

TUESDAY, APRIL 17, 2018 MEETING AGENDA

- | | | |
|------------------------|--|----------------|
| 10:00 a.m. | 1. Call to Order | |
| | 2. Roll Call | |
| | 3. Mission Statement, Moment of Silence and Pledge of Allegiance | |
| | 4. Approval of Agenda | |
| | 5. Approval of March Minutes | page 7 |
| 10:05 a.m. | 6. Commissioner's Report | |
| 10:30 a.m. | 7. Citizens' Open Forum | page 25 |
| 10:50 a.m. (RI) | 8. Receive Kansas Curricular Standards for Driver Education | page 27 |
| 11:10 a.m. (IO) | 9. Update on Kansas Assessments | page 85 |
| 11:30 a.m. | Break | |
| 11:40 a.m. (IO) | 10. Report from Office of General Counsel on Professional Practices Commission process and review of licensure cases | page 87 |
| 11:55 a.m. (IO) | 11. Announcement of Kansas Career and Technical Education Scholars for 2018 | page 89 |
| 12:05 p.m. | Recess for Lunch | |
| 1:30 p.m. (IO) | 12. Update on Civic Engagement initiatives in schools | page 93 |
| 2:00 p.m. (IO) | 13. Information on Culturally Relevant Pedagogy Project | page 95 |
| 2:25 p.m. (IO) | 14. Announcement of Gemini II participants in Kansans Can School Redesign Project | pg 97 |
| 2:55 p.m. | Break | |

Location: Landon State Office Building at 900 SW Jackson St., Board Room Ste 102, Topeka, Kansas

References: (AI) Action Item (DI) Discussion Item (RI) Receive Item for possible future action (IO) Information Only

Services: Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact Peggy Hill at 785-296-3203, at least seven business days prior to a Kansas State Board of Education meeting.

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

Next Meeting: May 8 and 9, 2018

3:05 p.m. (AI)	15. Act on recommendations of the State Board Policy Committee	page 99
3:15 p.m. (AI)	16. Act on Board Attorney contract renewal	page 125
3:25 p.m. (IO)	17. Legislative Matters	page 127
3:55 p.m. (AI)	18. Consent Agenda	
	Routine Items	
	a. Receive monthly personnel report	page 129
	b. Receive biannual report from Coalition of Innovative School Districts	page 131
	c. Act on recommendations for licensure waivers	page 135
	d. Act on requests from the following districts to hold bond elections: USD 287 West Franklin and USD 453 Leavenworth	page 139
	e. Act on requests from the following districts for capital improvement (bond and interest) state aid: USD 287 West Franklin and USD 453 Leavenworth	page 146
	f. Act on request to contract with BTU Consultants to provide E-rate telephone support and training	page 153
	g. Act to continue a contract with Smoky Hill Education Service Center for professional learning services	page 155
	h. Act to continue a contract with Kansas Department of Health and Environment for Special Child Clinics	page 157
	i. Act on 2018-2019 assessment contract recommendation	page 159
	j. Act to continue a contract with Brooks Publishing for kindergarten entry snapshot tool	page 161
	k. Act to continue a contract with Leader Services for data collections & analysis	p163
	l. Act to continue a contract with Leader Services for grants management system	p165
4:05 p.m. (AI)	19. Act on appointments of State Board members to Governor’s Education Council	p167
4:10 p.m. (AI)	20. Act to suspend Education System Coordinating Council	page 169
4:15 p.m. (IO)	21. Board Reports and Requests for Future Agenda Items	page 171
4:55 p.m. (AI)	22. Act on Board Travel	page 173
5:05 p.m.	RECESS	

Wednesday, April 18 — Annual Visits

9:00 a.m. at Kansas State School for the Blind, 1100 State Ave., Kansas City

1:00 p.m. at Kansas School for the Deaf, 450 East Park St., Olathe



KANSAS SCHOOLS FOR THE DEAF AND THE BLIND

STATEWIDE RESOURCES ON DEAFNESS AND BLINDNESS

www.KSSDB.org

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

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

KANSAS STATE BOARD OF EDUCATION ANNUAL VISIT

Kansas State School for the Blind

Wednesday, April 18, 2018

AGENDA

- 9:00 – 9:20 a.m. Arrival and classroom visits
- 9:20 a.m. Assemble in Library - Welcome
Act to approve KSSB Goal 3: Improve Communications and Visibility
Around Services and Supports
Receive KSSB Goal 4: Increase collaboration and professional development
- 9:40 a.m. Discussion topic: What are the most significant challenges local education
agencies / school districts face in meeting the needs of their students who are
blind or visually impaired? What are tangible ways that KSSB can help?
Guest facilitator from Topeka USD 501
- 10:10 a.m. Discussion topic: What are common difficulties that arise when students
who are blind or visually impaired leave school? What are they unprepared
for? What should KSSB be doing to mitigate these barriers?
KSSB alumni will help facilitate
- BREAK
- 10:50 a.m. Discussion topic: What information do parents need most to help their
children who are blind or visually impaired succeed in school?
Parent of current KSSB student will be a guest
- 11:20 a.m. Discussion topic: What changes would allow KSSB to have more impact on
the 1,500 students who are blind or visually impaired all across Kansas?
KSSB Field Services Staff will facilitate
- 11:50 a.m. Lunch

TRAVEL TO KANSAS SCHOOL FOR THE DEAF



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KANSAS STATE BOARD OF EDUCATION ANNUAL VISIT

Kansas State School for the Deaf

Wednesday, April 18, 2018

1:00 – 3:30 PM

Roth West Wing First Floor Conference Room

AGENDA

- 1:00 – 1:15 pm **Welcome** – Luanne Barron, Interim Superintendent
- 1:20 – 1:35 pm **Storyreading** – Early Childhood
- 1:35 – 1:50 pm **What is Deaf Culture?** – Elementary Students
- 1:50 – 2:15 pm **Visit Classrooms** – Emery Elementary
- 2:15 – 2:30 pm **Videos** – Secondary Students
- 2:30 – 3:30 pm **Goals** – Luanne Barron, Interim Superintendent
- Goal 2: Statewide Resources
 - Goal 3: Community Engagement & Partnerships
 - Goal 4: Professional Development & Supports



EQUAL EMPLOYMENT/EDUCATION OPPORTUNITY SCHOOLS





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

March 13, 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, March 13, 2018, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas.

**3/13/2018
A.M. Session
(00:00:06)**

ROLL CALL

All Board members were present:

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

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

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

APPROVAL OF AGENDA

Mrs. Busch moved to approve the Tuesday agenda as presented. Mrs. Cauble seconded. Motion carried 10-0.

**MOTION
(00:02:10)**

APPROVAL OF THE FEBRUARY MEETING MINUTES

Mrs. Waugh moved to approve the minutes of the Feb. 13 and 14, 2018, Board meeting. Mr. Roberts seconded. Motion carried 10-0.

**MOTION
(00:02:40)**

COMMISSIONER’S REPORT

Commissioner Randy Watson addressed multiple topics in his report this month. He commented on the Education Coordinating Council’s progress on a concurrent enrollment plan. If the school finance bill passes, eligible high school juniors or seniors may take English Composition 1 in the Fall of 2018 for college credit at no cost to the student. This would begin the gradual increase of free concurrent enrollment general education courses to five (15 college credit hours) while in high school. Dr. Watson addressed questions about eligibility standards, delivery of coursework, program consistency, and the difference between concurrent enrollment and dual enrollment. In addition, Dr. Watson:

(00:02:52)

- reviewed application criteria for the Gemini II phase of the school redesign project and explained how education service centers would assist with regionalized support;
- noted that work continues to tighten the scope of the agency audit;
- talked about the recent creation of the Governor’s Education Council by Executive Order;
- previewed the upcoming discussion about student safety with historical facts and a reminder about the anonymous school safety hotline operated by the Kansas Highway Patrol;
- shared highlights proposed in House Bill 2773, which addresses school safety.

CITIZENS’ OPEN FORUM

Chairman Porter declared the Citizens’ Forum open at 10:31 a.m. Speakers and their topics were: Kim Anderson, Kansas Association for the Deaf — most restrictive versus least restrictive environment; Tracey Tomme, Kansas Cosmosphere — school experiences and blended learning opportunities for students. Chairman Porter declared the Citizens’ Forum closed at 10:43 a.m.

(00:32:03)

BOARD MEMBER DISCUSSION ON STUDENT SAFETY IN KANSAS SCHOOLS

(00:43:36)

Chairman Porter and Commissioner Watson led a discussion among Board members about school safety. House Bill 2773, introduced this legislative session, would create the Kansas safe and secure schools act. The bill, which had not yet had a hearing, would help update the Model Kansas School District Emergency Operations Plan developed in 2011. Issues discussed included increasing awareness of the Kansas School Safety Hotline, pros and cons of arming individuals on school grounds, concerns about insurance coverage and secured building entrances.

BREAK

There was a 10-minute break at 11:27 a.m.

ACTION ON RECOMMENDATIONS FROM KANSAS STATE SCHOOL FOR THE BLIND ON GOAL TWO: OUTREACH RESOURCES AND SERVICES

MOTION

(01:27:04)

Interim Superintendent Jon Harding of the Kansas State School for the Blind last month outlined specifics of the school's plan to expand outreach services for blind or visually impaired students and their families. Both the School for the Blind and School for the Deaf are developing specific actions around five general goals. The second of the goals targets outreach services. Mrs. Waugh moved to adopt the proposed recommendations from the Kansas State School for the Blind for developing more outreach services and supports to meet the needs of students, parents and staff within their local communities and schools. Mrs. Horst seconded. Motion carried 9-0 with Mrs. Cauble absent for the vote.

RECEIVE UPDATE FROM KANSAS SCHOOL FOR THE DEAF ON GOAL TWO, AND RECOMMENDATIONS FROM KANSAS STATE SCHOOL FOR THE BLIND ON GOAL THREE

(01:27:37)

Presentations continued this month on each of the five goals developed to support the Kansas School for the Deaf and Kansas State School for the Blind. KSD Interim Superintendent Luanne Barron, through use of an interpreter, responded to Board members' requests in February for more details on Goal Two for expanding outreach resources and services.

DELAY IN MEETING

The meeting was interrupted from 11:57 a.m. to 12:15 p.m. while the Landon building was evacuated for a fire alarm. Upon return to the Board Room, Mrs. Barron continued with her report. She described the intent of three new positions (two blended learning instructors and a family/community engagement facilitator). She discussed work targeted at early acquisition to language, services for children birth to age 3, and the mentor program. Additional details and a timeline were requested. In the meantime, action was recommended on hiring additional outreach personnel.

ACTION ON KSD PERSONNEL POSITIONS

MOTIONS

(02:05:50)

(02:06:38)

Mrs. Waugh moved to temporarily suspend Board policy to allow action this month on the recommended personnel positions at Kansas School for the Deaf. Mrs. Busch seconded. Motion carried 10-0. Mrs. Waugh then moved to authorize Kansas School for the Deaf to hire personnel for three new outreach positions. Mrs. Busch seconded. Motion carried 10-0.

LUNCH

At 12:37 p.m., Chairman Porter recessed the meeting for lunch until 1:30 p.m. The Board's Policy Committee met during the break for a final review of proposed changes to the guidelines.

INFORMATION ON FUTURE EDUCATORS ACADEMY, OLATHE USD 233

P.M. SESSION

(02:07:26)

Chairman Porter reconvened the meeting at 1:30 p.m. and welcomed Shelley Staples from Olathe USD 233. She is facilitator for the 21st Century Future Educators Academy housed at Olathe East High School in the Olathe district. Ms. Staples and six of the students participating in this particular academy spoke about the first year of the program, which provides a focused plan of study centered on careers in the education field. Students gain experience in varied ways, including lesson planning and classroom observations. They may also participate in Educators Rising, the career and technical student organization.

**CONTINUATION OF AGENDA ITEM 10:
KANSAS SCHOOL FOR THE BLIND RECOMMENDATIONS ON GOAL THREE**

Kansas School for the Blind Interim Superintendent Jon Harding presented proposed recommendations for Goal Three that would impact KSSB's collaboration with education leaders, service partners and higher education. He explained how a more integrated network of services would improve communications and visibility around supports and services. He talked about increased emphasis on early childhood, hiring of a family support staff member to serve southeast Kansas, and the need for more adult service partners to support students ages 18 to 21. Mr. Harding also mentioned ongoing efforts to work more closely with businesses in the community.

(02:28:22)

ACTION ON PROPOSED AMENDMENTS TO LICENSURE REGULATIONS

The Professional Standards Board and the Regulations Committee have recommended changes to a set of licensure regulations. Proposed amendments were brought to the State Board last month on the following: K.A.R. 91-1-200, 91-1-201, 91-1-202, 91-1-203, 91-1-204 and 91-1-209. Susan Helbert, Assistant Director of Teacher Licensure and Accreditation, noted one change since the first review was presented. The term "basic math" was changed to "foundational math." She answered questions about the performance assessment and rationale for levels of math instruction. Mrs. Waugh moved to approve submission of the proposed amendments to licensure regulations K.A.R. 91-1-200, 91-1-201, 91-1-202, 91-1-203, 91-1-204 and 91-1-209 to the Department of Administration and the Attorney General's office for review. Mr. McNiece seconded. Motion carried 8-2, with Mrs. Mah and Mr. Roberts in opposition. After the review, the next step in the adoption process is for the State Board to set a public hearing date for comments.

(02:52:38)

MOTION
(03:08:09)

Board members took a 10-minute break at 2:33 p.m.

BREAK

UPDATE ON EVERY STUDENT SUCCEEDS ACT

Deputy Commissioner Brad Neuenswander reported on accountability goals and indicators included as part of the state's approved plan for the Every Student Succeeds Act (ESSA). The year 2017 serves as the baseline year for evaluating outcome projections. Applicable indicators, which are measured and reported annually, differ slightly for elementary and secondary grades. He described how the ESSA plan addresses academic preparation, but extends beyond only meeting a target score reflective of the "No Child Left Behind" era. He also talked about the support provided to schools.

(03:09:32)

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

Jessica Snider, Vice Chair of the Professional Practices Commission, appeared remotely to bring forth the recommendations on three licensure cases. Mr. Roberts moved to adopt the findings of fact and conclusions of law of the PPC and deny the application of William Kincade and revoke the licenses and any associated endorsements of Chris Ruder and Matthew Vander Linden. Mrs. Busch seconded. Motion carried 10-0.

MOTION
(03:44:41)

INFORMATION ON DEVELOPMENT OF KANSAS COLLEGE AND CAREER READY STANDARDS FOR COMPUTER SCIENCE

The process of creating Kansas Computer Science Standards is under way with the formation a committee of representatives from business, industry and education. A first committee meeting is anticipated for June. Education Program Consultant Dr. Stephen King outlined development efforts, which include looking at the existing national framework to build K-12 model standards specific to Kansas. He presented a timeline of the work then answered questions about nominations for the committee and addressing keyboard instruction in lower grades.

(03:45:55)

UPDATE ON KANSANS CAN SCHOOL REDESIGN PROJECT

(04:01:33)

School redesign specialists Jay Scott (secondary) and Tammy Mitchell (elementary) reported that the Mercury 7 schools are all on pace with the established timeline for the Kansans Can School Redesign Project. They highlighted multiple examples of how schools are incorporating more personalized learning, piloting new proto-types and working to change the old system. At the elementary level, one school is utilizing a first grade think tank for student input. Also mentioned were more opportunities for student choice and teacher collaboration in the secondary schools. Benefits already evident in the redesign schools are less tardiness and fewer behavior reports. The Mercury 7 schools will fully launch in the fall of 2018. There were questions about student response, expansion of the redesign project, professional development on mentoring/advising, and the recent Kansans Can Symposium featuring redesign.

BREAK

Board members took a 10-minute break at 4:23 p.m. Mr. McNiece did not return after the break.

LEGISLATIVE MATTERS

(04:50:09)

Deputy Commissioner Dale Dennis provided a summary of selected bills still being considered by the legislature. House Bill 2773 would provide \$5 million and staff to administer a program that would be used to improve safety and security in school districts. Examples of utilizing the funds are door locks, entrance changes, training of employees and security cameras. He summarized other education legislation from the House and Senate. Board members discussed Senate Bill 424, which would establish the office of the education inspector general under jurisdiction of the State Treasurer for monitoring the State Department of Education and school districts. Mr. Dennis reported that the school finance study commissioned by the legislature would be released on Friday.

CONSENT AGENDA

MOTION
(05:24:07)

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

- received the monthly Personnel Report for February.
- confirmed the personnel appointments of Candi Brown as HR Administrative Specialist on the Human Resources team, effective Feb. 12, 2018, at an annual salary of \$39,852.80; Nathan Weedin as Technology Support Technician on the Information Technology team, effective March 5, 2018, at an annual salary of \$34,403.20.
- accepted the following recommendations for licensure waivers valid for one school year:
Early Childhood Special Education — Cara Garretson, USD 253; Melissa Howe, Adriene White, USD 475; Micaela Espinoza, USD 500. *Early Childhood Special Education - extension on the number of days under an Emergency Substitute License* — Jennifer Stewart, USD 469; Denise Cunningham, USD 377. *Gifted* — Michaela Liebst, USD 260; Catherine McGowan, Lorraine Hefty, USD 497; Vincent Boreas, USD 500. *High Incidence Special Education* — Kimberly Green, USD 229; Katelyn Keith, USD 259; Brandi Flisram, USD 263; Stacie Adams, USD 407; Katie Wendland, Mika Maples, USD 475; Molly Green, USD 497; Catherine Keithley, Destinee Eubank, Stephanie Sykes, Derek Campbell, Christopher Wheat, Jaimee Wheat, Kimberly Eckardt, Pamela Owens, Betty Thomas, USD 500; Kenton Noonan, Grace Krohn, James Dreasher, Michele Byers, USD 501; Sarah Starforth, USD 512; Lori Unruh, D0602; Brittany Harrington, Sindy Daniels, D0603; Jeremy Davis, Katy Gerke, D0613; Megan Davis, Tyler Botts, Leah Kelley, D0618; Chase Cleland, D0637; Traci McDonald, Jason Lingenfelter, Sara Peterson, D0702. *High Incidence Special Education - extension on the number of days under an Emergency Substitute License* — Renee Scales, USD 234; Catherine Cashier, USD 364; Anita Gottsponer, USD 457; Nicholas Black, USD 469; Demetrius Cox, D0617; Shelly Norling, D0620. *Library Media Specialist* — Michaila Pfaff, Meghan Chapman, USD 385; Veronica Wait, Jamie Francis, Jennifer Kane, Terry Morris, USD 475. *Low*

Incidence Special Education — Heidi Parrish, USD 229; Bonnie Phillips, Brenda Asher, USD 259; Raqual Carlson, USD 345; Nicole Van Der Weg, USD 373; Stacie Adams, USD 407; Emily Freeman, USD 453; Lauren Johnson, USD 458; Sarah Heath, D0618. *Visual Impaired* — Vanessa Rosalan, USD 501.

- approved, with modifications, the in-service education plan for Little River USD 444.
- accepted the following recommendations of the Evaluation Review Committee: accreditation through Dec. 31, 2024 for Baker University, Central Christian College and Fort Hays State University, and program approval for **Bethel College** — Art (PreK-12), Health (PreK-12), Mathematics (6-12), Music (PreK-12), Physical Education (PreK-12), Speech/Theater (6-12), all continuing programs through Dec. 31, 2024; **Emporia State University** — Elementary (K-6 MS), new program through Dec. 31, 2019; Art (PreK-12), ESOL (PreK-12), Health (PreK-12), History Government Social Studies (5-8), History Government Social Studies (6-12), Mathematics (5-8), Mathematics (6-12), Instrumental Music (PreK-12), Vocal Music (PreK-12), Physical Education (PreK-12), Psychology (6-12), Restricted (5-8, 6-12, PreK-12), School Counselor (PreK-12), all continuing programs through Dec. 31, 2024; **Washburn University** — Art (PreK-12), continuing program through Dec. 31, 2024.
- accepted recommendations of the Licensure Review Committee as follows: *Approved cases* — 3177 Jennifer Lamborn, 3197 Melissa Reali-Culy, 3198 Jeffrey Long, 3200 Kathi Martin, 3201 Lauryn Moore.
- approved the Interlocal Agreements to renew the Southeast Kansas Education Service Center.
- approved continued funding of Title II Part B Math and Science Partnership Grants for 2018-19 as follows: second year funding for Kansas State University \$149,275 and University of Saint Mary \$53,113 in partnership with USD 378, USD 323, USD 379, USD 429, USD 438, USD 233, USD 416; third year funding for Kansas State University \$101,124 in partnership with USD 475, USD 427, USD 383, USD 320.
- approved Kansas Volunteer Generation Fund sub-grantees for 2018 as follows: Barton Community College/Retired and Senior Volunteer Program in Great Bend \$19,987, Flint Hills Volunteer Center in Manhattan \$20,000, One Heart Project in Overland Park \$20,000, United Way of Franklin County Association in Ottawa \$20,000.

authorized the Commissioner of Education to negotiate and

- enter into a contract to evaluate the 21st Century Community Learning Centers program in an amount not to exceed \$16,000;
- amend the October 2017 contract to carry out the Kansas School Mental Health Professional Development program from an amount not to exceed \$4,181,688 to an amount not to exceed \$4,450,000.

Chairman Porter recessed the meeting at 5:05 p.m. The meeting would resume at 9 a.m. on Wednesday.

RECESS

Jim Porter, Chairman

Peggy Hill, Secretary

KANSAS STATE BOARD OF EDUCATION

Meeting Minutes

March 14, 2018

CALL TO ORDER

Chairman Jim Porter called the Wednesday meeting of the State Board of Education to order at 9 a.m. on March 14, 2018 in the Board Room at the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

**3/14/2018
A.M. Session
(00:00:11)**

ROLL CALL

The following Board members were present:

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

Member Ken Willard was absent.

APPROVAL OF AGENDA

Mrs. Cauble moved to approve the day's agenda. Mr. McNiece seconded. Motion carried 9-0.

**MOTION
(00:00:24)**

UPDATE ON KANSAS EDUCATION SYSTEMS ACCREDITATION

Assistant Director Jeannette Nobo provided an overview of the Kansas Education Systems Accreditation (KESA). Public and private school systems are entering the five-year implementation cycle at staggered intervals depending on an evaluation process. The majority of systems, however, are entering at year one. Among the topics covered were the KESA initial report, training of the Outside Visitation Team chairs, work of the Accreditation Review Council, and plan for on-site visits. Board members discussed at length various steps in the accreditation process. There were questions about the use of AdvancED for the review process, accountability for academic progress, responsibilities of the Accreditation Review Council and the Accreditation Advisory Council, and the need for an executive summary report to accompany each system accreditation recommendation. Mrs. Nobo explained each of the accreditation determinations: accredited, conditionally accredited and not accredited. Mischel Miller, new director of Teacher Licensure and Accreditation, assisted in answering questions. Other topics discussed included early identification of at-risk schools and the need for Board member input on the executive summary format/contents.

(00:00:52)

There was a break at 10:21 a.m.

BREAK

RECEIVE RECOMMENDATIONS OF THE STATE BOARD POLICY COMMITTEE TO UPDATE POLICY GUIDELINES

Every two years the State Board's Policy Committee reviews the Policies and suggests any changes deemed necessary. Committee Chair Janet Waugh presented recommendations to update the section of Guidelines that accompany Board Policies. She provided an overview of meetings, considerations and updates the committee worked through. One suggested wording change to Board Policy 2001 was also presented. There was discussion about the recommendation to simplify Guideline Six for sixth grade student participation in interscholastic athletics. Board members suggested adding a line to clarify the need for insurance coverage of sixth grade student athletes. A vote on the recommendations is anticipated in April.

(01:20:36)

ACTION ON APPOINTMENTS OF STATE BOARD MEMBERS TO KSHSAA

Two Kansas State Board of Education members serve on the leadership boards of the Kansas State High School Activities Association (KSHSAA). Current representatives are Jim Porter (2016-18) and Kathy Busch (2017-19). The position held by Mr. Porter expires June 30, 2018. Mrs. Cauble moved to appoint Deena Horst to a two-year term on the KSHSAA Board of Directors beginning July 1, 2018. Mr. McNiece seconded. Motion carried 9-0.

MOTION
(01:36:39)

Chairman Porter then asked for a motion to appoint one of the Board’s two KSHSAA representatives to also serve on the KSHSAA Executive Board. Mrs. Waugh moved to reappoint Kathy Busch to another two-year term on the KSHSAA Executive Board beginning July 1, 2018. Mrs. Horst seconded. Motion carried 9-0.

MOTION
(01:37:04)

BOARD REPORTS AND FUTURE AGENDA REQUESTS

During Committee Reports, Mrs. Waugh instructed members on the plan to notify Challenge Award winners in their districts before April 6 and then to schedule a time to present the awards. Mrs. Waugh also reported on the most recent Juvenile Justice Oversight meeting where the discussion focused on the school shooting in Florida and trauma-sensitive issues.

COMMITTEE REPORTS
(01:37:38)

School Mental Health Advisory Council — Mrs. Busch commented on ongoing meetings of the Council. Topics include collaboration between schools and community organizations, development of a website for posting resources such as staff training modules, and planned development of trainings for students.

BOARD ATTORNEY’S REPORT

Board Attorney Mark Ferguson commented on the following:

- Monthly report of activities
- Collective bargaining process for Kansas School for the Deaf, and the first negotiations meeting
- Preliminary injunction regarding a Kansas law requiring all state vendors and contractors to certify that they are not engaged in a boycott of Israel.

INDIVIDUAL MEMBER REPORTS

Individual Board member reports: Mrs. Mah gave an update on ethnic studies work by Representatives Winn and Alcalá, and where to find information on Culturally Relevant Pedagogy training. McNiece is working to coordinate a date for Board members to visit Innovation Campus and aerospace industries in Wichita. He reported on Spirit AeroSystems’ summer manufacturing internship program and the Junior Achievement Banquet in Wichita. Mrs. Cauble toured Dodge City High School’s career-tech program as part of the CTE Month celebration. Mrs. Waugh talked about programs in Leavenworth schools, which she toured with the Kansas Teacher of the Year team, and a visit to Washington High School. Mrs. Horst visited a mobile STEM lab demonstration using 3D virtual programs, participated in an advisory board meeting of the Kansas Masonic Literacy Center, attended a school dedication at Central High School and the Governor’s signing of the Executive Order to establish the Governor’s Education Council. Mr. Roberts distributed his talking points to members and talked about the Board’s vision.

Chairman Porter reported on the NASBE Legislative Conference, participated in a panel at Fort Hays State University for developing a K-6 unified program, and attended the Kansas Alliance for Educational Advocacy meeting. He also spoke to first-year music teachers at the KMEA conference and attended a physical education workshop highlighting social-emotional growth. He provided a support letter for an agency grant application benefitting school breakfast initiatives. Board members discussed Senate Bill 424 and the need to voice the Board’s opposition to creation of an Education Inspector General. A statement of opposition would be prepared for the hearing.

Requests for Future Agenda Items:

- Explanation of deaf culture (Mrs. Busch)
- Preview of School Mental Health Advisory Council training modules (Mrs. Busch)
- Accreditation Review Council (ARC) and the process it follows (general request)
- Culturally Relevant Pedagogy program developed by Rep. Winn and Rep. Alcala (Mrs. Mah)
- Junior Achievement of Kansas program (Mr. McNiece)
- Kansas Masonic Literacy Center and its work with schools (Mrs. Horst)
- Discuss strategies for protecting the Board’s duties and responsibilities (Mr. Porter)

BOARD MEMBER TRAVEL

Additions to the travel requests were: Mrs. Busch — March 19 School Finance Study report to legislators; Mrs. Horst — March 26 KTOY visit to Atchison schools; Mr. McNiece — March 11 Dedication at Belle Plaine, March 15, 21 and 23 legislative liaison work; Challenge Award presentations for all Board members participating, group tour to Wichita’s Innovation Campus and industries (TBD). Mrs. Busch moved to approve the travel requests and additions. Mrs. Cauble seconded. Motion carried 9-0.

MOTION
(02:38:40)

ADJOURN

Chairman Porter adjourned the meeting at 11:48 a.m.

ADJOURN

The next meeting is scheduled for April 17 and 18, 2018. The Wednesday session will be the annual visits to the Kansas State School for the Blind and Kansas School for the Deaf.

Jim Porter, Chairman

Peggy Hill, Secretary

KANSAS STATE BOARD OF EDUCATION**Meeting Minutes
February 13, 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, Feb. 13, 2018, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. He welcomed guests and acknowledged that February is Black History Month. He also thanked Board members for attending the morning panel discussion and breakfast hosted by the Kansas Association of Independent and Religious Schools.

**2/13/2018
A.M. Session
(00:00:07)**

ROLL CALL

All Board members were present:

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

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

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

APPROVAL OF AMENDED AGENDA

Chairman Porter announced the addition of Item 6 a. for possible action on specific recommendations from the Commissioner. Mr. Roberts requested the addition of a discussion on race discrimination. The amendments were acted on separately and in reverse order. Mrs. Mah seconded Mr. Roberts' request to amend the agenda and it was approved 6-4 with Mr. McNiece, Mrs. Busch, Mrs. Cauble and Mrs. Waugh in opposition. Mrs. Busch moved to add Item 6 a. to the agenda. Mrs. Horst seconded. Motion carried 10-0.

**MOTIONS
(00:04:28)
(00:05:50)**

APPROVAL OF THE JANUARY MEETING MINUTES

Mr. McNiece moved to approve the minutes of the Jan. 9 and 10 regular Board meeting and the minutes of the Jan. 26 special Board meeting. Mrs. Horst seconded. Motion carried 10-0.

**MOTION
(00:06:32)**

COMMISSIONER'S REPORT

In his monthly report, Commissioner Watson responded to a directive from the State Board last month to provide recommendations for a process that ensured accuracy and transparency in the distribution of state funds to school districts. He provided information on state and federal audits routinely conducted for accuracy and compliance. Dr. Watson announced to the Board that he is directing the Kansas State Department of Education to fully comply with the recommendations given by the Kansas Legislative Post Audit in their report evaluating K-12 transportation services funding. He then presented specific actions moving forward, which were approved in two separate motions.

(00:07:32)

Mr. Willard moved that the Kansas State Board of Education direct Commissioner Randy Watson to seek a qualified contractor to fully, completely and comprehensively audit the computation and distribution of the major categories of K-12 state aid programs authorized by the 2017 Kansas Legislature under the Kansas School Equity and Enhancement Act. This act was funded by 2017 Senate Bill 19 and Senate Substitute for House Bill 2002. The Commissioner shall work to define the entire scope of the

**MOTION
(00:17:08)**

proposed audit. This work shall begin no later than 60 days from this motion. Mrs. Horst seconded. Motion carried 10-0.

During discussion, there were questions and comments about purpose of another audit, contractor cost, public confidence, transparency, categories of state aid, the plan to report and respond following the audit, and time commitments.

MOTION
(00:40:03)

Dr. Watson described his recommendation to create a permanent, bi-partisan Kansas School Finance Commission to ensure transparency and accuracy in the distribution of state aid to school districts. Mrs. Waugh moved that the Kansas State Board of Education direct Commissioner Randy Watson to establish a commission to give oversight, guidance and recommendations to the Kansas State Department of Education, the State Board of Education and the legislature. The commission shall be charged with reviewing the computation and distribution of the major categories of K-12 state aid programs authorized by the Kansas Legislature, including highlighting and examining all changes in state law, policy and/or economic factors that affect the distribution of state aid to Kansas school districts. Mr. Willard seconded. Motion carried 10-0.

CITIZENS' OPEN FORUM

(00:44:53)

Chairman Porter declared the Citizens' Forum open at 10:44 a.m. There were no speakers for public comment this month.

RECEIVE RECOMMENDATIONS FOR KANSAS SCHOOL FOR THE DEAF AND KANSAS STATE SCHOOL FOR THE BLIND ON GOAL TWO: OUTREACH RESOURCES AND SERVICES

(00:45:24)

Interim Superintendents Luanne Barron (Kansas School for the Deaf) and Jon Harding (Kansas State School for the Blind) reported on the second of five goals which arose from a personnel study requested by the State Board and conducted by the Kansas Association of School Boards. Goal Two centers on expanding outreach services and supports to meet the needs of students, parents and staff within their local communities and schools.

Mr. Harding outlined the specifics of the KSSB plan, which includes continued expansion of regional providers, regional technology or STEM camps, and services for 18-21 year olds seeking employment. For KSD, Ms. Barron talked about foundational supports in place, revising the current outreach five-year plan and conducting regional feedback sessions. Board members asked for more details and a timeline for the KSD outreach plan. The need to track statewide data for off-campus students being served by both schools was emphasized.

BREAK

There was a five-minute break at 11:55 a.m.

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

MOTION
(01:55:32)

Linda Sieck, Chair of the Professional Practices Commission, was remotely connected to the meeting and available to answer questions about the recommendations brought forth on three cases. Mr. Willard moved to adopt the findings of fact and conclusions of law of the PPC and revoke the licenses and any associated endorsements of Shelly Moore, Dawn Meredith and Kayla Ingalls. Mrs. Busch seconded. Motion carried 10-0.

ACTION ON HIGHER EDUCATION PREPARATION PROGRAM STANDARDS FOR FAMILY AND CONSUMER SCIENCE 6-12

In January, Board members received revised standards for Family and Consumer Science 6-12, which will be used by higher education institutions in their educator preparation programs. The standards establish requirements to ensure that educator candidates in Kansas have the knowledge and skills needed for today's learning context. Education Program Consultant Catherine Chmidling and revision

committee chair Sally Yahnke answered questions about the updates, particularly about the de-emphasis on cooking and sewing instruction. Mr. McNiece moved that the Kansas State Board of Education approve the new educator preparation program standards for Family and Consumer Science 6-12. Mrs. Cauble seconded. Motion carried 8-2, with Mr. Roberts and Mrs. Mah in opposition.

MOTION
(02:01:44)

At 12:15 p.m., Chairman Porter recessed the meeting for lunch until 1:30 p.m. The Board's Policy Committee met during the break to continue work on updating the guidelines.

LUNCH

RECOGNITION OF NATIONAL TITLE I DISTINGUISHED SCHOOLS FROM KANSAS

Chairman Porter reconvened the meeting at 1:30 p.m. at which time the 2017 Title I Distinguished Kansas Schools were recognized. They are Pleasant Ridge Elementary, Easton USD 449, honored for exceptional student performance for two or more consecutive years, and Valley Heights Elementary, Valley Heights USD 498, honored for closing the achievement gap between student groups. Principals from both schools talked about specific processes in place that have proven successful. They also reported on attending the National Title I Conference in Philadelphia. Photos were taken following the presentation.

P.M. SESSION
(02:05:39)

RECOGNITION OF 2018 KANSAS TEACHER OF THE YEAR TEAM

Deputy Commissioner Dale Dennis gave opening remarks as he introduced the 2018 Kansas Teacher of the Year team. Each member spoke about a particular topic. Those presenting were KTOY team members Brad Weaver, a music teacher at Atchison Elementary School (USD 409); Angie Powers, an English teacher and AVID teacher at Olathe Northwest High School (USD 233), Megan Nagel, an English language arts and science teacher at Santa Fe 5/6 Center in Newton (USD 373), Sarah VenJohn, a mathematics teacher at Winfield High School (USD 465), Jennifer Donovan, a music teacher at Clear Creek Elementary in Shawnee (USD 232), Jamie Manhart, a journalism teacher at Silver Lake Jr.-Sr. High School (USD 372), Gil Still Jr., a fourth-grade teacher at Northwest Elementary School in Dodge City (USD 443), and Kansas Teacher of the Year Samantha "Sam" Neill, an English teacher at Buhler High School (USD 313).

(02:23:18)

The Board took a 15-minute break for photos with the honorees.

BREAK

RECEIVE PROPOSED AMENDMENTS TO LICENSURE REGULATIONS

The Professional Standards Board and the Regulations Committee recommend changes to a set of licensure regulations. Proposed amendments were brought to the State Board on the following: K.A.R. 91-1-200, 91-1-201, 91-1-202, 91-1-203, 91-1-204 and 91-1-209. This set of regulations includes amendments to build in additional license options and new endorsement areas, provide additional flexibility, and update or clarify terms. Susan Helbert, Interim Director of Teacher Licensure and Accreditation, brought forth the information according to categories of the amendments. There were questions and comments about specific language and procedures for obtaining endorsements. The next step is for the State Board to act on submitting the proposed amendments to the Department of Administration and Attorney General's office for review.

(03:02:49)

CONSENT AGENDA

Mr. McNiece moved to approve the Consent Agenda as presented. Mr. Willard seconded. Motion carried 10-0. In the Consent Agenda, the Board:

MOTION
(03:47:14)

- received the monthly Personnel Report for January.
- confirmed the unclassified personnel appointments of Natalie McClane as Education Program Consultant on the Early Childhood, Special Education, and Title Services team, effective Jan. 2, 2018, at an annual salary of \$56,118.40; Holly Kuckelman as Consultant on the Child Nutrition and Wellness team, effective Jan. 2, 2018, at an annual salary of \$48,484.80; Barbara Bahm as Senior

Administrative Assistant on the Career, Standards, and Assessment team, effective Jan. 4, 2018, at an annual salary of \$28,308.80; Jennifer Marlatt as Senior Administrative Assistant on the Career, Standards, and Assessment team, effective Jan. 22, 2018, at an annual salary of \$28,308.80; Melanie Scott as trainer on the Information Technology team, effective Feb. 12, 2018, at an annual salary of \$46,092.80.

- received second quarter reports from Kansas School for the Deaf and Kansas State School for the Blind.
- accepted the following recommendations for licensure waivers valid for one school year:
Agriculture -extension on the number of days under an Emergency Substitute License -- Aliessa Rogers, USD 316. Chemistry - extension on the number of days under an Emergency Substitute License -- Jennifer Wangsgaard, USD 453. English Language Arts—extension on the number of days under an Emergency Substitute License — Andrea Tribitt, USD 500. English as a Second Language - extension on the number of days under an Emergency Substitute License -- La Veda Tyler, Rosa Williams, USD 500. Family and Consumer Science - extension on the number of days under an Emergency Substitute License -- Mark Richardson, Ira Lockhart III, Lashonda Valentine, USD 500. Gifted -- Elizabeth Harms, USD 200; Jacy McIntosh, USD 320. Health - extension on the number of days under an Emergency Substitute License -- Cortez Carter, USD 500. High Incidence Special Education -- Brittini Robison, USD 321; Amanda Griffin, USD 418; Teresa Morgan, USD 489; Benjamin Phillips, Christopher Funk, Kelly Lucas, USD 500; Sara Srock, D0638; Stacie Adams, USD 407; Michelle Langton, USD 512; Aaron Colliatie, D0605. Low Incidence Special Education - extension on the number of days under an Emergency Substitute License -- Charles Jean-Baptiste, USD 500; Areatha Stevens, Danisha Roach, Justin Weir, Martez Wesley, USD 500. Math - extension on the number of days under an Emergency Substitute License -- Albert Valdes, Armando Browne, George Roath III, Patrick Stinson, USD 500. Physical Science - extension on the number of days under an Emergency Substitute License -- Frederick Gilliand, USD 500. Reading Specialist - extension on the number of days under an Emergency Substitute License -- Tarence Maddox, Angela Knight, USD 500. Social Studies Middle Level - extension on the number of days under an Emergency Substitute License -- Jason McWilliams, USD 327. Spanish - extension on the number of days under an Emergency Substitute License -- Tiffany Boulware, USD 500. Technology Education - extension on the number of days under an Emergency Substitute License -- Vernon Eskridge Jr, USD 500.
- approved, with modifications, the in-service education plans for USD 402 Augusta and Diocese of Salina.
- approved issuance of a Visiting Scholar license for the second semester of the 2017-18 school year to Scott Franklin for Blue Valley USD 229 Center for Advanced Professional Studies (CAPS) program.
- accepted the following recommendations of the Evaluation Review Committee for program approval: **University of Saint Mary** — Chemistry (6-12), continuing programs through Dec. 31, 2024.
- approved the Education Flexibility Partnership (Ed-Flex) waiver request for USD 329 Wabaunsee.
- issued Calendar Year 2018 licenses to the following recommended commercial driver training schools: Horizons Driving Academy, Salina; Premier Driving School of Wichita, Wichita; and Twister City Motorcycles, LLC, Park City.

authorized the Commissioner of Education to negotiate and

- enter into a contract with the Kansas Department of Agriculture for the purpose of completing on-site health inspections of unlicensed Summer Food Service Program meal preparation and service sites at the rate of \$180 per inspection, not to exceed \$36,000;

- renew the Kansas Integrated Accountability Systems contract with Leader Services to provide ongoing service and maintenance of the Early Childhood, Special Education, and Title Services’ Kansas Integrated Accountability System web-based monitoring application through, no later than June 30, 2024, in an amount not to exceed \$300,000 to be paid out of the federal Title I consolidated pool and IDEA VI-B funds;
- enter into a contract with the Kansas Association of Broadcasters to air public broadcast of KSDE public service announcements to promote Career and Technical Education and to support the Kansas State Board of Education’s vision for the implementation of the Individual Plan of Study in an amount not to exceed \$40,000;
- enter into a contract with Gizmo productions to develop educational videos to support and promote Career and Technical Education and the Individual Plan of Study in an amount not to exceed \$12,000.

LEGISLATIVE MATTERS

Deputy Commissioner Dale Dennis provided a summary of bills concerning education introduced by the 2018 Legislature, noting that few bills to date had advanced out of committee. He shared specific components of several bills before the House and Senate for consideration. Mr. Dennis also announced the schedule of reports that will be given by Dr. Lori Taylor, the contractor who was hired to conduct a school finance study for the Legislature. These will given Feb. 23 and 24.

(03:47:33)

DISCUSSION ON DISCRIMINATION

At the request of Board member Mr. Roberts, members had an open discussion on the topic of race discrimination, particularly identification of racial percentages or statistics in data collection. Mr. Roberts mentioned two sample proposals he suggested last month for not labeling students by race. Comments included federal reporting and looking at research to help all students do well in school.

(04:25:09)

BOARD REPORTS AND FUTURE AGENDA ITEMS

Legislative and Communication Committees — Mr. McNiece reminded members of the dinner that evening with members of the House and Senate Education Committees.

**COMMITTEE
REPORTS**
(04:45:23)

Policy — Mrs. Waugh announced the committee expects to present recommendations next month for updating the policy guidelines and one section of the Board policies.

School Mental Health Advisory Council — Mrs. Busch reported that the council has asked KSDE to develop training modules for teachers and staff that address wellness as well as adverse childhood experiences. Personal safety trainings for students are also being considered.

Board Attorney Mark Ferguson commented on the following:

- monthly report, which included both December and January activities
- Kansas School for the Deaf negotiations and start of the annual process
- timetable identified in the supreme court opinion for briefs and oral arguments.

**BOARD
ATTORNEY’S
REPORT**

Chairman Porter recessed the meeting at 4:45 p.m. to attend the scheduled legislative dinner at the Top of the Tower with members of the House and Senate Education Committees. The meeting would resume at 9 a.m. on Wednesday. Any remaining Individual Board Reports and Board Travel would take place then.

RECESS

KANSAS STATE BOARD OF EDUCATION

**Meeting Minutes
February 14, 2018**

CALL TO ORDER

Chairman Jim Porter called the Wednesday meeting of the State Board of Education to order at 9 a.m. on Feb. 14, 2018 in the Board Room at the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

**2/14/2018
A.M. Session
(00:00:11)**

ROLL CALL

All Board members were present:

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

Chairman Porter acknowledged the absence of Commissioner Randy Watson and that representatives from the National Association of State Boards of Education had to postpone their visit to the meeting until March or April.

APPROVAL OF AGENDA

Mrs. Busch moved to approve the day’s agenda. Mrs. Waugh seconded. Motion carried 9-1 with Mr. Roberts in opposition.

**MOTION
(00:00:57)**

DISCUSS KANSANS CAN STATE-LEVEL OUTCOME: KINDERGARTEN READINESS

KSDE staff members Tiffany Blevins and Julie Ewing updated Board members on work around kindergarten readiness to ensure that each child enters kindergarten socially, emotionally and academically prepared for success. They reported on trainings occurring in preparation for the Aug. 1 launch of the Ages and Stages Questionnaires, a statewide tool that can provide a snapshot of child development. Ms. Blevins described the resources available on the Ages and Stages website. Other topics included data collection and parent engagement. Ms. Ewing talked about using the KIDS system for consistent statewide data and the challenges in determining how many students are served in early learning programs outside of a district setting. Collaboration with other KSDE divisions was addressed.

(00:02:07)

There was a break at 10:15 a.m.

BREAK

HARASSMENT AWARENESS TRAINING: INAPPROPRIATE BEHAVIOR AND THE INCLUSIVE WORKPLACE

Board members received informational training on discrimination and harassment, including sexual harassment. Ruth Glover with the Kansas Human Rights Commission gave the presentation titled “Inappropriate Behavior and the Inclusive Workplace.” She covered Civil Rights laws, protected classes, reporting harassment, case study examples and how to evaluate a hostile work environment.

(01:12:24)

Board members took a break until 11:50. Mr. Bacon did not return after the break.

BREAK

CONTINUATION OF BOARD REPORTS AND FUTURE AGENDA REQUESTS

Individual Board member reports: Mr. McNiece toured Wichita State University’s Innovation Campus and Spirit AeroSystem’s internship program, and attended the Kansas Workforce Summit; Mrs. Mah reported on the advisory committee meeting for career and technical education and the Kansas

(02:28:44)

**INDIVIDUAL
MEMBER
REPORTS**
(continued)

Workforce Summit; Mrs. Waugh joined Kansas Teacher of the Year finalists during school district in her area; Mr. Roberts attended the CTE Conference in Manhattan; Mrs. Horst reported on the Student Voice Committee's summary of comments gathered during roundtables with student leaders, and visited schools with the Commissioner; Mr. Willard and Mrs. Busch both attended the Jenna Quinn seminar on child sexual abuse; Mrs. Cauble participated in the Interstate Migrant Education Council's winter meeting.

Committee Appointments:

During his Chairman's Report, Mr. Porter made the following appointments after requests were made for State Board representation: Mrs. Waugh will serve on the Kansas Prescription Drug and Opioid Advisory Committee and Mrs. Mah will serve on the Kansas Fire Marshal's advisory review committee for fire safety building codes. He reviewed upcoming terms for Board representatives on the Kansas State High School Activities Association. These will be acted upon next month. Mr. Porter toured schools with the KTOY finalists and will give a presentation at the Kansas Music Educators Conference. He also thanked members for participating in the legislative dinner with members of the House and Senate Education committees Tuesday evening.

Requests for Future Agenda Items:

- Viewing of wellness training modules for teachers and staff as part of School Mental Health Advisory Council plan (Mrs. Busch)
- Wichita State's Innovation Campus and project-based learning focus (Mr. McNiece)
- Spirit AeroSystems summer manufacturing intern program as a role model for other schools/businesses, possibly visit facility (Mr. McNiece)
- School to Prison pipeline; does Kansas have an issue with students entering the juvenile justice systems? (Mrs. Mah)
- Development of a simplified two-tiered licensure system — initial and professional (Mr. Roberts)
- Teach for America program (Mrs. Horst)
- Child abuse prevention, helping teachers identify warning signs (Mr. Willard)
- Student speakers (Girl Scout Troop) who proposed education on sexual assault and consent (Mrs. Waugh)

BOARD MEMBER TRAVEL

Additions to the travel requests were: Mrs. Cauble, Mrs. Horst, Mr. Willard — Feb. 23 School Finance Study presentation; Mrs. Mah and Mrs. Waugh — March 9 Baldwin Education Foundation luncheon; Mrs. Horst—school visits with Commissioner TBD; Mr. McNiece — Feb. 21 Legislature, Feb. 23 PE conference at Emporia, Feb. 27 career counselors meeting, Feb. 28 superintendents meeting at Clearwater; Mr. Porter — meeting with Commissioner and legislators TBD. Mrs. Busch moved to approve the travel requests and additions. Mrs. Cauble seconded. Motion carried 9-0 with Mr. Bacon absent.

ADJOURN

Chairman Porter adjourned the meeting at 12:40 p.m.

The next meeting is scheduled for March 13 and 14 in Topeka.

Jim Porter, Chairman

Peggy Hill, Secretary

MOTIONS
(03:16:10)

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.



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: Joan Peterson, Suzanne Myers
Subject: Receive Kansas Curricular Standards for Driver Education

The Division of Learning Services' Career Standards and Assessment Services team has as one of its responsibilities providing model curricular standards in a variety of content areas. Content standards are reviewed approximately every seven years.

The Kansas Curricular Standards for Driver Education have been through a committee review and are ready to be received by the State Board of Education for consideration. These standards are intended to serve as a guide and provide direction for schools in developing effective driver education programs. Standards and benchmarks provide a description of what students should know and be able to do as a result of their involvement in a driver education program. The document is attached.

Staff will be available to answer questions.

Kansas Curricular Standards For Driver Education

Joan Peterson – Driver/Motorcycle Education Director
Career Standards and Assessments
Kansas State Department of Education
Landon State Office Building
900 S.W. Jackson Street
Topeka, KS 66612
(785) 296-8107

2017-2018
Writing Committee for Driver Education Standards

Larry Bernstorf	Campus High Haysville	USD 261
Tamara Buche	Burlingame High	USD 454
Gary Dowell	Liberal Sr High	USD 480
Jim Hathaway	Bonner Springs & KCKCC	USD 204 and Kansas City Kansas Community College
Rod Clay	Horton High	USD 430
Jack Mahan	Andover High	USD 385
Pam Pitko	Eureka Jr/Sr High	USD 389
Gary Scott	KDSEA & Double Team	Kansas Driver Safety Education Assoc. and Double Team Commercial Driving School Olathe KS
Charle Triggs	Newton Sr High	USD 373
Virginia Thull	Concordia High	USD 333
Dannah Rose	Stafford High	USD 349
Kim O'Bray	Pittsburg High	USD 250
Dennis Dickerson	Argonia High	USD 359
Maria Foerschler	Flinthills/Manhattan High	USD 383

Introduction

Driver education programs are built on a foundation that addresses what students will know and be able to do as a result of their participation in the program. Driver education programs are an integral part of the total educational program of schools, comprehensive in scope, preventive in design, and developmental in nature. The programs are designed to ensure that all students benefit from participation in the programs.

Driver education goals are designed to assure that a new driver will be a capable person who is able to:

- demonstrate a working knowledge of the rules and procedures of operating an automobile;
- use visual search skills to obtain correct information and make reduced-risk decisions about driving maneuvers;
- demonstrate ability to manage space around the vehicle by adjusting position and/or speed to avoid conflicts and reduce risk;
- interact with other users within the Highway Transportation System in a positive manner;
- demonstrate vehicle control through steering, braking, and accelerating in a precise and ly manner;
- protect oneself and others by using safety belts and head restraint;
- display knowledge of responsible actions in regard to physical and psychological conditions affecting driver performance; and
- extend supervised practice with licensed parent, guardian, or mentor to develop precision in the use of skills, processes, and responsibilities.

Driver education programs facilitate students' academic development, career development, and personal and social development. The *Kansas Curricular Standards for Driver Education* is intended to serve as a guide and provide direction for schools in developing effective driver education programs. Standards and benchmarks provide a description of what students should know and be able to do as a result of their involvement in a driver education program. Indicators describe the specific knowledge, skills, or abilities students demonstrate. The *Kansas Curricular Standards for Driver Education* is designed to prepare students to be proficient in all areas of driving. Various strategies, activities, methods, interventions, and resources may be used to help students achieve the standards. The overall goal is to promote and facilitate student development and safety.

Professional driver education instructors in Kansas strive to facilitate and support the academic, career, personal, and social development of all students. Further, their goal is to enhance and contribute to students' academic achievement and learning to ensure that all students are successful and prepared for the future. In addition, driver education instructors collaborate with parents and school and community professionals to maximize student educational achievement.

How to Read the Standards

Standards: General statements that address the categories of topics that students are expected to achieve.

Benchmarks: Specifically, what a student should know and be able to do regarding the standards.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <p>The knowledge and skills a student demonstrates.</p>	<p>The teacher ...</p> <p>Suggestions for classroom activities that would fulfill the benchmark and indicator requirements.</p>
<p>Notes: Clarifications of information provided in the indicators, benchmarks, and instructional examples.</p>	

Standard 1: Introduction to Novice Drivers

Proficient

Benchmark 1: The student will be introduced to program goals, components, and evaluations of driver education.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student... 1. will comprehend program requirements. 2. will be knowledgeable of program components.	The teacher... 1. presents program components and requirements.
Notes: Recommended time frame: Classroom – 1 hour ADTSEA (American Driver and Traffic Safety Education Association)	

Standard 1: Introduction to Novice Drivers

Proficient

Benchmark 2: The student will be introduced to the licensing requirements of Kansas.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. will be exposed to the different Kansas licenses available.	<p>The teacher...</p> <ol style="list-style-type: none">1. will provide information pertaining to passing a Kansas written exam.2. will provide information pertaining to passing a Kansas driving exam.3. will provide information pertaining to various licenses, restrictions, and penalties: indent this under the word<ol style="list-style-type: none">(a) instruction permit (learners permit),(b) farm permit,(c) restricted license,(d) full unrestricted license.4. will provide information on graduated driver's license requirements.5. will provide information pertaining to illegal use of a license.
<p>Notes:</p> <p>Recommended time frame: Classroom – 1 hour</p> <p>ADTSEA (American Driver and Traffic Safety Education Association)</p>	

Standard 1: Introduction to Novice Drivers

Proficient

Benchmark 3: The student will be introduced to the insurance requirements in Kansas.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. will understand Kansas insurance laws as it relates to motor vehicle operations. 2. will understand insurance coverages. <p><u>*Behind The Wheel</u></p> <ol style="list-style-type: none"> 1. will check vehicle for owner’s manual, current insurance, and registration documentation. Indent 2nd lines 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. will provide information on various insurance limits and liabilities: <ol style="list-style-type: none"> (a) liability. <ol style="list-style-type: none"> (1) property. (2) bodily injury. (b) collision. <ol style="list-style-type: none"> (1) deductible. (c) comprehensive. <ol style="list-style-type: none"> (1) deductible. (d) uninsured. (e) under-insured, and (f) towing. 2. will utilize various resources such as guest speakers, handouts, charts and diagrams. Indent this line under the word
<p>Notes:</p> <p>Recommended time frame: Classroom – 1 hour</p> <p>*Applies to in-car proficiency indicators ADTSEA (American Driver and Traffic Safety Education Association)</p>	

Standard 2: Operator and Vehicle Control

Proficient

Benchmark 1: The student demonstrates awareness of Kansas traffic laws.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. will demonstrate knowledge of signs, signals, and roadway markings. <i>indent</i> 2. will demonstrate knowledge of the rules of the road. 3. will pass at a minimum 80 percent proficiency, the <i>Kansas Driving Handbook Test</i>. <i>indent</i> <p><u>*Behind The Wheel</u></p> <ol style="list-style-type: none"> 1. will identify and respond appropriately to traffic control devices: <ol style="list-style-type: none"> (a) Identify and respond as appropriate to traffic signs, (b) Identify and respond as appropriate to traffic signal lights, (c) Identify and respond as appropriate to pavement markings. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. monitors to ensure a minimum of 80 percent proficiency levels are reached by all students. 2. provides instruction and materials so that the student may be proficient on the <i>Kansas Driving Handbook Test</i>. <p><u>*Behind The Wheel</u></p> <ol style="list-style-type: none"> 1. will initiate discussion pertaining to sign location and meanings.
<p>Notes:</p> <p>Recommended time frame: Classroom – 2 hours Behind The Wheel – 1 hour</p> <p>*Applies to in-car proficiency indicators ADTSEA (American Driver and Traffic Safety Education Association)</p>	

Standard 2: Operator and Vehicle Control

Proficient

Benchmark 2: The student will demonstrate proper use of occupant protection systems.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. will demonstrate knowledge of and/or proper usage of safety belts, air bag, head restraint, steering wheel adjustment, and door locks.	<p>The teacher...</p> <ol style="list-style-type: none">1. will present a visualization of the correct use of the various occupant protection systems which may include child safety restraint information.
<p>Notes:</p> <p>Recommended time frame: Classroom – .5 hour</p> <p>ADTSEA (American Driver and Traffic Safety Education Association)</p>	

Standard 2: Operator and Vehicle Control

Proficient

Benchmark 3: The student will demonstrate proper procedures in preparing to drive a vehicle.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. will understand pre-entry procedures. This includes knowledge of: <ol style="list-style-type: none"> (a) observe vehicle for potential hazards and conditions, (b) secure area around vehicle (garage, driveway, etc.), (c) observe vehicle hazards, (d) take long walk around car, (e) check general condition of car. 2. will understand and demonstrate pre-driving procedures. This includes knowledge/use of: <ol style="list-style-type: none"> (a) safety belts (b) restraints (c) mirrors (d) seat settings (e) door locks (f) object security (g) vehicle control/information devices. <p><u>*Behind The Wheel</u></p> <ol style="list-style-type: none"> 1. will demonstrate pre-entry checks <ol style="list-style-type: none"> (a) check around outside of vehicle for, <ul style="list-style-type: none"> •broken glass (windows, lights, mirrors); •body damage; •tires <ol style="list-style-type: none"> (1) condition, (2) inflation, (3) direction front tires are turned; •fluid leaks; •objects that could damage vehicle when moved; •children and pets; (b) if parked on street, approach driver's door, key in hand from front of vehicle; (c) unlock door and enter quickly; 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. will provide instruction on defensive approach techniques. This includes: <ol style="list-style-type: none"> (a) key in hand. (b) scan for objects and/or people around vehicle. (c) be aware of surroundings. 2. will provide instruction on pre-driving procedures. This includes knowledge/use of: <ol style="list-style-type: none"> (a) safety belts. (b) restraints. (c) mirrors. (d) seat settings. (e) door locks. (f) object security. (g) vehicle control/information devices.

<p>2. will demonstrate preparing to drive</p> <ul style="list-style-type: none"> (a) lock doors; (b) place key in ignition; (c) adjust seat for best control (Top of steering wheel should be no higher than the top of the driver's shoulders). There should be at least 10" between the driver's body and the bottom of the steering wheel. (Use a wedge seat cushion, and/or pedal extensions for maximum field of view.); (d) adjust inside and outside mirrors for maximum field of view; (e) fasten and adjust safety belt and make sure all passengers buckle up; and (f) adjust head restraints. 	
<p>Notes:</p> <p>Recommended time frame: Classroom – .5 hour Behind The Wheel - .5 hour</p> <p>*Applies to in-car proficiency indicators ADTSEA (American Driver and Traffic Safety Education Association)</p>	

Standard 2: Operator and Vehicle Control

Proficient

Benchmark 4: The student will perform basic maneuvering tasks.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. will be able to demonstrate proper starting procedures, such as:<ol style="list-style-type: none">(a) parking brake.(b) foot brake.(c) ignition.(d) door lock.(e) gear selection.(f) ignition to start.2. will be able to demonstrate proper procedures for moving a vehicle to the roadway. These include:<ol style="list-style-type: none">(a) brake pressure.(b) gear selection.(c) traffic check.(d) signal(e) brake.release.(f) traffic checks.3. will be able to perform backing procedures:<ol style="list-style-type: none">(a) restraints adjustment.(b) foot on brake.(c) gear selector to reverse.(d) proper signal.(e) seat adjustment/steering position.(f) traffic check.(g) release parking brake.(h) control rear movements.(i) steer in the direction you want to go.	<p>The teacher...</p> <ol style="list-style-type: none">1. will provide classroom instruction addressing basic maneuvering tasks.

4. will be able to demonstrate proper procedures for parking and securing a vehicle:

- (a) park in legal area.
- (b) set parking brake.
- (c) place gear in correct parking gear.
- (d) turn off all accessories.
- (e) turn ignition to off position.
- (f) remove key.
- (g) remove restraints.
- (h) secure doors and windows.

*Behind The Wheel.

1. will demonstrate starting the engine

- (a) check to be sure parking brake is set.
- (b) foot on brake;
- (c) check selector lever for park position.
- (d) turn ignition on and check gauges; then start engine.
- (e) turn on low beam headlights.
- (f) allow engine to idle no more than 15 to 20 seconds (observe gauges while waiting).

2. will demonstrate moving the vehicle forward/reverse

- (a) with foot on brake, shift to drive "D"/reverse "R".
- (b) release parking brake.
- (c) check mirrors and over shoulder for traffic.
- (d) signal when clear.
- (e) when safe, release brake pedal and press gently on the accelerator.
- (f) look well ahead along your intended path of travel.
- (g) position hands on steering wheel with thumbs positioned out.
- (h) steer as needed to place vehicle in proper lane.
- (i) cancel signal.

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| <ul style="list-style-type: none">3. will demonstrate stopping at curb for parking:<ul style="list-style-type: none">(a) identify place to park.(b) check mirrors.(c) signal.(d) release accelerator.(e) tap brake pedal to alert following drivers.(f) press brake pedal to point of resistance.(g) steer gently toward curb.(h) apply firm, steady pressure for smooth stops. Do not pump brakes.4. will demonstrate securing the vehicle for parking:<ul style="list-style-type: none">(a) make sure the vehicle has stopped moving.(b) set parking brake.(c) shift selector lever to park.(d) turn off headlights.(e) turn ignition to lock and remove key.(f) check traffic to rear, exit vehicle, and lock doors.5. will demonstrate entering traffic from side of roadway:<ul style="list-style-type: none">(a) signal and check traffic to front, side, and rear (blind spots).(b) identify a safe gap in traffic.(c) look well ahead along intended path of travel.(d) release brake and accelerate gently.(e) steer into intended path of travel.(f) cancel signal.(g) check for motor vehicles and other highway users to the sides of your path of travel.(h) check mirrors for traffic to the rear.(g) project visual search 20 to 30 seconds ahead. | |
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| <p>6. will demonstrate backing straight:</p> <ul style="list-style-type: none"> (a) prior to moving vehicle, check for objects to the rear. (b) place foot on brake pedal and shift to reverse. (c) grasp steering wheel at 12 o'clock with left hand. (d) turn body to right with right arm over back of seat and look through back window. (e) search through rear window for reference point, and then glance forward periodically. (f) move backward at idle speed, or use light accelerator pedal pressure, if needed. (g) make minor steering corrections as needed (tracking in correct lane in a straight line). (f) release accelerator and apply pressure on brake pedal to stop. (g) look to rear until vehicle is stopped. <p>7. will demonstrate backing & turning:</p> <ul style="list-style-type: none"> (a) prior to moving vehicle, check for objects to the rear. (b) place foot on brake pedal and shift to reverse. (c) grasp steering wheel with both hands. (d) turn body in direction of turn. (e) search through rear side window in direction of turn. (f) move backward at idle speed or light accelerator pedal pressure, if needed. (g) steer smoothly in direction vehicle is to move (track vehicle in correct lane). (h) make quick checks to front, side opposite of turn. (i) release accelerator and apply pressure on brake pedal to stop. (j) look to rear until vehicle is stopped. | |
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Notes:

Recommended time frame:
Classroom – .5 hour
Behind The Wheel - .5 hour

*Applies to in-car proficiency indicators
ADTSEA (American Driver and Traffic Safety Education Association)

Standard 3: Time and Space Management

Proficient

Benchmark 1: The student will judge the path of travel and various vision concepts.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. will have basic knowledge of central vision, fringe (depth perception), and peripheral vision. 2. will have knowledge of visual searching skills such as: <ol style="list-style-type: none"> (a) SIPDE. (b) Smith System. (c) SAFE. (d) any comparable searching method as technique. <p><u>*Behind The Wheel</u></p> <ol style="list-style-type: none"> 1. will provide commentary dialog pertaining to visual search pattern. 2. will concentrate on path of travel: <ol style="list-style-type: none"> (a) identify target area 20 to 30 seconds ahead along path of travel. (b) imagine a line down middle of intended pathway. (c) identify an alternate path of travel 12 to 15 seconds ahead into which you can steer, if necessary. (d) search area to sides and oncoming traffic 4 to 15 seconds ahead along path of travel. (e) maintain 3 to 4 seconds following distance. 3. will search for clues to motorized user actions: <ol style="list-style-type: none"> (a) identify and respond as appropriate to large vehicles. (b) identify and respond as appropriate to delivery vehicles. (c) identify and respond as appropriate to condition of vehicles. (d) identify and respond as appropriate to farm and recreational vehicles. (e) identify and respond as appropriate to driver actions. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. will provide instruction and testing opportunities for various vision skills that include: <ol style="list-style-type: none"> (a) searching. (b) central vision. (c) depth perception. (d) peripheral vision. <p><u>*Behind The Wheel.</u></p> <ol style="list-style-type: none"> 1. will lead and participate with student in commentary dialog of visual search pattern.

<p>4. will search for clues to non motorized user actions</p> <ul style="list-style-type: none">(a) identify and respond as appropriate to presence and actions of pedestrians.(b) identify and respond as appropriate to presence and actions of bicyclists.(c) identify and respond as appropriate to presence and actions of wild and domestic animals.	
<p>Notes:</p> <p>Recommended time frame: Classroom – 1 hour Behind The Wheel – .5 hour</p> <p>*Applies to in-car proficiency indicators ADTSEA (American Driver and Traffic Safety Education Association)</p>	

Standard 3: Time and Space Management

Proficient

Benchmark 2: The student will understand components to searching, evaluating, and executing within space management system.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. will be introduced to searching techniques for line of sight or path of travel adjustments. 2. will be introduced to evaluating alternative paths and speed for adjustments. 3. will be introduced to executing the best speed, lane position, and communication to reduce risk. <p><u>*Behind The Wheel</u></p> <ol style="list-style-type: none"> 1. will demonstrate turning at intersections <ol style="list-style-type: none"> (a) on approach to intersection, check for: <ol style="list-style-type: none"> (a) following distance. (b) oncoming traffic. (c) cross traffic. (d) other highway users. (e) traffic control devices. (f) condition of roadway. (g) areas of limited visibility. (b) check mirrors. (c) signal intent to turn at the intersection at least 100 ft in advance. (d) position your car for appropriate turn. (e) steer into proper lane. (f) tap brake pedal to alert following driver. (g) adjust speed as necessary, stopping if required. (h) recheck cross and oncoming traffic. (i) check mirrors. (j) identify a safe /space gap in cross traffic. (k) look through turn to farthest possible point. (l) steer into proper lane using hand-to-hand (push/pull/side steering). (m) adjust speed as appropriate. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. will provide instruction in different driving environments pertaining to <ol style="list-style-type: none"> (a) highway. <ul style="list-style-type: none"> •structure. •surface. •features. •atmosphere. •intersections. (b) traffic controls. <ul style="list-style-type: none"> •signs. •signals. •marking. •intersections/interchanges. (c) motor vehicles. <ul style="list-style-type: none"> •type. •characteristics. (d) non motorized users.

(n) check mirrors for traffic to the rear.	
Notes: Recommended time frame: Classroom – 1 hour Behind the wheel – 1 hour *Applies to in-car proficiency indicators ADTSEA (American Driver and Traffic Safety Education Association)	

Standard 4: Basic Maneuvering Tasks

Proficient

Benchmark 1: The student will comprehend and demonstrate turning techniques.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <p>1. will be provided correct procedure and risk reduction strategies involving turning.</p> <p><u>*Behind The Wheel</u></p> <p>1. will demonstrate correct procedure In lane changes, turnabouts, left turns, and right turns: do you mean turnabouts or roundabouts?</p> <ul style="list-style-type: none"> (a) maintain safe following distance of 3-4 seconds. (b) check highway and traffic conditions ahead, to the sides, and behind (blind spots). (c) select a safe gap in traffic. (d) signal. (e) check mirror blind area in direction of lane change. (f) adjust speed and steer into lane. (g) cancel signal. (h) Adjust speed to flow of traffic. (i) check mirrors for following traffic. <p>2. will demonstrate using two-way turn lane entering a driveway:</p> <ul style="list-style-type: none"> (a) check oncoming traffic (b) check oncoming traffic signaling a left turn (possibly intending to use shared left turn lane). (c) check traffic to the rear. (d) check for traffic, entering shared left turn lane from left or right sides of the roadway. (e) signal intention 100 ft in advance of turn and check mirror blind spots. (f) adjust speed, move into two-way left turn lane no more than 2 to 3 seconds ahead of turn. (g) stop, if necessary; complete turn when there is a safe gap in oncoming traffic. 	<p>The teacher...</p> <p>1. will provide procedure and risk reduction strategies pertaining to:</p> <ul style="list-style-type: none"> (a) intersections. (b) lane change. (c), controlling space cushions (d) mid-block turnabouts. (e) right and left turns. (f) u-turns. (g) 2 point turns. (h) 3 point turns. (i) one way streets. <p>2. will provide reference points for instruction to ensure accurate safe turns.</p>

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| <ol style="list-style-type: none">3. will demonstrate using two-way turn lane entering traffic:<ol style="list-style-type: none">(a) signal a left turn and stop at edge of roadway.(b) check for drivers on opposite side of roadway signaling a left turn.(c) check traffic to the rear.(d) check for safe gap in traffic to the left and right.(e) if a safe gap exists, enter first through lane to left.(f) if there is a gap to the left but not to the right, move out into the two-way left turn lane parallel to traffic and stop.(g) turn on right turn signal.(h) recheck oncoming vehicles and vehicles on right signaling left turns.(i) when traffic lane to right is clear, check blind spot, accelerate, and steer into nearest lane.(j) cancel signal, if necessary.(k) check mirrors for following traffic.4. will demonstrate turning around by backing into alley or driveway on the right:<ol style="list-style-type: none">(a) check traffic to rear and tap brake pedal to alert following drivers.(b) signal intention to turn right and check to make sure the driveway/alley is clear.(c) stop with rear bumper of vehicle in line with the far edge of the driveway/alley.(d) check traffic to sides and rear.(e) when safe, back slowly, turning steering wheel rapidly all the way to the right.(f) as vehicle centers in driveway/alley, straighten wheels.(g) continue backing straight until front of vehicle clears the curb.(h) stop, turn on left signal, and shift to drive.(i) check traffic in both directions.(j) when safe, turn left into proper lane and accelerate as appropriate.(k) check traffic to the rear. | |
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5. will demonstrate turning around by heading into an alley or driveway on the left:
 - (a) select a driveway/alley on the left that is clear of obstacles and where visibility will not be blocked when backing into street.
 - (b) check to rear and tap brake pedal to alert following drivers.
 - (c) signal intention to turn left.
 - (d) when safe, turn into driveway/alley as close as possible to the right side.
 - (e) stop as rear bumper clears curb or edge of roadway.
 - (f) signal a right turn and shift to reverse.
 - (g) check in all directions for vehicles and other highway users.
 - (h) when safe, move slowly back, turning steering wheel rapidly all the way to the right.
 - (i) Check left front while backing to make sure there is a clear space as you turn.
 - (j) as vehicle centers in nearest lane, straighten wheels, stop, and shift to drive.
 - (k) cancel right turn signal and accelerate smoothly.
 - (l) check traffic to rear.
6. will demonstrate proper lane usage when turning onto or from a one-way street.
 - (a) identify one-way streets from the following characteristics:
 - one-way street sign.
 - all traffic signs facing the same direction.
 - white lines are used for lane lines.
 - parked cars face the same direction on both sides of the street.

Notes:

Recommended time frame:
 Classroom – 1 hour
 Behind The Wheel – 1 hour

*Applies to in-car proficiency indicators
ADTSEA (American Driver and Traffic Safety Education Association)

Standard 4: Basic Maneuvering Tasks

Proficient

Benchmark 2: The student will comprehend and demonstrate knowledge of correct parking procedures.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <p>1. will understand correct parking procedures.</p> <p><u>*Behind The Wheel.</u></p> <p>1. will demonstrate correct procedures for parking maneuvers. 2. will demonstrate leaving traffic and parking uphill and downhill, with and without a curb:</p> <ul style="list-style-type: none">(a) search ahead for place to park(b) check following traffic.(c) signal.(d) release accelerator.(d) tap brake pedal to alert following drivers.(e) press brake pedal to point of resistance.(f) steer gently toward curb without hitting curb.(g) apply firm, steady pressure for smooth stops.(h) parking up or downhill without a curb and downhill with a curb.<ul style="list-style-type: none">• before securing vehicle, turn wheels sharply toward the edge of the road.• let leading edge of front tire touch road edge or curb.(i) parking uphill with a curb.<ul style="list-style-type: none">• before securing vehicle, turn steering wheel sharply away from the curb.• let vehicle roll back slowly until rear edge of tire gently touches curb.	<p>The teacher...</p> <p>1. will provide procedure and risk reduction strategies pertaining to</p> <ul style="list-style-type: none">(a) entering & exiting from a parked position.(b) uphill and downhill parking.(c) angle parking spaces.(d) perpendicular parking spaces.(e) parallel parking spaces.

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| <ol style="list-style-type: none">3. will demonstrate exiting a parking space<ol style="list-style-type: none">(a) start engine with foot on brake and shift to proper gear.(b) exit slowly and straighten wheels.(c) stop before striking any vehicle parked to front or rear.(d) check to front, rear, and sides for safe path (blind spots).(e) signal intentions and select safe gap.(f) search ahead and select target area.(g) accelerate smoothly, and steer into proper lane.(h) cancel signal, search ahead along path of travel.(i) accelerate to appropriate speed.(k) check traffic to rear.4. will demonstrate entering an angle parking space<ol style="list-style-type: none">(a) identify space to be entered(b) signal intention to turn left or right.(c) position vehicle 5 to 6 feet from rear of parked vehicles.(d) move forward slowly until driver can look straight down the line. marking the near side of parking space to be entered(e) look to the center of the parking space.(f) move forward slowly, turn steering wheel sharply left or right, as appropriate (danger points are front bumper on the far side and rear bumper of the vehicle on the near side of the space to be entered).(g) as vehicle centers in space, straighten wheels.(h) move forward to the front of the parking space, stop, and secure vehicle5. will demonstrate exiting an angle parking space<ol style="list-style-type: none">(a) with engine staired, foot on brake, signal direction of turn.(b) check in all directions for vehicle and pedestrian traffic.(c) when safe, shift to reverse.(d) move straight back until back of front seat/door post is in line with rear of vehicle on side of turn.(e) turn steering wheel in direction of turning movement; check front bumper clearance on side opposite direction of turn.f) When front bumper clears back of vehicle on side of turn, stop, shift to drive. | |
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| <p>6. will demonstrate entering a perpendicular parking space</p> <ul style="list-style-type: none">(a) identify space to be entered.(b) signal intention to turn left or right.(c) position vehicle 8 to 9 ft from rear of space driver wishes to enter(d) move slowly until driver can see straight down the line marking the near side of parking space ahead of the one to be entered.(e) look to the center of the parking space.(f) move forward slowly, turning the steering wheel sharply left or right, as appropriate (when parking between vehicles, the danger points are the front bumper on the far side, and the rear bumper of the vehicle on the near side of the space).(g) as vehicle centers in space, straighten wheels.(h) move forward to the front of the parking space, stop, and secure vehicle. <p>7. will demonstrate exiting a perpendicular parking space</p> <ul style="list-style-type: none">(a) identify space to be entered.(b) signal intention to turn left or right.(c) position vehicle 8 to 9 ft from rear of space driver wishes to enter.(d) move slowly back until windshield is in line with rear of vehicles parked on either side.(e) turn steering wheel slowly in direction of turning movement.
check front bumper clearance on side opposite direction of turn.(f) as front bumper of vehicle clears vehicle on side opposite of turn, turn steering wheel sharply in direction to avoid striking vehicle parked in opposite row.(g) when vehicle centers in lane, stop, shift to drive.(h) accelerate smoothly, steering as needed to straighten wheels. | |
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| <p>8. will demonstrate entering a parallel parking space</p> <ul style="list-style-type: none"> (a) identify parking space. (b) check following traffic. (c) tap brake pedal and signal intentions. (d) stop with rear bumper aligned with rear bumper. (e) shift to reverse, check traffic, and look in direction of intended move. (f) back slowly, turning steering wheel rapidly left or right, as appropriate. (g) back until back of front seat/center door post is in line with rear bumper of vehicle parked in space ahead. (h) back slowly while turning steering wheel back to straight. (i) check front to make sure wheels are straight. (j) back slowly until front bumper is in line with rear bumper of vehicle parked in space ahead. (k) move slowly back, turning steering wheel rapidly left or right, as appropriate. (l) stop before touching vehicle parked in space to the rear. (m) shift to drive, move slowly forward turning wheels sharply toward curb/edge of road. (n) stop centered in space, straighten wheel within 12 in. of curb/edge of road; secure vehicle. <p>9. will demonstrate exiting a parallel parking space</p> <ul style="list-style-type: none"> (a) foot on brake, start engine, shift to reverse, and release parking brake. (b) check vehicle behind, move slowly back. (c) stop and shift to drive. (d) signal intentions. (e) check mirrors and blind spots for vehicles and other highway users. (f) select safe gap, move slowly forward steering rapidly left or right, as appropriate. (g) check front bumper for clearance of rear bumper of vehicle parked in space ahead. (h) move slowly forward straightening wheels. (i) move slowly forward until back of front rear/center door post is in line with rear bumper of vehicle of vehicle parked in space ahead. (j) steer into lane and accelerate to appropriate speed. (k) cancel turn indicator. (l) check traffic to rear. | |
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Notes:

Recommended time frame:
Classroom – 2 hours
Behind The Wheel – 1 hour

*Applies to in-car proficiency indicators

ADTSEA (American Driver and Traffic Safety Education Association)

Standard 4: Basic Maneuvering Tasks

Proficient

Benchmark 3: The student will comprehend and demonstrate knowledge of intersection maneuvers.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <p>1. will be introduced to correct procedures and risk reduction strategies involving intersections.</p> <p><u>*Behind The Wheel.</u></p> <p>1. will demonstrate correct procedure for traveling through and turning at intersections.</p> <p>2. will demonstrate multiple turn lanes</p> <ul style="list-style-type: none"> (a) at least one block ahead of turn, identify and prepare to enter lane from which turn will be made. (b) check mirrors for following traffic and make head check in direction of lane change. (c) identify safe gap and signal intentions. (d) recheck blind spot; then, when safe, enter appropriate lane. (e) check intersection for traffic controls, oncoming and cross traffic areas of limited visibility and other highway users. (f) check mirrors for following traffic and head check for vehicles in adjacent lanes. (g) signal intention to turn. (h) adjust speed, as appropriate and prepare to stop, if necessary. (i) when traffic signal or arrow is green and it is safe to go, steer into lane corresponding to the one from which you started. (jj) be alert for oncoming vehicles turning in the same direction. (k) be alert for other roadway users crossing the street. (l) be alert for vehicles in adjacent turn lane crossing into your lane. 	<p>The teacher...</p> <p>1. will provide procedure and risk reduction strategies involving</p> <ul style="list-style-type: none"> (a) lane change in advance of turning. (b) tracking/lane positioning. (c) vehicle signals and traffic signals. (d) speed control. (e) evasive maneuvers.

Notes:

Recommended time frame:

Classroom – 2 hours

Behind The Wheel – 1 hour

*Applies to in-car proficiency indicators

ADTSEA (American Driver and Traffic Safety Education Association)

Standard 4: Basic Maneuvering Tasks

Proficient

Benchmark 4: The student will comprehend and demonstrate knowledge of passing procedures.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <p>1. will be introduced to correct procedure and risk reduction strategies involving passing.</p> <p><u>*Behind The Wheel.</u></p> <p>1. will demonstrate knowledge of passing and being passed on two-lane highway:</p> <p>(a) being passed.</p> <ul style="list-style-type: none"> •keep to right side of lane. •maintain speed, slow (if appropriate) to let other driver complete pass safely. <p>(b) passing</p> <ul style="list-style-type: none"> •check oncoming and following vehicles, vehicles slowing ahead, vehicles or other highway users about to enter roadway from driveways, intersections, or the shoulder. •check mirrors and blind spots for passing vehicles. •when safe, signal intention to pass. •initiate pass at least two seconds behind vehicle to be passed. •check blind spots. •steer smoothly into passing lane. •maintain or adjust speed as necessary. •search highway ahead and check mirrors. 	<p>The teacher...</p> <p>1. will provide procedure and risk reduction strategies involving passing</p> <p>(a) passing.</p> <ul style="list-style-type: none"> •estimating gaps. •preparing to pass. •lane changing and overtaking. •returning to driving lane. •avoiding tailgating. <p>(b) being passed.</p> <ul style="list-style-type: none"> •lane position. •speed control.

- make sure vehicle does not drift toward vehicle being passed.
- continue in passing lane until complete front of passed vehicle is visible in rear view mirror and continue to identify.
- signal intention to return to lane.
- steer smoothly into lane; maintain or adjust speed, as appropriate.
- cancel turn indicator.

Notes:

Recommended time frame:
Classroom – 2 hours
Behind The Wheel – 1 hour

*Applies to in-car proficiency indicators

ADTSEA (American Driver and Traffic Safety Education Association)

<p>(b) driving on an expressway.</p> <ul style="list-style-type: none"> •select lane for through traffic and safe speed. •identify and respond to large vehicles as appropriate. •identify and respond to condition of vehicles as appropriate •identify and respond to driver actions as appropriate. •Identify and adjust speed and/or position for entering and exiting traffic. •identify and respond correctly to roadway signage. <p>(c) Exiting an expressway:</p> <ul style="list-style-type: none"> •identify exit at least one mile in advance. •check traffic in all directions. •signal, position in proper lane, and adjust speed as necessary. •identify weave or collector distributor lane. •signal presence and intent to exit. •identify adequate space gap for merging. •enter exit ramp and adjust speed. •check for traffic ahead and behind, traffic controls, and highway users. •adjust to travel speed of new freeway or surface road, as appropriate. •check mirrors for following traffic. <p>3. will demonstrate meeting, following, and being followed on two-lane roads.</p> <p>(a) avoid meeting</p> <ul style="list-style-type: none"> •large vehicles at areas of reduced space. •other vehicles when approaching pedestrians, bicyclists, or vehicles stopped on road shoulder. •other vehicles where road may be slippery. •other vehicles where strong crosswinds may cause steering difficulty. <p>(b) increase following distance when</p> <ul style="list-style-type: none"> •following any vehicle that blocks the visual field. •approaching a railroad crossing or intersection. •traction is reduced. •tired or upset. •being tailgated. •driving in or near a pack of vehicles. 	
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(c) speed selection

- adjust speed if line of sight is restricted.
- adjust speed for changes in roadway surface.
- adjust speed for curves.
- maintain speed on hills.

Notes:

Recommended time frame:
Classroom – 2 hours
Behind The Wheel – 1 hour

*Applies to in-car proficiency indicators

ADTSEA (American Driver and Traffic Safety Education Association)

Standard 5: Risk Reducing Strategies

Proficient

Benchmark 1: The student will comprehend and demonstrate correct procedures for processing tasks in moderate to high risk environments.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. will be knowledgeable of different roadway designs and characteristics. <p><u>*Behind The Wheel</u></p> <ol style="list-style-type: none">1. will concentrate on path of travel:<ol style="list-style-type: none">(a) identify area 20 to 30 seconds ahead along path of travel.(b) imagine a line down middle of intended pathway.(c) identify an alternate path of travel 12 to 15 seconds ahead into which you can steer, if necessary.(d) search area to sides and oncoming traffic 4 to 15 seconds ahead along path of travel.(e) maintain at least 3 to 4 seconds following distance.	<p>The teacher...</p> <ol style="list-style-type: none">1. will provide information and lead discussion pertaining to different roadway designs and surfaces, signage, markings, and signals.2. will provide information dealing with strategies to reducing risks on roadways, such as:<ol style="list-style-type: none">(a) dirt.(b) sand.(c) gravel.(d) asphalt.(e) concrete.(f) soft shoulders.(g) off road recovery.3. will provide information and lead discussion pertaining to safety features for each roadway design, such as:<ol style="list-style-type: none">(a) wide shoulders.(b) rumble strips.(c) guard rails.(d) no shoulders.4. will provide information and lead discussion pertaining to types of vehicles that are legal or not legal on different highway designs.5. will provide instruction with entering and exiting freeway systems to include entering and exiting from emergency lane or shoulder.

<p>2. will demonstrate assessing highway conditions</p> <ul style="list-style-type: none">(a) identify and respond to areas of reduced visibility as appropriate.(b) identify and respond to areas of reduced space as appropriate.(c) identify and respond to areas of reduced traction as appropriate. <p>,</p>	
<p>Notes:</p> <p>Recommended time frame: Classroom – 1 hour Behind The Wheel - .5 hour</p> <p>*Applies to in-car proficiency indicators ADTSEA (American Driver and Traffic Safety Education Association)</p>	

Standard 5: Risk Reducing Strategies

Proficient

Benchmark 2: The student will comprehend and demonstrate knowledge of the Kansas basic speed law.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. will have knowledge of the Kansas basic speed law.2. will comprehend consequences of the Kansas basic speed law.	<p>The teacher...</p> <ol style="list-style-type: none">1. will provide information and lead discussion pertaining to speed limits on different roadway designs.2. will discuss Kansas basic speed law and consequences.
<p>Notes:</p> <p>Recommended time frame: Classroom – 1 hour</p> <p>ADTSEA (American Driver and Traffic Safety Education Association)</p>	

Standard 5: Risk Reducing Strategies

Proficient

Benchmark 3: The student will comprehend and demonstrate correct procedure for dealing with emergency vehicles and special situations.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. will receive information dealing with emergency vehicles stopped by the roadway (move over law), such as:<ol style="list-style-type: none">(a) law enforcement vehicles.(b) maintenance/service vehicles.(c) school buses.(d) ambulances.(e) fire trucks.2. will receive information dealing with moving emergency vehicles, displaying lights, and /or sirens.3. will receive information dealing with special situations, such as:<ol style="list-style-type: none">(a) school buses.(b) construction zones.(c) railroad crossings.	<p>The teacher...</p> <ol style="list-style-type: none">1. will provide information and lead discussion pertaining to emergency vehicles and special situations, such as:<ol style="list-style-type: none">(a) construction zones.(b) loading and unloading of school buses.(c) stopped/parked vehicles.(d) railroad crossings.(e) military convoys.(f) funeral processions.
<p>Notes:</p> <p>Recommended time frame: Classroom – 1 hour</p> <p>ADTSEA (American Driver and Traffic Safety Education Association)</p>	

Standard 6: Alcohol/Drug Awareness

Proficient

Benchmark 1: Student will understand Kansas alcohol/drug laws.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. will understand the Kansas implied consent law and possible testing procedures.2.. will understand the state's intoxication laws and penalties (blood alcohol intoxication):<ol style="list-style-type: none">(a) implied consent law.(b) blood alcohol content (BAC).(c) driving under influence (DUI).(d) minor in possession (MIP).(e) open container (OC).(f) prescription drugs.(g) nonprescription drugs (OTC).(h) illegal drugs.	<p>The teacher...</p> <ol style="list-style-type: none">1. will reference the Kansas driver's handbook2. may reference the Kansas vehicle laws handbook.3. will reference local vehicle ordinances.
<p>Notes:</p> <p>Recommended time frame: Classroom – 1 hour</p> <p>ADTSEA (American Driver and Traffic Safety Education Association)</p>	

Standard 6: Alcohol/Drug Awareness

Proficient

Benchmark 2: Student will understand effects of alcohol on the driving task.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. will have knowledge of why alcohol is the most commonly misused drug. 2. will understand physiological and psychological effects of drinking and drug use on driving. 3. will understand these factors influencing alcohol and other drug usage <ol style="list-style-type: none"> (a) peer pressure. (b) influence of parents. (c) sociological factors. (d) emotions. (e) custom. (f) hospitality. (g) environment. <p><u>*Behind The Wheel</u></p> <ol style="list-style-type: none"> 1. will demonstrate a good driving behavior/attitude. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. will discuss why people might be inclined to drink and use drugs; then drive. 2. may provide opportunities for student interaction with guest speakers on drug use. 3. may lead discussion pertaining to drugs i.e., (videos, DVDs, multimedia, VHS and CDs). <p><u>*Behind The Wheel</u></p> <ol style="list-style-type: none"> 1. As situations present themselves, will initiate discussion pertaining to road rage, emotions, peer pressure, fatigue, etc
<p>Notes:</p> <p>Recommended time frame: Classroom – 1 hour Behind The Wheel - .5 hour</p> <p>*Applies to in-car proficiency indicators ADTSEA (American Driver and Traffic Safety Education Association)</p>	

Standard 6: Alcohol/Drug Awareness

Proficient

Benchmark 3: Students will recognize fatigue and its effects on driving and how to reduce the effects of fatigue.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. will understand the risks of driving drowsy.2. will understand the effects and ways to prevent carbon monoxide poisoning.3. will understand fatigue symptoms and how to delay fatigue onset.	<p>The teacher...</p> <ol style="list-style-type: none">1. will lead discussions regarding physical and mental fatigue symptoms2. will describe characteristics and prevention of carbon monoxide poisoning.3. may utilize multimedia to aide in discussion, i.e., videos, DVDs, VHS, CDs, simulation (role playing).
<p>Notes:</p> <p>Recommended time frame: Classroom – 1 hour</p> <p>ADTSEA (American Driver and Traffic Safety Education Association)</p>	

Standard 6: Alcohol/Drug Awareness

Proficient

Benchmark 4: Student will understand how emotions relate to the driving task.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. will understand the different emotions that can affect driving behavior. 2. will understand emotions on driving. 3. will understand ways to cope with one's emotions. 4. will understand how passengers affect emotions and one's driving ability. 5. will understand aggressive driving characteristics and "road rage" and ways to deal with when confronted by another driver or personally exhibiting "road rage" characteristics.. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. will discuss emotions that can affect driving. 2. will describe the effects of emotions on the body. 3. will discuss positive ways to handle peer pressure. 4. may utilize multimedia and/or guest speakers to offer examples of ways to deal with emotions and "road rage."
<p>Notes:</p> <p>Recommended time frame: Classroom – 1 hour</p> <p>ADTSEA (American Driver and Traffic Safety Education Association)</p>	

Standard 7: Environmental Conditions

Proficient

Benchmark 1: The student will understand significant effects of changing weather and condition of visibility.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">will participate in teacher led discussion of the problems associated with driving under changing weather conditions and conditions of visibility.	<p>The teacher...</p> <ol style="list-style-type: none">will discuss topics of weather condition and visibility, such as:<ol style="list-style-type: none">driving at night.sources of glare.fog.smoke.rain.snow.strong winds.ice.will discuss corrective measures to address and anticipate topics that are listed in instructional Example 1may utilize multimedia to demonstrate effects and ways to cope with difficult weather conditions
<p>Notes:</p> <p>Recommended time frame: Classroom – 1 hour</p> <p>ADTSEA (American Driver and Traffic Safety Education Association)</p>	

Standard 7: Environmental Conditions

Proficient

Benchmark 2: The student will understand changing traction conditions.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. will participate in teacher led discussion of traction: <ol style="list-style-type: none"> (a) how it affects the movement and control of a vehicle. (b) how to detect and respond to various types of traction loss. (c) how to safely control a vehicle in an emergency situation. (d) how light conditions can affect reference points. <p><u>*Behind The Wheel</u></p> <ol style="list-style-type: none"> 1. will demonstrate knowledge of correct procedures that pertain to changing traction conditions when applicable. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. will discuss various topics of changing traction conditions, such as: <ol style="list-style-type: none"> (a) road surface conditions. (b) vehicle factors. (c) driver actions. (d) hydroplaning. (e) wheel skids. (f) off-road recovery. 2. may use various types of multimedia to show examples of traction conditions.
<p>Notes:</p> <p>Recommended time frame: Classroom – 1 hour Behind The Wheel – As applicable, combine with other standards.</p> <p>*Applies to in-car proficiency indicators ADTSEA (American Driver and Traffic Safety Education Association)</p>	

Standard 7: Environmental Conditions

Proficient

Benchmark 3: The student will understand how to minimize risks in an emergency situation.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...will understand ways to minimize risks while driving; i.e. dangers of cell phone usage and texting</p> <p><u>*Behind The Wheel</u></p> <p>1. will demonstrate safe driving behavior/attitude.</p>	<p>The teacher...</p> <p>1. will discuss various topics of controlling the vehicle and the resulting consequences. Areas to be discussed are</p> <ul style="list-style-type: none"> (a) driving off road. (b) skidding. (c) collisions. (d) collision alternatives. <p>2. will lead discussions, show vidéos, and utilize guest speakers to point out the dangers of cell phones and texting. Areas to be discussed are</p> <ul style="list-style-type: none"> (a) laws prohibiting texting. (b) hand-held vs hands-free cell phone usage (c) GDL law in regards to cell phone usage <p><u>*Behind The Wheel</u></p> <p>1. As situations present themselves, discussions on other vehicle's and possibility of them texting or visual evidence of them on cell phones and the effects of their actions on controlling their vehicle.</p>
<p>Notes:</p> <p>Recommended time frame: Classroom – 4 hour</p> <p>ADTSEA (American Driver and Traffic Safety Education Association)</p>	

Standard 7: Environmental Conditions

Proficient

Benchmark 4: The student will understand the latest technological designs

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <p>1. will participate in teacher led discussion of the advances in automotive technology designed to protect vehicle occupants or enhance a driver's ability to maintain vehicle control.</p>	<p>The teacher...</p> <p>1. will discuss various automotive technological designs, such as:</p> <ul style="list-style-type: none">(a) braking systems.(b) traction control devices and their inability to overcome natural laws.(c) suspension control.(d) stabilization control.(e) crumple zones.(f) door latches.(g) heads up display.(h) safety glass.(i) lighting systems.(j) steering systems.
<p>Notes:</p> <p>Recommended time frame: Classroom – .5 hour</p> <p>ADTSEA (American Driver and Traffic Safety Education Association)</p>	

Standard 8: Vehicle Emergencies and Malfunctions

Proficient

Benchmark 1: The student will locate, interpret, and respond appropriately to instrument panel warning devices.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. will locate and interpret the dash board warning lights and gauges.2. will respond properly to warning symbols to include:<ol style="list-style-type: none">(a) temperature light or gauge.(b) oil pressure warning light or gauge.(c) alternator/generator warning light or gauge.(d) brake system warning light.(e) air bag warning light.(f) service engine soon light.(g) door ajar light.(h) low fuel warning light.(i) anti-lock braking system (ABS) light. <p><u>*Behind The Wheel</u></p> <ol style="list-style-type: none">1. will demonstrate knowledge and understanding of instrument panel warning lights and gauges and initiate appropriate responses, when necessary.	<p>The teacher...</p> <ol style="list-style-type: none">1. will provide examples of location of dashboard warning lights and gauges.2. will provide interpretation and meaning of warning lights and gauges.3. will provide information on appropriate responses to warning lights and gauges.
<p>Notes:</p> <p>Recommended time frame: Classroom – .5 hour Behind The Wheel - .5 hour</p> <p>*Applies to in-car proficiency indicators ADTSEA (American Driver and Traffic Safety Education Association)</p>	

Standard 8: Vehicle Emergencies And Malfunctions

Proficient

Benchmark 2: The student will respond appropriately to vehicle emergency malfunctions and failures.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <p>1. will understand the various vehicle malfunctions, failures, and proper responses to include, but not limited to</p> <ul style="list-style-type: none"> (a) warning symbols. (b) tire failure. (c) engine failure. <ul style="list-style-type: none"> •flooding. •power failure. (d) acceleration failure. (e) brake failure. (f) power steering failure. (g) fire. (h) electrical failure. <p><u>*Behind The Wheel</u></p> <p>1. will demonstrate knowledge of correct procedures that pertain to vehicle malfunctions and failures when applicable.</p>	<p>The teacher...</p> <p>1. will provide information pertaining to various vehicle malfunctions and failures which may include the use of</p> <ul style="list-style-type: none"> (a) multimedia. (b) guest speakers. (c) handouts. (d) simulation. (e) group role play.
<p>Notes:</p> <p>Recommended time frame: Classroom – 1 hour Behind The Wheel – As applicable, combine with other standards</p> <p>*Applies to in-car proficiency indicators ADTSEA (American Driver and Traffic Safety Education Association)</p>	

Standard 8: Vehicle Emergencies And Malfunctions

Proficient

Benchmark 3: The student will understand what actions to take when involved in a collision.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. will understand the sequential procedures to follow when involved in a collision which include: <ol style="list-style-type: none"> (a) stop immediately. (b) aid the injured (Good Samaritan Law and call 911). (c) secure the area. (d) notify authorities. (e) exchange information. (f) fill out collision report. <p><u>*Behind The Wheel</u></p> <ol style="list-style-type: none"> 1. will demonstrate knowledge of proper collision reporting procedures when applicable. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. will provide information on sequential procedures to follow when involved in a collision. 2. will lead discussions on collisions reporting in accordance with Kansas driving handbook. 3. will lead discussions on additional steps to take after filing a collision report which may include: <ol style="list-style-type: none"> (a) notify insurance company. (b) visit a doctor. (c) names of witnesses. (d) license plate identification. (e) attention to details – advantages. (f) take pictures or diagram of scene. (g) make appropriate phone calls. (h) appropriate discussions with anyone other than police and insurance companies.
<p>Notes:</p> <p>Recommended time frame: Classroom – .5 hour Behind The Wheel – As applicable, combine with other standards</p> <p>*Applies to in-car proficiency indicators ADTSEA (American Driver and Traffic Safety Education Association)</p>	

An Equal Employment/Educational Opportunity Agency

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, 900 SW Jackson St., Topeka, KS 66612; 785-296-3204.

Driver Education Standards Review

Preparing Teens to be Responsible Drivers

Tuesday, April 17, 2018



@kansasdoe @ksdehq #KansasCan

Review Process

Kansas Curricular Standards for Driver Education

- Process began in October 2017.
- Identification of writers and reviewers from each of the 10 board of education districts.
- Members from 14 Kansas locations:
Haysville, Burlingame, Liberal, Bonner Springs, Kansas City, Horton, Andover, Eureka, Olathe, Newton, Concordia, Stafford, Pittsburg, Argonia and Manhattan.



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Committee Meetings

2017- 2018

- A committee was formed of 14 writers and reviewers.
- Seven face-to-face meetings were held between October 2017 and March 2018.
- Email meetings also took place during that time frame.
- Collaboration by committee members between meetings.



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Committee Considerations

What is needed for Driver Education in Kansas?

- Based Kansas Model Curricular Standards on research-based Driver Education Standards.
- Competency-based delivery standards for classroom, behind-the-wheel and online.
- Current and emerging vehicle technology.



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Driver Education Fits All Students

Driver education students have Individual Plans of Study and are required to:

- Memorize rules and laws.
- Obey rules and laws.
- Practice skills to reach mastery.
- Master skills.
- Repeatedly perform skills they have mastered.
- Utilize communication skills.
- Use critical thinking and problem solving techniques.
- Use trial and error to make evidence-based decisions.
- Develop a good attitude and habits.

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National Driver Education Standards Adoption

- When first adopted in 2007, Kansas patterned Driver Education Standards after national standards.
- Committee members were in agreement that Kansas should adopt national standards again.
- Committee members feel that the national standards available today are superior to trying to reinvent the wheel.
- Consensus is to adopt the National American Driver and Traffic Safety Education Association (ADTSEA) standards.

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Field Review Process

- The national standards were sent to the field for public review.
- Results were positive.
- Committee reviewed results and responses received were 100 percent in favor of adopting American Driver and Transportation Safety Education Association (ADTSEA) national standards.

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Field Feedback

I approve use of the 2017 ADTSEA National Standards to HELP ESTABLISH a baseline for driver education programs in the state of Kansas. However, I believe it unrealistic to expect ALL the national standards to be incorporated into a driver education program. The national standards serve as a good resource list from which to draw curriculum material for our programs. - Tim Ney



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Field Feedback cont.

- *Greenbush is already following the national standards.*
- *Yes, I approve of the national standards, and I have used the ADTSEA curriculum for the majority of our driver education program for the past two years at Wabaunsee High School (USD 329).*
- *YES - All classes and instructors of Premier Driving School (Wichita, Newton, Derby and Hutchinson) will use the national drivers education standards as a curriculum guideline and or reference.*

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The Standards Include Classroom and In-Car

CLASSROOM Goal Examples:

- Demonstrate working knowledge of rules, regulations, and procedures of operating a vehicle.
- Use visual search skills correctly in order to make managed-risk decisions for effective speed and position adjustments.
- Interact with other road users by adjusting speed, space and communications to avoid conflicts and reduce risk.
- Demonstrate balanced vehicle movement through steering, braking and accelerating in a timely manner throughout a variety of adverse conditions.

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The Standards Include Classroom and In-Car

IN-CAR Skill Evaluation Examples:

- Positioning a vehicle:

Based on visual referencing skills, dividing attention and space management.

- Procedures and sequencing for vehicle operational skill:

Based on pre-drive checks, driver readiness procedures, vehicle control skills, vehicle maneuvering, vehicle position and/or speed selection and vehicle balance.

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Questions?

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Agenda Number: 9

Meeting Date: 4/17/2018



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 Assessments

Staff will provide a brief update on the status of the 2018 state assessments.



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To: Commissioner Randy Watson
From: Kelli Broers
Subject: Report from Office of General Counsel on Professional Practices Commission process and review of licensure cases

At its July 2014 meeting, the Kansas State Board of Education gave the Office of the General Counsel discretion to clear applicants for teacher licensure using the framework suggested by that office. This report provides an update to the State Board as to the number of applications for licensure the Office of the General Counsel has reviewed and approved for licensure without involvement of the Professional Practices Commission or the State Board.



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To: Commissioner Randy Watson
From: Gayla Randel, Stacy Smith
Subject: Announcement of Kansas Career and Technical Education Scholars for 2018

This annual update announces the Kansas students who have applied and are now recognized by the Kansas State Department of Education as Career and Technical Education Scholars and who exemplify with distinction the characteristics of the successful high school graduate. In addition to the academic, cognitive, technical, employability and civic engagement accomplishments by these students, they also stand out for demonstrated leadership and a vision for their future. The list of honorees for 2018 will be announced and presented at the State Board meeting.



2018 Kansas CTE Scholar OVERVIEW

The KANSAS CTE SCHOLAR initiative is an opportunity to recognize well-rounded outstanding Career and Technical Education (CTE) students finishing their senior year of high school.

OVERVIEW:

Local school staff will determine whether a student has successfully met the Kansas CTE Scholar criteria explained below, and submit the submission form and documentation by MARCH 1. (See page 2 for additional information.)

Senior students who earn Kansas CTE Scholar status will receive a commemorative pin, special certificate and statewide recognition.

There is no maximum number of students who can be recognized by KSDE. The intent of the program is to offer students the incentive to earn recognition for success within CTE.

A sample application form has been created for your local use. Red italics indicate local information that is needed before release.

CRITERIA

Students should complete the application and submit it to their locally identified person who will then review, verify and forward to KSDE if all benchmarks are met. The seven criteria are as follows.

1. Senior level status
2. Have earned or presently enrolled in 3.0 or more CTE credits with documentation of technical skill attainment
3. CTE GPA of 3.5 or better in CTE coursework
4. Demonstrated leadership
5. Civic Engagement
6. Professional Learning/ Work Based Experiences
7. Career Vision Summary Statement

Further explanation of criteria can be found below:

1. Senior Level Status — The CTE Scholar candidate must be a senior. Work may begin prior to their senior year, but recognition is limited to seniors.

2. CTE Credits — A student must have completed a minimum of 3.0 CTE credits with at least 2 of the 3 credits above the introduction level. Credits can be across Pathways if career goals aren't aligned within one Pathway. CTE courses are identified by the KCCMS code and are defined as those found on a Pathway design sheet. The Pathway isn't required to be locally offered.

Technical Skill Attainment — Technical skills must be documented to illustrate attainment. A minimum of one of the following must be earned and verified locally (unless stated otherwise):

- o Earn a passing score on a third party, end of Pathway assessment**; or
- o Earn an industry-recognized certification**; or
- o Receive an exemplary CTSO contest medal or placement at the state or national level (verified by KSDE); or
- o Complete an application level course with-passing grade of 85% and industry validation

(** From approved K-PAC list <http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Career-Technical-Education-CTE/CTE-Assessments-Skill-Validation>)

3. CTE Course GPA — A CTE GPA in CTE courses above the introduction level must be 3.5 or higher to qualify for CTE Scholar recognition. CTE courses are identified by the KCCMS code and are defined as those found on a Pathway design sheet. The Pathway isn't required to be locally offered. A minimum of 2.0 credits must be averaged. NOTE: Scholar status will not be awarded until all courses have been passed and minimum GPA is documented through an email sent to one of those listed on the back of this fact sheet stating class is completed and GPA listed is final.

4. Leadership — Leadership in civic engagement (i.e. community, work, school leadership with impact made, including offices held) is a part in becoming a CTE Scholar. A typed letter of support is required from a person who can verify the leadership took place. The letter must be from a nonrelative and explain the leadership observed and impact of the work. The letter will be submitted to KSDE so should be addressed to KSDE for that reason. This is tied to the next criteria.

5. Civic Engagement — Demonstrating concern for community is important for a well-rounded CTE Scholar. Civic Engagement refers to the sharing of skills and knowledge through actions to improve communities, state, nations, the world and themselves. However, the candidate must have been a leader of the project, work, officer (or etc) to count it toward the minimum total hours. This is the topic of **the leadership letter indicated under "Criteria #4.**

A minimum of 25 hours of volunteering, service, leadership within an organization and/or community engagement is required of the CTE Scholar candidate. It can be cumulative **over the candidate's high school years.** This can be more than one event, location or agency/organization. Verification of hours is required by a supervisor or supervisors and can be a multiple of letters, a compiled outline with signatures or other methods of verification.

December, 2017



KSDE doesn't discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel; 900 S.W. Jackson, Topeka, KS; 66612; 785-296-3204.

6. Professional Learning/Work based Experience— Professional learning experiences are an important part of a CTE experience as they provide technical skill application and require appropriate employability skills in action. These experiences can include in-house training, internships, clinicals, supervised agricultural experiences, volunteer work or student-led businesses located on or off the school campus. The experiences should reflect the career interests of the candidate and industry expectations and be part of a CTE sequence of courses. A minimum of 80 hours of experience is expected prior to submission.

Compile an outline of the professional learning experiences and include a short paragraph with employability skills gained from the experience.. **It should be titled “My Professional Learning Experiences Outline” with the candidate’s name beneath it.**

A maximum of one page for the outline and 175 words for the employability skills paragraph exists. This will be submitted to KSDE.

7. Career Vision Summary Statement — A short description of a **candidate’s personal career vision and future plans** are required. If a candidate has CTE courses that fall outside one Pathway, explain how this allowance helped them reach their career choice and build their career vision. Specifically address lessons learned if the CTE experience pathway is not their selected future career field.

This document **should be titled “My Career Vision” with the candidate’s name** beneath it. A maximum of 175 words is allowed. This will be submitted to KSDE.

[KANSAS CTE SCHOLAR SUBMISSION FORM:](#)

A submission form is to be completed and submitted to KSDE with indicated documentation prior to midnight on the deadline date MARCH 1, 2018.

The local administrator (or their designee) should complete the verification and submission of the forms, but the actual work of completion is to be done by the student.

Submission form with documentation is to be through the electronic portal (if possible). If electronic submission is not possible, scan and email or mail to Juanita Anderson by the deadline. See Submission Form for address.

Each candidate submission form with required documents should be submitted separately to allow for tracking and expedited processing. A received response will be sent. If emailing, send all documents as 1 email, one attachment if possible. Missing items will mean forfeit of scholar status.

KSDE processing will take place within 30 days of the deadline.

RECOGNITION**:

KSDE recognition will include:

- CTE Scholar recipient announcement as part of the April Kansas State Board of Education meeting.
- Letter to each CTE Scholar
- Commemorative pin (see design below)
- Certificate with student name
- Statewide news release
- KSDE web recognition
- Sample award script will be provided for local use.



Commemorative Pin Design

Locally, additional recognition is encouraged. Examples include:

- Graduation recognition cords
- Pin awarding at a special all-school assembly or community event
- Local newspaper feature
- Local board of education recognition
- Listing of achievement on Scholar’s transcript (strongly encouraged)

(**NOTE: Postsecondary scholarships and workforce benefits are being explored.)

Contacts:

CTE scholar criteria:

Gayla Randel, Lead Consultant
grandel@ksde.org
 785-296-4912

Submission questions

Juanita Anderson, Sr Administrative Assistant
janderson@ksde.org
 785-296-1978

January, 2018



KSDE doesn’t discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel; 900 S.W. Jackson, Topeka, KS; 66612; 785-296-3204.

Agenda Number: 12

Meeting Date: 4/17/2018



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: Don Gifford
Subject: Update on Civic Engagement initiatives in schools

This session will update the State Board of Education on the following Civic Engagement initiatives: the Civic Advocacy Network Award Launch, ongoing trainings, and the civic engagement conference held Feb. 19 in Topeka. Diane Bosilevac and students from Olathe North High School, USD 233, will make a presentation on their work around diversity, equality, acceptance and respect for all students in Kansas.



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: Information on Culturally Relevant Pedagogy Project

State Representatives Valdenia Winn and John Alcala will present information as a follow-up to their proposal last summer when they shared with the State Board an outline for ethnic studies curriculum development. One specific project was to help organize a four-week seminar for middle school and high school teachers to enhance professional competence in Culturally Relevant Pedagogy. The inter-disciplinary curriculum is designed to align with Kansas standards and the Rose Standards. More information can be found at this link:

<http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-F-L/History-Government-and-Social-Studies/Culturally-Relevant-Pedagogy>



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To: Commissioner Randy Watson
From: Brad Neuenswander
Subject: Announcement of Gemini II participants in Kansans Can School Redesign Project

Agency staff will announce the districts that have been selected for Gemini II of the School Redesign Project. They will discuss the process as well as the steps moving forward with these districts.

During the August 2017 State Board of Education meeting, KSDE announced the first participants in the Kansans Can School Redesign Project. The seven districts selected are referred to as the Mercury 7, each representing one of the Mercury 7 astronauts. The districts designated one elementary school and one secondary school to be redesigned around the five outcomes established by the State Board of Education, the five elements identified as defining a successful Kansas high school graduate, and what Kansans said they want from their school system. Additional districts that accepted the redesign challenge were named in the Gemini Project. The next application phase opened in February for Gemini II: The Space Walk Begins.

Item Title:

Act on recommendations of the State Board Policy Committee

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the recommendations of the Board Policy Committee as presented for updating the Guidelines and Board Policy #2001.

Explanation of Situation Requiring Action:

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

Last month, Policy Committee members Janet Waugh, Steve Roberts and Ann Mah presented recommendations for updating the section of Guidelines which accompany Board Policies. An additional sentence to Guideline Six has been incorporated, per Board request, to clarify that the KSHSAA does not provide insurance for sixth graders participating in interscholastic athletics. A single update to Board Policy #2001 is also presented. The complete redline version of proposed changes is provided for Board approval.

GUIDELINES

OF THE

KANSAS STATE BOARD OF EDUCATION

STATE BOARD GUIDELINES/PROCEDURES INDEX

- Guideline I: Approval of Meeting Attendance (Board Member Travel)
- Guideline II: Access to Communication Equipment by State Board Members
- Guideline III: Discussing and Addressing Issues
- Guideline IV: Hearing Officer Recommendations
- Guideline V: Land Transfers
- Guideline VI: Participation in Interscholastic Athletics
- Guideline VII: Issuance of a Visiting Scholar License
- Guideline VIII: Application for Approval to Hold an Election on Issuing Bonds
- Guideline IX: Application for Capital Improvement State Aid (Bond & Interest)
- Guideline X: Charter School Procedure
- Procedure A: New Board Member Orientation
- Procedure B: Conducting Evaluations

GUIDELINE I
APPROVAL OF MEETING ATTENDANCE
(BOARD MEMBER TRAVEL)

A. Legal Basis

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

B. Preapproved Attendance

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

1. Attendance at regular or special meetings of the State Board.
2. Attendance at any meeting at which the member is attending as the designated representative of the State Board. Any time a Board member is appointed by the chair, the commissioner, or the Governor, to participate on a committee, work group, study group, task force, council or other group for a state or national educational organization, the Board shall vote to authorize travel/salary expenses for such participation.

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

C. Discretionary Attendance

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

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

D. Annual Allocation for Board Member Travel

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

1. From the total amount appropriated for the State Board's budget, subtract an amount sufficient to pay for each Board member's attendance at monthly State Board meetings.
2. Divide the amount determined by step 1 by 14.5. The resulting amount shall be termed "a share."
3. Allocate to each Board member one share as derived from Step 2.
4. Allocate one additional share to each of the following Board members:
 - a. Chairman
 - b. Vice Chairman
 - c. District 5 Member
 - d. Legislative Liaison. (This share shall be available after January 1.)
5. Allocate one-half of an additional share to the Assistant Legislative Liaison. (This one-half share shall be available after January 1.)

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

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

E. Definitions

The following definitions shall apply to this Guideline:

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

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

GUIDELINE II
ACCESS TO COMMUNICATION EQUIPMENT BY STATE BOARD MEMBERS

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

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

GUIDELINE III
DISCUSSING AND ADDRESSING ISSUES

- A. If the State Board determines to address an issue, the Board shall decide the process for meaningful discussion about the issue and the strategy for addressing it.

- B. The process for meaningful discussion may include, but is not limited to, the following:
 - 1. receiving information, reports and options from staff of the Department or persons selected by the Department;
 - 2. receiving information, reports and options from individuals selected by the State Board;
 - 3. gathering and review of information by a subcommittee of the Board selected by the State Board or by an external committee appointed by the State Board;
 - 4. the holding of public hearings to receive information from the general public in regard to the issue;
 - 5. work sessions or retreats by the State Board to focus on the particular issue;
 - 6. discussion of the issue by the full Board at one or more meetings, with action taken after full discussion of the issue; and
 - 7. any other procedure agreed to by the State Board.

- C. The purpose of Board member reports is to allow members to report on meetings of boards, commissions or organizations to which they have been assigned to represent the Board. It is also an opportunity to report on meetings or conferences attended. During the time provided for Board member reports, it is inappropriate to use it as an opportunity to present one's views on issues not currently being addressed by the Board or to bring up issues for debate or discussion.

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

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

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

GUIDELINE IV.
HEARING OFFICER RECOMMENDATIONS

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

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

GUIDELINE V. LAND TRANSFERS

I. Governing Law

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

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

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

II. ~~Considerations Regarding~~ Requests for Land Transfers **Considerations**

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

- 1) The ultimate consideration must be the long-term effect a transfer would have on students living in: (1) the petitioned area, (2) the receiving district, and (3) the giving district. It also must include ~~under K.S.A. 72-6734 (not 6437)~~, whether the transfer would add to the general improvement of the public schools in the state and the equalization of the benefits and burdens of education throughout the affected communities.
- 2) To justify taking land, by petition, from one school district and giving it to another, a material change in circumstances of a substantial and weighty nature must exist so that a reasonable person would recognize that the educational interests of all affected children (inside and outside of the transfer area) could be better served by adjusting district boundaries, without any serious detrimental effect upon students or upon the district from which the land will be transferred.
- 3) The type of change in circumstances that justifies a transfer of land by petition is difficult to describe in the abstract.

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

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

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

Adopted: May 10, 1977
Amended: February 12, 1986
Amended: March 10, 1998
Amended: November 14, 2001
Amended: September 9, 2003

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

1. No school shall allow students **below** the sixth grade to participate in interscholastic athletics.

2. **No school shall allow students in **sixth** grade to participate in tackle football, wrestling or boxing, if those interscholastic athletics are offered.**
~~Any qualifying middle, junior or senior high school may join the Kansas State High School Activities Association (KSHSAA) and participate under its rules. Any school which is not a member of the KSHSAA shall comply with the following guidelines.~~

3. **Schools allowing sixth grade students to participate in all other interscholastic athletics shall follow the guidelines established for seventh grade students by the Kansas State High School Activities Association (KSHSAA) for each specific sport. Please note that sixth grade students participating in interscholastic athletics are not covered by KSHSAA's Liability and Catastrophe Insurance plan. The KSHSAA Rules Handbook may be obtained from the KSHSAA office, online at www.kshsaa.org or the Kansas State Department of Education.**
~~Each school which allows students in grades 7 to 12 to participate in interscholastic athletics shall adhere to the rules of the KSHSAA. The rules Handbook of the KSHSAA may be obtained from either the KSHSAA or the Kansas State Department of Education (KSDE).~~

4. ~~Each school providing interscholastic athletics for students in **sixth grade** shall adhere to the following requirements:~~
 - a. ~~Coaches shall adhere to Rule 10 of the KSHSAA.~~
 - b. ~~No student is eligible to represent any school in interscholastic athletics, spirit or spirit competition groups until there is on file, with the superintendent or principal, a statement certifying that the student has passed an adequate physical examination and is physically fit to participate in interschool athletics, spirit or spirit competition groups. The statement must be signed by any of the following licensed health care providers: (i) a physician; (ii) a chiropractor; (iii) a physician assistant (PA) who has been authorized to perform this examination by a Kansas licensed supervising physician; or (iv) an advance practice registered nurse (APRN) who has been authorized to perform this examination by a Kansas licensed supervising physician. This statement shall also be signed by a parent or legal guardian, stating the student has permission to participate. Physical forms, to be signed by the health care providers listed previously and parents, may be obtained from the local schools or on the KSHSAA website.~~

- c. ~~In scheduling athletic contests, each school shall:~~
1. ~~Schedule, for each team, no more than one interschool contest each week, exclusive of tournament games. One regularly scheduled game and one make up game may be scheduled during the same week only once during the season; and~~
 2. ~~Have the approval of the school building administrator.~~
- d. ~~Practice time shall not exceed one hour and 30 minutes per school day. Any practice session held between two schools shall not be considered as practice time, but shall count as one of the allowed number of contests per season. Interschool competition shall not be held without each participating team having completed eight scheduled practices.~~
- e. ~~Each student shall have the following activity limitations:~~
- A. ~~**Basketball.** No student shall participate in more than 16 basketball games, including games played in tournaments, in any school year. Quarters shall be a maximum of six minutes.~~
 - B. ~~**Softball and Baseball.** No student or team shall participate in more than eight games of interschool competition during a season.~~
 - C. ~~**Track and Field.** No student shall participate in more than seven meets. Students are limited to three events per day, including relays. No student may compete in more than 2 races of 440 yards (400 M) or more in one day. No student may compete in any race of more than 1600 meters. All facilities for field event competition shall meet standards established or approved by National Federation (NFHS) Rules, which may be obtained from the KSDE.~~
 - D. ~~**Gymnastics.** No student shall participate in more than eight meets during a season, or more than two events per day. "All-around" competition may be counted as one of the two events.~~
 - E. ~~**Soccer.** No team shall participate in more than 10 games during a season, including tournaments.~~
 - F. ~~**Volleyball.** No team shall participate in more than eight days of interschool competition during a season, including tournaments.~~
 - G. ~~**Golf.** No team shall participate in more than seven days of interschool competition during a season.~~
 - H. ~~**Tennis.** No team shall participate in more than seven~~

~~days of interschool competition during a season.~~

- I. ~~**Cross Country.** No team shall participate in more than six meets during a season. No student shall be allowed to run more than 3200 meters on any day.~~
- J. ~~**Tackle Football, Boxing and Wrestling.** Students shall not participate in tackle football, boxing or wrestling.~~

- f. ~~Sixth grade students of an individual school system may participate in middle/junior high school interscholastic athletics, other than tackle football, boxing and wrestling, to the extent allowed by these guidelines. However, these students shall not participate in the same sport during the same period of time for both the school and some other non-school club or recreation team.~~

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

GUIDELINE VII

ISSUANCE OF A VISITING SCHOLAR LICENSE

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

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

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

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

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

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

A. PROCEDURES

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

B. ~~MATERIALS TO BE SUBMITTED~~

REQUIRED SUPPLEMENTAL MATERIAL TO ACCOMPANY
APPLICATION WHEN EXCEEDING BOND DEBT LIMITATION

~~Each local board of education making application to the Kansas State Board of Education for approval to conduct a bond election under K.S.A. 75-2315 et seq. shall submit the following materials:~~

- ~~1. Application (form 7-212-110);~~
- ~~2. Resolution to Submit Application to the State Board (form 7-212-106);~~
- ~~3. Published Notice of Intent to File an Application and Affidavit of Publication (form 7-212-108);~~
- ~~4. Certified Assessed Valuation of School District (form 7-212-114); and~~
- ~~5. Bond Election Questionnaire (form 7-212-118).~~

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

C. ~~STAFF~~ COMMITTEE RECOMMENDATION

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

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

Adopted: May 10, 2000

Amended: September 9, 2003

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

A. PROCEDURES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Adopted: December 10, 2003

PROCEDURE A: New Board Member Orientation

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

In preparation for the session, Board members should receive:

- a. Board mission and goals, roles and responsibilities
 - b. KSDE organizational chart, contact information for commissioner and deputy commissioners
 - c. Kansas Open Meeting Act, Open Records Act
 - d. Draft calendar of Board meeting dates for the year
 - e. Outline of regular communications to expect from commissioner and board secretary
 - f. Roles and duties of Board secretary and Board attorney
 - g. Request for ordering business cards, stationery
 - h. Instructions for submitting travel reimbursement (plus budget limitations) and payroll information
 - i. Overview of benefits (insurance, KPERS, etc.)
 - j. Required forms (W-9, I-9, permission for building key card)
 - k. Parking instructions and parking tag
4. Details concerning swearing-in ceremonies, which differ during a gubernatorial election year, will be provided to newly elected and re-elected Board members as soon as they are made available to the Board secretary.

5. When the agenda for the January Board meeting is distributed, the Board secretary shall notify each Board member-elect that an orientation session will be held prior to the first day of the January Board meeting. A suggested agenda for this orientation session could include the following: computers/meeting technology; agenda development process; position descriptions for the secretary and commissioner; issues and questions regarding the January Board meeting agenda; and questions from the previous orientation session.

In preparation for the session, Board members should receive:

- a. Statement of Substantial Interests form from Secretary of State's Office
 - b. List of committee members of advisory groups that work with State Board and KSDE
 - c. List of legislators in Board District
 - d. Overview of legislative process and committees
 - e. Chronicle of major Board decisions for the past year
 - f. General calendar of events Board members may attend (Kansas Teacher of the Year, annual conference, etc.)
6. When the agenda for the February Board meeting is distributed, the board secretary shall notify each of the new Board members that an orientation session will be held prior to the first day of the February Board meeting, ~~or at a time conveniently scheduled around the Board's annual retreat~~. A suggested agenda for this orientation session could include the following: the purpose and process for strategic planning; overview from the KSDE Divisions of Learning Services and Fiscal and Administrative Services; information from KSDE communications department; supervision of Kansas State School for the Deaf and Kansas State School for the Blind; general issues and questions from new members.
 7. If the Board determines that adaptation of the orientation sessions would benefit new members then the schedule may be adjusted.
 8. At the end of the orientation process, the participants will complete an evaluation form and return it to the commissioner, chairman and vice chair. They may use the feedback from evaluations to develop agendas for future orientation sessions.
 9. Newly-elected Board members attending required orientation sessions may request mileage and per diem in accordance with State travel regulations. However, the expenses of members-elect to attend regular Board meetings cannot be paid until their term of office begins. (Policy 1004)

Adopted: September 10, 2008
Amended: September 8, 2015

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

1. At the October Board meeting, the human resource director provides evaluation forms for the Commissioner of Education, Board attorney and Board secretary to State Board members with instructions for submitting the completed forms to the Board chairman or designee. Initial evaluations are to be conducted within six months of hire and annually thereafter. See Policy 2002.

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

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

POLICY: DELEGATION TO THE COMMISSIONER

Policy Type: Board-Staff Linkage

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

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

Adopted: August 9, 1989

Amended: March 10, 1998; March 11, 2014

Item Title:

Act on Board Attorney contract renewal

Recommended Motion:

It is moved that the Kansas State Board of Education approve renewal of Contract ID 40370 with Gates Shields Ferguson Swall Hammond, P.A. for providing legal services for the period July 1, 2018 through June 30, 2019 with no increase in rates.

Explanation of Situation Requiring Action:

The current contract period for legal services provided to the Kansas State Board of Education expires June 30, 2018. Attorney Mark Ferguson, a partner in the firm Gates Shields Ferguson Swall Hammond P.A., has requested a renewal of this contract for the period July 1, 2018 through June 30, 2019 with no increase in rates.

This month, the State Board will act upon the third of four (4) one-year extension options for continued legal services under the contract that was approved by the Board in May 2015.



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: Dale Dennis
Subject: Legislative Matters

BUDGET RECOMMENDATIONS AND EDUCATION LEGISLATION

Legislative budget recommendations for Fiscal Years 2018 and 2019 will be reviewed with the State Board as well as a status report of education legislation to date.



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Topeka, Kansas 66612-1212

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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	2	4	4	5	0	1	5	2	0			
Classified	0	0	0	0	0	0	0	0	0			
Unclassified	1	4	4	5	0	1	5	2	0			
Unclassified Regular (leadership)	1	0	0	0	0	0	0	0	0			
Total Separations	4	3	1	1	0	0	0	1	2			
Classified	0	1	0	0	0	0	0	0	0			
Unclassified	3	1	1	1	0	0	0	1	2			
Unclassified Regular (leadership)	1	1	0	0	0	0	0	0	0			
Recruiting (data on 1st day of month)	13	11	13	8	9	6	5	5	5			
Classified	0	0	0	0	0	0	0	0	0			
Unclassified	9	11	13	8	9	6	5	5	5			
Unclassified Regular (leadership)	4	0	0	0	0	0	0	0	0			

Total employees 235 as of pay period ending 2/10/2018. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).



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www.ksde.org

To: Commissioner Randy Watson
From: Coalition of Innovative School Districts
Subject: Biannual Report

The Coalition of Innovative School Districts is required to report twice a year to the State Board of Education concerning the status of the Innovative Districts' efforts. Coalition Chair Bill Mullins, USD 364, has provided a written report.

**Coalition of Innovative School Districts
Bi-Annual Report
Kansas State Board of Education
April 2018**

This document will serve as the Bi-Annual Report to the Kansas State Board of Education. The Kansas Coalition of Innovative School Districts has been focused on three major topics over the last six months of our work. These topics are as follows – 1) Development of a framework for a Competency Based Diploma, 2) Development of a document that shows all on-line career programs that are available to students all across Kansas, and 3) Gemini II Project and the future plans for the Coalition.

Development of a framework for a Competency Based Diploma

We are using the Kansas State Board of Education definition of a successful high school graduate as the foundation for our work related to a Competency Based Diploma. We have had meaningful discussions about how students could demonstrate their cognitive preparation, technical skills, employability skills, and civic engagement. We have had conversations with a school district in Maine who currently is implementing a Competency Based Diploma. We learned a lot about what is working and what is not working in their district. We also learned about a program in the district which allows students to earn credit through experiences outside the classroom.

During our discussion, we felt that our next step was to return to our districts to engage in more conversations about the characteristics of our ideal graduate so that we can further refine our expectations for cognitive preparation, technical skills, employability skills, and civic engagement. We believe that we need these refined expectations so that we can have deeper conversations about how students can demonstrate that they have met these expectations. These deeper conversations and the development of a framework for a Competency Based Diploma will take place in April and we hope to have a beginning framework ready for publication in June or July.

Development of document that shows all on-line career programs available to all students

During one of our meetings this year, we learned about a significant number of jobs in the airplane industry in Wichita that are available but there are not enough people qualified for the jobs. We also learned that there was an on-line program available to prepare students for these jobs. This led us to ask the question – “Are there other on-line programs that our students could access?” This also opened our eyes to the fact that the types of career training programs available to our students is dependent on zip code and proximity to a community college or technical college.

We would like to offer our students more opportunities to connect with a career training program that matches their Individual Plans of Study regardless of zip code. The development of a document that shows all of the available on-line career training programs will expand the

opportunities for students in our districts but it could also benefit students in all districts across Kansas. We plan to have this document completed by the end of June.

Gemini II Project and the future plans for the Coalition.

One of the goals of the Coalition has been to spread our influence to other districts outside of the Coalition. We have also said all along that there are many schools and districts across Kansas who are doing great things and being innovative without being a part of the Coalition. We also want to learn from those schools and districts as we continue striving to do a better job of serving our students and communities. As a Coalition, we believe that the Gemini II Project could be an avenue for the Coalition Districts to learn with and from other districts located geographically close to us.

At our January Coalition Meeting, it appeared that every Coalition District was going to have further discussions locally about becoming Gemini II Districts. At the time of this report, Fredonia has submitted an application to become a Gemini II District and that Marysville was prepared to submit an application but they did not get the required 80% support from their teachers.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 c.

Staff Initiating:

Assistant Director:

Commissioner:

Meeting Date: 4/17/2018

Susan Helbert

Susan Helbert

Randy Watson

Item Title:

Act on recommendations for Licensure Waivers

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

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

Licensure Waivers

18 c. Attachment

District	Dist. Name	First Name	Last Name	Subject	Recomm.
D0203	Piper-Kansas City	Shawna	John	Chemistry - extension on number of days under an emergency substitute license	Approved
D0229	Blue Valley	Anna	Ohmes	Low Incidence Special Ed.	Approved
D0231	Gardner Edgerton	Mary	Culross	High Incidence Special Ed.	Approved
D0233	Olathe	Anna	Davis	Low Incidence Special Ed. - extension on number of days under an emergency substitute license	Approved
D0233	Olathe	Bailey	Winkler	Math - extension on number of days under an emergency substitute license	Approved
D0233	Olathe	Corey	Dahl	General Business Topics - extension on number of days under an emergency substitute license	Approved
D0233	Olathe	Katherine	Porterfield	Early Childhood Special Ed. - extension on number of days under an emergency substitute license	Approved
D0233	Olathe	Quintin	Dougherty	High Incidence Special Ed. - extension on number of days under an emergency substitute license	Approved
D0233	Olathe	Rachel	Ilaria	Psychology - extension on number of days under an emergency substitute license	Approved
D0233	Olathe	Stephanie	Dunkley	Physical Education - extension on number of days under an emergency substitute license	Approved
D0233	Olathe	Crystal	Dissel	Music - extension on number of days under an emergency substitute license	Approved
D0253	Emporia	Courtney	Metzen	High Incidence Special Ed.	Approved
D0259	Wichita	Judith	Spor	Low Incidence Special Ed.	Approved*
D0259	Wichita	Leslie	Winzenried	Low Incidence Special Ed.	Approved
D0259	Wichita	Sherri	Dorsey	Low Incidence Special Ed.	Approved
D0259	Wichita	Vikki	Valentine	Low Incidence Special Ed.	Approved
D0259	Wichita	Kathleen	Setser	High Incidence Special Ed.	Approved
D0259	Wichita	Trey	Utz	High Incidence Special Ed.	Approved
D0345	Seaman	Laura	Ehler	High Incidence Special Ed.	Approved*
D0345	Seaman	Jocelyn	Dease	Early Childhood Special Ed. - extension on number of days under an emergency substitute license	Approved*
D0345	Seaman	Andrea	Jordan	High Incidence Special Ed.	Approved*
D0389	Eureka	Melinda	Hall	Early Childhood Special Ed. - extension on number of days under an emergency substitute license	Approved
D0457	Garden City	Rebecka	McMillan	High Incidence Special Ed.	Approved**
	*First Renewal		*Final Renewal		

					Page 2
D0465	Winfield	Nicole	Veatch	Early Childhood Special Ed. - extension on number of days under an emergency substitute license	Approved
D0465	Winfield	Lori	Wood	High Incidence Special Ed.	Approved**
D0469	Lansing	Keely	Skaggs	Low Incidence Special Ed.	Approved
D0469	Lansing	Jessica	Grinstead	High Incidence Special Ed. - extension on number of days under an emergency substitute license	Approved
D0497	Lawrence	Emily	Ray	High Incidence Special Ed.	Approved
D0497	Lawrence	Sandy	Theilen	High Incidence Special Ed.	Approved
D0500	Kansas City	Colin	McCarty	High Incidence Special Ed.	Approved
D0500	Kansas City	Marion	Schmekel	High Incidence Special Ed.	Approved
D0500	Kansas City	Scott	Snavely	High Incidence Special Ed.	Approved
D0500	Kansas City	Kirk	Duckers	High Incidence Special Ed.	Approved
D0500	Kansas City	Leslie	Lucas	High Incidence Special Ed.	Approved
D0500	Kansas City	Sabrina	Bell	High Incidence Special Ed.	Approved
D0500	Kansas City	Whitney	Austin	Low Incidence Special Ed.	Approved
D0500	Kansas City	Katherine	Baldus	High Incidence Special Ed.	Approved
D0512	Shawnee Mission Public Schools	Alisa	Neighbors	Low Incidence Special Ed.	Approved
D0607	Tri County Special Education Coop	Lori	Rutland	High Incidence Special Ed.	Approved
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Felisha	Bland	Early Childhood Special Ed.	Approved
	*First Renewal		*Final Renewal		

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 d. (1)

Staff Initiating:**Deputy Commissioner:****Commissioner:****Meeting Date: 4/17/2018**

Dale Dennis

Dale Dennis

Randy Watson

Item Title:

Act on request from USD 287, West Franklin, Franklin County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 287, West Franklin, Franklin 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 287, West Franklin, Franklin 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 287 plans to use the bond proceeds to pay the costs to acquire, construct, equip and furnish the following additions, renovations and improvements to district sites and facilities: (1) an addition to the existing West Franklin Elementary School in Appanoose to create a new music room and storm shelter; (2) a new enclosed connecting corridor to the existing West Franklin Elementary School in Williamsburg to connect classroom areas to the cafeteria; (3) improvements to the existing West Franklin Elementary School in Williamsburg including minor remodeling, some window replacement and window elimination, and acquisition and installation of a new fire alarm system; (4) a new addition to the existing West Franklin Middle/High School in Pomona to create a Vo-Ag and Woods educational area with classrooms, labs and other support spaces; (5) an addition to the West Franklin Middle/High School to create a new band room and storm shelter, a weight training room, and new enclosed connecting corridor between the Middle School and High School; (6) an addition to the West Franklin Middle/High School to create a new Physical Education complex including gymnasium, locker rooms, restrooms, lobby and concession and other support spaces; (7) a new 8-lane track with field event areas to the West Franklin Middle/High school site; (8) improvements to the West Franklin Middle/High School including remodeling of existing areas, acquisition and installation of a new fire alarm system, demolition of a portion of the existing structure, and other improvements for code compliance; and (9) technology improvements to district attendance centers.

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.

(continued)

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

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

Unified School District 287-West Franklin	County: Franklin
--	-------------------------

1. Current equalized assessed tangible valuation *	<u>\$49,289,999</u>
2. Percentage of bond debt limit	<u>14%</u>
3. Amount of bond debt limit	<u>\$6,900,599</u>
4. State Aid Percentage	<u>3%</u>

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$0</u>	<u>0.0</u>
6. Amount of bond indebtedness requested	<u>\$13,000,000</u>	<u>26.4</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$13,000,000</u>	<u>26.4</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$6,900,599</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$6,099,401</u>	<u>12.4</u>

Forms Requested

- | | |
|--|---|
| <ul style="list-style-type: none"> (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 | <ul style="list-style-type: none"> (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 |
|--|---|

March 15, 2018
Date

March 15, 2018
Date

S. Craig Neuenswander
Director, School Finance

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 d. (2)

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 4/17/2018

Dale Dennis

Dale Dennis

Randy Watson

Item Title:

Act on request from USD 453, Leavenworth, Leavenworth County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 453, Leavenworth, Leavenworth 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 453, Leavenworth, Leavenworth 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 453 plans to use the bond proceeds to pay the costs to: renovate, improve and equip the district's facilities and sites, including but not limited to, the acquisition and installation of additions and safety and security measures and improvements, and the addition of ICC compliant storm shelters at Richard Warren Middle School and Lawson Elementary School.

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

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

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

Unified School District 453-Leavenworth	County: Leavenworth
--	----------------------------

1. Current equalized assessed tangible valuation *	<u>\$216,129,996</u>
2. Percentage of bond debt limit	<u>14%</u>
3. Amount of bond debt limit	<u>\$30,258,199</u>
4. State Aid Percentage	<u>25%</u>

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$47,260,000</u>	<u>21.9</u>
6. Amount of bond indebtedness requested	<u>\$36,760,000</u>	<u>17.0</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$84,020,000</u>	<u>38.9</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$30,258,199</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$53,761,801</u>	<u>24.9</u>

Forms Requested	
<input checked="" type="checkbox"/> 5-210-118 General Information <input checked="" type="checkbox"/> 5-210-106 Resolution <input checked="" 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 checked="" 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

March 22, 2018
Date

March 22, 2018
Date

S. Craig Neuenswander
Director, School Finance

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 e. (1)

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 4/17/2018

Dale Dennis

Dale Dennis

Randy Watson

Item Title:

Act on request from USD 287, West Franklin, Franklin 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 287, West Franklin, Franklin County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under 2016 Senate Bill 323, a school district may request that the State Board of Education **authorize the district to receive capital improvement (bond and interest) state aid. USD 287, West Franklin, Franklin County, has made such a request.** If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid.

USD 287 plans to use the bond proceeds to pay the costs to acquire, construct, equip and furnish the following additions, renovations and improvements to district sites and facilities: (1) an addition to the existing West Franklin Elementary School in Appanoose to create a new music room and storm shelter; (2) new enclosed connecting corridor to the existing West Franklin Elementary School in Williamsburg to connect classroom areas to the cafeteria; (3) improvements to the existing West Franklin Elementary School in Williamsburg including minor remodeling, some window replacement and window elimination, and acquisition and installation of a new fire alarm system; (4) a new addition to the existing West Franklin Middle/High School in Pomona to create a Vo-Ag and Woods educational area with classrooms, labs and other support spaces; (5) an addition to the West Franklin Middle/High School to create a new band room and storm shelter, a weight training room, and new enclosed connecting corridor between the Middle School and High School; (6) an addition to the West Franklin Middle/High School to create a new Physical Education complex including gymnasium, locker rooms, restrooms, lobby and concession, and other support spaces; (7) a new 8-lane track with field event areas to the West Franklin Middle/High School site; (8) improvements to the West Franklin Middle/High School including remodeling of existing areas, acquisition and installation of a new fire alarm system, demolition of a portion of the existing structure, and other improvements for code compliance; and (9) technology improvements to district attendance centers.

The application contains the following non-instructional-related items -- 8-lane track. The current track does not meet ADA standards.

If approved to receive capital improvement state aid (bond and interest), \$13,000,000 would be funded at state aid entitlement under the law.

(continued)

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

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

Summary of Appeal to State Board of Education for State Aid

Unified School District 287-West Franklin	County: Franklin
--	-------------------------

1. Current equalized assessed tangible valuation *	\$49,289,999
2. Percentage of bond debt limit	14.00%
3. Amount of bond debt limit	\$6,900,599
4. State Aid Percentage	3%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	\$0	0.0
6. Amount of bond indebtedness requested	\$13,000,000	26.4
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$13,000,000	26.4
8. Estimated amount of bond indebtedness authorized without approval	\$6,900,599	14.0
9. Amount of bond indebtedness above bond debt limit requested	\$6,099,401	12.4

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	

March 15, 2018
Date

March 15, 2018
Date

Craig Neuenswander

Director, School Finance

Dale M. Dennis

Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 e. (2)

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 4/17/2018

Dale Dennis

Dale Dennis

Randy Watson

Item Title:

Act on request from USD 453, Leavenworth, Leavenworth 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 453, Leavenworth, Leavenworth County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under 2016 Senate Bill 323, a school district may request that the State Board of Education **authorize the district to receive capital improvement (bond and interest) state aid. USD 453, Leavenworth, Leavenworth County, has made such a request.** If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. USD 453 plans to use the bond proceeds to pay the costs to: renovate, improve and equip the district's facilities and sites, including but not limited to, the acquisition and installation of additions and safety and security measures and improvements, and the addition of ICC compliant storm shelters at Richard Warren Middle School and Lawson Elementary School.

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

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

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

Summary of Appeal to State Board of Education for State Aid

Unified School District 453-Leavenworth	County: Leavenworth
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1. Current equalized assessed tangible valuation *	<u>\$216,129,996</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$30,258,199</u>
4. State Aid Percentage	<u>25%</u>

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$47,260,000</u>	<u>21.9</u>
6. Amount of bond indebtedness requested	<u>\$36,760,000</u>	<u>17.0</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$84,020,000</u>	<u>38.9</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$30,258,199</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$53,761,801</u>	<u>24.9</u>

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

March 22, 2018
Date

Craig Neuenswander
Director, School Finance

March 22, 2018
Date

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 f.

Staff Initiating:

Lane Wiley

Director:

Lane Wiley

Commissioner:

Randy Watson

Meeting Date: 4/17/2018

Item Title:

Act on a request to contract with BTU Consultants to provide E-Rate telephone support and training

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract a six-month extension of the current state contract with BTU Consultants to provide E-Rate telephone support and training to unified school districts for the period July 1 - Dec. 31, 2018. The cost for these services is not to exceed \$27,000.

Explanation of Situation Requiring Action:

KSDE has utilized an existing state contract to provide E-Rate telephone support services and training with BTU since 2014. The existing contract expires June 30, 2018. The Department of Administration will not allow KSDE to continue the contract long term, and is requiring KSDE to put out a new Request for Proposal (RFP) for these services. This is a short-term contract to continue these services with BTU through Dec. 31, 2018 to allow KSDE to create a new RFP and award a vendor for these services. This contract will authorize BTU Consultants, LLC to continue this support for an additional six months.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 g.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 4/17/2018

Brad Neuenswander

Brad Neuenswander

Randy Watson

Item Title:

Act to continue a contract with Smoky Hill Education Service Center for professional learning services

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to continue a contract with the Smoky Hill Central Kansas Education Service Center to support KSDE and the Kansas Professional Learning Team in providing professional learning across Kansas.

Explanation of Situation Requiring Action:

The Kansas Professional Learning Team was formed with members from each of the seven Kansas education service centers, an additional seven district/building-level persons from the seven geographic areas represented by service centers and approximately 10 members from school districts not represented by service centers. Each member has committed to provide days throughout the year to assist KSDE in educating Kansas educators around issues and initiatives of the state department.

Each member will participate in the preparation of training materials and the development of a consistent message to be delivered to the field. They will then make themselves available to deliver this message to the schools, districts and educator groups which they represent.

Each of the seven service districts will receive \$4,000. Individual regional and school district representatives will receive \$1,000.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 h.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 4/17/2018

Colleen Riley

Colleen Riley

Randy Watson

Item Title:

Act to continue a contract with Kansas Department of Health and Environment for Special Child Clinics

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to continue a contract with the Kansas Department of Health and Environment for the continued support of special child clinics in an amount not to exceed \$7,000 annually for the next three fiscal years. (SFY 2019, 2020, 2021)

Explanation of Situation Requiring Action:

The Kansas State Department of Education (KSDE) has partnered with the Kansas Department of Health and Environment (KDHE) to support clinics for disabled youth in Kansas 0-21 years of age to assure cooperative unduplicated efforts for intermediate level evaluation and treatment/programming. This program continues to support local interdisciplinary team activities with technical assistance and training in referral systems and team activities, in addition to direct service to children through a clinic model.

KSDE's monetary contribution will support the technical assistance and training as well as the Special Child Clinics where integrated assessment, consultation, planning and follow-along services are provided.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 i.

Staff Initiating:

Beth Fultz

Director:

Scott Smith

Commissioner:

Randy Watson

Meeting Date: 4/17/2018

Item Title:

Act on 2018-2019 assessment contract recommendation

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to continue a state assessment contract with the University of Kansas Center for Research, Inc. on behalf of the Achievement and Assessment Institute, formerly known as the Center for Educational Testing and Evaluation, with the contract amount not to exceed \$6,000,000.

Explanation of Situation Requiring Action:

KSDE staff will propose a recommendation to the State Board of Education for an assessment contract in an amount not to exceed \$6,000,000.

The Center for Educational Testing and Evaluation (CETE), part of the Achievement and Assessment Institute at the University of Kansas, has been under contract with the Board of Education since September 1989 for the purposes of developing, administering, scoring and reporting results of the state's large-scale assessment program. More specifically, CETE has undertaken the following tasks: (1) management, maintenance and delivery of an interim and summative assessment system; (2) completion of psychometric studies required by the federal peer review; and (3) production of assessment documentation and materials used by Kansas educators.

Assessment activities for 2018-19 are as follows: (1) continue development of interim assessments in mathematics and language arts and administer, score and report predictive interim assessments; (2) administer, score and report the summative assessment for General Education in grades 3-8 and 10 for mathematics and language arts; (3) administer, score and report the summative science assessment for General Education in grades 5, 8 and 11; (4) implement test development protocols and procedures pursuant to federal peer review requirements (e.g., facilitate meetings with the Kansas Technical Advisory Committee, facilitate focus groups for item test design, post hoc psychometric analysis of field test data); (5) administer, score and report the Dynamic Learning Maps Alternate Assessment in English Language Arts and mathematics for Special Education students for grades 3-8 and 10, science in grades 5, 8 and 11, and history government social studies in grades 6, 8 and 11; (6) administer, score and report the English Language Learner assessment in grades K – 12; (7) continue development, administer, score and report cPass assessments available to Kansas Technical Education students; (8) further develop assessment infrastructure modifications necessary for the implementation of the Kansas College and Career Ready Standards.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 j.

Staff Initiating:**Director:****Commissioner:****Meeting Date: 4/17/2018**

Colleen Riley

Colleen Riley

Randy Watson

Item Title:

Act to continue a contract with Brooks Publishing for the kindergarten entry snapshot tool

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to continue a contract with Brooks Publishing to provide materials, training and a data collection tool for the kindergarten entry snapshot tool through June 30, 2020 in an amount not to exceed \$226,500.

Explanation of Situation Requiring Action:

The Kansas State Board of Education has identified Kindergarten Readiness as one of five measurable outcomes that will move Kansas towards the vision of the successful high school graduate. The goal is to ensure that each student enters kindergarten at age five socially, emotionally and academically prepared for success.

Brooks Publishing will continue to provide a kindergarten entry data collection tool that will serve as the instrument to provide a kindergarten entry "snapshot" that involves parents and caregivers in the collection of developmental data in the following areas: cognition, problem solving, large and small motor skills and social emotional development. Brooks Publishing will carry out the following scope of work: 1) engage in ongoing collaboration with KSDE to disseminate information and develop training, 2) provide online professional development, technical support and resources that are easily accessible to promote kindergarten readiness in Kansas, 3) use a data collection system to provide analysis of the screening tool results.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 k.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 4/17/2018

Colleen Riley

Colleen Riley

Randy Watson

Item Title:

Act to continue a contract with Leader Services for the Kansas Integrated Accountability System – Data Collections and Analysis

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to continue the Kansas Integrated Accountability Systems (KIAS) contract with Leader Services to provide ongoing service and maintenance of the Early Childhood, Special Education, and Title Services’ KIAS web-based Data Collections and Analysis application through, no later than, June 30, 2023 in an amount not to exceed \$133,580 to be paid out of the federal Title I consolidated pool and IDEA VI-B funds.

Explanation of Situation Requiring Action:

The Kansas State Department of Education is required under the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA) to collect necessary data from all local education agencies, also referred to as school districts, to ensure compliance with the provisions of federal and state laws and regulations.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 I.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 4/17/2018

Colleen Riley

Colleen Riley

Randy Watson

Item Title:

Act to continue a contract with Leader Services for the Kansas Integrated Accountability System – Grants Management System

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to continue the Kansas Integrated Accountability System (KIAS) contract with Leader Services to provide ongoing service and maintenance of the Early Childhood, Special Education, and Title Services’ KIAS web-based grants management system application through, no later than, June 30, 2023 in an amount not to exceed \$184,000 to be paid out of the federal Title I consolidated pool and IDEA VI-B funds.

Explanation of Situation Requiring Action:

The Kansas State Department of Education is required under the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA) to conduct monitoring of all local education agencies, also referred to as school districts, to ensure compliance with the provisions of federal and state laws and regulations. Leader Services will continue to provide an authenticated application that is to be a web-based system with the capability to collect, store, report and track federal funds and related grant requirements for all IDEA and ESEA programs.

Item Title:

Act on appointments of State Board members to Governor's Education Council

Recommended Motion:

It is moved that the Kansas State Board of Education appoint two members to serve on the Governor's Education Council.

Explanation of Situation Requiring Action:

On March 7, 2018, Governor Jeff Colyer signed Executive Order 18-10 establishing the Governor's Education Council. Co-chairs of the Council are Dr. Blake Flanders, President and CEO, Kansas Board of Regents, and Dr. Randy Watson, Commissioner of Education, Kansas State Department of Education. Membership representation on the Council is outlined in the Order.

<https://governor.kansas.gov/executive-order-18-10-governors-education-council/>

Item Title:

Act to suspend Education System Coordinating Council

Recommended Motion:

It is moved that the Kansas State Board of Education act to suspend the current Education System Coordinating Council while the Governor's Education Council is active.

Explanation of Situation Requiring Action:

The Education System Coordinating Council was created by approval of the State Board of Education on Sept. 19, 2012, as a vehicle for sustained cooperation between higher education and K-12 upon the dissolution of the P-20 Education Council. The Coordinating Council consists of two State Board of Education members, two Kansas Board of Regents members, the Commissioner of Education for the Kansas State Department of Education, and the President and CEO of the Board of Regents.

The newly created Governor's Education Council (GEC) reintroduces the work of the former P-20 Council and thus overlaps with the intent of the current Education System Coordinating Council.

It is the recommendation of the Governor's Education Council Co-Chairs Dr. Blake Flanders, President and CEO of the Kansas Board of Regents, and Dr. Randy Watson, Commissioner of Education, to suspend the current Education System Coordinating Council to avoid duplication of objectives while the GEC is a functioning entity.

Membership representation on the GEC is outlined in Executive Order 18-10.

<https://governor.kansas.gov/executive-order-18-10-governors-education-council/>



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: Monthly Board Reports & Requests for Future Agenda Items

These updates will include:

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



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

Janet Waugh <i>District 1</i>	Steve Roberts <i>District 2</i>	John W. Bacon <i>District 3</i>	Ann Mah <i>District 4</i>	Sally Cauble <i>District 5</i>
Deena Horst <i>District 6</i>	Kenneth Willard <i>District 7</i>	Kathy Busch <i>District 8</i>	Jim Porter <i>District 9</i>	Jim McNiece <i>District 10</i>

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
3/25/2018	4/07/2018	4/05/2018	4/20/2018
4/08/2018	4/21/2018	4/19/2018	5/04/2018
4/22/2018	5/05/2018	5/03/2018	5/18/2018



KANSAS SCHOOLS FOR THE DEAF AND THE BLIND

STATEWIDE RESOURCES ON DEAFNESS AND BLINDNESS

www.KSSDB.org

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

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

KANSAS STATE BOARD OF EDUCATION ANNUAL VISIT

Kansas State School for the Blind

Wednesday, April 18, 2018

AGENDA

- 9:00 – 9:20 a.m. Arrival and classroom visits
- 9:20 a.m. Assemble in Library - Welcome
Act to approve KSSB Goal 3: Improve Communications and Visibility
Around Services and Supports
Receive KSSB Goal 4: Increase collaboration and professional development
- 9:40 a.m. Discussion topic: What are the most significant challenges local education
agencies / school districts face in meeting the needs of their students who are
blind or visually impaired? What are tangible ways that KSSB can help?
Guest facilitator from Topeka USD 501
- 10:10 a.m. Discussion topic: What are common difficulties that arise when students
who are blind or visually impaired leave school? What are they unprepared
for? What should KSSB be doing to mitigate these barriers?
KSSB alumni will help facilitate
- BREAK
- 10:50 a.m. Discussion topic: What information do parents need most to help their
children who are blind or visually impaired succeed in school?
Parent of current KSSB student will be a guest
- 11:20 a.m. Discussion topic: What changes would allow KSSB to have more impact on
the 1,500 students who are blind or visually impaired all across Kansas?
KSSB Field Services Staff will facilitate
- 11:50 a.m. Lunch

TRAVEL TO KANSAS SCHOOL FOR THE DEAF

Item Title:

Act on recommendations from Kansas State School for the Blind on Goal Three: Improve Communications and Visibility Around Services and Supports

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the proposed recommendations from the Kansas State School for the Blind for improving communications and visibility around services and supports.

Explanation of Situation Requiring Action:

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

Five goal areas have been identified to set the direction for the Kansas School for the Deaf (KSD) and Kansas State School for the Blind (KSSB). Goal Three centers on communication and visibility, particularly in the networks associated with education leaders, adult service partners, higher education, advocacy groups and the community. The State Board of Education will act upon proposed recommendations from KSSB as presented by Interim Superintendent Jon Harding.



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To: Commissioner Randy Watson
From: Jon Harding
Subject: Receive recommendations from Kansas State School for the Blind on Goal Four

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

In June 2017, the State Board authorized the KSD and KSSB Interim Superintendents to work together with the Kansas Association of School Boards to bring back to the State Board recommendations on administrative structures to serve both schools now and in the future. Five main goals have been proposed.

Jon Harding, Interim Superintendent of KSSB, will describe measures recommended for increasing collaboration among staff and increasing professional development.



State Board of Education
April 18, 2018

KSSB Goal 4

Increase Professional Development

Our intent

KSSB is the first place to turn for accurate, high-quality, relevant PD in vision

3 Strands of PD

KSSB employees

Vision Professionals/Educators

KSSB and KSD combined

KSSB staff

Intensive, year-long w/ outside consultants: *Perkins eLearning +on-site visits*

- Self-Determination (2 yrs)
- Multiple Disabilities
- Family Support/Technical Assistance (2018-2019)

Plus

- Transition
- Technology

Vision Professionals/Educators

Multiple Emerging Topics

- Listserv
- Regional Large-Scale Trainings
- Hands-On/Small-Scale Trainings
- On-site PD
- 1:1 consults

KSSB/KSD

Behavior (CPI)

Cortical Visual Impairment

Deaf-Blind training (communication)

- Memo of understanding
- HKNC/DB Project/KSSB/KSD

Challenges

Assuring Implementation/Change

Inexperienced TVIs/COMS = High Needs

Caseload sizes = Lack of Time

Blind vs Low Vision Training

Challenges

Relevance of district PD

Time (lack thereof)

Distance/Isolation

Pace of change

KSSB solutions

Decreasing isolation

Increasing relevance of PD

Training/mentoring new teachers*

Educating SPED Dir. and LEAs

Include Regular Education

KSSB will improve

Needs Assessments

- 2018/19? Tech Focus Partnerships:

KSDE/Families Together Internal

Coordination

- KIRC
- DB Project
- Field Services

WHAT IF..?

Working with Colleen Riley/KSDE

Help SPED Coops/LEAs

KSSB could better align:

- Preservice
- Inservice
- Evaluation/improvement of teaching skills



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KANSAS STATE BOARD OF EDUCATION ANNUAL VISIT

Kansas State School for the Deaf

Wednesday, April 18, 2018

1:00 – 3:30 PM

Roth West Wing First Floor Conference Room

AGENDA

- 1:00 – 1:15 pm **Welcome** – Luanne Barron, Interim Superintendent
- 1:20 – 1:35 pm **Storyreading** – Early Childhood
- 1:35 – 1:50 pm **What is Deaf Culture?** – Elementary Students
- 1:50 – 2:15 pm **Visit Classrooms** – Emery Elementary
- 2:15 – 2:30 pm **Videos** – Secondary Students
- 2:30 – 3:30 pm **Goals** – Luanne Barron, Interim Superintendent
- Goal 2: Statewide Resources
 - Goal 3: Community Engagement & Partnerships
 - Goal 4: Professional Development & Supports



EQUAL EMPLOYMENT/EDUCATION OPPORTUNITY SCHOOLS





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

To: Commissioner Randy Watson
From: Luanne Barron
Subject: Receive recommendations on goals from Kansas School for the Deaf

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

In June 2017, the State Board authorized the KSD and KSSB Interim Superintendents to work together with the Kansas Association of School Boards to bring back to the State Board recommendations on administrative structures to serve both schools now and in the future. Five main goals have been proposed.

Luanne Barron, Interim Superintendent of KSD, will address three separate goals:

- Board Action for Goal Two: statewide resources and outreach services

Recommended Motion:

It is moved that the Kansas State Board of Education adopt recommendations from the Kansas School for the Deaf for expanding statewide resources and outreach services.

- Receive Information on Goal Three: community engagement and partnerships
- Receive Information on Goal Four: professional development and supports



KSD

Recommendation of Goal 2

State Board of Education

April 18, 2018



Family/Community Engagement Facilitator

Work as a member of a multi-disciplinary team to serve parents, families, professionals, school districts, and community partners in working with children who are deaf/hard of hearing (DHH) to promote academic achievement, independent functioning, and social-emotional growth.

Licensed teacher of the deaf (TOD), early childhood special education (ECSE), or related field required as well as direct experience working with children who are DHH. Candidate must be fluent in English and American Sign Language (ASL); fluency in Spanish is a plus. Candidate must possess excellent interpersonal skills and ability to work independently as needed. This position requires occasional travel, including possible overnights and weekends. Applicant does not need to reside in the Kansas City Metro to be considered for this position. Job duties may evolve with the continued expansion of KSD Outreach.

Family/Community Engagement Facilitator

Duties may include, but are not limited to, the following:

- Provide resources and support to schools and parents with children ages 0-21, with a focus on ages 0-8;
- Support families, networks, and districts in transitioning children from Part C to Part B services and school-age to postsecondary;
- Collaborate with schools/networks to ensure student has equitable access to education and language;
- Conduct trainings & distance learning opportunities – this could include in-person, live broadcasts, webinars, online classes, and more;
- Coordinate family and community events both on- and off-site to educate the public about KSD, deaf education, and resources available.

Additional preferred, but not required, competencies:

- Possess knowledge and evaluation skills of distance learning technologies, multimedia learning tools and blended learning programs;
- Collaborate with districts and schools throughout the state to serve students who are DHH at multiple ages;
- Conduct evaluations with the Outreach Team & Language Assessment Program (LAP-DHH);
- Awareness of linguistic, cognitive, and social-emotional development.

Programs: Family/Community Engagement

- Family Signs Kansas (FSK)
- Family, Fun & Facts (FFF)
- Parent Playgroup (on-site & statewide)
- Transition Planning Part C to Part B (parent follow up)
- Transition Planning to Postsecondary
- Parent Trainings
- ASL Immersion Camp
- Professional Development Trainer
- Collaborate with KPIRC, Families Together, etc.
- Tours

Estimated Timeline: Family/Community

- August-December, 2018
 - ✓ Attend trainings
 - 15 Principles of Reading to a Deaf Child
 - Read It Again & Again
 - Shared Reading Project
 - Database
 - ✓ Explore meeting sites throughout the state
 - ✓ Visit tiny-K networks and districts to promote program & identify transition resources (Part C to B; postsecondary)
 - ✓ Develop relationships with KPIRC, Families Together, Parents as Teachers, etc.
 - ✓ Develop protocol for gathering/sharing data (LAP)

Estimated Timeline: Family/Community

- January – May, 2019
 - ✓ Develop promotional videos & materials
 - ✓ Create parent newsletter
 - ✓ Facilitate Parent Information Series (*workshops for parents*)
 - ✓ Conduct follow-up contacts for families transitioning from Part C to Part B (3, 6, 9, and 12 months out of service)
 - ✓ Participate in Language Assessment Program (LAP)
 - ✓ Plan summer events

Estimated Timeline: Family/Community

- June, 2019
 - ✓ Coordinate Family, Fun & Facts (FFF)
 - ✓ Coordinate ASL Immersion Camp
- August – December, 2019
 - ✓ Create activities & lesson plans to accompany language milestones
 - ✓ Continue with parent/community workshops and site visits
 - ✓ Participate in KSD accreditation process (CEASD)
 - ✓ Pilot webinar (minimum of one)

Estimated Timeline: Family/Community

- January – May, 2020
 - ✓ Serve as KS team member for National Deaf Center on Postsecondary Outcomes
 - ✓ Develop parent-friendly IEP/504 packet
 - ✓ Continue:
 - Parent/Community Information Series
 - Site & home visits
 - Language Assessment Program
 - Language milestones activities
 - Professional development
 - Parent newsletter
 - Collaborations with other parent/community support agencies
 - Summer events

Blended Learning Instructor

Work as a member of a multi-disciplinary team to serve parents, families, professionals, school districts, and community partners in working with children who are deaf/hard of hearing (DHH) to promote academic achievement, independent functioning, and social-emotional growth.

Licensed teacher of the deaf (TOD) required as well as direct experience working with children who are DHH. Candidate must be fluent in English and American Sign Language (ASL); fluency in Spanish is a plus. Candidate must possess excellent interpersonal skills and the ability to work independently, as needed. This position requires occasional travel, including possible overnights and weekends. Job duties may evolve with the continued expansion of KSD Outreach.

Blended Learning Instructor

Duties may include, but are not limited to, the following:

- Provide resources and support to schools and parents with children ages 0-21, with a focus on ages 0-8;
- Support families, networks, and districts in transitioning children from Part C to Part B services and school-age to postsecondary;
- Collaborate with schools/networks to ensure student has equitable access to education and language;
- Conduct trainings & distance learning opportunities – this could include in-person, live broadcasts, webinars, online classes, and more;
- Coordinate family and community events both on- and off-site to educate the public about KSD, deaf education, and resources available.

Additional preferred, but not required, competencies:

- Possess knowledge and evaluation skills of distance learning technologies, multimedia learning tools and blended learning programs;
- Collaborate with districts and schools throughout the state to serve students who are DHH at multiple ages;
- Conduct evaluations with the Outreach Team & Language Assessment Program (LAP-DHH);
- Awareness of linguistic, cognitive, and social-emotional development.

Programs: Blended Learning

- ASL Classes
- Story Signing
- Statewide visits to consumers
- Transition Planning to Postsecondary
- Develop online resources
- Trainings (on-site & statewide)
- Special Classes (e.g., Deaf Studies)
- Content Classes (coordinate &/or teach)
- Develop webinars & live broadcasts
- Professional Development Trainer
- Tours

Estimated Timeline: Blended Learning

- August – December, 2018
 - ✓ Attend trainings
 - Collaborative work with TX School for the Deaf
 - ✓ Develop promotional materials & videos
 - ✓ Create schedule for ASL Storytelling, Study of ASL, & Deaf Studies
 - ✓ Develop foundational framework for core content classes
 - ✓ Build basic library for storytelling
 - ✓ Contact districts/coops to solicit participation in program
 - Pilot ASL Storytelling with pre-school program

Estimated Timeline: Blended Learning

- January – May, 2019
 - ✓ Visit districts to promote learning opportunities
 - ✓ Expand ASL Storytelling program to include new districts
 - ✓ Develop age-appropriate ASL mini-lessons
 - ✓ Compile list of webinars to develop
 - ✓ Participate in Language Assessment Program (LAP)
 - ✓ Plan summer events

Estimated Timeline: Blended Learning

- June, 2019
 - ✓ Coordinate Family, Fun & Facts (FFF)
 - ✓ Coordinate ASL Immersion Camp
- August – December, 2019
 - ✓ Expand distance learning opportunities (increase number of partner schools)
 - ✓ Continue with site visits to partner schools
 - ✓ Participate in KSD accreditation process (CEASD)
 - ✓ Collaborate with team to develop professional development webinars
 - ✓ Create activities & lesson plans to accompany language milestones

Estimated Timeline: Blended Learning

- **January – May, 2020**
 - ✓ **Develop supports for transition from Part C to Part B**
(e.g., staff webinars, mini-lessons)
 - ✓ **Develop school-age supports**
(e.g., social-emotional learning, mini-lessons)
 - ✓ **Develop supports for postsecondary transitioning**
(e.g., ACT preparation, mini-lessons)
 - ✓ **Contact community centers/libraries for Saturday ASL Storytime**
 - ✓ **Continue with summer events**

TX School for the Deaf

<https://texasdeafed.org/students/programs/asl-storytelling>

Recommendation of Goal 3: Community Engagement & Partnerships



Purpose

- Increase awareness of school's presence and mission to serve students who are DHH
- Build capacity
- Increased family/community engagement
- Share resources via partnerships with the school districts, businesses, medical and college/university communities
- Seamless programming for student success; minimize duplications of services (early intervention, 3-21 instructional program, transitioning to postsecondary plan)
- Sense of connectivity

Local Partners

- State Board of Education (governing board)
- School Districts
- Olathe Schools District for dual placement
- Johnson County Community College/Kansas City Kansas Community College
- Business partnerships for job placements/internships
- Nelson-Atkins Museum of Arts
- Museum of Deaf History, Arts and Culture (board member)
- Non-profit service organizations
- Helen Keller National Center (@ KSD)
- Video Relay Centers (Sorenson and ZVRS)

State Partners

- Kansas Department of Education/State Board of Education
- Kansas Department of Health and Environment (tiny-K networks; Sound Beginnings; Sound START as an advisory member)
- Kansas Commission for the Deaf and Hard of Hearing (Commissioner as an ex-officio)
- School Districts
- Kansas Instructors for the Deaf (KID)
- Kansas Association for the Deaf (affiliate)
- National Deaf Center on Postsecondary Outcomes (state team member)
- Kansas Association of Special Education Administrators
- Technical Assistance System Network (TASN)
- Educational Service Centers

National Partners

- Gallaudet University (National Science Foundation research) [research]
- Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) [board member]
- National Outreach Conference (committee member)
- Southwest Collegiate Institute for the Deaf (advisory committee)
- American Society for Deaf Children (affiliate)
- ASL and English Bilingual Consortium for Early Childhood Education (board member)
- National Association for the Deaf (affiliate)
- ASL Curriculum, Instruction and Assessment/ASL Round Table (board member)
- National De'VIA competition hosted by KSD and MDHAC
- Universities for student teaching placements, research and teacher prep programs



Recommendation for Goal 4: Professional Development and Supports

Purpose

- Provide effective and relevant professional development to school districts, parents and community
- Cultivate relationships with professionals
- Work with teacher preparation programs to expand a pool of qualified TODs
- Incorporate mindfulness when working with DHH students and parents
- Expand online opportunities

Professional Development Goals

- Support the needs of professionals by facilitating the growth of necessary skills to meet the linguistic, academic, and social-emotional development and achievement of children (birth through high school) who are deaf or hard of hearing.
- Sustainable and effective progression in professional development
- Provide professional development training where districts are and/or online (webinars)

Presentation Topics

- **IEP requirements/Communication considerations**
- **Academic and socio-emotional impacts**
- **Language and literacy**
- **Access outside the classroom**
- **Environmental accommodations in the classroom**
- **Services for students who use ASL**
- **Deaf gain vs. hearing loss**
- **Hearing levels/amplifications (cochlear implants)**
- **Interpreted environments**