for balance after landing.

THROWING (Underhand pattern)

- Face target in preparation for throwing action.
- Arm back in preparation for action.
- Step with opposite foot as throwing arm moves forward.
- Release ball between knee and waist level.
- Follow through to target.

THROWING (Overhand pattern)

- Side to target in preparation for throwing action.
- Arm back and extended, and elbow at shoulder height or slightly above in preparation for action; elbow leads.
- Step with opposite foot as throwing arm moves forward.
- Hip and spine rotate as throwing action is executed.
- Follow through toward target and across body.

CATCHING

- Extend arms outward to reach for ball.
 - Thumbs in for catch above the waist.
 - Thumbs out for catch at or below the waist.
- Watch the ball all the way into the hands.
- Catch with hands only; no cradling against the body.
- Pull the ball into the body as the catch is made.
- Curl the body slightly around the ball.

DRIBBLING

- Knees slightly bent.
- Opposite foot forward when dribbling in self-space.
- Contact ball with finger pads.
- Firm contact with top of ball.
 - Contact slightly behind ball for travel.
 - Ball to side and in front of body for travel.
- Eyes looking “over,” not down at, the ball.

KICKING

- Arms extend forward in preparation for kicking action.
- Contact with the ball is made directly below center of ball (travel in the air); contact with ball is made directly behind center of ball (travel on the ground).
- Contact the ball with shoelaces or top of foot for kicking action.
- Trunk leans back slightly in preparation for kicking action.
- Follow through with kicking leg extending forward and upward toward target.

VOLLEYING (Underhand)

- Face the target in preparation for the volley.
- Opposite foot forward.
- Flat surface with hand for contact of the ball or volleybird.
- Contact with ball or volleybird between knee and waist level.
- Follow through upward and to the target.

VOLLEYING (Overhead)

- Body aligned and positioned under the ball.
- Knees, arms and ankles bent in preparation for the volley.
- Hands rounded; thumbs and first fingers make triangle (without touching) in preparation.
- Ball contacts only the finger pads; wrists stay firm.
- Arms extended upward on contact; follow through slightly toward target.

STRIKING WITH SHORT IMPLEMENT

- Racket back in preparation for striking.
- Step on opposite foot as contact is made.
- Swing racket or paddle low to high.
- Coil and uncoil the trunk for preparation and execution of striking action.
- Follow through for completion of the striking action.

STRIKING WITH LONG IMPLEMENT (Side-arm pattern)

- Bat up and back in preparation for the striking action.
- Step forward on opposite foot as contact is made.
- Coil and uncoil the trunk for preparation and execution of the striking action.
- Swing the bat on a horizontal plane.
- Wrist uncocks on follow-through for completion of the striking action.

SHAPE America. (2014). National standards & grade-level outcomes for K-12 physical education. Champaign, IL: Human Kinetics.

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Special thanks are extended to the above list of committee members. The extensive hours spent on this document reflects the dedication and commitment this group has to the youth of Kansas.

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Introduction to the Kansas K-12 Health Education Standards

Background

Kansas schools have a long history of providing health education to students. While some schools offer more health curricula than others, most offer some type of health education during grades K-12, most notably puberty education for grades 4-6, and a required health class, usually in grades 7, 8, 9, or 10.

Research studies show that healthy kids do better in school and score higher on achievement tests. In the 1990s, educators nationwide realized the need for a set of national health education standards that states could use as a template. In 1995, the National Committee for Health Health Education Standards created seven national health education standards with K-12 benchmarks that covered the ten content areas of health and the Centers for Disease Control's (CDC) six risk behaviors for adolescents.

In 2004, the Kansas State Department of Education (KSDE) recognized the need for Kansas to have its own set of health education standards. The standards were then approved by the Kansas State Board of Education in 2006.

In January of 2018, a committee of K-12 health and physical educators and higher education health professionals convened to revise the current health education standards. In September of 2018, the proposed revisions were presented to the State Board of Education and were then approved in November of 2019.

How to Use the Standards

The Kansas Health Education Standards are to be used to plan and implement K-12 health education in Kansas schools. Although health education is non-assessed in the Kansas Education Systems Accreditation (KESA) guidelines, it is an important content area. This document provides an outline of recommendations for quality health education instruction for Kansas students.

The Health Education Standards Committee believes that parents should be involved with the health education of their children. Parents are encouraged to visit with their schools' health teachers about the health topics that will be covered in class and to talk with their children about these health issues.

The Kansas Health Education Standards are divided into four sections: K-2, 3-5, 6-8, 9-12. They were created using the national standards as a template (available at www.shapeamerica.org) , but the benchmarks were edited to make the standards more user-friendly for Kansas teachers. Research shows that elementary students who are given nutrition, physical activity, and substance abuse resistance skills education, eat a healthier diet, exercise more, and resist substance abuse. Students in grades 5-12 who receive health education focused on the CDC's adolescent risk behaviors also eat healthier, exercise more, resist substance abuse, avoid intentional and unintentional injury, and also delay sexual activity.

The Kansas Health Education Standards Revision Committee feels strongly that health education for Kansas students should be implemented throughout grades K-12 and we encourage teachers to dialogue with their administration regarding ways to strengthen health education in Kansas schools. While the Kansas State Department of Education does not endorse any particular curricula, there are a number of affordable, researched based, K-12 health education curricula currently available to school districts at reasonable costs.

Conclusion

The Health Education Standards Revision Committee hopes these standards will be helpful to you and we applaud your commitment to providing quality health education for Kansas children and teens. If you have questions regarding these standards, please contact: Branden Johnson, Assistant Director of Graduation, Kansas State Department of Education, 120 SE 10th Avenue, Topeka, Kansas 66612 (785) 296-8447

Kansas Health Content Areas

- **Community Health**
- **Consumer Health**
- **Environmental Health**
- **Family Life, Relationships and Human Sexuality**
- **Injury Prevention and Safety**
- **Mental and Emotional Health**
- **Nutrition**
- **Personal Health**
- **Prevention and Control of Disease**
- **Substance Use, Abuse and Addiction**

Kansas Health Education Standards

Content Standards for Community Health

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards
Content Standards for Community Health

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	2.1 Community helpers (police, firefighters, nurses, sanitation, doctors, EMT, etc.) 2.2 Local community needs/issues/events 2.3 Healthy Communities (home, neighborhoods, school, etc.)
3-5	5.1 Community helpers and their roles within communities 5.2 Local community needs/issues/events 5.3 Structure of communities 5.4 Individual roles in maintaining a healthy community
6-8	8.1 Resources in the community for improved health 8.2 Local community needs/issues/events 8.3 Local/state laws, ordinances, and policies for a healthy community 8.4 Impact of participation and engagement within the community 8.5 Global health issues
9-12	12.1 Local community needs/issues/events 12.2 Local/state laws, ordinances, and policies for a healthy community 12.3 Value of community interactions 12.4 Strategies to maintain a healthy community 12.5 Personal service for the betterment of the community 12.6 Global health issues

Kansas Health Education Standards

Content Standards for Consumer Health

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

**Kansas Health Education Standards
Content Standards for Consumer Health**

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	<p>2.1 Reliable health-care products, safety professionals, and services</p> <p>2.2 Safety rules for using medicines and health-care products</p> <p>2.3 Interpersonal and intrapersonal influences on health choices</p>
3-5	<p>5.1 Validity of information on health care products and services</p> <p>5.2 Hazards and benefits of medicines and health-care products</p> <p>5.3 Interpersonal and intrapersonal influences on health choices</p> <p>5.4 Validity of product claims</p>
6-8	<p>8.1 Validity of information on health care products and services</p> <p>8.2 Adolescent health care product information</p> <p>8.3 Interpersonal and intrapersonal influences on health choices (budgeting, culture, SES, etc.)</p> <p>8.4 Informed consumer choices regarding health</p> <p>8.5 Seek reliable consumer health advice</p> <p>8.6 Importance of local and state health policies</p>
9-12	<p>12.1 Availability and accessibility of health-care services</p> <p>12.2 Adolescent health-care products and services</p> <p>12.3 Interpersonal and intrapersonal influences on health choices (budgeting, culture, SES, etc.)</p> <p>12.4 Characteristics of informed consumers</p> <p>12.5 Seek reliable advice regarding consumer health choices</p> <p>12.6 Role of media in disseminating health information</p> <p>12.7 Basic health insurance terminology</p>

Kansas Health Education Standards

Content Standards for Environmental Health

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards
Content Standards for Environmental Health

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	2.1 Healthy and clean communities 2.2 Reduce, reuse, recycle, and alternatives 2.3 Types of pollution 2.4 Environmental health hazards (air, soil, sun, water, noise, food, chemicals, etc.)
3-5	5.1 Healthy and clean communities 5.2 Reduce, reuse, recycle, and alternatives 5.3 Types and effects of pollution 5.4 Environmental hazards and their health risks (air, soil, sun, water, noise, food, chemicals, etc.)
6-8	8.1 Personal responsibility for community environmental issues 8.2 Reduce, reuse, recycle, and alternatives 8.3 Types and effects of pollution 8.4 Environmental influences on health 8.5 Local and state environmental issues 8.6 Laws, ordinances, and policies
9-12	12.1 Personal responsibility for community environmental issues 12.2 Reduce, reuse, recycle and alternatives 12.3 Relationship between environment, disease, and health 12.4 Local, state, and global environmental issues 12.5 Laws, ordinances, and policies

Kansas Health Education Standards

Content Standards for Family Life, Relationships and Human Sexuality

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards
Content Standards for Family Life, Relationships and Human Sexuality

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	<p>2.1 Stages of growth and development</p> <p>2.2 Body parts and their functions</p> <p>2.3 Five senses</p> <p>2.4 Similarities and differences as individuals and families</p> <p>2.5 Adapting to changes within families</p> <p>2.6 Responsibilities/roles of family members</p>
3-5	<p>5.1 Building healthy relationships</p> <p>5.2 Changes associated with puberty</p> <p>5.3 Respect yourself and others</p> <p>5.4 Adapting to changes within families</p> <p>5.5 Stages of development</p>
6-8	<p>8.1 Changes during puberty</p> <p>8.2 Refusal skills</p> <p>8.3 Responsible behaviors within relationships (communication, abstinence, etc.)</p> <p>8.4 Male and female reproductive systems</p> <p>8.5 Potential outcomes of sexual activity</p> <p>8.6 Seeking reliable adult advice regarding relationships, dating, and sexual activity</p> <p>8.7 Laws associated with sexual behaviors (consent, harassment, assault, rape, etc.)</p>
9-12	<p>12.1 Adapting to changes associated with puberty</p> <p>12.2 Adapting to change within the family</p> <p>12.3 Changing responsibilities from adolescence to adulthood</p> <p>12.4 Responsible behaviors within relationships (communication, abstinence, etc.)</p> <p>12.5 Potential outcomes of sexual activity (STIs, pregnancy, etc.)</p>

	<p>12.6 Impact of media and technology on sexual behaviors</p>
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	<p>12.7 Laws associated with sexual behaviors (consent, harassment, assault, rape, human trafficking, etc.)</p>
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	<p>12.8 Differences between individual, family, culture, community, and global values</p>
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Kansas Health Education Standards

Content Standards for Injury Prevention and Safety

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards
Content Standards for Injury Prevention and Safety

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	<p>2.1 Safety rules and laws (ex. - seat belts, helmets, crossing the street, sunscreen, fire safety, etc.)</p> <p>2.2 Emergency and non-emergency situations</p> <p>2.3 Refusal skills and decision making, to reduce accidents and injuries</p> <p>2.4 Responding to unwanted, threatening, or dangerous situations</p> <p>2.5 Strategies to report verbal, mental and physical harm</p> <p>2.6 Conflict resolution steps</p> <p>2.7 Dangers of poisons</p>
3-5	<p>5.1 Behaviors to prevent physical injury (ex. - fire safety, exercising, bicycle safety, car safety, etc.)</p> <p>5.2 Regularly and properly use safety equipment</p> <p>5.3 Proper responses to emergency situations</p> <p>5.4 Refusal skills and decision making, to reduce accidents and injuries</p> <p>5.5 Basic first aid (including when to call 911, etc.)</p> <p>5.6 Resources for injury prevention</p> <p>5.7 Safety when using the internet and other technology</p> <p>5.8 Non-violent strategies to manage or resolve conflicts</p>
6-8	<p>8.1 Basic first aid skills (including bloodborne pathogens)</p> <p>8.2 Injury prevention at home, school and community</p> <p>8.3 Prevention for sports, physical activity and recreation related injury</p> <p>8.4 Resources for safety and injury prevention and response (school, work, community, home, etc.)</p> <p>8.5 Intentional and unintentional injury</p> <p>8.6 Prevention and response to physical violence (guns and/or weapons and bullying)</p> <p>8.7 Prevention and response to mental violence (bullying and abuse)</p>

	<p>8.8 Prevention and response to sexual violence (harassment, assault, rape, and abuse)</p> <p>8.9 Prevention and response to social violence (relationships, conflict resolution, and cyber)</p> <p>8.10 Media safety (social media, cyber, TV, music, advertising, etc.)</p> <p>8.11 Weather related safety (supplies, shelter, etc.)</p>
9-12	<p>12.1 Basic first aid skills</p> <p>12.2 Demonstrate and perform CPR/AED procedures according to current and nationally recognized guidelines</p> <p>12.3 Resources to prevent and avoid violence</p> <p>12.4 Prevention and response to physical violence (guns and/or weapons and bullying)</p> <p>12.5 Prevention and response to mental violence (bullying and abuse)</p> <p>12.6 Prevention and response to social violence (relationships, conflict resolution, and cyber)</p> <p>12.7 Prevention and response to sexual violence (harassment, assault, rape, and abuse)</p> <p>12.8 Media safety (social media, cyber, TV, music, advertising, etc.)</p> <p>12.9 Causes of conflict and non-violent conflict resolutions</p> <p>12.10 Consequences of violence (school policies, laws, etc.)</p>

Kansas Health Education Standards

Content Standards for Mental and Emotional Health

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards
Content Standards for Mental and Emotional Health

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	<p>2.1 Healthy ways to communicate needs, wants, and feelings</p> <p>2.2 Communicating care, consideration, and respect</p> <p>2.3 Development of coping skills</p> <p>2.4 Positive body images and self-esteem</p> <p>2.5 Bullying/harassment prevention</p>
3-5	<p>5.1 Appropriate methods of expressing feelings</p> <p>5.2 Expressing wants and needs in a productive and healthy manner</p> <p>5.3 Care, consideration, and respect to self and others</p> <p>5.4 Stress management and coping skills</p> <p>5.5 Interpersonal and intrapersonal motivation for self-efficacy</p> <p>5.6 Relationship between body image and self-esteem</p> <p>5.7 Techniques to prevent bullying</p>
6-8	<p>8.1 Importance of expressing emotions in a productive and healthy manner</p> <p>8.2 Character development</p> <p>8.3 Mental health terminology</p> <p>8.4 Stress management and coping skills</p> <p>8.5 Coping with loss and grief</p> <p>8.6 Characteristics of healthy and unhealthy relationships</p> <p>8.7 Relationship between body image and self-esteem</p> <p>8.8 Impact of media on self-esteem</p> <p>8.9 Bullying/harassment prevention</p>
9-12	<p>12.1 Importance of expressing emotions in a productive and healthy manner</p> <p>12.2 Mental illnesses</p> <p>12.3 Stigmas associated with mental illness</p> <p>12.4 Avoiding negative self-talk, self-harm, and suicide</p>

	<p>12.5 Coping skills (grief, stress, depression, bullying, anxiety, etc.)</p> <p>12.6 Characteristics of healthy and unhealthy relationships</p> <p>12.7 Healthy versus unhealthy body image</p>
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Kansas Health Education Standards Content Standards for Nutrition

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

**Kansas Health Education Standards
Content Standards for Nutrition**

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	<p>2.1 Digestion</p> <p>2.2 Role of food and nutrients in providing energy</p> <p>2.3 Balanced diet</p> <p>2.4 Impact of food choices</p> <p>2.5 Food groups</p> <p>2.6 Daily requirements for water</p> <p>2.7 Safe food-handling practices</p> <p>2.8 Relationship between exercise and nutrition</p>
3-5	<p>5.1 Digestive system (basic function and organs)</p> <p>5.2 Calories</p> <p>5.3 Food groups</p> <p>5.4 Healthy nutrition guidelines</p> <p>5.5 Nutritional needs through stages of development</p> <p>5.6 Food labels</p> <p>5.7 Energy and nutrients</p> <p>5.8 Food health policies</p> <p>5.9 Eating disorders/dysfunctions</p> <p>5.10 Links between nutrition and illness</p> <p>5.11 Energy drinks</p> <p>5.12 Informed food selection</p> <p>5.13 Impact of food choices</p>
6-8	<p>8.1 Nutritional needs through stages of development</p> <p>8.2 Meal planning and budgeting</p>

	<p>8.3 Safe storage and food handling</p> <p>8.4 Nutritional goals</p> <p>8.5 Community nutrition efforts</p> <p>8.6 Food labels</p> <p>8.7 Eating disorders/dysfunctions</p> <p>8.8 Dietary guidelines</p> <p>8.9 Establishing and maintaining healthy eating practices</p> <p>8.10 Factors in weight control</p> <p>8.11 Food packaging and advertising</p> <p>8.12 Nutritional supplements</p> <p>8.13 Impact of food choices</p>
9-12	<p>12.1 Nutritional needs through stages of development</p> <p>12.2 Meal planning and budgeting</p> <p>12.3 Food safety</p> <p>12.4 Nutritional value of foods</p> <p>12.5 Cultural and ethnic food choices</p> <p>12.6 Food labels</p> <p>12.7 Eating disorders/dysfunctions</p> <p>12.8 Healthy eating patterns</p> <p>12.9 Essential nutrients</p> <p>12.10 Performance enhancing beverages/supplements</p> <p>12.11 Impact of food choices</p>

Kansas Health Education Standards

Content Standards for Personal Health

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

**Kansas Health Education Standards
Content Standards for Personal Health**

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	<p>2.1 Functions of major body organs</p> <p>2.2 Maintaining clean skin, hair, teeth and clothes</p> <p>2.3 Heart-healthy activities and the benefits of exercise</p> <p>2.4 Importance of personal health and to seek health care</p> <p>2.5 Healthy and unhealthy behaviors impact personal health and self-worth</p>
3-5	<p>5.1 Function and anatomy of the body systems</p> <p>5.2 Responsible care of the body (ex. - nutrition, hygiene, exercise, etc.)</p> <p>5.3 Benefits of exercise</p> <p>5.4 Importance and strategies to seek personal health care</p> <p>5.5 Relationship between emotional, mental, social, and physical health</p> <p>5.6 Value and impact of sleep on the body</p>
6-8	<p>8.1 Major body systems, anatomy, functions, relationships between systems</p> <p>8.2 Proper adolescent hygiene habits</p> <p>8.3 Purpose, examples, and benefits of daily exercise</p> <p>8.4 Importance and strategies to seek personal health care</p> <p>8.5 Develop positive relationships</p> <p>8.6 Recommended sleep amounts</p>
9-12	<p>12.1 Major body systems, anatomy, functions, relationships between systems and connection to disease</p> <p>12.2 Proper adolescent hygiene habits</p> <p>12.3 Leading causes of death and risk behaviors</p> <p>12.4 Traits and skills of lifelong learners</p> <p>12.5 Components of wellness</p>

Kansas Health Education Standards

Content Standards for Prevention & Control of Disease

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards
Content Standards for Prevention & Control of Disease

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	<p>2.1 Health plan for germ protection for disease prevention</p> <p>2.2 Common childhood illnesses and symptoms</p> <p>2.3 Communicable and non-communicable illnesses</p> <p>2.4 Roles of the body and medicines in preventing germs</p> <p>2.5 Relationship between nutrition, exercise and disease prevention</p> <p>2.6 Types of germs and transmissions</p> <p>2.7 Purpose of immunizations</p> <p>2.8 Importance of routine check-ups</p>
3-5	<p>5.1 Health plan for germ protection for disease prevention</p> <p>5.2 Common allergies and illnesses, symptoms and management</p> <p>5.3 Communicable and non-communicable illnesses</p> <p>5.4 Roles of the body and medicines in protecting against germs</p> <p>5.5 Relationship between lifestyle choices and disease prevention</p> <p>5.6 Bacterial, viral, and fungal infections</p> <p>5.7 Structure and functions of the immune system</p>
6-8	<p>8.1 Disease prevention skills</p> <p>8.2 Common causes of death, illness and disorders</p> <p>8.3 Communicable and noncommunicable diseases</p> <p>8.4 Medical resources, health screenings and treatment methods for disease</p> <p>8.5 Relationship between lifestyle choices and disease prevention</p> <p>8.6 Differences between bacterial, viral and fungal infections</p> <p>8.7 Structure/function of the immune system</p>
9-12	<p>12.1 Disease prevention skills</p> <p>12.2 Common causes of diseases, illness and disorders</p>

	<p>12.3 Influence of heredity and diseases</p>
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	<p>12.4 Medical resources, health screenings and treatment methods for disease</p>
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	<p>12.5 Relationship between lifestyle choices and disease prevention</p>
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	<p>12.6 Current healthcare issues</p>
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Kansas Health Education Standards

Content Standards for Substance Use, Abuse and Addiction

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards
Content Standards for Substance Use and Abuse & Addiction

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	<p>2.1 Drug types and dangers of each (alcohol, tobacco, other illegal drugs)</p> <p>2.2 Helpful and harmful drugs</p> <p>2.3 Appropriate use of medicine</p> <p>2.4 Safe choices with medicines and drugs</p> <p>2.5 Effects of medicines and drugs</p> <p>2.6 Refusal skills</p>
3-5	<p>5.1 Types of tobacco products and the risks of using these products</p> <p>5.2 Dangers of misuse and abuse of drugs</p> <p>5.3 Proper use of over the counter and prescription medicines</p> <p>5.4 Short-term and long-term effects of drugs</p> <p>5.5 Rules and laws for medicines and drugs</p> <p>5.6 Physical and psychological addictions</p> <p>5.7 Values and social behaviors in preventing drug use</p> <p>5.8 Resources and trusted experts on drugs and medicines</p> <p>5.9 Personal strategies (assertiveness, resistance, refusal skills, and goal setting) for drug free living</p>
6-8	<p>8.1 Effects and consequences of nicotine use (all forms)</p> <p>8.2 Effects and consequences of alcohol use</p> <p>8.3 Effects and consequences of illegal drug use</p> <p>8.4 Cumulative risk behaviors (patterns, gateway drugs, etc.)</p> <p>8.5 Correct use, misuse and abuse of drugs</p> <p>8.6 Categories of drugs (ex. stimulants, opiates, depressants, hallucinogens, etc.)</p> <p>8.7 Addiction and tolerance</p> <p>8.8 Addictive substances and effects on all dimensions of health</p> <p>8.9 Media, social influences, and peer pressure of drug usage</p>

	<p>8.10 Rules and laws for medicines and drugs</p> <p>8.11 Safe alternatives to medicine</p> <p>8.12 Treatment, intervention and prevention of drug overdose, dependency, and abuse</p>
<p>9-12</p>	<p>12.1 Effects and consequences of nicotine use (all forms)</p> <p>12.2 Effects and consequences of alcohol use</p> <p>12.3 Effects and consequences of illegal drug use</p> <p>12.4 Categories of drugs (ex. stimulants, opiates, depressants, hallucinogens, etc.)</p> <p>12.5 Cumulative risk behaviors (patterns, gateway drugs, etc.)</p> <p>12.6 Unsafe situations involving drugs, including alcohol</p> <p>12.7 Helpful and harmful use of prescription and non-prescription drugs</p> <p>12.8 Strategies to resist peer pressure to engage in substance abuse</p> <p>12.9 Media, social influences, and societal pressure of drug usage</p> <p>12.10 Rules and laws for medicines and drugs</p> <p>12.11 Safe alternatives to medicine</p> <p>12.12 Government policies and global issues in drug trends</p>

**Kansas Health Education Standards
Content Standards for K-2**

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
Community Health	<p>2.1 Community helpers (police, firefighters, nurses, sanitation, doctors, EMT, etc.)</p> <p>2.2 Local community needs/issues/events</p> <p>2.3 Healthy Communities (home, neighborhoods, school, etc.)</p>
Consumer Health	<p>2.1 Reliable health-care products, safety professionals, and services</p> <p>2.2 Safety rules for using medicines and health-care products</p> <p>2.3 Interpersonal and intrapersonal influences on health choices</p>
Environmental Health	<p>2.1 Healthy and clean communities</p> <p>2.2 Reduce, reuse, recycle, and alternatives</p> <p>2.3 Types of pollution</p> <p>2.4 Environmental health hazards (air, soil, sun, water, noise, food, chemicals, etc.)</p>
Human Sexuality and Relationships	<p>2.1 Stages of growth and development</p> <p>2.2 Body parts and their functions</p> <p>2.3 Five senses</p> <p>2.4 Similarities and differences as individuals and families</p> <p>2.5 Adapting to changes within families</p> <p>2.6 Responsibilities/roles of family members</p>
Injury Prevention and Safety	<p>2.1 Safety rules and laws (ex. - seat belts, helmets, crossing the street, sunscreen, fire safety, etc.)</p> <p>2.2 Emergency and non-emergency situations</p> <p>2.3 Refusal skills and decision making, to reduce accidents and injuries</p> <p>2.4 Responding to unwanted, threatening, or dangerous situations</p> <p>2.5 Strategies to report verbal, mental and physical harm</p> <p>2.6 Conflict resolution steps</p> <p>2.7 Dangers of poisons</p>

Mental and Emotional Health	<ul style="list-style-type: none"> 2.1 Healthy ways to communicate needs, wants, and feelings 2.2 Communicating care, consideration, and respect 2.3 Development of coping skills 2.4 Positive body images and self-esteem 2.5 Bullying/harassment prevention
Nutrition	<ul style="list-style-type: none"> 2.1 Digestion 2.2 Role of food and nutrients in providing energy 2.3 Balanced diet 2.4 Impact of food choices 2.5 Food groups 2.6 Daily requirements for water 2.7 Safe food-handling practices 2.8 Relationship between exercise and nutrition
Personal Health	<ul style="list-style-type: none"> 2.1 Functions of major body organs 2.2 Maintaining clean skin, hair, teeth and clothes 2.3 Heart-healthy activities and the benefits of exercise 2.4 Importance of personal health and to seek health care 2.5 Healthy and unhealthy behaviors impact personal health and self-worth
Prevention & Control of Disease	<ul style="list-style-type: none"> 2.1 Health plan for germ protection for disease prevention 2.2 Common childhood illnesses and symptoms 2.3 Communicable and non-communicable illnesses 2.4 Roles of the body and medicines in preventing germs 2.5 Relationship between nutrition, exercise and disease prevention 2.6 Types of germs and transmissions 2.7 Purpose of immunizations 2.8 Importance of routine check-ups

**Substance Use
and Abuse &
Addiction**

- 2.1 Drug types and dangers of each (alcohol, tobacco, other illegal drugs)
- 2.2 Helpful and harmful drugs
- 2.3 Appropriate use of medicine
- 2.4 Safe choices with medicines and drugs
- 2.5 Effects of medicines and drugs
- 2.6 Refusal skills

**Kansas Health Education Standards
Content Standards for 3-5**

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
Community Health	<p>5.1 Community helpers and their roles within communities</p> <p>5.2 Local community needs/issues/events</p> <p>5.3 Structure of communities</p> <p>5.4 Individual roles in maintaining a healthy community</p>
Consumer Health	<p>5.1 Validity of information on health care products and services</p> <p>5.2 Hazards and benefits of medicines and health-care products</p> <p>5.3 Interpersonal and intrapersonal influences on health choices</p> <p>5.4 Validity of product claims</p>
Environmental Health	<p>5.1 Healthy and clean communities</p> <p>5.2 Reduce, reuse, recycle, and alternatives</p> <p>5.3 Types and effects of pollution</p> <p>5.4 Environmental hazards and their health risks (air, soil, sun, water, noise, food, chemicals, etc.)</p>
Human Sexuality and Relationships	<p>5.1 Building healthy relationships</p> <p>5.2 Changes associated with puberty</p> <p>5.3 Respect yourself and others</p> <p>5.4 Adapting to changes within families</p> <p>5.5 Stages of development</p>
Injury Prevention and Safety	<p>5.1 Behaviors to prevent physical injury (ex. - fire safety, exercising, bicycle safety, car safety, etc.)</p> <p>5.2 Regularly and properly use safety equipment</p> <p>5.3 Proper responses to emergency situations</p> <p>5.4 Refusal skills and decision making, to reduce accidents and injuries</p> <p>5.5 Basic first aid (including when to call 911, etc.)</p> <p>5.6 Resources for injury prevention</p>

	<p>5.7 Safety when using the internet and other technology</p> <p>5.8 Non-violent strategies to manage or resolve conflicts</p>
Mental and Emotional Health	<p>5.1 Appropriate methods of expressing feelings</p> <p>5.2 Expressing wants and needs in a productive and healthy manner</p> <p>5.3 Care, consideration, and respect to self and others</p> <p>5.4 Stress management and coping skills</p> <p>5.5 Interpersonal and intrapersonal motivation for self-efficacy</p> <p>5.6 Relationship between body image and self-esteem</p> <p>5.7 Techniques to prevent bullying</p>
Nutrition	<p>5.1 Digestive system (basic function and organs)</p> <p>5.2 Calories</p> <p>5.3 Food groups</p> <p>5.4 Healthy nutrition guidelines</p> <p>5.5 Nutritional needs through stages of development</p> <p>5.6 Food labels</p> <p>5.7 Energy and nutrients</p> <p>5.8 Food health policies</p> <p>5.9 Eating disorders/dysfunctions</p> <p>5.10 Links between nutrition and illness</p> <p>5.11 Energy drinks</p> <p>5.12 Informed food selection</p> <p>5.13 Impact of food choices</p>
Personal Health	<p>5.1 Function and anatomy of the body systems</p> <p>5.2 Responsible care of the body (ex. - nutrition, hygiene, exercise, etc.)</p> <p>5.3 Benefits of exercise</p> <p>5.4 Importance and strategies to seek personal health care</p> <p>5.5 Relationship between emotional, mental, social, and physical health</p> <p>5.6 Value and impact of sleep on the body</p>

Prevention & Control of Disease	<p>5.1 Health plan for germ protection for disease prevention</p> <p>5.2 Common allergies and illnesses, symptoms and management</p> <p>5.3 Communicable and non-communicable illnesses</p> <p>5.4 Roles of the body and medicines in protecting against germs</p> <p>5.5 Relationship between lifestyle choices and disease prevention</p> <p>5.6 Bacterial, viral, and fungal infections</p> <p>5.7 Structure and functions of the immune system</p>
Substance Use and Abuse & Addiction	<p>5.1 Types of tobacco products and the risks of using these products</p> <p>5.2 Dangers of misuse and abuse of drugs</p> <p>5.3 Proper use of over the counter and prescription medicines</p> <p>5.4 Short-term and long-term effects of drugs</p> <p>5.5 Rules and laws for medicines and drugs</p> <p>5.6 Physical and psychological addictions</p> <p>5.7 Values and social behaviors in preventing drug use</p> <p>5.8 Resources and trusted experts on drugs and medicines</p> <p>5.9 Personal strategies (assertiveness, resistance, refusal skills, and goal setting) for drug free living</p>

**Kansas Health Education Standards
Content Standards for 6-8**

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
Community Health	<p>8.1 Resources in the community for improved health</p> <p>8.2 Local community needs/issues/events</p> <p>8.3 Local/state laws, ordinances, and policies for a healthy community</p> <p>8.4 Impact of participation and engagement within the community</p> <p>8.5 Global health issues</p>
Consumer Health	<p>8.1 Validity of information on health care products and services</p> <p>8.2 Adolescent health care product information</p> <p>8.3 Interpersonal and intrapersonal influences on health choices (budgeting, culture, SES, etc.)</p> <p>8.4 Informed consumer choices regarding health</p> <p>8.5 Seek reliable consumer health advice</p> <p>8.6 Importance of local and state health policies</p>
Environmental Health	<p>8.1 Personal responsibility for community environmental issues</p> <p>8.2 Reduce, reuse, recycle, and alternatives</p> <p>8.3 Types and effects of pollution</p> <p>8.4 Environmental influences on health</p> <p>8.5 Local and state environmental issues</p> <p>8.6 Laws, ordinances, and policies</p>
Human Sexuality and Relationships	<p>8.1 Changes during puberty</p> <p>8.2 Refusal skills</p> <p>8.3 Responsible behaviors within relationships (communication, abstinence, etc.)</p> <p>8.4 Male and female reproductive systems</p> <p>8.5 Potential outcomes of sexual activity</p> <p>8.6 Seeking reliable adult advice regarding relationships, dating, and sexual activity</p> <p>8.7 Laws associated with sexual behaviors (consent, harassment, assault, rape, etc.)</p>

Injury Prevention and Safety	<p>8.1 Basic first aid skills (including bloodborne pathogens)</p> <p>8.2 Injury prevention at home, school and community</p> <p>8.3 Prevention for sports, physical activity and recreation related injury</p> <p>8.4 Resources for safety and injury prevention and response (school, work, community, home, etc.)</p> <p>8.5 Intentional and unintentional injury</p> <p>8.6 Prevention and response to physical violence (guns and/or weapons and bullying)</p> <p>8.7 Prevention and response to mental violence (bullying and abuse)</p> <p>8.8 Prevention and response to sexual violence (harassment, assault, rape, and abuse)</p> <p>8.9 Prevention and response to social violence (relationships, conflict resolution, and cyber)</p> <p>8.10 Media safety (social media, cyber, TV, music, advertising, etc.)</p> <p>8.11 Weather related safety (supplies, shelter, etc.)</p>
Mental and Emotional Health	<p>8.1 Importance of expressing emotions in a productive and healthy manner</p> <p>8.2 Character development</p> <p>8.3 Mental health terminology</p> <p>8.4 Stress management and coping skills</p> <p>8.5 Coping with loss and grief</p> <p>8.6 Characteristics of healthy and unhealthy relationships</p> <p>8.7 Relationship between body image and self-esteem</p> <p>8.8 Impact of media on self-esteem</p> <p>8.9 Bullying/harassment prevention</p>
Nutrition	<p>8.1 Nutritional needs through stages of development</p> <p>8.2 Meal planning and budgeting</p> <p>8.3 Safe storage and food handling</p> <p>8.4 Nutritional goals</p> <p>8.5 Community nutrition efforts</p> <p>8.6 Food labels</p> <p>8.7 Eating disorders/dysfunctions</p> <p>8.8 Dietary guidelines</p> <p>8.9 Establishing and maintaining healthy eating practices</p>

	<p>8.10 Factors in weight control</p> <p>8.11 Food packaging and advertising</p> <p>8.12 Nutritional supplements</p> <p>8.13 Impact of food choices</p>
Personal Health	<p>8.1 Major body systems, anatomy, functions, relationships between systems</p> <p>8.2 Proper adolescent hygiene habits</p> <p>8.3 Purpose, examples, and benefits of daily exercise</p> <p>8.4 Importance and strategies to seek personal health care</p> <p>8.5 Develop positive relationships</p> <p>8.6 Recommended sleep amounts</p>
Prevention & Control of Disease	<p>8.1 Disease prevention skills</p> <p>8.2 Common causes of death, illness and disorders</p> <p>8.3 Communicable and noncommunicable diseases</p> <p>8.4 Medical resources, health screenings and treatment methods for disease</p> <p>8.5 Relationship between lifestyle choices and disease prevention</p> <p>8.6 Differences between bacterial, viral and fungal infections</p> <p>8.7 Structure/function of the immune system</p>
Substance Use and Abuse & Addiction	<p>8.1 Effects and consequences of nicotine use (all forms)</p> <p>8.2 Effects and consequences of alcohol use</p> <p>8.3 Effects and consequences of illegal drug use</p> <p>8.4 Cumulative risk behaviors (patterns, gateway drugs, etc.)</p> <p>8.5 Correct use, misuse and abuse of drug</p> <p>8.6 Categories of drugs (ex. stimulants, opiates, depressants, hallucinogens, etc.)</p> <p>8.7 Addiction and tolerance</p> <p>8.8 Addictive substances and effects on all dimensions of health</p> <p>8.9 Media, social influences, and peer pressure of drug usage</p> <p>8.10 Rules and laws for medicines and drugs</p> <p>8.11 Safe alternatives to medicine</p> <p>8.12 Treatment, intervention and prevention of drug overdose, dependency, and abuse</p>

**Kansas Health Education Standards
Content Standards for 9-12**

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
Community Health	<p>12.1 Local community needs/issues/events</p> <p>12.2 Local/state laws, ordinances, and policies for a healthy community</p> <p>12.3 Value of community interactions</p> <p>12.4 Strategies to maintain a healthy community</p> <p>12.5 Personal service for the betterment of the community</p> <p>12.6 Global health issues</p>
Consumer Health	<p>12.1 Availability and accessibility of health-care services</p> <p>12.2 Adolescent health-care products and services</p> <p>12.3 Interpersonal and intrapersonal influences on health choices (budgeting, culture, SES, etc.)</p> <p>12.4 Characteristics of informed consumers</p> <p>12.5 Seek reliable advice regarding consumer health choices</p> <p>12.6 Role of media in disseminating health information</p> <p>12.7 Basic health insurance terminology</p>
Environmental Health	<p>12.1 Personal responsibility for community environmental issues</p> <p>12.2 Reduce, reuse, recycle and alternatives</p> <p>12.3 Relationship between environment, disease, and health</p> <p>12.4 Local, state, and global environmental issues</p> <p>12.5 Laws, ordinances, and policies</p>
Human Sexuality and Relationships	<p>12.1 Adapting to changes associated with puberty</p> <p>12.2 Adapting to change within the family</p> <p>12.3 Changing responsibilities from adolescence to adulthood</p>

	<p>12.4 Responsible behaviors within relationships (communication, abstinence, etc.)</p> <p>12.5 Potential outcomes of sexual activity (STIs, pregnancy, etc.)</p> <p>12.6 Impact of media and technology on sexual behaviors</p> <p>12.7 Laws associated with sexual behaviors (consent, harassment, assault, rape, human trafficking, etc.)</p> <p>12.8 Differences between individual, family, culture, community, and global values</p>
Injury Prevention and Safety	<p>12.1 Basic first aid skills</p> <p>12.2 Demonstrate and perform CPR/AED procedures according to current and nationally recognized guidelines</p> <p>12.3 Resources to prevent and avoid violence</p> <p>12.4 Prevention and response to physical violence (guns and/or weapons and bullying)</p> <p>12.5 Prevention and response to mental violence (bullying and abuse)</p> <p>12.6 Prevention and response to social violence (relationships, conflict resolution, and cyber)</p> <p>12.7 Prevention and response to sexual violence (harassment, assault, rape, and abuse)</p> <p>12.8 Media safety (social media, cyber, TV, music, advertising, etc.)</p> <p>12.9 Causes of conflict and non-violent conflict resolutions</p> <p>12.10 Consequences of violence (school policies, laws, etc.)</p>
Mental and Emotional Health	<p>12.1 Importance of expressing emotions in a productive and healthy manner</p> <p>12.2 Mental illnesses</p> <p>12.3 Stigmas associated with mental illness</p> <p>12.4 Avoiding negative self-talk, self-harm, and suicide</p> <p>12.5 Coping skills (grief, stress, depression, bullying, anxiety, etc.)</p> <p>12.6 Characteristics of healthy and unhealthy relationships</p> <p>12.7 Healthy versus unhealthy body image</p>
Nutrition	<p>12.1 Nutritional needs through stages of development</p> <p>12.2 Meal planning and budgeting</p> <p>12.3 Food safety</p> <p>12.4 Nutritional value of foods</p> <p>12.5 Cultural and ethnic food choices</p> <p>12.6 Food labels</p>

	<p>12.7 Eating disorders/dysfunctions</p> <p>12.8 Healthy eating patterns</p> <p>12.9 Essential nutrients</p> <p>12.10 Performance enhancing beverages/supplements</p> <p>12.11 Impact of food choices</p>
Personal Health	<p>12.1 Major body systems, anatomy, functions, relationships between systems and connection to disease</p> <p>12.2 Proper adolescent hygiene habits</p> <p>12.3 Leading causes of death and risk behaviors</p> <p>12.4 Traits and skills of lifelong learners</p> <p>12.5 Components of wellness</p>
Prevention & Control of Disease	<p>12.1 Disease prevention skills</p> <p>12.2 Common causes of diseases, illness and disorders</p> <p>12.3 Influence of heredity and diseases</p> <p>12.4 Medical resources, health screenings and treatment methods for disease</p> <p>12.5 Relationship between lifestyle choices and disease prevention</p> <p>12.6 Current healthcare issues</p>
Substance Use and Abuse & Addiction	<p>12.1 Effects and consequences of nicotine use (all forms)</p> <p>12.2 Effects and consequences of alcohol use</p> <p>12.3 Effects and consequences of illegal drug use</p> <p>12.4 Categories of drugs (ex. stimulants, opiates, depressants, hallucinogens, etc.)</p> <p>12.5 Cumulative risk behaviors (patterns, gateway drugs, etc.)</p> <p>12.6 Unsafe situations involving drugs, including alcohol</p> <p>12.7 Helpful and harmful use of prescription and non-prescription drugs</p> <p>12.8 Strategies to resist peer pressure to engage in substance abuse</p> <p>12.9 Media, social influences, and societal pressure of drug usage</p> <p>12.10 Rules and laws for medicines and drugs</p> <p>12.11 Safe alternatives to medicine</p> <p>12.12 Government policies and global issues in drug trends</p>

Sample Opt-In Letter

**PARENT/GUARDIAN CONSENT FORM
HUMAN SEXUALITY EDUCATION**

Course: _____ Teacher(s): _____

School: _____ Phone: _____

Dear Parent/Guardian:

As a part of your child's education, he/she is enrolled in a course that includes information on puberty and human sexuality education. If you would like to review the curriculum and talk with the teacher before signing this form, call or email the teacher immediately to set up a conference time.

NOTE: Opt-in letters work differently than opt-out letters you may have worked with before, in this or other school districts. The school must have a signed form from every student's parent/guardian indicating that the student has permission to participate in the human sexuality curriculum. Failure of a parent/guardian to return a signed form means the student will attend study hall and will not attend class sessions which are identified as addressing puberty or human sexuality.

If your preference is for your child to "opt-in" the puberty and human sexuality education, please indicate so by providing your child's name, placing a check in the space provided, and signing and dating the form. By so doing, you are giving permission for your child to receive information on puberty and human sexuality.

Student's Name: _____

_____ I GRANT permission for my child to participate in the puberty and human sexuality education.

Parent/Guardian Signature: _____ Date: _____

Please sign and return this form to the school on or before (date set by school).

Sample Opt-Out Letter

**PARENT/GUARDIAN CONSENT FORM
HUMAN SEXUALITY EDUCATION**

Course: _____ Teacher(s): _____

School: _____ Phone: _____

Dear Parent/Guardian:

As a part of your child's education, he/she is enrolled in a course that includes information on puberty and human sexuality education. If you would like to review the curriculum and talk with the teacher before signing this form, call or email the teacher immediately to set up a conference time.

If your preference is for your child to "opt-out" of the puberty and human sexuality education, please indicate so by providing your child's name, placing a check in the space provided, and signing and dating the form. By so doing, your child will attend study hall and will not attend class sessions which are identified as addressing puberty and human sexuality.

Student's Name: _____

_____ I DO NOT grant permission for my child to participate in the puberty and human sexuality education.

Parent/Guardian Signature: _____ **Date:** _____

Please sign and return this form to the school on or before (date set by school).



Kansas State Department of Education

Landon State Office Building
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Topeka, Kansas 66612-1212

(785) 296-3201
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www.ksde.org

To: Commissioner Randy Watson
From: Colleen Riley, Tate Toedman
Subject: Receive Evidence-Based Best Practices for At-Risk Services

Due to legislative action passed in 2017, KSDE has developed and posted information on the agency website regarding evidence-based practices for at-risk students. The Every Student Succeeds Act (ESSA) and K.S.A 72-5153 requires districts to use their federal funds to support evidence-based practices.

Assistant Director Tate Toedman of the Special Education and Title Services team will share information with the Board about the resources available to schools.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13

Staff Initiating:

Director:

Commissioner:

Meeting Date: 9/11/2018

Scott Gordon

Scott Gordon

Randy Watson

Item Title:

Act on the recommendations of the Professional Practices Commission (public censure)

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 publicly censure Cheryl McDonald until the expiration of her current professional teaching license.

Explanation of Situation Requiring Action:

On Aug. 10, 2018 the Professional Practices Commission conducted an evidentiary hearing on the complaint filed by the Kansas State Department of Education. The complaint requested the revocation of Cheryl McDonald's license for misconduct involving two separate crimes of theft. Ms. McDonald was placed on diversion for misdemeanor theft that occurred in 2012. Ms. McDonald was later convicted of misdemeanor theft that occurred in 2017. Ms. McDonald is currently serving a term of probation as a result of the conviction. The Professional Practices Commission found Ms. McDonald engaged in professional misconduct. The Professional Practices Commission recommends Ms. McDonald be censured until her current license is set to expire on Sept. 21, 2021.

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION
PROFESIONAL PRACTICES COMMISSION

In the Matter of
the License of
Cheryl McDonald

Case No. 18-PPC-10
OAH No. 18ED0018 ED

INITIAL ORDER

Statement of Case

This matter comes on for hearing before the Professional Practices Commission ("Commission") of the Kansas State Department of Education ("KSDE") upon the Complaint filed by the KSDE seeking revocation of the license of Cheryl McDonald.

The hearing was held on August **10**, 2018. Appearing for the Commission were chairperson, Linda Sieck, and members, Nathan Reed, Laura Batson, William Anderson, Eric Filippi, Jennifer Holt and Aaron Edwards.

Ms. McDonald appeared *pro se* and testified on her own behalf.

The KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon.

Findings of Fact

1. As of the date of the Complaint filed in this matter, Ms. McDonald held a professional teaching license, which is scheduled to expire on September 21, 2021.
2. Ms. McDonald testified that she was charged with theft in Kansas City, Missouri in 2012. She completed a diversion, although she testified that she did not realize that it was a diversion. Ms. McDonald testified that she was told to complete a class related to her offense and once the class was completed the complaint was dismissed.

3. Ms. McDonald was licensed as a teacher at the time of the offense.
4. On or about March 8, 2016, Ms. McDonald submitted an Application for Kansas License to be a teacher. Ms. McDonald reported on the application that she had never “entered into a diversion agreement or otherwise had a prosecution diverted after being charged with any felony or any crime involving theft, drugs, or a child.”
5. Ms. McDonald’s application was approved.
6. On or about November 4, 2017, Ms. McDonald was issued a citation, #E00257340, in Overland Park, Kansas, charging her with a violation of Section 11.12.120(A) of the Municipal Code of the City of Overland Park, theft, a misdemeanor, Overland Park Municipal Court Case No. CR-2017-0526718.
7. On or about January 9, 2018, Ms. McDonald entered into a diversion agreement with the City of Overland Park relating to the November 4, 2017, theft violation, Overland Park Municipal Court Case No. CR-2017-0526718. The term of the agreement was twelve (12) months. Ms. McDonald represented in the diversion agreement that she had “not previously participated in a diversion of any theft, or similar offense, nor previously been convicted of or plead no contest to a violation of any such offense, nor had any such offense amended to a lesser charge.”
8. On January 18, 2018, the City of Overland Park filed a motion to terminate Ms. McDonald’s diversion agreement, alleging that she had violated the terms and conditions of the agreement by failing to disclose a February 8, 2012 theft in Kansas City, Missouri.

9. On February 15, 2018, Ms. McDonald was convicted of the November 4, 2017, theft violation, Overland Park Municipal Court Case No. CR-2017-0526718, and was placed on probation for a period of one year. The term of probation is set to expire February 15, 2019.

10. Ms. McDonald was licensed at the time of this offense.

11. On April 18, 2018, the KSDE filed a Complaint against Ms. McDonald seeking revocation of her teaching license based on her alleged misconduct.

12. On May 21, 2018, Ms. McDonald filed a request for a hearing on the complaint filed by KSDE.

Conclusions of Law
and
Discussion

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

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” including: “(3) conviction of any misdemeanor involving theft” or “(11) entry into a criminal diversion agreement after being charged with any offense or act described in this subsection.” (Emphasis added).

3. K.A.R. 91-22-1a(a)(12) also provides that a license may be suspended or revoked for “obtaining, or attempting to obtain, a license by fraudulent means or through misrepresentation of material facts.”

10. K.A.R. 91-22-1a(g) sets forth what must be satisfied for a teacher that has had their license denied or revoked based on a violation of the provisions in subsection (a) of the same regulation to apply for a new license. KSDE suggested that because Ms. McDonald was convicted of the crime of theft that she was not eligible to be licensed for a period of five (5) years from the date of conviction, based on the provisions in K.A.R. 91-22-1a(g)(2).

11. The Commission disagreed with the KSDE suggestion that they were required to revoke Ms. McDonald's license on the basis that she was convicted and ineligible to have a license. Ms. McDonald's license had not been previously revoked or denied. The regulation does not mandate that a teacher convicted of the crime of theft have their license revoked, but rather states that the teacher's license may be revoked. Therefore, the Commission reasoned that until the Ms. McDonald's license is revoked or denied, subsection (g) of K.A.R. 91-22-1a was not applicable.¹

12. Although not required in this matter, the Commission felt it was appropriate to consider the factors set forth in K.A.R. 91-22-1a(g)(1) in determining if Ms. McDonald should be revoked or if there was sufficient evidence that she had been rehabilitated since her conviction. The factors are as follows:

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

¹ It should be noted that this would not prevent the State Board from potentially denying a future Application for Kansas License submitted by Ms. McDonald for the conduct at issue, at which time K.A.R. 91-22-1a(g) would likely apply.

- (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.

13. The Commission, in determining whether to recommend to the Board that an individual's application should be granted, is required to determine the extent of the applicant's efforts at rehabilitation as well as the fitness of the applicant to be a member of the teaching profession. *Wright v. State Bd. of Educ.*, 268 P.3d 1231 (Kan.App. 2012). The Commission felt that these same principles could be considered in determining if Ms. McDonald's license should be revoked.

14. In considering the factors the Commission felt that Ms. McDonald demonstrated fitness to retain her license to teach. Among other factors the Commission identified that Ms. McDonald expressed remorse and recognition of the wrongfulness of her actions and that she had taken appropriate steps to identify resources and connections within the community she would engage in the event that she was to find herself in a similar position of need in the future.² Despite the two instances of conduct at issue, the

² The Commission did instruct Ms. McDonald to report her conduct to her supervisor immediately, as there was a question as to whether her supervisor and the school district was aware of her criminal conviction. Furthermore, the Commission instructed Ms. McDonald to inquire about her district's Employee Assistance Plan (EAP) or other resources that may be available to her through the district that would help to prevent similar conduct in the future.

Commission felt that she remained suitable to be placed in a position of trust and would be a suitable role model for students. The Commission also felt that she was forthcoming and truthful in her testimony.

15. While the Commission disagreed with the KSDE recommendation that Ms. McDonald's license be revoked, the Commission did conclude that some discipline was warranted and should be imposed.

CONCLUSION

On a vote of 6-1, it is recommended by the Professional Practices Commission to the Kansas State Board of Education that Cheryl McDonald be public censured due to her criminal conduct and that such censure continue until her current license is set to expire on September 21, 2021.

NOTICE

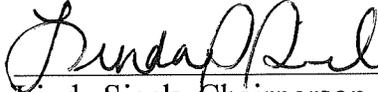
This Initial Order of the Professional Practices Commission is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act.

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 **ten calendar** days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

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

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

IT IS SO ORDERED.

 8/17/18
Linda Sieck, Chairperson
Professional Practices Commission

CERTIFICATE OF SERVICE

I hereby certify that on this 17th day of August, 2018, a true and correct copy of the above and foregoing Initial Order was deposited in the U.S. Mail, postage paid, addressed to:

Cheryl McDonald
14196 W. 117th Street
Olathe, KS 66062

and via interoffice mail to:

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



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

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14

Staff Initiating:

Leah Zeller

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 9/11/2018

Item Title:

Act on new appointment to the Professional Standards Board

Recommended Motion:

It is moved that It is moved that the Kansas State Board of Education appoint James Tod Johnson to complete a partial first term on the Professional Standards Board effective July 1, 2018 through June 30, 2019, representing Teacher, Career and Technical Education.

Explanation of Situation Requiring Action:

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

The nominee is James Johnson, El Dorado High School, USD 490 (SBOE Dist. 9). His resume and the nomination form are provided.

The Professional Standards Board roster is attached.

James Tod Johnson

2131 SE Munson Hill Road
El Dorado, KS 67042
(316) 323-2708
Duninit@yahoo.com

OBJECTIVE:

- To enter a position where I can help students embrace and utilize today's industrial skills.

LICENSURE:

- 7-12 Driver Education
- 5-12 Drafting
- 5-12 Metals
- 5-12 Plastics
- 5-12 Power Mechanics
- 5-12 Wood

QUALIFICATIONS:

- Automotive, Small Engines, Metal Fabrication, Welding, Machine Tools Tech., Woodworking, Composites, Plastics, Auto Paint, and Driver Education instructor, all totaling 26 years
- SkillsUSA Advisor, 10 years
- SkillsUSA State Board of Director, 3 years
- Small business owner of building and selling sand cars, part-time, 24 years
- School-to-Work program Chairman, 8 years
- Middle and high school coach, 26 years

EMPLOYMENT:

El Dorado USD 206, El Dorado, KS

Teacher and coach, 2018 -

Remington USD 206, Whitewater, KS

Teacher and coach, 2013 - 2018

Bluestem USD 205, Leon, KS

Teacher and coach, 2008 - 2013

Self Employed

Johnson's Sand-cars Inc. Full-time, 2006 - 2008

Flinthills USD 492, Rosalia, KS

Teacher and Coach, 1991 - 2006

Emporia USD 253, Emporia, KS

Substitute Teacher, 1991

COACHING:

- High school Boys Basketball, 11 years
- High school Track, 26 years
- Middle school Girls Basketball, 4 years
- Middle school Boys Basketball, 5 years
- Middle school Boys Football, 3 years
- High school Football, 2 years

EDUCATION:**BS Emporia State University, Emporia, KS**

Graduated, December 1990, Bachelors of Science in Industrial Technology

Flinthills High School, Rosalia, KS

Graduated in May 1984

REFERENCES:

- **PJ Reilly**, CTE Curriculum Instructional Specialist, Wichita Public Schools USD 259.
316-214-3143
- **Tim Bumgarner**, Principal, Remington High school USD 206.
620-222-4424
- **Miles Harvey**, Asst. Director, Butler County Special Education Inter local # 638.
316-323-3344

More available upon request



Nominees for Professional Standards Board, Professional Practices Commission, Licensure Review Committee

Teacher Licensure & Accreditation | KSDE | Landon State Office Building | 900 SW Jackson Street, Suite 106 | Topeka, Kansas 66612-1212 | Phone: 785-296-2288 | www.ksde.org

NOMINEE-COMplete THIS FORM AND ENCLOSE A COPY OF RESUME OR VITA

NAME OF BOARD/COMMISSION/COMMITTEE:

- Professional Standards Board
 Licensure Review Committee
 Professional Practices Commission
 Regulations Committee
 Evaluation Review Committee
 Policies and Procedures Committee

Nominated by (organization) KCCTEA/KLCTE Date August 2018

Nominee's Name James Tod Johnson Occupational Title CTE Teacher
 Place of employment (Facility) EI Dorado HS Address 401 McCollum Road
 City EI Dorado State KS Zip 67042
 Home address 2131 SE Munsonhill Rd.
 City EI Dorado State KS Zip 67042
 Home e-mail Duninit@yahoo.com Work e-mail jtjohnson@eldoradoschools.org
 Work Phone (316) - 322 - 4810 Home Phone (316) - 323 - 2708
 Fax Number () -
 State Board District (that you work in) USD 490

Please state briefly:

Qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three years, or serving as a member of the faculty of an institution of post-secondary education. PTA and KASB representatives are excluded from meeting these qualifications.

Mr. James (Tod) Johnson is a 25 year veteran of the CTE Classroom. Mr. Johnson has been afforded the opportunity to teach Kansas students in multiple CTE disciplines. These disciplines include automotive, welding, metals, composites, cabinet making, construction and Harely Davidson motorcycle mechanics. Mr. Johnson has helped hundreds of students succeed in CTE through participation in the Career Technology Student Organization --- Kansas SkillsUSA.

Working and educational experience which might be pertinent to this appointment.

Mr. Johnson has been the CTE lead pathway teacher in his previous two school positions...Bluestem and Remington High School. These school leadership experiences will provide insight to the professional standards board, as well as, his collaborative attributes learned throughout his 25 years of teaching and coaching the youth of Kansas. It is with distinction, that the KCCTEA/KLCTE nominate and recommend Mr.Tod Johnson as a representative of the KSDE PSB.

Nominee represents school district or post-secondary institution size of:

- 0-400
 400-1200
 1200-2500
 2500-5000
 5000 and over

(To be completed by KSDE personnel)

Nominee will help provide representation of differing size school districts or post-secondary institutions to the committee.

- Yes No

Nominee represents an area that provides a geographical balance to the committee.

- Yes No

The Kansas State Department 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 the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612-1212, (785) 296-3201

Professional Standards Board
Membership Set by Regulation

21 Members, 1 KSBE liaison

Updated 8/28/2018

Current Members	Position	Size of District	Term Origin Date	Term Ends	Board District
Biermann, Bill Superintendent Goodland USD 352 1312 Main Goodland, KS 67735	Administrator, Chief Public School	1,091	July 1, 2015	June 30, 2021 (2 nd)	5-Cauble
Carlson, Cameron University of Saint Mary (Newman) 4100 South 4 th St. Leavenworth, KS 66048	Unit Head, IHE Private	NA	July 1, 2018 (1 st full)	June 30, 2021	NA
Erickson, Paul Union Valley Elementary Buhler USD 313 2501 East 30 th Hutchinson, KS 67502	Administrator, Public Elementary School	439	July 1, 2013	June 30, 2019 (2 nd)	7-Willard
Finkeldei, Jamie Associate Superintendent Catholic Diocese of Wichita 424 N. Broadway Wichita, KS 67202	Administrator, Non Public school	5,000+	August 12, 2015 (completing partial 1 st term)	June 30, 2021 (1 st)	7-Willard 8-Busch 10-McNiece
Goering, Jonathan Northwest Middle School Kansas City USD 500 2010 N 59 th St Kansas City, KS 66104	Teacher, Public Middle School	21,599	July 1, 2013	June 30, 2019 (2 nd)	1-Waugh
Jones, Keith South Middle School Lawrence Public Schools USD 497 2734 Louisiana Street Lawrence, KS 66046	Administrator, Middle Level Public	14,169	November 16, 2015 (completing partial 1 st term)	June 30, 2019 (1 st)	4-Mah
Jurich, Patty 3314 N. 128th Court Kansas City, KS 66109	Member, Kansas PTA	NA	July 1, 2018	June 30, 2020 (1 st partial)	NA
Lower, Lisa USD 437 Shuler Education Center 5928 SW 53 rd Topeka, KS 66610	Teacher, Special Education		July 1, 2016	June 30, 2019 (1 st)	4-Mah

Markham, Tasha Lincoln Elementary Fredonia USD 484 713 N 9th St Fredonia, KS 66736	Teacher, Public Elementary School		December 12, 2017 (completing partial 1 st term)	June 30, 2021 (1 st full term)	9-Porter
Mercer, Debbie Kansas State University 6 Bluemont Hall Manhattan, KS 66506-5301	Unit Head, IHE Public	NA	July 1, 2013	June 30, 2019 (2 nd)	NA
Miller, Dayna S&S Alloy Steel, Inc. 17776 157 th Street Basehor, KS 66007	Local Public School		July 1, 2017	June 30, 2020 (1 st)	1-Waugh
Oborny, Kristy O'Loughlin Elementary USD 489 Hays 1401 Hall St Hays, KS 67601	Teacher, Public Elementary school	7,022	September 12, 2017 (completing partial term)	June 30, 2020 (1 st)	5-Cauble
Porter, Jim State Board of Education District 9 501 South 7 th Fredonia, KS 66736	<i>KSBE Liaison</i>	NA		January 2019 (appointed by SBOE)	NA
Reilly, Patrick (PJ) District Director of CTE Valley Center USD 262 1432 S Meridian Valley Center, KS 67147	Administrator Career Technical Education	2,831	July 1, 2015	June 30, 2021 (2 nd)	7-Willard 10-McNiece
Stadalman, Kyle Eudora Elementary Eudora USD 491 801 E 10 th Street Eudora, KS 66025	Teacher, Public Middle School	1,673	July 1, 2015	June 30, 2021 (2 nd)	1-Waugh 3-Bacon
Steinlage, Shana Marshall-Nemaha Ed Services Cooperative 316 Main Street Seneca, KS 66538	Administrator, Special Education		July 1, 2018 (1 st)	June 30, 2021	6-Horst
Wilson, Mike Seaman USD 345 Topeka, KS	Teacher, Public Middle School	3,926	July 1, 2014	June 30, 2020 (2 nd)	4-Mah
Worthington, Maria Blue Valley North High School Blue Valley USD 229 12200 Lamar Avenue Overland Park, KS 66209	Teacher, Public Secondary School	22,206	July 1, 2015	June 30, 2021 (2 nd)	2-Roberts 3-Bacon

Young, Alicia Wichita Public Schools 412 S. Main Wichita KS 67202	Teacher, Public Secondary School	3,013	July 1, 2017	June 30, 2020 (1 st)	7-Willard 8-Busch 10-McNiece
VACANCY Anderson, Nick Classroom Teacher Catholic Schools of Topeka 5631 SW Glendale Court Topeka, KS 66606	Teacher - Accredited K-12 Non-Public	886	August 12, 2017 (completing partial 1 st term)	June 30, 2019 (1 st) Resigning as of 7/1/2018	4-Mah
Vacancy Carson, Crystal Agriculture Education Instr. USD 481 Rural Vista High School 414 E. Goodnow St. White City, KS 66872	Teacher, CTE	2,760	August 12, 2017 (completing partial 1 st term)	June 30, 2019 (1 st)	7-Willard

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15

Staff Initiating:

Leah Zeller

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 9/11/2018

Item Title:

Act on new appointment to the Licensure Review Committee

Recommended Motion:

It is moved that the Kansas State Board of Education appoint Daniel Brungardt to his first partial three-year term on the Licensure Review Committee effective July 1, 2018 through June 30, 2020, fulfilling a vacancy for a District Level Administrator.

Explanation of Situation Requiring Action:

It is requested that the Board appoint members of the Licensure Review Committee as stipulated under the statute, K.S.A. 72-8508, which states: "members shall be appointed for three-year terms and no person shall be appointed to serve longer than two full terms in addition to any term of a period less than three years."

The nominee is Daniel Brungardt, Superintendent of Bonner Springs USD 204 (SBOE Dist. 1). His resume and the nomination form are provided.

Mr. Brungardt may be appointed to the Licensure Review Committee. Upon completion of his first partial term on June 30, 2020, he would be eligible for his first full three-year term.

Daniel (Dan) J. Brungardt, Ed.S.

13714 Berger Ave
Bonner Springs, KS 66012

(913) 209-0100

brungardtd@usd204.net

Profile: An experienced school superintendent, with a career spanning 26 years, who is committed to student achievement with diverse and accomplished work experience at the elementary, middle and secondary building levels. A proven record of successful financial practices ensuring that student instruction is the focus of all district decisions.

Experience

Superintendent of Schools USD204 Bonner Springs/Edwardsville, Bonner Springs, KS (2013-present) A growing district in the Kansas City Metro area comprised of seven education facilities with an enrollment of 2700 students.

- Manage and supervise the district's daily operations.
- Standardized procedures for working with district school board to enhance cooperation, communication and strategic planning
- Coordinated the process to assist the Board of Education to update all board policies and procedures
- Established cooperation among the three communities that make up USD 204; Bonner Springs, Edwardsville, and Northwestern Kansas City, KS to build a more cohesive district
- Facilitated for the Board of Education a 40 million dollar bond issue referendum which passed with 77% voter approval
- Responded to issues of staff trust by developing strong lines of communication and involving teachers and staff in district decision and initiatives
- Supported and facilitated a 1:1 Chromebook initiative in grades 3-12,
- Initiated the process of building core curriculum pacing guides K-12 and begin the process of updating all instructional materials
- Implemented the Post High School Planning Guide and developed district partnerships colleges to add additional concurrent college class offerings
- Increased the number of Career and Technical Education pathways and classes offered
- Successfully established processes for students to verify residency at enrollment, which alleviated the over-crowding at district schools.
- Initiated a strong, positive working relationship with community organizations and businesses, including the Rotary Club, Chamber of Commerce and the NAACP of Bonner Springs
- Unified the buildings in the school district, spanning across three communities, to work for the achievement of students
- Increased safety and security at all district facilities

Assistant Superintendent USD 428 Great Bend Schools, Great Bend, Kansas (2012-2013)

- The Board of Education created the position of Assistant Superintendent and changed my title to more closely match my assigned duties and responsibilities.

Director of Finance and Operations/Federal Programs USD 428 Great Bend Schools, Great Bend, Kansas (2005-2012)

- Administered a forty million dollar budget annually that focused on the future by building reserves and making capital improvements while ensuring no budgetary shortfalls.
- Facilitated construction projects for the Board of Education all within the confines of the school district's budget without a bond issue or increasing the mill levy:
 - the construction of a three gym athletic center (\$3,335,457.00),
 - adding an additional gym and tornado safe multi-purpose room at Great Bend Middle School (\$2,743,250.00),
 - installing turf on the football field (\$612,000.00),
 - rebuilding the Great Bend Memorial Stadium (\$507,400.00)
 - remodeling the Great Bend High School auditorium including adding additional space (\$434,000.00)
- Managed USD 428's self-funded health insurance plan
- Developed processes to attract and retain high quality staff
- Received the Cinco de Mayo Barton County Award (2011)
- Created a partnership with the City of Great Bend to convert an unused school to a community recreation facility and build shared baseball fields with city funding

Director of Curriculum and Instruction/Director of Federal Program: USD 428 Great Bend Schools, Great Bend, Kansas (2003-2005)

- Provided leadership, vision, and direction for the District's curriculum, instruction, assessment and school improvement initiatives.
- Implemented effective curriculum, instruction, and assessment policies and practices that maximize educational options and lead to improved achievement for all students.
- Achieved student success at all district schools
- Coordinated the district migrant and ESOL programs

Principal Great Bend Middle School USD 428 Great Bend Schools, Great Bend, Kansas (1995-2003)

Great Bend Middle School is a seventh and eighth grade center that serves 500-600 students.

- Guided the staff to develop programs to significantly reduce the discipline referrals to the office by 80%.
- Instilled trust and support of the parents and increased parental involvement

Principal Riley Elementary School USD 428 Great Bend Schools, Great Bend, Kansas (1992-1995)

Riley Elementary School is a neighborhood school that serves over 380 students where the majority of students were low SES and qualify for migrant, and ESOL services.

- Introduced tiered instruction to significantly improve student reading achievement
- Instituted a free breakfast program
- Improved staff morale

Teacher Hamilton Middle School USD 259 Wichita Public Schools, Wichita, KS (1988-91)

Taught 6th grade science and social studies at an inner city/high poverty middle school

- Implemented a hands on technology exploratory program for students
- Secured a community funding source to provide classroom incentives for student achievement

Professional Organizations:

KASBO Kansas Association of School Business Officials (2005-present)

President (2016-17)

Streamlined the processes of the organization to provide more services to members focused on guidance for budgetary issues in school districts

Presentations include integrating technology into the school business jobs for productivity and efficiency

Kansas School Superintendents Association

Kansas/Missouri Superintendent Leadership Forum

National Forum on Education Statistics -Kansas Representative (<https://nces.ed.gov/>)

Presented at the National Forum on how to extract meaningful data from Google Classroom

Participated with team of educators from across the nation in updating the "Forum Guide to Reporting Civil Rights Data". (<https://nces.ed.gov/pubs2017/NFES2017168.pdf>)

Technical Panelist for the Civil Rights Data Collection

Provide feedback to the Office of Civil Rights on the bi-annual CRDC report

Participate in developing the criteria for data solicited from schools across the United States

Community Organizations/Positions

Great Bend Chamber of Commerce

Chairman of the Board of Directors (2008-09)

Led the organization to stabilize their financial position

Worked with the Mayor to attract a new company to the community when the 7th largest employer closed

Boy Scout Troop 157 Committee Chair

St. Rose Ambulatory and Surgery Center Community Advisory Council

Rotarian

President (Great Bend-2012)

President (Bonner Springs- 2017)

Chaired committees to raise money for local agencies that assist the community

Public Safety Recruitment Task Force (Unified Government/Wyandotte County)

Bonner Springs/Edwardsville Chamber of Commerce

Kansas City, KS Chamber of Commerce

Education and Licensure

Ed.S. Educational Administration-Superintendent (2000) Fort Hays State University

MS Educational Administration and Supervision (1992) Wichita State University

BS Elementary Education (1987) Fort Hays State University

Kansas State Department of Education

License Number ~~XXXXXX~~ ~~XXXXXX~~ ~~XXXXXX~~

District School Administrator K-12

Building Administrator K-9

Building Leadership PrK-12

Elementary K-9

English As A Second Language K-9

Social Studies, Comprehensive 5-9



Nominees for Professional Standards Board, Professional Practices Commission, Licensure Review Committee

Teacher Licensure & Accreditation | KSDE | Landon State Office Building | 900 SW Jackson Street, Suite 106 | Topeka, Kansas 66612-1212 | Phone: 785-296-2288 | www.ksde.org

NOMINEE-COMplete THIS FORM AND ENCLOSE A COPY OF RESUME OR VITA

NAME OF BOARD/COMMISSION/COMMITTEE:

- Professional Standards Board
 Licensure Review Committee
 Professional Practices Commission
 Regulations Committee
 Evaluation Review Committee
 Policies and Procedures Committee

Nominated by (organization) USA-Kansas Date August 1, 2018

Nominee's Name Daniel Brungardt Occupational Title Supterintendent
 Place of employment (Facility) Bonner Springs USD 204 Address 13714 Berger Ave.
 City Bonner Springs State Kansas Zip 66012 -
 Home address _____
 City Bonner Springs State Kansas Zip 66012 -
 Home e-mail _____ Work e-mail brungardtd@usd204.net
 Work Phone (913) 422-5600 Home Phone (913) - 209-0100
 Fax Number (913) 422-4193
 State Board District (that you work in) #2

Please state briefly:

Qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three years, or serving as a member of the faculty of an institution of post-secondary education. PTA and KASB representatives are excluded from meeting these qualifications.

Dan possess a great deal of leadership experience, working as a superintendent, Asst. Superintendent and a Building Administrator. Throughout his

leadership tenure he has witness the challenges of earning and maintaining an educational license, with his experience and respect for the profession I

believe he will be a strong assess to the committee.

Working and educational experience which might be pertinent to this appointment.

See Resume for educational experience

Nominee represents school district or post-secondary institution size of:

- 0-400
 400-1200
 1200-2500
 2500-5000
 5000 and over

(To be completed by KSDE personnel)

Nominee will help provide representation of differing size school districts or post-secondary institutions to the committee.

- Yes No

Nominee represents an area that provides a geographical balance to the committee.

- Yes No

The Kansas State Department 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 the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612-1212, (785) 296-3201

Licensure Review Committee
Membership Set by Statute

7 Members
Updated 8/28/2018

Current Members	Position	Size of District	Term Ends	Board District
Bolt, Heidi -- Chair Chanute USD 413	Classroom Teacher, Middle level	1,920	June 30, 2020 (2 nd)	9-Porter
Major, Bruce Durham-Hillsboro-Lehigh USD 410	Classroom Teacher, Secondary Level	577	June 30, 2021 (2 nd)	7-Willard
McDonald, Gwen Great Bend USD 428	Classroom Teacher, Elementary	2500-5000	June 30, 2019 (1 st) (J. Byers 1 st term uncompleted)	5-Cauble
Schneider, Ruth Special Education Teacher Rose Hill Middle School Rose Hill USD 394	Classroom Teacher, Special Education	242	June 30, 2021 (1 st)	10-McNiece
Williams, Marc. S. Spring Hill HS Spring Hill USD 230	Administrator, Building Level	1,642	June 30, 2019 (1 st partial)	1-Waugh 3-Bacon
Wilson, Jan Chair, Dept. of Education Friends University	Chairperson of a Department of Education of a Teacher Education Institution	NA	June 30, 2019 (2 nd)	NA
VACANCY Rush, Jean Holcolmb USD 363	Administrator, District Level		June 30, 2020 (1 st) (D. Kohlman's 1 st term incomplete)	



Kansas State Department of Education

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

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

www.ksde.org

To: Commissioner Randy Watson
From: Brad Neuenswander
Subject: Preview of the 2018 KSDE Annual Conference

At the September State Board meeting, staff will provide a preview of the 29th Annual KSDE Conference to be held Oct. 15-17, 2018 at the Hyatt Regency and Century II, Wichita. The theme of this year's conference is *Kansans CAN: Discover*.



Kansas State Department of Education

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

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

www.ksde.org

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

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total New Hires	4	2										
Unclassified	3	2										
Unclassified Regular (leadership)	1	0										
Total Separations	7	1										
Classified	0	0										
Unclassified	7	1										
Unclassified Regular (leadership)	0	0										
Recruiting (data on 1st day of month)	11	11										
Unclassified	11	11										
Unclassified Regular (leadership)	0	0										

Total employees 239 as of pay period ending 8/11/2018. Count does not include Board members. It also excludes classified temporaries and agency relocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 b.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 9/11/2018

Candi Brown

Wendy Fritz

Randy Watson

Item Title:

Act on personnel appointments to unclassified positions

Recommended Motion:

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

Explanation of Situation Requiring Action:

Personnel appointments presented this month are:

- Lori Thompson to the position of Education Program Consultant on the Teacher Licensure and Accreditation team, effective Aug. 26, 2018, at an annual salary of \$ 56,118.40. This position is funded by the Teacher and Administrator Fee Fund.
- Maureen Ruhlman to the position of Education Program Consultant on the Special Education and Title Programs team, effective Aug. 26, 2018, at an annual salary of \$ 56,118.40. This position is funded by the Consolidated Administration Pool and Homeless Child Fund.
- Zachary Smith to the position of Applications Developer on the Information Technology team, effective Aug. 27, 2018, at an annual salary of \$46,113.60. This position is funded by the Teacher and Administrator Fee Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 c.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 9/11/2018

Robyn Meinholdt

Scott Smith

Randy Watson

Item Title:

Act on license for Commercial Driver Training School

Recommended Motion:

It is moved that the Kansas State Board of Education issue a license for 2018 to the recommended driver training school: Lonewolf Motorcycle School LLC; Location: OATC (Olathe Advanced Technical Center, 611 N. Nelson Rd. Olathe, KS 66061)

The school will be licensed from date of approval to Dec. 31, 2018. Renewal will be required by Dec. 31, 2018 for calendar year 2019.

Explanation of Situation Requiring Action:

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

The Driver's Training School License Act (K.S.A. 8-273 et seq.) was established in 1965. Each year the commercial schools must be audited by the Department of Education.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 d.

Staff Initiating:

Susan Helbert

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 9/11/2018

Item Title:

Act on recommendations for Visiting Scholar licenses

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of Randy Watson, Commissioner of Education, regarding Visiting Scholar licenses.

Explanation of Situation Requiring Action:

Haviland USD 474 and Jerry Simmons

The Haviland school district requests that Jerry Simmons be granted renewal of a Visiting Scholar license valid for the 2018-19 school year. Mr. Simmons will continue to be on a part-time contract to teach one class of 7th Grade Science and one class of 8th Grade Science.

Jerry Simmons' educational background and studies including teacher preparation and sciences, along with his teaching experiences at both the secondary and postsecondary levels allow him to continue to provide a unique learning experience to the 7th and 8th grade science students at Haviland. He meets the criteria of related experience and advanced degrees in education. I recommend that the request of a Visiting Scholar license valid for the 2018-19 school year for Jerry Simmons be approved, based on a successful first year and continuing to meet two of the established criteria.

Criteria for a Visiting Scholar license:

1. Advanced course of study or extensive training in the area of licensure requested
2. Outstanding distinction or exceptional talent in the field
3. Significant recent occupational experience which is related to the field

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 e.

Staff Initiating:

Lynn Bechtel

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 9/11/2018

Item Title:

Act on local in-service education plans

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

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

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

- USD 103 Cheylin
- USD 202 Turner
- USD 218 Elkhart
- USD 291 Grinnell

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 f.

Staff Initiating:

Leah Zeller

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 9/11/2018

Item Title:

Act on recommendations of the Licensure Review Committee

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

KANSAS STATE BOARD OF EDUCATION
LICENSURE REVIEW COMMITTEE
Board Recommendations
September 2018

Case 3208

Lee Fryer requested the addition of an endorsement for K-6 elementary education to a valid Kansas license. Heidi Bolt made a motion to recommend denial of this license based on lack of knowledge and performance to meet elementary education standards 1-3 and 5-7. Jan Wilson seconded the motion and the Licensure Review Committee approved the motion unanimously. The applicant did not schedule a personal appearance.

Case 3213

Amy Davis requested an initial Kansas license for middle level and secondary 6-12 mathematics. Bruce Major made a motion to recommend approval of this license based on achievement of certification in Missouri through an alternative route and clarification of educational background and teaching experience. Marc Williams seconded the motion and the Licensure Review Committee approved the motion unanimously.

Case 3222

Feliza Carter requested a Kansas school specialist license for PreK-12 library media specialist. Bruce Major made a motion to recommend approval of this license based on achievement of certification in Oklahoma through an alternative route, educational background, and library media specialist experience. Marc Williams seconded the motion and the Licensure Review Committee approved the motion unanimously.

Case 3223

Jennifer Cabbage requested a Kansas school specialist license for PreK-12 library media specialist. Gwen McDonald made a motion to recommend approval of this license based on achievement of certification in Oklahoma through an alternative route, educational background, and library media specialist experience. Bruce Major seconded the motion and the License Review Committee approved the motion unanimously.

Case 3224

Sandra Wylie requested an initial Kansas license for K-6 elementary education. Bruce Major made a motion to recommend approval of this license based on achievement of certification in Texas through an alternative route, educational background, and teaching experience. Ruth Schneider seconded the motion and the Licensure Review Committee approved the motion unanimously.

Case 3226

Shelby Philip requested an initial Kansas license for middle level 5-8 mathematics and middle level 5-8 English. Ruth Schneider made a motion to recommend approval of this license based on achievement of certification in Arkansas through an alternative route, educational background, and teaching experience. Gwen McDonald seconded the motion and the License Review Committee approved the motion unanimously.

Case 3227

Lena Morgan requested an initial Kansas license for K-6 elementary education. Marc Williams made a motion to recommend approval of this license based on completion of certification in Texas through an alternative route, educational background, and teaching experience. Gwen McDonald seconded the motion and the Licensure Review Committee approved the motion unanimously.

Case 3228

Kelsey Rao requested an initial Kansas school specialist license for PreK-12 school psychology. Gwen McDonald made a motion to recommend approval of this license based on completion of all coursework except the internship and awarding of the terminal degree. Marc Williams seconded the motion and the Licensure Review Committee approved the motion unanimously.

Case 3229

John Seibel requested the addition of an endorsement for PreK-12 high-incidence special education to a valid Kansas license. Gwen McDonald made a motion to recommend approval of this request based on achievement of certification in Georgia through meeting minimum state requirements, educational background, and teaching experience. Ruth Schneider seconded the motion and the License Review Committee approved the motion unanimously.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 g.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 9/11/2018

Kerry Haag

Colleen Riley

Randy Watson

Item Title:

Act on request to amend a subgrant award for the Kansas State School for the Blind

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to amend one award for the Kansas State School for the Blind to conduct a Technical Assistance System Network project.

Explanation of Situation Requiring Action:

As authorized by IDEA 34CFR 300.704(b)(4)(i & vii) the Teachers of students with Visual Impairments (TVI) and Certified Orientation Mobility Specialists (COMS) project of the Kansas School for the Blind has provided (i) training, support, technical assistance and professional development as well as (vii) helped Kansas LEAs to address personnel shortages. Kansas State School for the Blind's efforts have successfully increased the number of fully endorsed or licensed TVIs and COMS in Kansas by 38. Remaining funds from the original award are committed to the seven actively enrolled TVI and/or COMS students.

For the first time, the number of TVI and COM program candidate applications exceeds the number of available funding slots. The state vacancy rate for TVI and COMS positions remains high. Approval of this amendment will provide an additional estimated four slots towards providing an adequate supply of district personnel. Children and youth who are blind or visually impaired will have increased opportunity to graduate and achieve postsecondary success. The amendment request provides for increased costs of \$84,642.

FY15: Kansas State School for the Blind (Original amount: \$362,395. Revised amount: \$447,037.)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 h. (1)

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 9/11/2018

Dale Dennis

Dale Dennis

Randy Watson

Item Title:

Act on request from USD 202, Turner, Wyandotte County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 202, Turner, 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 75-2315 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 202, Turner, 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 202 plans to use the bond proceeds to pay the costs to: (1) purchase and improve sites; (2) construct, furnish and equip a new middle school; (3) repair, remodel and make additions to buildings used for school district purposes and; (4) other necessary improvements to district facilities.

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

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

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

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

Unified School District 202-Turner	County: Wyandotte
-------------------------------------------	--------------------------

1. Current equalized assessed tangible valuation *	<u>\$150,055,126</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$21,007,717</u>
4. State Aid Percentage	<u>44%</u>

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$27,280,000</u>	<u>18.2</u>
6. Amount of bond indebtedness requested	<u>\$44,000,000</u>	<u>29.3</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$71,280,000</u>	<u>47.5</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$21,007,717</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$50,272,283</u>	<u>33.5</u>

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

July 1, 2018
Date

July 1, 2018
Date

Craig Neuenswander
Director, School Finance

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 h. (2)

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 9/11/2018

Dale Dennis

Dale Dennis

Randy Watson

Item Title:

Act on request from USD 206, Remington, Butler County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 206, Remington, Butler County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 75-2315 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 206, Remington, Butler 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 206 plans to use the bond proceeds to: (1) construct, furnish and equip an addition to the existing Elementary School in Potwin within the district to create a new classroom to also function as a storm shelter for the building and make certain upgrades for enhanced security for the building; (2) construct, furnish and equip an addition or additions to the existing Middle School in Whitewater within the district to create additional classroom space and support areas and make additional improvements to enhance safety for the building; and (3) construct, furnish and equip additions to the existing Remington High School within the district to create a new competition gym for PE/team sports and other assemblies plus support areas, a new wellness center/weight room, a new multi-purpose room for wrestling and physical education which will also function as a storm shelter for the building and make improvements to enhance security for the building.

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

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

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

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

Unified School District 202-Turner	County: Wyandotte
-------------------------------------------	--------------------------

1. Current equalized assessed tangible valuation *	\$150,055,126
2. Percentage of bond debt limit	14.00%
3. Amount of bond debt limit	\$21,007,717
4. State Aid Percentage	44%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	\$27,280,000	18.2
6. Amount of bond indebtedness requested	\$44,000,000	29.3
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$71,280,000	47.5
8. Estimated amount of bond indebtedness authorized without approval	\$21,007,717	14.0
9. Amount of bond indebtedness above bond debt limit requested	\$50,272,283	33.5

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 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

July 1, 2018
Date

July 1, 2018
Date

Craig Neuenswander
Director, School Finance

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 i. (1)

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 9/11/2018

Dale Dennis

Dale Dennis

Randy Watson

Item Title:

Act on request from USD 202, Turner, 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 202, Turner, Wyandotte County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 75-72-5461 et seq., as amended by 2018 Substitute for Senate Bill 423, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 202, Turner, Wyandotte County, has made such a request. If approved, the district would receive capital improvement (bond & interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid.

USD 202 plans to use the bond proceeds to pay the costs to: (1) purchase and improve sites; (2) construct, furnish and equip a new middle school; (3) repair, remodel and make additions to buildings used for school district purposes and; (4) other necessary improvements to district facilities.

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

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

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

Summary of Appeal to State Board of Education for State Aid

Unified School District 202-Turner	County: Wyandotte
-------------------------------------------	--------------------------

1. Current equalized assessed tangible valuation *	<u>\$150,055,126</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$21,007,717</u>
4. State Aid Percentage	<u>44%</u>

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$27,280,000</u>	<u>18.2</u>
6. Amount of bond indebtedness requested	<u>\$44,000,000</u>	<u>29.3</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$71,280,000</u>	<u>47.5</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$21,007,717</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$50,272,283</u>	<u>33.5</u>

Forms Requested	
<input checked="" type="checkbox"/> 5-210-118 General Information <input checked="" type="checkbox"/> 5-210-106 Resolution <input type="checkbox"/> 5-210-108 Publication Notice <input checked="" type="checkbox"/> 5-210-110 Application <input checked="" type="checkbox"/> 5-210-114 Equalized Assessed Valuation	<input checked="" type="checkbox"/> Schematic floor plan of the proposed facilities <input type="checkbox"/> Map of the school district showing present facilities <input checked="" type="checkbox"/> Small map of the school district showing the adjoining school districts <input checked="" type="checkbox"/> Map of the school district showing proposed facilities

July 1, 2018
Date

July 1, 2018
Date

Craig Neuenswander
Director, School Finance

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 i. (2)

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 9/11/2018

Dale Dennis

Dale Dennis

Randy Watson

Item Title:

Act on request from USD 206, Remington, Butler 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 206, Remington, Butler County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 75-72-5461 et seq., as amended by 2018 Substitute for Senate Bill 423, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond& interest) state aid. USD 206, Remington, Butler County, has made such a request. If approved, the district would receive capital improvement (bond & interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid.

USD 206 plans to use the bond proceeds to: (1) construct, furnish and equip an addition to the existing Elementary School in Potwin within the district to create a new classroom to also function as a storm shelter for the building and make certain upgrades for enhanced security for the building; (2) construct, furnish and equip an addition or additions to the existing Middle School in Whitewater within the district to create additional classroom space and support areas and make additional improvements to enhance safety for the building; and (3) construct, furnish and equip additions to the existing Remington High School within the district to create a new competition gym for PE/team sports and other assemblies plus support areas, a new wellness center/weight room, a new multi-purpose room for wrestling and physical education which will also function as a storm shelter for the building and make improvements to enhance security for the building.

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

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

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

Summary of Appeal to State Board of Education for State Aid

Unified School District 206-Remington	County: Butler
----------------------------------------------	-----------------------

1. Current equalized assessed tangible valuation *	<u>\$52,316,461</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$7,324,304</u>
4. State Aid Percentage	<u>0%</u>

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$5,350,000</u>	<u>10.2</u>
6. Amount of bond indebtedness requested	<u>\$9,975,000</u>	<u>19.1</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$15,325,000</u>	<u>29.3</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$7,324,304</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$8,000,696</u>	<u>15.3</u>

Forms Requested

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

July 1, 2018
Date

July 1, 2018
Date

Craig Neuenswander
Director, School Finance

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 j.

Staff Initiating:**Deputy Commissioner:****Commissioner:****Meeting Date: 9/11/2018**

Brad Neuenswander

Brad Neuenswander

Randy Watson

Item Title:

Act on request to contract with Education Elements

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with Education Elements in an amount not to exceed \$169,500.

Explanation of Situation Requiring Action:

Education Elements will be responsible for implementing the second phase of a School Redesign Leadership platform based on their experience working to design and launch innovative school models. Education Elements was approved in June for phase one. Through this fellowship, Education Elements will ensure that KSDE's redesign leadership team has the knowledge, skills and resources to support school redesign teams and regional service centers across the state.

Objectives:

1. Deepen the expertise of KSDE leadership team members around school redesign, cohort-based professional development models, scaling and sustaining innovation and communities of practice.
2. Connect KSDE leadership team members to the best, current resources and research for school redesign and innovation from around the country.
3. Provide real-time coaching for KSDE leadership team members to support them as they plan, coach and problem-solve with schools and regional service centers around the state.
4. Provide opportunities for KSDE leadership team to attend national conferences on school redesign and innovation.

Phase 2 Timeline: Nov. 1, 2018 – April 30, 2019.

Contract amount is not to exceed \$169,500. Funding is provided by the Ewing Marion Kauffman Foundation.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 k.

Staff Initiating:

Stacy Smith

Director:

Scott Smith

Commissioner:

Randy Watson

Meeting Date: 9/11/2018

Item Title:

Act on request to contract with Brustein and Manasevit PLLC for the purpose of professional development regarding administration of career and technical education

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with the legal firm of Brustein and Manasevit PLLC in an amount not to exceed \$16,000 to provide training for KSDE staff and sub-recipients of the Perkins Grant award.

Explanation of Situation Requiring Action:

Federal legislation has been passed that changes legal guidelines for administration of Career and Technical Education (CTE). Contracting with Brustein and Manasevit PLLC, which is recognized for its federal education regulatory and legislative practice, will bring training to Kansas State Department of Education staff to ensure compliance with federal law and maximize flexibility for state programs. In-state training will provide access to the information for 53 Perkins sub-recipients, education service centers and CTE coordinators.

On July 31, 2018, the President signed the *Strengthening Career and Technical Education for the 21st Century Act* into law. This bill reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) and will be referred to as Perkins V.

Perkins is dedicated to increasing learner access to high-quality CTE programs of study. With a focus on systems alignment and program improvement, Perkins is critical to ensuring that programs are prepared to meet the ever-changing needs of learners and employers.



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

Janet Waugh
District 1

Steve Roberts
District 2

John W. Bacon
District 3

Ann Mah
District 4

Sally Cauble
District 5

Deena Horst
District 6

Kenneth Willard
District 7

Kathy Busch
District 8

Jim Porter
District 9

Jim McNiece
District 10

To: Kansas State Board of Education
Subject: Chairman's Report & Requests for Future Agenda Items

These updates will include:

- a. Consideration of NASBE Bylaw changes and recommendations to delegate assembly
- b. Committee Reports
- c. Board Attorney's Report
- d. Future Agenda Items

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

NASBE

National Association of
State Boards of Education

August 9, 2018

To: Member States of the National Association of State Boards of Education
From: John Kelly, Chair

In accordance with Article VII, Section 1 of the NASBE Bylaws, I am writing to inform you that the **Delegate Assembly of the National Association of State Boards of Education** will be held in Denver, Colorado the morning of October 20. At this meeting, the Delegates will consider important business for the Association.

The Bylaws specify:

Each dues-paying state shall have one vote, which shall be cast by the voting delegate or alternate who has been **certified by the presiding officer of the state board or the board executive**, and each delegate or alternate shall be registered with the Credentials Committee. States unable to send a voting delegate may submit a written ballot to vote on agenda items by mail or electronic transmission to the Association headquarters no later than Friday, October 12, 2018.

Area Directors will be elected by majority vote of the voting states of a particular area; that election will take place during the Area Meetings held on Thursday, October 18, 2018 at the Annual Conference.

Please find the enclosed documents:

- 1) **Explanation of Duties, from the NASBE Bylaws**
- 2) **Standing Rules for General Business Meeting**
- 3) **Minutes of NASBE's 2017 Business Meeting**
- 4) **NASBE Bylaws with Revisions for Adoption** – Words in ~~striketrough~~ are proposed to be deleted from the current bylaws. *Words in italics are proposed to be added.*
- 5) **Elections Procedures for NASBE Elections**
- 6) **Statements by candidates for NASBE Chair-Elect and Area Director**

7) Designation of your state's Voting Delegate

Please study these items and discuss them with your board prior to the Annual Conference so your delegate can vote in accordance with the wishes of your state. Your board chair has a ballot for your state to submit if you will not have a voting delegate present in Denver.

For the Bylaws discussion, a motion will be brought to adopt the revision of the bylaws as proposed by the Board, in one motion. Any delegate who wishes to have the proposals considered and voted separately, one-by-one, may bring a motion to Consider the Proposal *Seriatim*, and the delegates will then vote on whether to consider the document that way, or adopt it using one motion. Amendments to the proposed amendments will be in-order during consideration, provided that the amendment does not "increase the scope or modification" of the original proposed amendment. (See *Roberts Rules of Order, Newly Revised*, 11th Edition, pages 594-596, "Amending a Proposed Amendment to the Bylaws.")

Thank you for your participation in setting the direction of NASBE. Our association is stronger because of your involvement.

NASBE

National Association of
State Boards of Education

Standing Rules for General Business Meeting

1. Fifteen member states shall constitute a quorum, and such quorum being present, the action of a majority of the delegates voting shall be the official action of the Association. **(Article VII, Section 2, NASBE By-laws).**
2. If an amendment is offered, a written copy of the amendment will be presented to the Chair for the purpose of clarity and accuracy.
3. Each person wishing to speak will address the Chair, give his/her name and indicate the member state represented.
4. A delegate may not speak on an issue more than twice.
5. If the author of a motion, amendment, or public policy is present, he or she will be extended the courtesy of speaking on the proposal first.
6. Voting at the meeting shall be only by registered delegate, alternate delegate from the same state, or in the absence of such delegate or alternate delegate, by a member of the board of the same state designated in writing by the last registered delegate of that state to leave the meeting. **(Article VII, Section 2, NASBE By-laws).**

**Minutes of the 2017 Annual Business Meeting
National Association of State Boards of Education
November 3, 2017
Westin Buckhead Hotel
Atlanta, Georgia**

Call to Order. Dr. Jay Barth, chair of the Board of Directors, called the annual business meeting of the National Association of State Boards of Education (NASBE) to order at 2:06 p.m. He called on Nate Breen (WY), chair of the Credentials Committee. Mr. Breen reported that a quorum was present. The following states and delegates were present:

John Kelly, NASBE Chair-Elect (Voting Delegate from Mississippi)
Jim McNiece, Past Chair (Kansas)
Scott Johnson, NASBE Secretary-Treasurer (Georgia)
Stephanie Bell, Southern Area Director (Voting Delegate from Alabama)
Mireya Reith, Southern Area Director (Voting Delegate from Arkansas)
Martha Harris, Northeastern Area Director (Voting Delegate from Maine)
Mary Ann Stewart, Northeastern Area Director (Voting Delegate from Massachusetts)
Victor Lenz, Central Area Director (Voting Delegate from Missouri)
Brooke Axiotis, Central Area Director (Voting Delegate from Iowa)
Connie Fletcher, Western Area Director (Voting Delegate from Washington)
Byron Ernest, New Member Representative (Indiana)
John-Paul Hayworth, NCSBEE Representative on the NASBE Board of Directors (District of Columbia)
Nicole Proesch, NCOSEA Representative on the NASBE Board of Directors (Iowa)

VOTING DELEGATES

Jane Goff (Colorado)
Allan Taylor (Connecticut)
Terry Whittaker (Delaware)
Karen Williams (District of Columbia)
Lisa Kinnemore (Georgia)
Maria Gutierrez (Guam)
Ruth Cross (Illinois)
Katie Mote (Indiana)
Deena Horst (Kansas)
Mary Gwen Wheeler (Kentucky)
Richard Zeile (Michigan)
Molly O'Holleran (Nebraska)
Kathy Goldberg (New Jersey)

In addition, Credentials Committee Chair Nate Breen (WY) and Public Education Positions Committee Rachel Wise (NE), as well as Elections Committee member MJ Bolt (WA) were in attendance.

Also present were: NASBE President/CEO Kristen Amundson, Executive Vice President Robert Hull, NASBE Communications Director Renee Lang, NASBE Editorial Director Valerie Norville, NASBE's Manager of Governance and Events Sharon Cannon, and other members of the staff. Rob Hovis, who served as Parliamentarian, was also in attendance.

Roll Call. Chairman Barth asked for a motion that the roll call of the delegates be the official roll of the Delegate Assembly. Mr. Breen (WY) moved and Ms. Goff (CO) seconded the motion to approve the official roll. Motion carried. Chairman Barth thanked Mr. Breen and Ms. Horst (Kansas), who chaired the Elections Committee, for their support for NASBE.

Standing Rules. Chairman Barth asked for approval of the Standing Rules of the Delegate Assembly. Dr. Lenz (MO) moved and Ms. O'Holleran (NE) seconded the motion to approve the standing rules. Motion carried. Motion carried.

Minutes. Chairman Barth called on Secretary-Treasurer Scott Johnson (GA) to present the minutes of the previous Annual Business Meeting. Mr. Johnson moved approval. Motion carried.

Financial Report. Mr. Johnson expressed his thanks to NASBE's finance and audit committee. He noted that these members worked very hard this year to fulfill their fiduciary responsibilities and duties in overseeing the finances of the association.

On behalf of the finance and audit committee, Mr. Johnson presented the NASBE 2018 budget. He noted that NASBE estimated total revenue at the end of 2017 at \$2.6 million. Ms. Amundson noted that the 2018 budget was built with the assumption that NASBE would receive two grants from new funders.

Rent on two properties – the current headquarters at 333 John Carlyle Drive in Alexandria and the old headquarters in Crystal City, where NASBE is still paying off a ten-year lease arrangement, comprise the other largest component of the budget. The Crystal City lease runs through April of 2019.

For 2017, the board has approved a budget that calls for a modest increase in staff salaries. The organization is working to determine how NASBE salaries compare with other similar organizations. Mr. Johnson moved adoption of the budget. Motion carried.

Bylaws. Chairman Barth called on Nicole Proesch, a member of the Board of Directors and president of the National Council of State Education Attorneys to present the proposed revisions of the NASBE bylaws. She thanked the other members of the Bylaws Committee: Vic Lenz (MO), Mireya Reith (AR), MJ Bolt (WA), and Mary Anne Stewart (MA).

Ms. Proesch reminded delegates that Article XI, Section 1 of the NASBE bylaws requires proposed amendments to be distributed to the member states at least 60 days prior to the Annual Meeting, and certified that the amendments were sent timely to members.

Section 3 of that same article requires that amendments to the bylaws "be adopted by at least a two thirds vote of the Delegate Assembly and any ballots received under the provisions of Section 2 of Article VII, unless the proposed amendments have been further amended during consideration by the Delegate Assembly, in which case the written ballots submitted in advance shall not be counted..." This provision exists because a member state which sent in a written ballot either supporting or opposing an amendment as it was submitted to the states might no longer wish to cast their ballot supporting or opposing the amendment after it had been further amended during consideration at the Annual Meeting.

She also reminded the delegates that NASBE's parliamentary authority, *Roberts Rules of Order, Newly Revised, 11th Edition*, places a limitation on the kind of amendments that might be brought here at our session today to these proposed amendments to the bylaws. She noted that while it is possible to make changes, any amendment to the original cannot increase the magnitude of the change being recommended in the original proposed amendment.

Ms Proesch then introduced the first proposed Bylaws Amendment, which would add a new Section 2 to Article IV. The new section would read:

Section 2. Review of Areas. The composition of areas shall be reviewed by the Board of Directors every 10 years beginning January 2018. Any changes to the composition of areas shall be voted on by the delegate assembly.

Ms. Proesch noted that since NASBE would celebrate its 60th anniversary in 2018, this would be a good year to initiate this new procedure.

Ms. Gutierrez (GU) noted that Guam supported this proposal. Ms. Goff (CO) asked whether it was the intent of the drafters of this amendment to allow for reviews more frequently than once every ten years. Ms. Proesch noted that while the board could initiate a review more frequently than once in a decade, any recommendation on changes to the composition of areas will still have to come before the Delegate Assembly for a vote.

Ms. Williams (DC) suggested that the amendment should be more explicit – stating that while the Delegate Assembly could consider the issue at any time, it would be required to do so at least once every ten years. Ms. O'Holleran (NE) asked for language that would specify that the proposal would come to the Delegate Assembly in the same year that the Board of Directors considered it.

Ms. O'Holleran moved and Mr. Lenz seconded an amendment to the motion, with the new language reading: "*Any changes to the composition of area shall be voted on by the next delegate assembly.*" **Motion carried with 19 affirmative votes, zero negative votes, and no abstentions.**

Ms. Williams then moved that the first sentence be amended by adding the words “at least.” Ms. Goldberg (NJ) seconded. **Motion carried with 19 affirmative votes, zero negative votes, and no abstentions.**

Chairman Barth then called for a vote on the Bylaws amendment as amended, with the language now reading:

Section 2. Review of Areas. The composition of areas shall be reviewed by the Board of Directors at least every 10 years beginning January 2018. Any changes to the composition of area shall be voted on by the next delegate assembly.

Motion carried, with 19 affirmative votes, zero negative votes, and no abstentions.

Ms. Proesch then introduced the second proposed Bylaws Amendment to Article V, Section 5. If approved, the amendment would change the term of office for the Board of Directors and national officers to align with the Annual Conference. The language of this amendment is as follows:

Section 5. Term of Office. The Chair-elect shall take office *at the conclusion of the annual fall conference* ~~January 1st following election,~~ and serve one year, becoming Chair *at the conclusion of the fall conference* ~~January 1st of the following year,~~ and Immediate Past Chair *at the conclusion of the fall conference* ~~on the following January 1st,~~ or until a successor is elected. The Secretary-Treasurer shall take office *at the conclusion of the annual fall conference* ~~January 1st following election,~~ and serve two years, or until a successor is elected. Area Directors shall take office *at the conclusion of the annual fall conference* ~~January 1st following election,~~ and serve two years (with staggered terms) or until a successor is elected. The New Member Representative shall take office *at the conclusion of the annual fall conference* ~~January 1st following election,~~ and serve two years (with staggered terms) or until a successor is elected.

Ms. Proesch noted that the amendment was proposed so that there was not a two-month lag between when officers and directors were elected and when they take office. She added that the amendment had the unanimous support of the NASBE Board of Directors.

Chairman Barth asked a question for clarification: Would the proposed amendment go into effect immediately? Ms. Proesch noted that it would.

Ms. Goff (CO) asked whether there might be any uncompleted issues, financial or otherwise, that would be affected by this change. Chairman Barth responded that the Board adopts the next budget at the Annual Conference and that would not change. Similarly, the Delegate Assembly is always updated on the association’s financial position and proposed budget. That would remain unchanged.

He also pointed out that there is continuity built into the NASBE structure, with the current board chair remaining on the board for another year as past chair.

Mr. Hovis, the parliamentarian, responded that the budget adopted by the current board would stand unless a new board took action to modify it. However, any unfinished business of the board that was not completed by the end of the Annual Conference would “fall to the ground” when the new board takes office. However, since a majority of the new board will consist of members who served on the previous board, Mr. Hovis noted that as a practical matter, any unfinished business could be reintroduced and acted on at that time.

Chairman Barth called for a vote.

Motion carried, with 18 affirmative votes, 1 negative vote, and no abstentions.

Election of Officers. Chairman Barth called on Mr. McNiece (KS), NASBE Past Chair and Chair of the Nominations Committee, for the recommendations of the committee.

On behalf of the Committee, Mr. McNiece placed the name of Rachel Wise (NE) in nomination for Chair-Elect. Chairman Barth noted that the NASBE bylaws specify that candidates for chair-elect shall have current or prior service on the board of directors or have a demonstrated commitment to the association by significant service to the association.

Hearing no further nominations from the floor, he declared nominations closed. Dr. Wise was invited to address the delegates prior to voting. She noted that she was proud to accept the nomination and would work hard for NASBE members over the next three years.

Ms. O’Holleran (NE) added that she has served with Dr. Wise on the Nebraska state board, and that she believed she would be an excellent chair-elect. Ms. O’Holleran praised Dr. Wise’s willingness to listen, her openness to new ideas, and her ability to be a bold leader when the time calls for it.

Mr. McNiece then introduced the name of Byron Ernest (IN) for NASBE Secretary-Treasurer. Hearing no further nominations from the floor, Chairman Barth declared nominations closed.

Dr. Ernest was invited to address the delegates prior to voting. He stressed his willingness to work hard on behalf of NASBE members.

The Chair then called on Ms. Horst (KS), chair of the Elections Committee, to outline the elections process. She reminded delegates that NASBE’s bylaws require a secret ballot. Each member state can cast one vote. Write-ins are allowed. Members of the committee will collect and count all ballots and will report the results.

Ms. Amundson reported that no mail-in ballots had been received at the NASBE office. Accordingly, the vote proceeded.

Report of the President/CEO. Ms. Amundson presented the report of the President/CEO. She noted that because of the passage of the Every Student Succeeds Act, state policymakers – particularly state boards of education – have much more power and authority than ever. In fact,

she said, if NASBE did not exist, it would probably have to be invented to support states with their new responsibilities.

She reported on four key NASBE goals. First, Sustainability – the responsibility of raising sufficient revenue to make sure NASBE can meet the needs of states and state boards. She noted that in the fourth quarter, NASBE would bring on three new funders including the Robert Wood Johnson Foundation and the Carnegie Corporation of New York.

She also noted that NASBE has added a new line of service, which also provides additional revenue. For the first time in many years, NASBE conducted a search for the Georgia Chief Turnaround Officer. This process has been well received by the state board – it saved them significantly over the cost of hiring a search firm, and it also provided NASBE with additional revenue.

In the area of membership, NASBE has remained relatively stable. State budget considerations are typically the reason why states cannot retain their NASBE membership. Ms. Amundson reminded board members that their assistance is invaluable in recruiting new members. She also noted that attendance in Atlanta would approach 300 – the largest NASBE annual conference in several years.

A third goal is policy impact. In the past year, there were 95 occasions in 27 states where NASBE assisted state boards of education with some issue that they were putting on their agenda.

NASBE's fourth goal is national voice. Amundson noted that NASBE's professional journal, the *Standard*, had won the Association Media & Publishing's 2017 Excel Award, bronze, for General Excellence in Journals. She noted that NASBE had begun a new publication called *Power of the Question*. Boards may not reach the same conclusion on any given issue, but they do share some big questions that they should ask before coming to a decision. That's what this new series will highlight.

NASBE's State Board Impact database allows the organization to track every issue on every state board agenda. It's a good way to see what is occupying the attention of state boards of education.

2018 NASBE Board of Directors. Ms. Horst reported that by unanimous ballot, Dr. Wise had been selected to be NASBE's Chair-Elect and Dr. Ernest was elected Secretary-Treasurer.

Dr. Barth then presented the entire 2018 NASBE Board of Directors:

Chair – John Kelly (MS)

Chair-Elect – Rachel Wise (NE)

Past Chair – Jay Barth (AR)

Secretary-Treasurer – Byron Ernest (IN)

Central Area Directors – Victor Lenz (MO) and Lupe Ramos Montigny (MI)

Northeastern Area Directors – Martha Harris (ME) and Estela Lopez (CT)

Western Area Directors – Connie Fletcher (WA) and Angelika Schroeder (CO)
Southern Area Directors – Stephanie Bell (AL) and Kevin Boyd (GA)
New Members – MJ Bolt (WA) and Ron McNinch (GU)
NCSBEE President – John-Paul Hayworth (DC)
NCOSEA President – Scott Summer (NE)

Public Education Positions. Chairman Barth introduced Dr. Wise (NE), who served as the chair of NASBE’s Public Education Positions (PEP) Committee. She began by thanking the members of the PEP Committee who worked hard to produce the document that delegates have before them: Maria Guterrez (GU), Kathy Busch (KS), Nichi Farnham (ME), Michael Wesley Jones (MO), Nate Breen (WY), Val Flores (CO) and Tim Carter (AZ). She also thanked Abigail Potts from the NASBE staff for her help in coordinating the work of the committee and helping them translate their ideas into policy language.

Each voting delegate had received a copy of the new PEP Positions. She noted that the document was the result of a two-year process. NASBE had previously added positions at every Delegate Assembly, but had paid very little attention to revising, editing, or in some cases even archiving old positions. So when the committee began its work, it was dealing with a document that was 45 single-spaced pages long.

The committee then assigned each PEP position to one of three categories: a position that should be kept unchanged, a position that should be kept but that might require some editing, and a position that should be archived. The first category is self-explanatory – there were some positions that have remained unchanged over the years.

In the second category, the committee found that occasionally there were two positions that were similar, but might need some editing to make that clear. Other positions might refer to an outdated federal law, such as No Child Left Behind. The committee worked hard to maintain the intent of the original position, while bringing the language up to date.

The third category included positions that should be archived. They were important historical records for the organization, but perhaps didn't accurately reflect the thinking of our board members today. NASBE will make these positions available as a historical record, although they will be clearly labeled as archival material.

The PEP positions now reflect the broad framing of state leadership on an issue along with a bulleted set of clear and concise guiding themes or core principles. The document is organized into two sections. Part one focuses on governance and part two on education policy, including well rounded education, accountability, accreditation, and school improvement, equity, choice and innovation, digital learning, and educator effectiveness, all topics directly relevant to the issues boards are discussing today for many years to come.

Dr. Zeile (MI) asked about the committee’s language on page 2, that state boards

**Bylaws
of the
National Association of State Boards of Education**

**Article I.
Name**

The name of the Association shall be the National Association of State Boards of Education, Inc. (hereinafter, "NASBE" or "the Association.")

**Article II.
Purposes**

~~The National Association of State Boards of Education~~ *NASBE* will:

- A. Be a forum for education policy-makers and for those who influence education policy.
- B. Through its adopted processes, synthesize the themes and ideas which describe effective, student-focused education policy into positions of advocacy or into additional organizational beliefs.
- C. Attract and retain staff members who are highly-qualified to support inquiry and analysis in the areas of concern to education policy-makers. NASBE will further provide forums for staff experts to work with members and other invited participants on important education issues.
- D. Examine the issues and themes of education policy and provide information, comment, or advice to members and to states which desire to examine such issues for their states' policy creation. NASBE will provide expertise in how such policy issues will be affected by states' diverse statutory and governance requirements.
- E. Provide a variety of programs and member services that can be used by state boards and state board members to improve their knowledge of education issues or their skills in being an effective board member and education policy-maker.

**Article III.
Membership**

Section 1. Voting Members. Any state, the District of Columbia, or any territorial board (hereinafter, "state") having jurisdiction over elementary and secondary education may become an equal voting member of the Association upon payment of required dues. In states not having boards of education, the chief state school officer may become a voting member of the Association upon payment by the state or territory of the required dues.

Section 2. Non-Voting Members. Non-voting members of the Association shall receive all information services of the Association as defined by the Board of Directors; may attend and participate in all meetings and conferences of the Association; and shall be eligible, if appointed, to serve as voting members of committees and study groups of the Association, with the exception of the Governmental Affairs Committee and the Public Education Positions Committee, and shall not be voting members of the Association as described in Section 1.

A. Associate Members. Associate members are those individuals who are not state board of education members or executive directors to state boards of education and who pay the

required dues. In addition, an association or institution interested in the purposes of this Association may, upon approval of the Board of Directors and payment of dues fixed by the Board, become an associate member.

B. Affiliate Members. ~~The National Association of State Boards of Education~~ *NASBE* recognizes two affiliate members: The National Council of State Board of Education Executives (NCSBEE) and The National Council of State Education Attorneys (NCOSEA.) A state board of education executive whose state board is a dues- paying member of the Association is thereby a member of NCSBEE and an affiliate member of NASBE. A state education attorney, who pays dues to NCOSEA, as fixed by the NASBE Board, is thereby a member of NCOSEA and an affiliate member of NASBE.

C. Former State Board Members. Any former member of a state board of education may, upon payment of dues fixed by the Board of Directors, become a member of the Association, and the Board of Directors may establish a Life Membership for former state board members, and fix the dues thereof.

D. Honorary Life Members. The Executive Committee of the Board of Directors may confer honorary life membership upon individuals who, by their actions, have demonstrated a high degree of devotion to the purposes of the Association. Association chairs will become honorary life members upon completion of their ~~presidency~~ *term*.

Article IV. Organization

Section 1. Areas. The Association is divided into the following areas:

Central - Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Wisconsin.

Northeastern - Connecticut, Delaware, District of Columbia, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands.

Southern - Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, West Virginia.

Western - Alaska, American Samoa, Arizona, California, Colorado, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Northern Marianas Islands, Oregon, Utah, Washington, Wyoming.

Section 2. Review of Areas. The composition of areas shall be reviewed by the Board of Directors at least every 10 years beginning in January of 2018. Any changes to the composition of areas shall be voted on by the next delegate assembly.

Article V. Executive Officers

Section 1. Executive Officers and duties. The Executive Officers of the Association shall be a Chair, Chair-elect, Secretary-Treasurer, and Immediate-Past Chair. The Executive Officers shall perform the duties prescribed by these bylaws and by the parliamentary authority adopted by the Association, and as directed by the Board and/or the Delegate Assembly. The Chair shall preside at the Annual Meeting and at other meetings, shall be *Chair* of the Board of Directors, shall

appoint committees, and may serve as a non-voting member ex-officio of each committee except the Nominations Committee. The Chair-elect shall assist the Chair, preside in the Chair's absence, and succeed to the office of Chair if that office becomes vacant. The Immediate Past Chair shall chair the Nominations Committee and assist the Chair when requested. The Secretary-Treasurer shall chair the Finance and Audit Committee, and be responsible for the custody and accounting of all assets of the Association.

Section 2. Qualifications. All candidates must submit a letter of support from their state board of education, and at the time of election to office may not be in the final year of a term of service on their state board of education. The Board of Directors may, by a two-thirds vote, set aside this limitation when unusual circumstances occur. An officer shall be a member of a dues-paying state board of education, except that any person actually assuming the office of Chair shall be eligible to complete the term as Chair and Immediate Past Chair even though his or her state board term has expired, or the state is no longer a member of the Association. The Secretary-Treasurer shall likewise be eligible to complete the term even if his or her state board term has expired, or the state is no longer a member of the Association. Any person holding office under the above exceptions must maintain individual membership in the Association as a Former State Board Member, but this shall not be construed as to deny such an officer the right to vote in board meetings or board committee meetings. Candidates for Chair-elect shall have current or prior service on the Board of Directors, or have a demonstrated commitment to the Association by significant service to the Association. No member may hold more than one NASBE office at a time.

Section 3. Nomination. The Nominations Committee shall nominate at least one candidate each year for Chair-elect, at least one candidate each year for Area Director for each Area, and at least one candidate every second year for Secretary-Treasurer. The Nominations Committee shall solicit recommendations for candidates from the membership. Such recommendations must be received at NASBE headquarters at least 48 hours prior to the meeting of the Nominations Committee. No current member of the Nominations Committee may be nominated as a candidate for an office under this Section. Additional nominations for Chair-elect and Secretary-Treasurer may be made by written petition signed by voting delegates of at least five states from two or more regions. Additional nominations for Area Director may be made by written petition signed by the voting delegates of three or more states from the Area. Such petitions must be received 45 days prior to the Annual Meeting. If by the time of the Annual Meeting a candidate's withdrawal leaves just one candidate, or no candidate, for an office, then nominations may be made from the floor during the Annual Meeting, or during the Area Meeting in the case of electing Area Directors.

Section 4. Election Procedure. A state unable to send a delegate may send a written ballot, for any or all offices, by mail or electronic transmission to the Association headquarters at least 15 days before the start of the Annual Meeting. The election of Area Directors shall be at the Area Meeting during the *Annual Meeting* by majority vote of the delegates from that Area and any *and any* written ballots submitted under the provisions of this Section, above, following the introduction of the nominated candidate(s) by an incumbent Area Director. If no candidate receives a majority vote, the election shall be decided by majority vote of the delegates present

and voting by secret ballot. The election of Chair-elect and Secretary-Treasurer shall be following the report of the Nominations Committee at the Annual Meeting, by majority vote of the delegates and any written ballots submitted under the provisions of this Section, above. If no candidate receives a majority vote, the delegates present and voting shall cast a second secret ballot to decide the election. *In the event that* ~~If~~ this second ballot does not result in a majority for any candidate, the Board of Directors, excluding any candidates in the pending election who may also be members of the Board, shall decide the election by secret ballot. A New Member Representative shall be elected annually by majority vote of the members attending the New Member Institute.

Section 5. Term of Office. The Chair-elect shall take office *at the conclusion of the* ~~annual fall conference~~ *Annual Meeting* and serve one year, becoming Chair at the conclusion of the ~~annual fall conference~~ *Annual Meeting* of the following year, and Immediate Past Chair at the conclusion of the ~~fall conference~~ *Annual Meeting* for one year, or until a successor is elected. The Secretary-Treasurer shall take office *at the conclusion of the* ~~fall conference~~ *Annual Meeting* and serve two years, or until a successor is elected. Area Directors shall take office *at the conclusion of the* ~~fall conference~~ *Annual Meeting* and serve two years ~~(with staggered terms)~~ or until a successor is elected. No person may serve as Area Director more than two consecutive two-year terms. The New Member Representative shall take office *at the conclusion of the* ~~fall conference~~ *Annual Meeting*, and serve ~~two years (with staggered terms),~~ *one year* or until a successor is elected.

Section 6. Vacancies. When a vacancy occurs in an Executive Office, the Board of Directors shall vote to appoint a member who meets the eligibility requirements to complete the term for the vacant office. A Chair-elect who is so-appointed shall succeed to the offices of Chair, and Immediate Past Chair, in the same manner as if he or she had been elected Chair-elect.

Section 7. Indemnification. Any officer, employee, agent, or other person serving at the request of the Association shall be indemnified by the Association against civil or administrative litigation expenses, judgments, and amounts paid in settlement of civil or administrative actions against any such person, provided that such person acted in good faith and reasonably believed that such actions were in the best interest of the Association, and provided further that such indemnification and the amount of any settlement paid are approved in advance by the majority the Board of Directors, or a court or agency having jurisdiction of the matter. This indemnification shall not include criminal litigation.

Section 8. Removal. An Executive Officer may be removed from office by a two-thirds vote of a quorum of the Association's Board of Directors for good cause, following a statement of charges and an opportunity for the Executive Officer to be heard by the Board of Directors. For purposes of this Section, good cause shall be defined as (a) a conviction of a crime involving theft, dishonesty, misconduct by a public official, or moral turpitude; (b) a sanction by a professional licensing body for professional misconduct involving theft, dishonesty, misconduct by a professional, or moral turpitude; or (c) any conduct reflecting adversely on the Officer's fitness to serve the Association, regardless of whether the conduct resulted in a criminal conviction or professional sanction. A vacancy created by a removal under this Section shall be filled pursuant to Section 6 of this Article.

Article VI. Board of Directors

Section 1. Board Composition. The Executive Officers, ~~two~~ *one* Area Directors elected by *from* each Area, and ~~two~~ *one* New Member Representatives, ~~together with the presiding officers of the National Council of State Education Attorneys and the National Council of State Board of Education Executives,~~ shall constitute the Board of Directors for the Association. *No more than one representative from each state shall serve in any of these positions.* The presiding officers of NCOSEA and NCSBEE shall be voting members ex-officio of the Board.

Section 2. Duties and Powers. The Board shall have general supervision of the business and welfare of the Association between Annual Meetings; shall appoint a President/CEO of the Association to serve at the Board's pleasure, and fix the compensation thereof; shall adopt an annual budget for the Association, and shall in all matters be subject to the directives of the Delegate Assembly at the Annual Meeting. The board shall establish the policies and goals of the Association, and may delegate to the Executive Committee, as appropriate.

Section 3. Board Meetings. Meetings of the Board of Directors may be called by the Chair as the business of the Association may require. The Chair shall convene the board at the written request of four members of the Board. Written notice of Board meetings and a copy of the agenda shall be given by the Chair to the members of the Board. A majority of the members of the Board, not counting vacant seats, shall constitute a quorum. A quorum may be achieved through the use of teleconference and/or other appropriate technology, and board members attending by electronic means shall be entitled to debate, vote, and otherwise participate as if they were present. Two absences by a member of the Board which are not excused by a majority vote of the Board will result in the position being declared vacant. *The Chair shall cause minutes of meetings of the Board of Directors to be taken. The minutes shall record the time, place, members present and absent, and the substance or all matters discussed and actions taken. The minutes shall be distributed to members of the Board no later than with agenda for the next Board meeting in accordance with this Section and will be put to a vote for approval at such meeting.*

Section 4. Vacancies. When a vacancy occurs on the Board of Directors, the Board of Directors shall vote to appoint a member who meets the eligibility requirements to complete the term for the vacant office. If any member of the Board of Directors shall resign from, or be removed for a reason other than expiration of his or her term from membership on the state board of education, the position on the Board of Directors shall be considered vacated, and the vacancy shall be filled as herein provided.

Section 5. Removal. A member of the Board of Directors may be removed from office by a two-thirds vote of a quorum of the Association's Board of Directors for good cause, following a statement of charges and an opportunity for the Board member to be heard by the Board of Directors. For purposes of this Section, "good cause" shall be defined as (a) a conviction of a crime involving theft, dishonesty, misconduct by a public official, or moral turpitude; (b) a sanction by a professional licensing body for professional misconduct involving theft, dishonesty, misconduct by a professional, or moral turpitude; or (c) any conduct reflecting adversely on the Board member's fitness to serve the Association, regardless of whether the conduct resulted in a criminal conviction or professional sanction. A vacancy created by a removal under this Section shall be filled pursuant to Section 4 of this Article.

Article VII. Annual Meeting

Section 1. Time, Place, and Notice. The Annual Meeting of the Association shall be held at a time and place determined by the Board of Directors, with at least 60 days written notice to all members by the Chair.

Section 2. Delegate Assembly. The Delegate Assembly shall exercise ultimate authority over the Association, and may delegate powers and duties to the Board of Directors, committees, or particular officers of the Association. Each dues-paying state shall have one vote, which shall be cast by the voting delegate or alternate who has been certified by the presiding officer of the state board or the board executive, and each delegate or alternate shall be registered with the Credentials Committee. States unable to send a voting delegate *or unable to participate by electronic means* may submit a written ballot to vote on agenda items by mail or electronic transmission to the Association headquarters at least 15 days before the start of the Annual Meeting. Fifteen delegates *physically* present shall constitute a quorum.

Section 3. Duties of the Delegate Assembly. The Delegate Assembly shall convene at the Annual Meeting and shall elect officers of the Association; receive and act on reports and recommendations from the Board of Directors, officers, committees, and others; confer honors and recognition to deserving individuals and organizations; and otherwise act to advance the cause of the Association.

Article VIII. Dues

Annual membership dues and method of payment, or any changes thereto, shall be approved by the Board of Directors.

Article IX. Fiscal Year

The fiscal year for the Association shall be January 1 through December 31.

Article X. Committees

Section 1. General Provisions for Committees. A majority of the members of any committee shall constitute a quorum for that committee. A quorum may be achieved through the use of teleconference and/or other appropriate technology, and members attending by electronic means shall be entitled to debate, vote, and otherwise participate as if they were present. Except as otherwise noted herein, the terms of members appointed to a committee expire at the end of the fiscal year. When the *Board* Chair determines that a vacancy exists on a committee, the Chair may appoint an eligible member to fill such vacancy for the remainder of the term.

Section 2. Executive Committee. The Executive Committee shall have four members, namely the *Board* Chair, the Chair-elect, the Secretary-Treasurer, and the Immediate Past Chair. The Executive Committee shall evaluate the Chair, perform the routine business of the association and other affairs as delegated by the Board of Directors, and shall report fully to the Board of Directors.

Section 3. Nominations Committee. The Nominations Committee shall have seven members: the Immediate Past Chair, who shall be chairman and vote only in case of a tie; one representative from each Area, and two members elected at-large by the Delegate Assembly during the Annual Meeting. Each Area representative to the Nominations Committee shall be elected at the Area Meeting during the Annual Meeting, and all members must be current members of a state board of education. Priority for appointment to this *Committee* shall be a past Area Director from each Area. Each area will also have an alternate, who shall be recommended by the current Area Directors and appointed by the *Board* Chair. The terms of the members are one year, and all members other than the Immediate Past Chair are eligible to serve a maximum of three consecutive years.

Section 4. Public Education Committee. The Public Education Positions Committee shall be open to any member who wishes to serve on the Committee and has their *State Board's* approval. If no board member is available, the board may appoint a member of NCSBEE or NCOSEA from that state. However, membership will be limited to one person per state. The chair of the Committee shall be appointed from the members of the Committee by the *Board* Chair with Board approval, and must have served previously on the Committee. The Committee shall recommend Public Education Positions to the Delegate Assembly for adoption as Positions of the Association. When a member state's proposed Position or amendment to a Position is adopted by the Committee for recommendation to the Delegate Assembly, the state will be notified within five days. New proposed Positions, and amendments to Positions, which are not adopted by the Committee may be re-submitted by the state for consideration by the Delegate Assembly at the Annual Meeting if presented to Association headquarters not less than 45 days before the Annual Meeting, for distribution to the membership not less than 40 days before the Annual Meeting. The printed Public Education Positions as adopted by the Committee for recommendation to the Delegate Assembly may record the dissenting votes by state designation and shall provide a section for written minority statements.

Section 5. Finance and Audit Committee. The Finance and Audit Committee shall have at least four and not more than seven members: the Secretary-Treasurer, who shall be *Committee Chair* ~~Chairman~~, and additional members appointed to three year terms by the *Board Chair* with Board approval. Members may serve no more than two consecutive terms. The Committee shall review the financial condition of the Association, its dues structures, budget, investments, and the manner in which staff have managed the finances of the Association. The Committee shall oversee the Association's annual independent audit, and shall recommend to the Board a proposed budget of the Association for the next fiscal year, and may make other recommendations to the Delegate Assembly at the Annual Business Meeting. The Committee shall recommend to the Board of Directors any changes or improvements in the financial management of the Association.

Section 6. Governmental Affairs Committee. The Governmental Affairs Committee shall be open to any member who wishes to serve on the Committee and has their *State Board's* ~~board~~ approval. If no board member is available, the board may appoint a member of NCSBEE or NCOSEA from that state. However, membership will be limited to one person per state. The *Chair* ~~chair~~ of the Committee ~~will~~ shall be appointed from the members of the Committee by the *Board Chair* with Board approval, and must have served previously on the Committee. The *Committee* ~~committee~~ shall recommend to the Board of Directors, by at least a two-thirds majority, positions on Federal legislation, agency regulations, or other policy issues of national scope.

Section 7. Awards Committee. The Awards Committee shall consist of five NASBE members including the Chair-elect. The Chair-elect of NASBE shall serve ~~on~~ as the *Committee Chair* ~~committee chairman~~ but shall not vote except in a tie. Awards recommended by the Committee shall be approved by the Board of Directors.

Section 8. Credentials Committee. The Credentials Committee shall have at least three but no more than five members, appointed by the *Board Chair*. The Committee shall register a voting delegate and alternate from each state to vote at the Annual Business Meeting; shall prepare for the Secretary-Treasurer a final roster of delegates and alternates, by state, prior to the call to order of the Delegate Assembly at the Annual Meeting; and shall resolve, by majority vote, any questions, challenges, or disputes concerning the validity of any delegate or alternate.

Section 9. Ad Hoc Committees. Ad Hoc Committees may be established by the Board of Directors as needed to further the purposes of the Association. The Board shall determine the function, term, number of members, and budget of each committee and the *Board Chair* shall appoint the members and the *Committee Chair* ~~chairman~~. The Board may reserve, at the time the committee is established, the right to ratify the *Board Chair's* appointments.

Section 10. Removal. A member of a committee who is not a member of the Board of Directors may be removed from office by a two-thirds vote of a quorum of the Association's Board of Directors for good cause, following a statement of charges and an opportunity for the committee member to be heard by the Board of Directors. For purposes of this Section, "good cause" shall be defined as (a) a conviction of a crime involving theft, dishonesty, misconduct by a public official, or moral turpitude; (b) a sanction by a professional licensing body for professional

misconduct involving theft, dishonesty, misconduct by a professional, or moral turpitude; or (c) any conduct reflecting adversely on the committee member's fitness to serve the Association, regardless of whether the conduct resulted in a criminal conviction or professional sanction. A vacancy created by a removal under this Section shall be filled pursuant to Section 1 of this Article. Removal and replacement of a member of a committee who is also a member of the Board of Directors shall be pursuant to the terms of Article V.

Article XI. Amendment of Bylaws

Section 1. Proposed Amendments from the Board. The Board of Directors will review the bylaws of the Association on an "as-needed" basis. In the event the Board should recommend a bylaws amendment to the membership, the proposed amendment(s) shall be distributed to the Association membership at least 60 days prior to the start of the Annual Meeting.

Section 2. Proposed Amendments from the Membership. In addition to amendments submitted by the Board of Directors, proposed amendments may be submitted by any member state board to the Secretary-Treasurer at least 65 days prior to the Annual Meeting, for distribution to the membership at least 60 days prior to the Annual Meeting.

Section 3. Adoption Requirement. Amendments shall be adopted by at least a two-thirds vote of the Delegate Assembly and any ballots received under the provisions of Section 2 of Article VII, unless the proposed amendments have been further amended during consideration by the Delegate Assembly, in which case the written ballots submitted in advance shall not be counted, and adoption of the amended amendments shall be by a two-thirds vote only of the delegates present.

Article XII. Conduct of Association Business

Section 1. Parliamentary Authority. The procedures at all meetings shall be governed by the current edition of Robert's Rules of Order, Newly Revised, except as modified by these bylaws and any standing rules of the Board of Directors, and/or the Delegate Assembly at the Annual Meeting.

Section 2. Conflict of Interest. No Board or Committee member may participate in a matter in which the member has a conflict of interest. At a minimum, a conflict of interest arises when a member has a personal or financial interest in the matter. The Board of Directors may adopt additional conflict of interest policies and procedures.

NASBE

National Association of
State Boards of Education

Elections Procedures for NASBE Elections

The election for Chair-elect of NASBE will take place at the Annual Business Meeting during the Annual Conference in Denver, Colorado on October 20. Candidates will be elected by a majority vote of all voting member states (one vote per state by the voting delegate). The following procedures apply:

- If your state will have a voting delegate present in Atlanta for the Annual Business Meeting, you must notify the NASBE office of the name and email address of that individual by no later than Wednesday, October 3, 2018 (contact Sharon Cannon at sharon.cannon@nasbe.org with the name of your state's voting delegate).
 - If your state will not have a delegate at the Annual Business Meeting, you may vote by mail, email, or fax. Ensure that your ballot reaches NASBE Headquarters by close of business on **Wednesday, October 3, 2018**.

In the absence of a majority vote, voting member states present at the Annual Business Meeting shall vote by secret ballot to decide the outcome of the election. In the event the second vote does not result in the required majority, the NASBE Board of Directors, excluding any candidates in the election in question, will vote through a secret ballot to determine the outcome of the election.

Area Directors will be elected by majority vote of the voting states of a particular area; that election will take place during the Area Meetings held on Thursday, October 18, 2018, during the Annual Conference. Please follow the procedures listed above to designate your states' voting delegate or to vote by mail, email, or fax. In the event of a lack of a majority vote, the voting delegates of an area at the Area Meeting will vote to determine the winning candidate.

Additional nominations for the offices of Chair-elect may be made by written petition signed by voting delegates of five or more states from two or more regions eligible to vote. Article V, Section 3 of the NASBE Bylaws requires that such nominations are received at NASBE headquarters "45 days prior to the Annual Meeting." This year, that date is September 5, 2018. Petitions may be filed by email, facsimile, or written report. Additional nominations for the office of Area Director may be made by written petition signed by the voting delegates of three or more states from the region eligible to vote to be received at headquarters by Tuesday, September 4, 2018. (45 days prior is Labor Day so the deadline is extended by one day.)

If between the close of nominations and the Annual Business Meeting a candidate(s) withdrawal leaves either one or no candidate for a position, nominations may be made from the floor at the Annual Business Meeting.

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BALLOT FOR 2018 CHAIR-ELECT

Vote for One

_____ Brooke Axiotis

Write-in _____

Statement: Chair-Elect Candidate

Hello, my name is Brooke Axiotis and I am running for Chair-Elect of NASBE's Board of Directors. I am a member of the Iowa State Board of Education where I have served since 2014. In May 2018, my board elected me as the President of our State Board. I had the pleasure of serving on NASBE's Board of Directors from 2015 – 2017. Through my involvement with NASBE, its staff and other State Board members, I have become a much more knowledgeable board member. Not only have I become much more knowledgeable, but I have been a better advocate.

When telling my State Board members about my experiences with NASBE, I always say that NASBE helped me find my voice on the State Board. I am running for Chair-Elect to give back to an organization who I feel has given me so much and to help others find their voice.

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BALLOT FOR 2018 CENTRAL AREA DIRECTOR

Vote for One

_____ O. Victor Lenz

_____ Maureen Nickels

Write-in _____

Statement: Central Area Director Candidates

O. Victor Lenz, Jr. Ph.D.

Position statement

Public Education has been a critical element of my entire life experience. Public schools prepared me for college and a career. During my 39 year career in public education I was able to make a difference in the effectiveness of the school experience for our students. Since retirement I have devoted my time to school board service at the local and state level. Continued improvement is critical for our public schools to meet the ever more complicated skill sets that our students need to succeed.

Thomas Jefferson stated “An educated citizenry is the foundation of our democracy.” In order to have an educated citizenry we must have a strong system of public education and every student must have access to a quality free public education. I am committed to advocating for legislation that will improve the educational opportunity for every student. I am also committed to maintaining community schools so that every student can get a good education without having to endure extreme hardships and hurdles. I have worked for these ideals at every level and welcome the opportunity to continue those efforts. Thank you for considering my bid for election to a second term as a Central Area Director.

Maureen Nickels

Nebraska

Education has been my lifelong passion. I have grown in understanding my work as a State Board member in Nebraska of being a ‘Champion’ in the work it takes to ensure all Nebraskans regardless of background or circumstances have equitable access to opportunities for success and to increase the number of Nebraskans who are ready for success in postsecondary education, career and civic life. As a Champion my work is to help lead the strategic vision, goals and policy direction to support learning, earning, and living for all students. My role includes ‘Regulating’ educational equity by leveraging policy authority to ensure delivery of high-quality, equitable education and services beyond compliance with state and federal regulations and to build capacity around professional development opportunities and promoting sharing of best practices. I see these same responsibilities complimenting what I understand the role to be as a NASBE Area Director.

Assisted in developing Nebraska’s 10-year strategic plan. Currently serve as Chair of the Teaching/Learning Committee of our state accountability system, continuing member of the Legislative Committee, Budget/Finance Committee and previously served on Policy Committee. Am no stranger to NASBE’s role in & for Nebraska. Have participated in NASBE’s annual conferences and Legislative Conferences.



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

Janet Waugh
District 1

Steve Roberts
District 2

John W. Bacon
District 3

Ann Mah
District 4

Sally Cauble
District 5

Deena Horst
District 6

Kenneth Willard
District 7

Kathy Busch
District 8

Jim Porter
District 9

Jim McNiece
District 10

To: Board Members
From: Peggy Hill
Subject: Board Member Travel

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

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

Pay Period Begins	Pay Period Ends	Deadline to Report	Pay Date
8/26/2018	9/08/2018	9/06/2018	9/21/2018
9/09/2018	9/22/2018	9/20/2018	10/05/2018
9/23/2018	10/06/2018	10/04/2018	10/19/2018

WEDNESDAY, SEPTEMBER 12, 2018
MEETING AGENDA

9:00 a.m.

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

9:05 a.m. (AI)

4. Presentation of Gemini I schools' redesign plans for 2018-19 launch: Dighton USD 482, North Ottawa County USD 239, Newton USD 373 (Santa Fe 5/6 Center)

11:30 a.m.

RECESS

**11:45 a.m. -
1:45 p.m.**

PROFESSIONAL DEVELOPMENT TRAINING

**Topic: Kansas School Mental Health
(Optional for Board members)**

**Board Room, Suite 102, Landon State Office Building
900 SW Jackson St., Topeka, KS**

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4

Staff Initiating:

Tamra Mitchell and
Jay Scott

Deputy Commissioner:

Brad Neuenswander

Commissioner:

Randy Watson

Meeting Date: 9/12/2018

Item Title:

Act to accept individual Gemini I schools' redesign plans for 2018-19 launch

Recommended Motion:

It is moved that the Kansas State Board of Education accept the redesign plans of USD # _____, for implementation during the 2018-19 school year as a participant in the Gemini I Project.

Explanation of Situation Requiring Action:

Schools and districts approved as Gemini I participants in the Kansans Can School Redesign Project had the option of launching their individual plans in 2018-19 or waiting until the next school year. The schools that joined the Mercury 7 redesign schools in launching this fall will present their redesign plans to the State Board of Education for acceptance.

Approximately one year ago, Kansas school districts were invited to apply for the Kansans Can School Redesign Project. The first seven selected are referred to as the Mercury 7. Remaining schools in the original applicant pool could participate in the Gemini I phase, receiving virtual support toward redesigning one elementary and one secondary school around the five outcomes established by the Kansas State Board of Education, the five elements identified as defining a successful Kansas high school graduate, and what Kansans said they want their schools to provide and look like in the future. Each district also had to acquire approval from the local school board, faculty and local Kansas National Education Association or other professional organization.

The ultimate goal of this project is to build an education system that provides choice for students within the existing Kansas public education system while using existing resources. For a list of the Gemini I districts and schools, go to:

<https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Communications-and-Recognition-Programs/Vision-Kansans-Can/School-Redesign/Gemini-I>

Presenters this month are: Dighton USD 482
North Ottawa County USD 239
Newton USD 373 (Santa Fe 5/6 Center)



Kansas State Department of Education

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

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

www.ksde.org

Professional Development Training
Topic: Kansas School Mental Health
(Optional post-meeting activity for Board members)

11:45 a.m. to 1:45 p.m.
Board Room, Suite 102, Landon State Office Building

Following the Gemini I redesign presentations Wednesday morning, an optional professional development training will be offered to State Board members.

The main topics to be addressed include:

- Child Sexual Abuse Awareness and Prevention: Update and progress on training resources and resource utilization
- Suicide Awareness and Prevention: New data and update on resources for districts/schools
- Kansas School Mental Health Professional Development and Coaching System (grant funded)
- Mental Health Intervention Team Pilot (Senate Bill 423)
- State Leadership Updates: School Mental Health Advisory Council and Attorney General's Youth Suicide Prevention Task Force
- Highlights of Promising Programs, Practices and Partnerships, including a year-one review of the Blue Valley USD 229 / Children's Mercy social work partnership