

## TUESDAY, OCTOBER 9, 2018 MEETING AGENDA

<b>10:00 a.m.</b>	1. Call to Order — Chairman Jim Porter	
	2. Roll Call	
	3. Mission Statement, Moment of Silence and Pledge of Allegiance	
	4. Approval of Agenda	
	5. Approval of September Minutes and approval of amended July Minutes	<b>pages 5 &amp; 21</b>
<b>10:05 a.m. (RI)</b>	6. Receive Kansas State High School Activities Association Annual Report	<b>page 23</b>
<b>10:30 a.m.</b>	7. Citizens' Open Forum	<b>page 25</b>
<b>10:45 a.m. (IO)</b>	8. Updates from Kansas State School for the Blind and Kansas State School for the Deaf	<b>page 27</b>
<b>11:20 a.m.</b>	Break	
<b>11:30 a.m. (IO)</b>	9. Commissioner's annual report and Kansans Can vision progress summary	<b>page 29</b>
<b>12:15 p.m.</b>	Lunch	
<b>1:30 p.m. (IO)</b>	10. Presentations by 2018 National Schools of Character from Kansas	<b>page 31</b>
<b>2:05 p.m. (IO)</b>	11. Recognition of October as Bullying Prevention Awareness Month	<b>page 33</b>
<b>2:15 p.m. (AI)</b>	12. Act on Kansas Model Standards for Physical Education	<b>page 35</b>
<b>2:20 p.m. (AI)</b>	13. Act on Kansas Model Standards for Health Education	<b>page 59</b>
<b>2:30 p.m. (IO)</b>	14. Update on Teacher Vacancy and Supply, Professional Standards Board and highlights of Licensed Personnel Report	<b>page 109</b>
<b>3:05 p.m. (AI)</b>	15. Act on recommendations of the Professional Practices Commission	<b>page 111</b>

Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, KS 66612

References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only

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

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

Next Meeting: Nov. 13 and 14 in Coffeyville, includes tour of Mercury 7 schools in USD 445

<b>3:10 p.m.</b>	Break	
<b>3:25 p.m.</b>	16. Executive session for the purpose of consultation with attorney	<b>page 139</b>
<b>3:55 p.m. (AI)</b>	17. Consent Agenda	
	a. Receive monthly personnel report	<b>page 141</b>
	b. Act on personnel appointments to unclassified positions	<b>page 143</b>
	c. Act on recommendation for renewal of a Visiting Scholar license	<b>page 145</b>
	d. Act on recommendations for licensure waivers	<b>page 147</b>
	e. Act on Education Flexibility (Ed-Flex) Waiver requests from USD 400 Smoky Valley and USD 387 Altoona-Midway	<b>page 155</b>
	f. Act on recommendations of the Evaluation Review Committee for higher education accreditations and program reviews	<b>page 157</b>
	g. Act on evidence-based best practices for at-risk services	<b>page 179</b>
	h. Act on request from USD 389, Eureka, to hold a bond election	<b>page 181</b>
	i. Act on request from USD 389, Eureka, for capital improvement (bond and interest) state aid	<b>page 183</b>
<b>4:00 p.m. (IO)</b>	18. Chairman’s Report	<b>page 185</b>
	a. Committee Reports	
	b. Board Attorney’s Report	
	c. Requests for Future Agenda Items	
<b>4:25 p.m. (AI)</b>	19. Act on Board Travel	<b>page 187</b>
<b>4:35 p.m.</b>	<b>ADJOURN</b>	

**POST-MEETING ACTIVITY**  
Wednesday, Oct. 10  
Tour of Mercury 7 redesign 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  
September 11, 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, Sept. 11, 2018, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. He welcomed those in attendance, including student teachers from Baker University accompanied by Dr. Merrie Skaggs and several participants of the Professional Education Leadership Academy in Geary County.

**9/11/2018  
A.M. Session  
(00:00:04)**

**ROLL CALL**

The following nine Board members were present:

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

Member John Bacon was absent.

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

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

**APPROVAL OF AMENDED AGENDA**

Mr. McNiece moved to approve the Sept. 11 agenda. Mrs. Busch seconded. Mr. Roberts asked to pull Item 17 j. (contract with Education Elements) from the consent agenda for discussion and separate action. The vote to accept the amended agenda was 9-0.

**MOTION  
(00:04:53)**

**APPROVAL OF THE AUGUST MEETING MINUTES**

Mrs. Cauble moved to approve the minutes of the August Board meeting. Mr. Roberts seconded. Motion carried 9-0.

**MOTION  
(00:05:45)**

**COMMISSIONER’S REPORT**

Commissioner Randy Watson commented on the uniqueness of the Kansans Can vision, particularly the attention given to postsecondary progress and five-year effective rates that consider such factors as poverty and student mobility. Dr. Watson acknowledged the 2019 Kansas Teacher of the Year regional finalists, encouraging communities to continue recognizing the great teachers in their classrooms. He also provided a “think differently” challenge concerning education policy, teacher recruitment and career pathway opportunities. For example, he compared the state’s top five regional workforce needs for occupations earning a middle class wage with the career and technical education pathways currently offered in school districts.

**(00:05:59)**

**CITIZENS’ OPEN FORUM**

Chairman Porter declared the Citizens’ Forum open at 10:36 a.m. There was one speaker — John Richard Schrock, Emporia, addressing the topic of biliteracy and world language options. Chairman Porter declared the Citizens’ Forum closed at 10:43 a.m.

**(00:35:37)**

**ACTION ON KANSAS STANDARDS FOR ENGLISH LEARNERS**

**MOTION**  
(00:43:02)

The Kansas Standards for English Learners are intended to serve as a guide and provide direction for schools in developing effective English Learner programs. Last month, Assistant Director Beth Fultz reviewed the main revisions to the standards. Mrs. Cauble moved to adopt the Kansas Standards for English Learners. Mrs. Busch seconded. Motion carried 9-0.

**UPDATE ON KANSAS READING SUCCESS PROGRAM FROM ISTATION**

(00:45:00)

Istation was approved in 2015 as the Kansas Reading Success program vendor. Ossa Fisher, Chief Operating Officer with Istation, provided a contract summary report spanning data from the past three academic years. Istation provides a digital curriculum and real time data to support students' literacy instruction in grades PreK-8. The overview included information on enrollment, usage and performance metrics that monitor student growth. Representatives from three schools utilizing Istation's curriculum and assessment programs shared testimonials about their experiences. The three schools were Lincoln Elementary in Parsons; Meadowlark Elementary in Liberal; and Waverly Elementary School in Waverly. Ms. Fisher answered questions throughout the presentation.

**LUNCH**

At 11:55 a.m., Chairman Porter recessed the meeting for lunch until 1:30 p.m.

**KANSAS SEAL OF BILITERACY UPDATE**

**P.M. SESSION**  
(01:41:34)

Chairman Porter reconvened the meeting at 1:30 p.m. and welcomed Regina Peszat, world language consultant for the Kansas State Department of Education. She shared statistics about the Kansas Seal of Biliteracy, which the State Board adopted in 2016 for the purpose of awarding a meaningful credential to any graduating student who demonstrates proficiency in English and another world language. She listed the participating districts, the world languages represented, and described the criteria for each of the Seal's proficiency levels. Two students who have obtained the Seal of Biliteracy commented via video about the impact the credential has made in their postsecondary endeavors.

**RECEIVE KANSAS STANDARDS FOR HEALTH EDUCATION AND PHYSICAL EDUCATION**

(01:59:57)

The Kansas model standards for Health Education and Physical Education recently underwent updates in accordance with the legislative review mandate. Representatives from the respective committees were present to explain the changes. Committee co-chairs Dr. Sunnin Keosybounheuang from Emporia State University and Amy McClure from USD 232 DeSoto reviewed proposed revisions to the health education standards. The standards reflect grade-level outcomes, divided as K-2, 3-5, 6-8 and 9-12, and indicate what students should know or be able to do by the end of each level. Next, Dr. Susan King from the University of Kansas and Jill Larson-Bradney from USD 343 Perry-Lecompton gave an overview of recommendations for the PreK-12 physical education standards. Revisions reflect current knowledge and professional trends. Discussion occurred regarding the instruction of CPR being included in the health benchmarks and plans for training teachers about the revised standards. The State Board is expected to take action on both sets of model standards in October.

**RECEIVE EVIDENCE-BASED BEST PRACTICES FOR AT-RISK SERVICES**

(02:20:13)

Assistant Director Tate Toedman and Director Colleen Riley explained efforts to identify and share evidence-based best practices for at-risk programs and instruction for students receiving at-risk program services. This is in response to state legislation passed in 2017 and a requirement that the State Board approve such evidence-based practices. Presenters demonstrated where to view the resources on the agency website, noting that the information continues to evolve. The best-practice topics complement the Kansans Can vision outcomes and encompass the following areas: civic engagement, early learning, math, science, social-emotional development, social studies, reading/literacy and trauma informed care. The presentation also addressed monitoring and federal requirements.

**ACTION ON NEW APPOINTMENT TO THE PROFESSIONAL STANDARDS BOARD**

Mrs. Cauble moved to appoint James Tod Johnson to complete a partial term on the Professional Standards Board effective July 1, 2018 through June 30, 2019, representing Teachers of Career and Technical Education. Mr. McNiece seconded. Motion carried 9-0. Mr. Johnson is a teacher at El Dorado High School, USD 490.

**MOTION**  
(02:49:18)

**ACTION ON NEW APPOINTMENT TO THE LICENSURE REVIEW COMMITTEE**

Mrs. Waugh moved to appoint Daniel Brungardt to his first partial three-year term on the Licensure Review Committee effective July 1, 2018 through June 30, 2020, fulfilling a vacancy for a district level administrator. Mrs. Busch seconded. Motion carried 9-0. Mr. Brungardt is superintendent of Bonner Springs USD 204.

**MOTION**  
(02:50:49)

**PREVIEW OF THE 2018 KSDE ANNUAL CONFERENCE**

Director Scott Smith previewed highlights of the 2018 KSDE Annual Conference to be held Oct. 15-17 in Wichita. The theme of this year's conference is Kansans Can: Discover. The first day's sessions will be devoted to the school redesign movement. The main conference features practitioners talking about implementation components of the vision. Keynote speakers are Thomas Murray, Director of Innovation for Future Ready Schools, and Dr. Buddy Berry, Superintendent of Eminence Independent Schools in Kentucky, known for its framework of innovation.

(02:52:03)

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

**BREAK**

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

Linda Sieck, Chair of the Professional Practices Commission, participated remotely to present recommendations of the Commission on one licensure case this month. KSDE General Counsel Scott Gordon was present to answer questions and provide new information received since the PPC hearing. Board Attorney Mark Ferguson aided in the discussion. Mr. Willard moved for revocation of the professional teaching license of Cheryl McDonald based on findings of the Professional Practices Commission and new findings. Mrs. Busch seconded. Board members discussed facts of the case and instructions within the initial order. Additional questions were asked to clarify disciplinary actions imposed for professional misconduct. Motion carried 6-3, with Mr. McNiece, Mrs. Mah and Mrs. Waugh in opposition.

**MOTION**  
(03:19:37)

**MOTION  
REPEATED**  
(03:48:42)

**CONSENT AGENDA**

Mr. Roberts requested to pull item 17 j. (Education Elements contract) for a separate vote. Mrs. Cauble moved to approve the Consent Agenda as presented, with the exception of 17 j. Mrs. Busch seconded. Motion carried 9-0. In the Consent Agenda, the Board:

**MOTION**  
(03:50:08)

- received the monthly Personnel Report for August.
- confirmed the unclassified personnel appointments of Lori Thompson as Education Program Consultant on the Teacher Licensure and Accreditation team, effective Aug. 26, 2018, at an annual salary of \$56,118.40; Maureen Ruhlman as Education Program Consultant on the Special Education and Title Programs team, effective Aug. 26, 2018, at an annual salary of \$56,118.40; Zachary Smith as Applications Developer on the Information Technology team, effective Aug. 27, 2018, at an annual salary of \$46,113.60.
- issued a 2018 license for the commercial driver training school Lonewolf Motorcycle LLC: Olathe Advanced Technical Center in Olathe.
- approved issuance of a Visiting Scholar license for the 2018-19 school year to Jerry Simmons, Haviland USD 474.

- approved, with modifications, the in-service education plans for Cheylin USD 103, Turner USD 202, Elkhart USD 218, Grinnell USD 291.
- accepted the recommendations of the Licensure Review Committee as follows: *Approved Cases* — 3213 Amy Davis, 3222 Feliza Carter, 3223 Jennifer Cabbage, 3224 Sandra Wylie, 3226 Shelby Philip, 3227 Lena Morgan, 3228 Kelsey Rao, 3229 John Seibel. *Denied Case* — 3208 Lee Fryer.
- authorized amendment of a subgrant award in the revised amount of \$447,037 for the Kansas State School for the Blind to conduct a Technical Assistance System Network project.
- authorized the following districts to hold elections on the question of issuing bonds in excess of the district’s general bond debt limitation: USD 202 Turner and USD 206 Remington.
- authorized the following districts to receive capital improvement (bond and interest) state aid as authorized by law: USD 202 Turner and USD 206 Remington.

*authorized the Commissioner of Education to negotiate and*

- enter into a contract with the legal firm of Brustein and Manasevit PLLC in an amount not to exceed \$16,000 to provide training for KSDE staff and sub-recipients of the Perkins Grant award.

**ACTION ON INDIVIDUAL CONSENT AGENDA ITEM**

Mr. Roberts questioned the objectives outlined in the purpose of the contract with Education Elements for implementing the second phase of a School Redesign Leadership platform. Mrs. Busch moved to authorize the Commissioner of Education to negotiate and enter into a contract with Education Elements in an amount not to exceed \$169,500 for implementing the second phase of a School Redesign Leadership platform during the period Nov. 1, 2018 through April 30, 2019. Mrs. Horst seconded. Motion carried 9-0.

**MOTION**  
(03:56:01)

**CHAIRMAN’S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS**

**Consideration of NASBE Bylaw changes and recommendations to delegate assembly —**

At this time, Mr. Porter invited Mrs. Horst to outline proposed changes to the bylaws of the National Association of State Boards of Education, of which the State Board is a member. Mrs. Horst serves as the Kansas delegate to the association. Voting on bylaw revisions and selected leadership positions will take place during the association’s annual conference in October. Mrs. Horst was directed with the following motions. Mr. McNiece moved to recommend Victor Lenz Jr. of Missouri for a second term as a Central Area Director for NASBE. Mr. Willard seconded. Motion carried 9-0. Mr. McNiece moved to support Brooke Axiotis of Iowa for the position of NASBE Chair-elect. Mr. Willard seconded. Motion carried 9-0.

(03:56:39)

**MOTIONS**  
(04:11:39)  
(04:12:10)

**Committee Reports** — Mrs. Waugh reported on work of the Opioid/Drug Prevention Committee, which continues to monitor and review recommendations. Mrs. Cauble, who participates on the Teacher Vacancy and Supply Committee, shared a video from Dodge City USD 443 in her district featuring an individual who transitioned careers to become a teacher. Mrs. Mah talked about the Kansas Learning First Alliance meeting and Mr. Roberts talked about the Kansas Volunteer Commission.

Those wishing to provide individual Board reports did so in writing this month.

**Requests for Future Agenda Items:**

- Family and Consumer Sciences Education as it relates to social emotional learning (Mrs. Waugh)
- Investigating grade manipulation (Mr. Willard)
- Discuss increasing pay scale of good teachers (Mr. Roberts)



- Alternatives for replicating the Blue Valley-Children’s Mercy Hospital partnership for social worker services in schools
- School Mental Health Advisory Committee recommendations for suicide prevention and child sexual abuse prevention (Mrs. Busch)
- Discuss school mental health initiatives every five to six months

Chairman Porter discussed visiting with U.S. Department of Education officials when they toured education facilities in Hutchinson and Wichita. He also reported on the Dyslexia Task Force and transition work group.

**BOARD MEMBER TRAVEL**

Additions to the travel requests were: Mr. Porter, Mr. McNiece, Mrs. Horst, Mrs. Mah and Mrs. Busch — Nov. 19 Dialogue Summit on Retention in Manhattan; Mrs. Busch, Mr. Willard, Mr. Roberts, Mr. McNiece and Mrs. Cauble — Oct. 15-16 KSDE Annual Conference in Wichita; Mrs. Busch and Mr. Porter — Sept. 18 Meeting with Commissioner and Wink Hartman in Wichita; Mrs. Mah — Sept. 26 AdvanceEd conference in Wichita, Sept. 28 Regional redesign training in Lawrence, and Oct. 8 McLouth school board meeting; Mr. Willard — Sept. 17 Civic Advocacy Network award ceremony in Topeka, and Sept. 18 Kansas Foundation for Excellence in Education Board meeting in Topeka; Mrs. Cauble — Sept. 17 CAN ceremony, Sept. 27 Liberal school visit. Mrs. Busch moved to approve the travel requests and additions. Mr. McNiece seconded. Motion carried 9-0.

**MOTION**  
(04:37:03)

Chairman Porter recessed the meeting at 4:45 p.m. until 9 a.m. Wednesday in the Board Room.

**RECESS**

\_\_\_\_\_  
Jim Porter, Chairman

\_\_\_\_\_  
Peggy Hill, Secretary



**KANSAS STATE BOARD OF EDUCATION**

**Meeting Minutes  
September 12, 2018**

**CALL TO ORDER**

Chairman Jim Porter called the Wednesday meeting of the State Board of Education to order at 9 a.m. on Sept. 12, 2018, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. He welcomed guests from the Professional Education Leadership Academy in Geary County.

**9/12/2018  
A.M. Session  
(00:00:06)**

**ROLL CALL**

The following nine Board members were present:

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

Member John Bacon was absent.

**APPROVAL OF AGENDA**

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

**MOTION  
(00:01:21)**

**ACTION ON GEMINI I SCHOOLS' REDESIGN PLANS: DIGHTON, NORTH OTTAWA COUNTY AND NEWTON'S SANTA FE 5/6 CENTER**

Schools in three of the districts approved as Gemini I participants in the Kansans Can School Redesign Project presented their plans to the State Board of Education for acceptance. Dighton, North Ottawa County (Minneapolis) and the Santa Fe 5/6 Center in Newton were prepared to launch during the 2018-19 school year. School Redesign Specialist Tammy Mitchell made introductions. The selected elementary and secondary schools focus on the five outcomes established by the Kansas State Board of Education, the five elements identified as defining a successful Kansas high school graduate, and what Kansans said they want their schools to provide and look like in the future.

(00:01:32)

Each school highlighted areas of concentration, many of which have been piloted during the past year. Some common themes were promoting skills for self-advocacy and self-regulation, involving businesses and school communities, and project-based learning.

Dighton USD 482 — Members of the USD 482 redesign team described their plans by presenting a specific problem and the corresponding solution. The process involved students' critical thinking skills and real-world application. Personalized learning is targeted at ability level and not grade level. Work study programs are emphasized for juniors and seniors, along with building time-management skills. Mrs. Cauble moved to accept the redesign plans of Dighton USD 482 for Dighton Elementary and Dighton Junior / Senior High to be implemented during the 2018-19 school year as a participant in the Gemini I Project. Mr. Willard seconded. Motion carried 9-0.

**MOTION  
(00:50:21)**

North Ottawa County USD 239 — The districtwide plan involves grade looping and co-teaching in the grade school, as well as developing community partners. The Junior / Senior High has added a requirement of community service and is directing attention to project-based learning. Mrs. Horst moved to accept the redesign plans of North Ottawa County USD 239 for Minneapolis Grade School and Minneapolis Junior/Senior High to be implemented during the 2018-19 school year as a participant in the Gemini I Project. Mr. McNiece seconded. Motion carried 9-0.

**MOTION  
(01:35:50)**

Newton USD 373 — Through redesign, USD 373 is targeting the social-emotional needs of students. The school has hired an additional social worker, is addressing healthy relationships, and implemented school-to-home connections. The school is also helping coordinate interest-based enrichment learning groups as well as provide one-to-one mentoring. Mr. Willard moved to accept the redesign plans of Newton USD 273 for the Santa Fe 5 / 6 Center to be implemented during the 2018-19 school year as a participant in the Gemini I Project. Mrs. Busch seconded. Motion carried 9-0.

**MOTION**  
(02:03:22)

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

Chairman Porter adjourned the meeting at 11:40 a.m.

**ADJOURN**

The next State Board meeting is Oct. 9 and 10, 2018. The meeting on the first day will be in Topeka and the second day's session will be a tour of Mercury 7 schools in McPherson USD 418, Tescott and Bennington in Twin Valley USD 240.

\_\_\_\_\_  
Jim Porter, Chairman

\_\_\_\_\_  
Peggy Hill, Secretary

**POST-MEETING ACTIVITY:  
PROFESSIONAL DEVELOPMENT ON KANSAS SCHOOL MENTAL HEALTH**

A professional development session was offered for Board members on the topic of Kansas School Mental Health. This was an optional activity. Social-emotional growth is one of the state-level outcomes of the Kansans Can vision to lead the world in the success of each student. Board members attending were Mr. Porter, Mrs. Busch, Mrs. Waugh, Mrs. Mah, Mrs. Cauble, Mrs. Horst and Mr. McNiece.

There was a year-one review of the partnership between Blue Valley USD 229 and Children's Mercy Hospital that enables additional social work services in the school district. Representatives from both entities reflected on the positive impact, including proactive efforts to identify needs and suicide risk assessments. They also noted an increased knowledge of mental health issues within the schools. Options for replicating the partnership in other areas of the state are being considered. Other initiatives discussed were the Mental Health Intervention Team Pilot created through Senate Bill 423, work of the School Mental Health Advisory Committee, and a grant-funded pilot intended to provide professional development and coaching with a focus on prevention and intervention. The session concluded at approximately 1:45 p.m.

**KANSAS STATE BOARD OF EDUCATION**

**Meeting Minutes**

**August 14, 2018**

**CALL TO ORDER**

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

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

**ROLL CALL**

All Board members were present:

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

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

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

**APPROVAL OF AMENDED AGENDA**

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

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

**APPROVAL OF THE JULY MEETING MINUTES**

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

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

**COMMISSIONER’S REPORT— CIVIC ADVOCACY NETWORK AWARD WINNERS**

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

(00:03:05)

**CITIZENS' OPEN FORUM**

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

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

(00:41:37)

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

**MOTION**  
(00:42:23)

**ACTION ON CHANGES TO COALITION OF INNOVATIVE SCHOOL DISTRICTS BYLAWS**

(00:46:36)

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

**MOTION**  
(00:48:40)

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

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

**MOTION**  
(01:01:36)

**BREAK**

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

**ACTION ON TEACH FOR AMERICA PROGRAM PROPOSAL**

(01:08:15)

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

**MOTION**  
(01:16:16)

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

**UPDATE ON CAREER AND TECHNICAL EDUCATION PATHWAY DEVELOPMENT**

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

(01:33:42)

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

**LUNCH**

**CONTINUATION OF CTE PATHWAY DEVELOPMENT UPDATE**

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

**RECOGNITION OF NATIONAL TEACHERS HALL OF FAME INDUCTEE FROM KANSAS**

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

(02:23:18)

**INFORMATION ON KANSAS READING ROADMAP**

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

(02:44:17)

**REPORT ON SCHOOL BREAKFAST LEADERSHIP INSTITUTE AND IMPLEMENTATION PLAN**

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

(03:13:35)

(03:47:17)

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

**BREAK**

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

**MOTIONS**

(03:57:21)

(03:58:07)

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

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

**ACTION ON NEW APPOINTMENTS TO THE PROFESSIONAL STANDARDS BOARD**

This item was postponed in August.

**MOTION**

(04:00:05)

**ACTION ON NEGOTIATED AGREEMENT WITH KANSAS SCHOOL FOR THE DEAF NEA**

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

(04:00:54)

**RECEIVE KANSAS STANDARDS FOR ENGLISH LEARNERS**

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

**MOTION**

(05:00:57)

**CONSENT AGENDA**

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

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



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

*authorized the Commissioner of Education to negotiate and*

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

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

**BREAK**

**ACTION ON NASBE MEMBERSHIP DUES**

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

**MOTION**  
(05:01:46)

**ACTION ON REPRESENTATION FOR NASBE DELEGATE ASSEMBLY**

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

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

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

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

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

**Requests for Future Agenda Items:**

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

**CHAIRMAN'S  
REPORT**

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

**BOARD MEMBER TRAVEL**

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

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

**RECESS**

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

\_\_\_\_\_  
Jim Porter, Chairman

\_\_\_\_\_  
Peggy Hill, Secretary

**KANSAS STATE BOARD OF EDUCATION**

**Meeting Minutes  
August 15, 2018**

**CALL TO ORDER**

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

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

**ROLL CALL**

All Board members were present:

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

**APPROVAL OF AGENDA**

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

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

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

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

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

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

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

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

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

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

**MOTION**  
(02:19:17)

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

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

**RECESS FOR  
GUIDED  
TOUR**

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

\_\_\_\_\_  
Jim Porter, Chairman

\_\_\_\_\_  
Peggy Hill, Secretary

## **ACTION TO AMEND JULY MINUTES**

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The July 10, 2018 minutes of the Kansas State Board of Education meeting included the Board's budget recommendations for Fiscal Years 2020 and 2021. In a motion made by Jim McNiece, and approved on a 6-1-1 vote, the term BASE should be stricken and changed to State Foundation Aid to coincide with terminology in the current law. (See attached chart). The paragraph's introductory sentence will be stricken.

Excerpt from July 10, 2018 Minutes, page 7, with amendments noted:

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

**STATE FOUNDATION AID (BASE—Base Aid for Student Excellence)**

**INFLATION ADJUSTMENT**

Year	Prior Year Amount	Inflation Percent	Inflation Adjustment Amount	Net Amount
2010-11	\$3,108,690,821	3.22	\$100,099,844	\$3,208,790,665
2011-12	\$3,208,790,665	2.03	\$ 65,138,451	\$3,273,929,116
2012-13	\$3,273,929,116	1.40	\$ 45,835,008	\$3,319,764,124
2013-14	\$3,319,764,124	1.47	\$ 48,800,533	\$3,368,564,656
2014-15	\$3,368,564,656	(0.54)	(\$18,190,249)	\$3,350,374,407
2015-16	\$3,350,374,407	0.85	\$ 28,478,182	\$3,378,852,590
2016-17	\$3,378,852,590	1.66	\$ 56,088,953	\$3,434,941,542
2017-18	\$3,434,941,542	1.44	\$ 49,463,158	\$3,484,404,700
2018-19	\$3,484,404,700	1.44	\$ 50,175,428	\$3,534,580,128
2019-20	\$3,534,580,128	1.44	\$ 50,897,954	\$3,585,478,076
2020-21	\$3,585,478,076	1.44	\$ 51,630,884	\$3,637,108,960
2021-22	\$3,637,108,960	1.44	\$ 52,374,369	\$3,689,483,329
2022-23	\$3,689,483,329	1.44	\$ 53,128,559	\$3,742,611,889

**SUMMARY**

Target Aid To Schools -- FY 2023	\$ 3,742,611,889
Less: Current Aid	(\$2,817,090,821)
Less: Scheduled Increase in Aid -- FY 2019	<u>(\$ 146,105,000)</u>
Total Target Additional Aid	\$ 779,416,068

**ANNUAL SUMMARY**

	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>TOTAL</u>
Four-Year Average	\$194,854,017	\$194,854,017	\$194,854,017	\$194,854,017	\$779,416,068
Five-Year Plan Amt.	<u>(\$102,195,000)</u>	<u>(\$105,195,000)</u>	<u>(\$105,195,000)</u>	<u>(\$103,195,000)</u>	<u>(\$415,780,000)</u>
Additional Required	\$92,659,017	\$89,659,017	\$89,659,017	\$91,659,017	\$363,636,068



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:** Commissioner Randy Watson  
**From:** Bill Faflick, KSHSAA Executive Director  
**Subject:** Receive Kansas State High School Activities Association Annual Report

Bill Faflick, Executive Director of the Kansas State High School Activities Association (KSHSAA), will present the organization's annual report of operation to the State Board of Education and answer any questions.

In addition to the oral presentation, KSHSAA is responsible for providing a copy of reports and publications issued for the preceding year to the Board office as required by statute. These include the audit report, directories, journals, minutes from Board of Directors' meetings, and synopsis of major changes by the Board.





**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 SCHOOLS FOR THE DEAF AND THE BLIND

STATEWIDE RESOURCES ON DEAFNESS AND BLINDNESS

[www.KSSDB.org](http://www.KSSDB.org)

**KANSAS STATE SCHOOL FOR THE DEAF**  
450 EAST PARK ST. · OLATHE, KS 66061-5497  
PHONE: 913-791-0573 FAX: 913-791-0577

**KANSAS STATE SCHOOL FOR THE BLIND**  
1100 STATE AVE. · KANSAS CITY, KS 66102-4411  
PHONE: 913-281-3308 FAX: 913-281-3104

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**To:** Commissioner Randy Watson  
**From:** Luanne Barron, Jon Harding  
**Subject:** Receive updates from Kansas State School for the Deaf and Kansas State School for the Blind

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.

School Superintendents Luanne Barron (School for the Deaf) and Jon Harding (School for the Blind) will provide a bimonthly update to the State Board on activities and goal progress at their respective schools.



*EQUAL EMPLOYMENT/EDUCATION OPPORTUNITY SCHOOLS*







## Kansas State Department of Education

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

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

[www.ksde.org](http://www.ksde.org)

**To:** Kansas State Board of Education  
**Subject:** Commissioner's annual report and Kansans Can vision progress summary

Commissioner Randy Watson will summarize the past year's work and accomplishments in his annual progress report to the State Board of Education. Dr. Watson will then preview a timeline for years 4-10 concerning direction for the Kansans Can vision. October 2018 marks the third anniversary of the official announcement launching the Kansans Can vision to lead the world in the success of each student.





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[www.ksde.org](http://www.ksde.org)

**To:** Commissioner Randy Watson  
**From:** Kent Reed  
**Subject:** Presentations by 2018 National Schools of Character from Kansas

Two Kansas schools received designation as 2018 National Schools of Character by Character.org, a nonprofit organization that supports the advancement of character initiatives in schools and communities.

Honorees are:

- Beloit Junior / Senior High, Beloit USD 273
- Nemaha Central Elementary / Middle School, Nemaha Central USD 115

Schools selected demonstrate a dedicated focus on character development that has a true positive impact on academic achievement, student behavior and school climate. Representatives from these schools will be present to describe their character education programming and be recognized by the State Board.







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Topeka, Kansas 66612-1212

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[www.ksde.org](http://www.ksde.org)

**To:** Commissioner Randy Watson  
**From:** Kent Reed  
**Subject:** Recognition of October as Bullying Prevention Awareness Month

October is National Bullying Prevention Awareness Month, a time when schools and communities throughout Kansas direct attention to education and awareness activities on the topic. During this presentation to the State Board of Education, there will be information relative to Anti-Bullying Awareness Week and data released in a recent study on reported bullying incidents. (See link below)

<https://wallethub.com/edu/best-worst-states-at-controlling-bullying/9920/>



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 12

**Staff Initiating:**

Branden Johnson

**Director:**

Scott Smith

**Commissioner:**

Randy Watson

**Meeting Date: 10/9/2018**

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### **Item Title:**

Act on Kansas Model Standards for Physical Education

### **Recommended Motion:**

It is moved that the Kansas State Board of Education approve the Kansas Model Standards for Physical Education as recommended by the Kansas Physical Education Model Standards review team.

### **Explanation of Situation Requiring Action:**

The Kansas Model Standards for Physical Education recently underwent a review in accordance with the legislative review mandate. Representatives from the standards review committee presented the proposed updates at the September Board meeting and recommend approval of the standards as presented.



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

**By Standard**

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

### Background

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

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

Chairperson: Susan E. King, University of Kansas

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

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



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

### How to use this document

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

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

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

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

### References:

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

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



## Kansas Model Grade-Level Outcomes for Physical Education STANDARD 1

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

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

\*See Appendix.

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

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

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

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

\*See Appendix.

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

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

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

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

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

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

## Kansas Model Grade-Level Outcomes for Physical Education STANDARD 2

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# APPENDIX

## Critical Elements of Motor Skills

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

## CRITICAL ELEMENTS OF MOTOR SKILLS SHAPE America (2014)

### RUNNING

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

### JUMPING AND LANDING FOR DISTANCE (Horizontal plane)

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

### JUMPING AND LANDING FOR HEIGHT (Vertical plane)

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

### THROWING (Underhand pattern)

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



### THROWING (Overhand pattern)

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

### CATCHING

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

### DRIBBLING

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

### KICKING

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

#### VOLLEYING (Underhand)

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

#### VOLLEYING (Overhead)

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

#### STRIKING WITH SHORT IMPLEMENT

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

#### STRIKING WITH LONG IMPLEMENT (Side-arm pattern)

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

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

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13

**Staff Initiating:**

Branden Johnson

**Director:**

Scott Smith

**Commissioner:**

Randy Watson

**Meeting Date: 10/9/2018**

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**Item Title:**

Act on Kansas Model Standards for Health

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the Kansas Model Standards for Health as recommended by the Kansas Health Model Standards review team.

**Explanation of Situation Requiring Action:**

The Kansas Model Standards for Health recently underwent a review in accordance with the legislative review mandate. Representatives from the standards review committee presented the proposed updates at the September Board meeting and recommend approval of the standards as presented.



**Kansas Model Curricular Standards for  
Health Education  
August 2018**

# Acknowledgements

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

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# **Introduction to the Kansas K-12 Health Education Standards**

## **Background**

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

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

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

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



## **How to Use the Standards**

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

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

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

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

## **Conclusion**

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

## **Kansas Health Content Areas**

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

## **Kansas Health Education Standards**

### **Content Standards for Community Health**

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

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

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

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

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

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

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

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

**Kansas Health Education Standards**  
**Content Standards for Community Health**

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

## **Kansas Health Education Standards**

### **Content Standards for Consumer Health**

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

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

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

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

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

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

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

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

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

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

## **Kansas Health Education Standards**

### **Content Standards for Environmental Health**

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

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

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

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

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

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

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

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



**Kansas Health Education Standards**  
**Content Standards for Environmental Health**

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

## **Kansas Health Education Standards**

### **Content Standards for Family Life, Relationships and Human Sexuality**

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

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

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

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

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

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

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

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

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

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

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

### **Content Standards for Injury Prevention and Safety**

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

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

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

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

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

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

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

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

**Kansas Health Education Standards**  
**Content Standards for Injury Prevention and Safety**

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

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

## **Kansas Health Education Standards**

### **Content Standards for Mental and Emotional Health**

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

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

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

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

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

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

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

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



**Kansas Health Education Standards**  
**Content Standards for Mental and Emotional Health**

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

	<b>12.5</b> Coping skills (grief, stress, depression, bullying, anxiety, etc.)
	<b>12.6</b> Characteristics of healthy and unhealthy relationships
	<b>12.7</b> Healthy versus unhealthy body image

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

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

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

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

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

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

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

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

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

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

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

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

## **Kansas Health Education Standards**

### **Content Standards for Personal Health**

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

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

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

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

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

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

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

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

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

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

## **Kansas Health Education Standards**

### **Content Standards for Prevention & Control of Disease**

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

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

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

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

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

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

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

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



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

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

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

### **Content Standards for Substance Use, Abuse and Addiction**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Substance Use  
and Abuse &  
Addiction**

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



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

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

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

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

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

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

<b>Injury Prevention and Safety</b>	<ul style="list-style-type: none"> <li>8.1 Basic first aid skills (including bloodborne pathogens)</li> <li>8.2 Injury prevention at home, school and community</li> <li>8.3 Prevention for sports, physical activity and recreation related injury</li> <li>8.4 Resources for safety and injury prevention and response (school, work, community, home, etc.)</li> <li>8.5 Intentional and unintentional injury</li> <li>8.6 Prevention and response to physical violence (guns and/or weapons and bullying)</li> <li>8.7 Prevention and response to mental violence (bullying and abuse)</li> <li>8.8 Prevention and response to sexual violence (harassment, assault, rape, and abuse)</li> <li>8.9 Prevention and response to social violence (relationships, conflict resolution, and cyber)</li> <li>8.10 Media safety (social media, cyber, TV, music, advertising, etc.)</li> <li>8.11 Weather related safety (supplies, shelter, etc.)</li> </ul>
<b>Mental and Emotional Health</b>	<ul style="list-style-type: none"> <li>8.1 Importance of expressing emotions in a productive and healthy manner</li> <li>8.2 Character development</li> <li>8.3 Mental health terminology</li> <li>8.4 Stress management and coping skills</li> <li>8.5 Coping with loss and grief</li> <li>8.6 Characteristics of healthy and unhealthy relationships</li> <li>8.7 Relationship between body image and self-esteem</li> <li>8.8 Impact of media on self-esteem</li> <li>8.9 Bullying/harassment prevention</li> </ul>
<b>Nutrition</b>	<ul style="list-style-type: none"> <li>8.1 Nutritional needs through stages of development</li> <li>8.2 Meal planning and budgeting</li> <li>8.3 Safe storage and food handling</li> <li>8.4 Nutritional goals</li> <li>8.5 Community nutrition efforts</li> <li>8.6 Food labels</li> <li>8.7 Eating disorders/dysfunctions</li> <li>8.8 Dietary guidelines</li> <li>8.9 Establishing and maintaining healthy eating practices</li> </ul>

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

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

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

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



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

**Sample Opt-In Letter**

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

Course: \_\_\_\_\_ Teacher(s): \_\_\_\_\_

School: \_\_\_\_\_ Phone: \_\_\_\_\_

Dear Parent/Guardian:

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

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

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

Student's Name: \_\_\_\_\_

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

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Sample Opt-Out Letter**

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

Course: \_\_\_\_\_ Teacher(s): \_\_\_\_\_

School: \_\_\_\_\_ Phone: \_\_\_\_\_

Dear Parent/Guardian:

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

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

Student's Name: \_\_\_\_\_

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

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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





## Kansas State Department of Education

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

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

[www.ksde.org](http://www.ksde.org)

**To:** Commissioner Randy Watson  
**From:** Susan Helbert, Mischel Miller  
**Subject:** Update on Teacher Vacancy and Supply, Professional Standards Board and highlights of Licensed Personnel Report

The Kansas State Board of Education created the Teacher Vacancy and Supply Committee (TVSC) as a standing subcommittee of the Professional Standards Board (PSB) to continue the work of the Blue Ribbon Task Force (BRTF). The State Board also tasked the PSB with addressing recommendations in the BRTF report.

The TVSC meets regularly to work on specific issues, originally the licensing issues identified by the State Board as the most immediate priority outcome for the group. Staff will provide an update on the progress and recommendations by the TVSC and State Board action. Data on the two pilot license programs approved by the State Board and implemented for the current school year will be included.

The PSB continues to discuss, evaluate and address BRTF recommendations. Accomplishments in recruitment (Educate Kansas marketing campaign) and retention (Educate Kansas Dialogue Summit: Retention) will be highlighted.

The Teacher Licensure and Accreditation team collects vacancy data each fall and spring from school districts. In addition, districts complete a Licensed Personnel data submission each spring on their licensed personnel. The collected data plays an important role in helping determine future needs and recommendations for licensing and recruitment / retention efforts. The presentation will include selected data from the vacancy and Licensed Personnel submissions relative to supply and demand and the recommendations being addressed by the TVSC, PSB and State Board.



**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number: 15 a.**

**Staff Initiating:**

**Director:**

**Commissioner:**

**Meeting Date: 10/9/2018**

Scott Gordon

Scott Gordon

Randy Watson

**Item Title:**

Act on recommendations of the Professional Practices Commission (Grant)

**Recommended Motion:**

It is moved that the Kansas State Board of Education grant the license requested by Michael Slayton and any other license for which he may apply and be qualified to receive.

**Explanation of Situation Requiring Action:**

**Michael Slayton**

**18-PPC-26**

Mr. Slayton was previously licensed by the Kansas State Board of Education, but was revoked in 2009 due to a conviction for felony tax evasion and willful failure to pay taxes. Since that time, he has worked toward paying off court-ordered restitution and worked as a paraprofessional in schools for a number of years. Due to the length of time since his last criminal actions, the changes he made in his life since that time, and the letters of recommendation provided by Mr. Slayton, the Professional Practices Commission recommends that Mr. Slayton’s license be granted as well as any other license for which he may apply and be otherwise qualified to receive.





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

In the Matter of  
the Application of  
Michael Slayton

18-PPC-26

**INITIAL ORDER**

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Board of Education (State Board) upon Michael Slayton's application for a Limited Apprentice License.

The hearing on this matter was held on August 10, 2018. Appearing for the Commission were chairperson, Linda Sieck, and members, Nathan Reed, Laura Batson, William Anderson, Eric Filippi, Jennifer Holt and Aaron Edwards. The KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon. Mr. Slayton appeared pro se and testified on his own behalf.

**FINDINGS OF FACT**

1. Michael Slayton applied for a Limited Apprentice License.
2. On October 19, 2008, Slayton was convicted of felony tax evasion and willful failure to account for and pay tax in the United States District Court, District of Kansas.
3. On October 21, 2008, Slayton was sentenced to be imprisoned for 12 months. Upon release from imprisonment, Slayton served 3 years of supervised release.
4. On January 13, 2009, the Kansas State Board of Education revoked his teaching license as a consequence of felonious conduct in committing the crimes of tax evasion and willful failure to account for and pay tax.
5. With his recent application for relicensure, Mr. Slayton disclosed his offense and provided appropriate documentation.

6. It has been over five years since the termination of Mr. Slayton's criminal offenses. He has not been arrested for any criminal activity since 2008.
7. Mr. Slayton has taken full responsibility and has shown remorse for his actions.
8. Mr. Slayton provided several letters of reference in support of his application, many of which specifically addressed his prior criminal conduct.

### **CONCLUSIONS OF LAW**

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

2. In Kansas, teaching and school administration are professions with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. K.S.A. 72-2308. An educator is a role model. Hainline v. Bond, 250 Kan. 217, 224 (1992).

3. The Commission investigates and conduct hearings pertaining to allegations of educator misconduct. K.S.A. 72-2314; K.A.R. 91-22-1a *et seq.*

4. The State Board may deny the application of an individual who has been convicted of any felony or any crime involving theft. K.A.R. 91-22-1a(a)(1)(3).

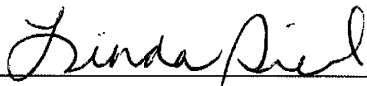
5. The Commission, in determining whether to recommend to the State Board that applicant shall receive his license, determines the extent of the person's efforts at rehabilitation as well as the person's fitness to be a member of the teaching profession. K.A.R. 91-22-1a(g).

6. The Commission finds Slayton was credible and has demonstrated a present recognition of the wrongfulness of his past actions. Specifically, the Commission found that enough time had passed since his wrongdoing, and that he had worked productively within a school environment for many years without any reflection of recidivism or posing a risk to students or to himself.

THEREFORE the Professional Practices Commission, by vote of 6-1, recommends to the State Board that Michael Slayton receive a Limited Apprentice License and another other license for which he may apply assuming he meets all other requirements.

This Initial Order is made and entered this August 10, 2018.

PROFESSIONAL PRACTICES COMMISSION

  
\_\_\_\_\_  
Linda Sieck, Chairman  
Order signed on Sept. 25, 2018.

## NOTICE TO LICENSEE

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

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

Peggy Hill  
Secretary, Kansas State Board of Education  
900 SW Jackson Street, Suite 600  
Topeka, KS 66612

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


**CERTIFICATE OF SERVICE**

I hereby certify that on this 26<sup>th</sup> day of September, 2018, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

Michael Slayton  
P.O. Box 71  
Tecumseh, Kansas 66542

And via interoffice mail to:

R. Scott Gordon  
Kansas State Department of Education  
900 SW Jackson Street, Suite 102  
Topeka, Kansas 66612

  
\_\_\_\_\_  
Gwen Kramer  
Secretary, Professional Practices Commission



**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

Agenda Number: 15 b.

**Staff Initiating:**

**Director:**

**Commissioner:**

**Meeting Date: 10/9/2018**

Scott Gordon

Scott Gordon

Randy Watson

**Item Title:**

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

**Recommended Motion:**

It is moved that the Kansas State Board of Education revoke the licenses of Jordan Ottley, Kyle Miller, Michael Knake and Timothy Weis.

**Explanation of Situation Requiring Action:**

**1. Jordan Ottley                    18-PPC-18**

Jordan Ottley currently holds a professional teaching license. Mr. Ottley was convicted of Aggravated Endangering a Child, Sexual Battery and two counts of Battery. Mr. Ottley is currently serving a term of probation and is required to register as a sex offender for 15 years. KSDE filed a Complaint to which Mr. Ottley did not respond. The Professional Practices Commission voted 7-0 to recommend the State Board revoke Mr. Ottley’s license.

**2. Kyle Miller                    18-PPC-23**

Kyle Miller currently holds a teaching license. Mr. Miller voluntarily surrendered his teaching license as a result of inappropriate supervision of students and inappropriate communication with a student via text messaging. The Professional Practices Commission voted 7-0 to recommend the State Board accept Mr. Miller’s surrender and revoke his license.

**3. Michael Knake                18-PPC-17**

Michael Knake currently holds a substitute teaching license. In October, 2017 Mr. Knake was convicted of theft and placed on one year of probation. KSDE filed a Complaint requesting revocation of Mr. Knake’s license to which Mr. Knake did not respond. The Professional Practices Commission voted 7-0 to recommend the State Board revoke Mr. Knake’s license.

**4. Timothy Weis                18-PPC-16**

Timothy Weis currently holds a professional teaching license. On January 31, 2018, Mr. Weis was convicted for Failing to Report Abuse. He is currently serving a 12-month term of probation. KSDE filed a Complaint requesting revocation of Mr. Weis’ license to which he did not respond. The Professional Practices Commission voted 6-0 (with one abstention) to recommend the State Board revoke Mr. Weis’ license.





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

In the Matter of  
the License of  
Jordan Ottley

18-PPC-18

**INITIAL ORDER**

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking revocation of Jordan Ottley's professional license.

The hearing on this matter was held on August 10, 2018. Appearing for the Commission were chairperson, Linda Sieck, and members, Nathan Reed, Laura Batson, William Anderson, Eric Filippi, Jennifer Holt and Aaron Edwards. The KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon. Jordan Ottley did not appear.

**FINDINGS OF FACT**

1. Jordan Ottley holds a professional teaching license.
2. On March 19, 2018, and after entering a plea agreement, Ottley was convicted of one count of felony aggravated endangering a child in violation of K.S.A. 21-5601 (b)(1) and (c)(2), one count of misdemeanor sexual battery in violation of K.S.A. 21-5505(a) and (c)(1), and two counts of misdemeanor battery. He received a probation term of 36 months and is required to register as a sex offender for 15 years
3. The Kansas State Department of Education mailed a copy of the Complaint via certified mail to Mr. Ottley's last known address. That letter was signed for by Mr. Ottley. Mr. Ottley did not submit a written Answer or request a hearing.

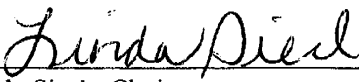
## CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. The State Board may revoke a license for misconduct or other just cause. K.A.R. 91-22-1a(a)(b)
3. The State Board may also revoke the license of an individual who has been convicted of any crime punishable as a felony. K.A.R. 91-22-1a(a)(1); See K.S.A. 72-2155; *Hainline v. Bond*, 250 Kan. 217,224 (1992).
4. The State Board may revoke the license of an individual who has been convicted of any crime involving a minor. K.A.R. 91-22-1a(a)(2).
5. The State Board may revoke the license of an individual convicted of aggravated endangering a child. K.A.R. 91-22-1a(a)(5).
6. 8. The State Board may cancel, i.e., revoke, a teaching license on the grounds of immorality. K.S.A. 72-2155; *Hainline v. Bond*, 250 Kan. 217 (1992). One of the obvious goals of education is to "instill respect for the law." An educator is a role model. *Hainline* at 224.
7. In the future, the State Board will be prohibited from renewing or issuing a new license to Ottley because of his convictions. K.S.A. 72-2165(a)(10)(18).
8. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Ottley's conduct is inconsistent with the commonly held perceptions and expectations of a member of the teaching profession. Such conduct violates the public trust and confidence placed in members of the profession. Ottley's conduct demonstrates a lack of fitness to perform the duties and responsibilities of a member of the teaching and school administration professions and is sufficient and just cause to revoke his license.

THEREFORE the Professional Practices Commission, by vote of 7-0, recommends the Kansas State Board of Education revoke the professional license of Jordan Ottley based on his felony conviction, and for not requesting a hearing or submitting an answer in response to the Complaint.

This Initial Order is made and entered this August 10, 2018.

PROFESSIONAL PRACTICES COMMISSION

  
\_\_\_\_\_  
Linda Sieck, Chairman  
Order signed on Sept. 25, 2018.

**NOTICE TO LICENSEE**

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

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

Peggy Hill  
Secretary, Kansas State Board of Education  
900 SW Jackson Street, Suite 600  
Topeka, KS 66612

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


## CERTIFICATE OF SERVICE

I hereby certify that on this 26<sup>th</sup> day of September, 2018, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

Jordan Ottley  
1963 Emmeram Road  
Hays, Kansas 67601

And via interoffice mail to:

R. Scott Gordon  
Kansas State Department of Education  
900 SW Jackson Street, Suite 102  
Topeka, Kansas 66612

  
\_\_\_\_\_  
Gwen Kramer  
Secretary, Professional Practices Commission



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

In the Matter of  
the License of  
Kyle Miller

18-PPC-23

**INITIAL ORDER**

The above-captioned case comes before the Professional Practices Commission (Commission) of the Kansas State Board of Education (State Board) upon Kyle Miller's submission of a voluntary surrender of his teaching license for revocation.

The hearing was held on August 10, 2018. Appearing for the Commission were chairperson, Linda Sieck, and members, Nathan Reed, Laura Batson, William Anderson, Eric Filippi, Jennifer Holt and Aaron Edwards. The KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon. Kyle Miller did not appear.

**FINDINGS OF FACT**

1. Kyle Miller holds a Kansas teaching license.
2. Miller voluntarily surrendered his teaching license for revocation as a consequence of his misconduct involving inappropriate supervision of students and inappropriate communication with a student via text messages.

**CONCLUSIONS OF LAW**

1. A member of the teaching or school administration profession may voluntarily surrender his license to the Commission. The Commission shall investigate the surrender and make a recommendation to the Kansas State Board of Education (State Board) for disposition of the license. K.A.R. 91-22-5a(e).
2. Under these circumstances, notice of the possible revocation of Miller's license and the opportunity for him to have a hearing are not required to revoke his license. See K.A.R. 91-22-1a(h) (Before a license is revoked for any act described in K.A.R. 91-22-1a(a), the person shall be given

## NOTICE TO LICENSEE

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

Peggy Hill  
Secretary, Kansas State Board of Education  
900 SW Jackson Street, Suite 600  
Topeka, Kansas 66612

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



## CERTIFICATE OF SERVICE

I hereby certify that on this 26<sup>th</sup> day of September 2018, I filed a true and correct copy of the above and foregoing with the Secretary for the Kansas State Board of Education and I mailed one copy by certified mail, return receipt requested, to:

Kyle Miller  
1315 N. 9<sup>th</sup> Street  
Independence, Kansas 67301

and via interoffice mail to:

R. Scott Gordon  
Kansas State Department of Education  
900 SW Jackson Street, Suite 102  
Topeka, Kansas 66612



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Gwen Kramer  
Secretary, Professional Practices Commission



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

In the Matter of  
the License of  
Michael Knake

18-PPC-17

**INITIAL ORDER**

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking revocation of Michael Knake's substitute license.

The hearing on this matter was held on August 10, 2018. Appearing for the Commission were chairperson, Linda Sieck, and members, Nathan Reed, Laura Batson, William Anderson, Eric Filippi, Jennifer Holt and Aaron Edwards. The KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon. Michael Knake did not appear.

**FINDINGS OF FACT**

1. Michael Knake holds a Substitute Teaching License.
2. On October 11, 2017, Knake was charged with misdemeanor theft, in case #2017CRM001263 in the Municipal Court of Salina, Kansas. October 24, 2017, Knake pled guilty to theft and received probation for one year.
3. The Kansas State Department of Education mailed a copy of the Complaint via certified mail to Mr. Knake's last known address. It was received on April 30, 2018. Mr. Knake did not submit a written Answer or request a hearing.


## CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. The State Board may revoke a license for misconduct or other just cause. K.A.R. 91-22-1a(b).
3. Additionally, the State Board may revoke the license of an individual who has been convicted of misdemeanor theft. K.A.R. 91-22-1a(a)(3).
4. The State Board may be cancel, i.e., revoke, a teaching license on the grounds of immorality. K.S.A. 72-1383; *Hainline v. Bond*, 250 Kan. 217 (1992). One of the obvious goals of education is to "instill respect for the law." An educator is a role model. *Hainline* at 224.
5. In Kansas, teaching and school administration are professions with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. K.S.A. 72-2308.
6. Knake's conduct is inconsistent with the commonly held perceptions and expectations of a member of the teaching profession. Such conduct violates the public trust and confidence placed in the profession and demonstrates a lack of fitness to perform the duties and responsibilities of a member of the teaching and school administration professions. Such conduct is sufficient and just cause to revoke Knake's license.

THEREFORE the Professional Practices Commission, by vote of 7-0, recommends the Kansas State Board of Education revoke the Substitute license of Michael Knake based on his theft conviction, and for not requesting a hearing or submitting an answer in response to the Complaint.

This Initial Order is made and entered this August 10, 2018.

PROFESSIONAL PRACTICES COMMISSION

  
\_\_\_\_\_  
Linda Sieck, Chairman  
Order signed on Sept. 25, 2018.

## NOTICE TO LICENSEE

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

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Peggy Hill  
Secretary, Kansas State Board of Education  
900 SW Jackson Street, Suite 600  
Topeka, KS 66612

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

## CERTIFICATE OF SERVICE

I hereby certify that on this 26<sup>th</sup> day of September, 2018, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

Michael Knake  
1803 Westwood Road  
Salina, Kansas 67401

And via interoffice mail to:

R. Scott Gordon  
Kansas State Department of Education  
900 SW Jackson Street, Suite 102  
Topeka, Kansas 66612



---

Gwen Kramer  
Secretary, Professional Practices Commission

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

In the Matter of  
the License of  
Timothy Weis

18-PPC-16

**INITIAL ORDER**

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking revocation Timothy Weis' professional license.

The hearing on this matter was held on August 10, 2018. Appearing for the Commission were chairperson, Linda Sieck, and members, Nathan Reed, Laura Batson, William Anderson, Eric Filippi, Jennifer Holt and Aaron Edwards. The KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon. Timothy Weis did not appear.

**FINDINGS OF FACT**

1. Timothy Weis holds a professional teaching license.
2. During the 2014-2015 and 2015-2016 school years, Weis was the principal at Prairie View High School, USD 362 Prairie View.
3. On February 21, 2017, Weis was charged with misdemeanor failing to report abuse as required in violation of K.S.A. 38-2223(a1)(C)(e1) in the District Court of Linn County, Kansas.
4. On January 31, 2018, Weis pled no contest to and was found guilty of the above charge. He was placed on supervised probation for twelve months.
5. The Kansas State Department of Education mailed a copy of the Complaint via certified mail to Timothy Weis' last known address. That letter was signed for by Mr. Weis. Mr. Weis did not submit a written Answer or request a hearing.

**CONCLUSIONS OF LAW**

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. The State Board may revoke a license for misconduct or other just cause. K.A.R. 91-22-1a(a)(b).
3. The State Board may revoke the license of an individual who has been convicted of any crime involving a minor. K.A.R. 91-22-1a(a)(2).

4. The State Board may cancel, i.e., revoke, a teaching license on the grounds of immorality. K.S.A. 72-1383; Hainline v. Bond, 250 Kan. 217 (1992). One of the obvious goals of education is to "instill respect for the law." An educator is a role model. Hainline at 224.
5. In Kansas, teaching and school administration are professions with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. K.S.A. 72-2308.
6. Weis' conduct is inconsistent with the commonly held perceptions and expectations of a member of the teaching profession. Such conduct violates the public trust and confidence placed in members of the profession. Weis' conduct demonstrates a lack of fitness to perform the duties and responsibilities of a member of the teaching and school administration professions and is sufficient and just cause to revoke his license.

THEREFORE, the Professional Practices Commission, by vote of 6-0, recommends the Kansas State Board of Education revoke the professional license of Timothy Weis based on his failure to report abuse and for not requesting a hearing or submitting an answer in response to the Complaint.

This Initial Order is made and entered this August 10, 2018.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairman

Order signed on Sept. 25, 2018.



**NOTICE TO LICENSEE**

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

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

Peggy Hill  
Secretary, Kansas State Board of Education  
900 SW Jackson Street, Suite 600  
Topeka, KS 66612

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

**CERTIFICATE OF SERVICE**

I hereby certify that on this 26<sup>th</sup> day of September, 2018, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

Timothy Weis  
23035 West 391<sup>st</sup> Street  
Fontana, Kansas 66026

And via interoffice mail to:

R. Scott Gordon  
Kansas State Department of Education  
900 SW Jackson Street, Suite 102  
Topeka, Kansas 66612

  
\_\_\_\_\_

Gwen Kramer  
Secretary, Professional Practices Commission



**Item Title:**

Executive session for the purpose of consultation with attorney

**Recommended Motion:**

It is moved that the Kansas State Board of Education recess into Executive Session to discuss the subject of legal matters with legal counsel, which is justified pursuant to the exception for matters which would be deemed privileged in the Attorney-Client relationship under KOMA, in order to protect the privilege and the Board's communications with an attorney on legal matters.





## 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](http://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
<b>Total New Hires</b>	<b>4</b>	<b>2</b>	<b>3</b>									
Unclassified	3	2	3									
Unclassified Regular (leadership)	1	0	0									
<b>Total Separations</b>	<b>7</b>	<b>1</b>	<b>1</b>									
Classified	0	0	0									
Unclassified	7	1	1									
Unclassified Regular (leadership)	0	0	0									
<b>Recruiting (data on 1st day of month)</b>	<b>11</b>	<b>11</b>	<b>6</b>									
Unclassified	11	11	6									
Unclassified Regular (leadership)	0	0	0									

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



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 b.

**Staff Initiating:**

Candi Brown

**Director:**

Wendy Fritz

**Commissioner:**

Randy Watson

**Meeting Date: 10/9/2018**

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### **Item Title:**

Act on personnel appointments to unclassified positions

### **Recommended Motion:**

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

### **Explanation of Situation Requiring Action:**

Personnel appointments presented this month are:

- Amy Martin to the position of Senior Administrative Assistant on the Special Education and Title Programs team, effective Sept. 23, 2018, at an annual salary of \$ 28,308.80. This position is funded by Title VI – B IDEA Administration Fund and Consolidated Administration Pool Fund.
- Sharon Bloom to the position of Quality Assurance Technician on the Information Technology team, effective Sept. 23, 2018, at an annual salary of \$47,236.80. This position is funded by State General Fund.
- Susan McMahan to the position of Safety Specialist on the School Finance team, effective Sept. 23, 2018, at an annual salary of \$ 65,000. This position is funded by State General Fund.





## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 c.

**Staff Initiating:**

Susan Helbert

**Director:**

Mischel Miller

**Commissioner:**

Randy Watson

**Meeting Date: 10/9/2018**

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### **Item Title:**

Act on recommendation for renewal of a Visiting Scholar license

### **Recommended Motion:**

It is moved that the Kansas State Board of Education accept the recommendation of Randy Watson, Commissioner of Education, regarding renewal of a Visiting Scholar license.

### **Explanation of Situation Requiring Action:**

#### **Thomas More Prep – Marian High School and Keri Caudle Maricle**

Thomas More Prep-Marian High School requests that Keri Maricle be granted renewal of a Visiting Scholar license valid for the 2018-19 school year. Ms. Maricle will continue to be assigned to teach Biology, AP Biology, and Anatomy and Physiology. She will teach three sections of full-year Biology, two sections of semester-long Anatomy and one section of semester-long AP Biology.

Keri Maricle's educational background in science, including her graduate degree, as well as her experiences in the classroom as a graduate teaching assistant, in the laboratory, in extensive research, and in her scientific writings and presentations continue to allow her to provide a unique educational experience to her students at Thomas More Prep-Marian High School. Through her experiences and studies, she meets the criteria for significant experiences and an advanced degree in the subject. Her numerous publications, research grant awards and fellowships also indicate an exceptional talent or distinction in the field of biology/botany for a young scientist. I recommend that the request for renewal of a Visiting Scholar license valid for the 2018-19 school year for Keri Maricle be approved, based on continuing to meet all three of the established criteria and appropriate professional learning experiences.

---

Criteria for a Visiting Scholar license:

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



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 d.

**Staff Initiating:**

Susan Helbert

**Director:**

Mischel Miller

**Commissioner:**

Randy Watson

**Meeting Date: 10/9/2018**

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### **Item Title:**

Act on recommendations for Licensure Waivers

### **Recommended Motion:**

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

### **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.



Item 17 d. Attachment

<b>District</b>	<b>Dist. Name</b>	<b>First Name</b>	<b>Last Name</b>	<b>Subject</b>	<b>Recomm.</b>
C0036	Sunflower Diversified Services	Shauna	Young	Early Childhood Special Ed.	Approved**
D0207	Ft Leavenworth	Zinthia	Ramos	Low Incidence Special Ed.	Approved*
D0229	Blue Valley	Megan	Dillavou	High Incidence Special Ed.	Approved
D0229	Blue Valley	Anice	Sewell	Low Incidence Special Ed.	Approved
D0229	Blue Valley	Camilla	Stamper	High Incidence Special Ed.	Approved
D0229	Blue Valley	Kelly	Lucas	High Incidence Special Ed.	Approved*
D0230	Spring Hill	Kaitlyn	Wright	High Incidence Special Ed.	Approved
D0232	De Soto	Johnathan	Stark	High Incidence Special Ed.	Approved
D0233	Olathe	Trisha	Hunter	High Incidence Special Ed.	Approved
D0233	Olathe	Megan	Jones	Low Incidence Special Ed.	Approved*
D0233	Olathe	Bailey	Christensen	Low Incidence Special Ed.	Approved
D0259	Wichita	Anna	Weniger	High Incidence Special Ed.	Approved
D0259	Wichita	Laura	Stanley	Low Incidence Special Ed.	Approved
D0259	Wichita	Arleen	Sponsel	Early Childhood Special Ed.	Approved
D0259	Wichita	Kayla	Gimple	Early Childhood Special Ed.	Approved**
D0259	Wichita	Olivia	Zody	Early Childhood Special Ed.	Approved
D0259	Wichita	Sheelagh	Talkington Sy	Early Childhood Special Ed.	Approved
D0259	Wichita	Bria	Lehr	Deaf or Hard of Hearing	Approved
D0259	Wichita	Elizabeth	Senseman	Deaf or Hard of Hearing	Approved
D0259	Wichita	Anthony	Kavalauskas	High Incidence Special Ed.	Approved**
D0259	Wichita	Elise	Kratz	High Incidence Special Ed.	Approved
D0259	Wichita	Brook	Lohmeier	High Incidence Special Ed.	Approved*
D0259	Wichita	Nichola	Demarest	Gifted	Approved
D0259	Wichita	Cynthia	Rogers	Library Media Specialist	Approved**
D0259	Wichita	Jennifer	Stebal	Library Media Specialist	Approved
D0259	Wichita	Alyssa	Beck	High Incidence Special Ed.	Approved*
D0259	Wichita	Amani	Ross	High Incidence Special Ed.	Approved
D0259	Wichita	Andra	McKenna	High Incidence Special Ed.	Approved
D0259	Wichita	Angela	Masterson	High Incidence Special Ed.	Approved*
D0259	Wichita	Bradley	Schafer	High Incidence Special Ed.	Approved
D0259	Wichita	Brittany	Hauck	High Incidence Special Ed.	Approved**
D0259	Wichita	Eric	Hansen	High Incidence Special Ed.	Approved*
D0259	Wichita	Heather	Crump	High Incidence Special Ed.	Approved
D0259	Wichita	Laurie	McNeil	High Incidence Special Ed.	Approved
D0259	Wichita	Lexi	Giannetti	High Incidence Special Ed.	Approved
D0259	Wichita	Nicolle	Herman	Low Incidence Special Ed.	Approved
D0261	Haysville	Miranda	Buff	High Incidence Special Ed.	Approved*
D0261	Haysville	Steven	Siemens	High Incidence Special Ed.	Approved
	* First Renewal			**Final Renewal	

					Page 2
D0282	West Elk	Rachel	Campbell	High Incidence Special Ed.	Approved
D0308	Hutchinson Public Schools	Brylee	Soule	High Incidence Special Ed.	Approved*
D0308	Hutchinson Public Schools	Lisa	Bohlen	Visual Impaired	Approved
D0308	Hutchinson Public Schools	David	Hughes	High Incidence Special Ed.	Approved**
D0308	Hutchinson Public Schools	Derek	Racette	High Incidence Special Ed.	Approved
D0308	Hutchinson Public Schools	Ivy	Newton	High Incidence Special Ed.	Approved*
D0308	Hutchinson Public Schools	Kelsi	Baird	High Incidence Special Ed.	Approved
D0308	Hutchinson Public Schools	Kyle	Unruh	High Incidence Special Ed.	Approved*
D0320	Wamego	Brandeena	Watson	High Incidence Special Ed.	Approved*
D0320	Wamego	Jillian	Tinkel	High Incidence Special Ed.	Approved**
D0320	Wamego	Margaret	Strait	High Incidence Special Ed.	Approved
D0320	Wamego	Racheal	Hunt	High Incidence Special Ed.	Approved*
D0320	Wamego	Skyler	Suther	High Incidence Special Ed.	Approved
D0363	Holcomb	Martika	Madrid-Crockett	General Science	Approved
D0363	Holcomb	Alisha	Clark	English Language Arts	Approved
D0372	Silver Lake	Sara	Corbin	High Incidence Special Ed.	Approved
D0373	Newton	Justin	Hinsley	Math	Approved
D0385	Andover	Julie	Scharping	Early Childhood/Pre-School	Approved
D0409	Atchison Public Schools	Taylor	Walker	High Incidence Special Ed.	Approved
D0453	Leavenworth	Aaron	Lamar	High Incidence Special Ed.	Approved
D0453	Leavenworth	Alaina	Kreft	English as a Second	Approved
D0457	Garden City	Paxton	Rienbolt	Low Incidence Special Ed.	Approved
D0457	Garden City	Kristine	Carr	High Incidence Special Ed.	Approved
D0457	Garden City	Cheryl	Rilinger	High Incidence Special Ed.	Approved
D0457	Garden City	Cynthia	Leiker	High Incidence Special Ed.	Approved
D0457	Garden City	Joshua	Harbour	Health	Approved
D0457	Garden City	Mitchell	Moore	High Incidence Special Ed.	Approved
D0457	Garden City	Reagan	Hill	High Incidence Special Ed.	Approved
D0457	Garden City	Samuel	Hanes	High Incidence Special Ed.	Approved
D0457	Garden City	Lynzee	Beery	High Incidence Special Ed.	Approved
D0457	Garden City	Lisa	Sauvain	High Incidence Special Ed.	Approved
D0469	Lansing	George	Shannon	High Incidence Special Ed.	Approved*
D0469	Lansing	Nicholas	Black	High Incidence Special Ed.	Approved*
D0469	Lansing	Joshua	Yoakam	Gifted	Approved
D0497	Lawrence	Kristina	Bubna	Gifted	Approved
		* First Renewal		**Final Renewal	

					Page 3
D0497	Lawrence	Angela	Mathews	High Incidence Special Ed.	Approved
D0497	Lawrence	Jaime	Nickel	Life Science	Approved
D0500	Kansas City	Emily	Holland	French	Approved
D0512	Shawnee Mission Public Schools	Anthony	Ybarra	High Incidence Special Ed.	Approved**
D0512	Shawnee Mission Public Schools	Leah	McDonald	Low Incidence Special Ed.	Approved
D0512	Shawnee Mission Public Schools	Amy	Wright	High Incidence Special Ed.	Approved
D0512	Shawnee Mission Public Schools	Holli	Oberheu	High Incidence Special Ed.	Approved
D0512	Shawnee Mission Public Schools	Lauren	Albright	High Incidence Special Ed.	Approved
D0512	Shawnee Mission Public Schools	Shannon	Johnson	High Incidence Special Ed.	Approved
D0512	Shawnee Mission Public Schools	Ashlee	Spaits	Low Incidence Special Ed.	Approved
D0512	Shawnee Mission Public Schools	Courtney	Cleveland	Low Incidence Special Ed.	Approved*
D0607	Tri County Special Education Coop	Sherry	Woods	High Incidence Special Ed.	Approved
D0607	Tri County Special Education Coop	Garrett	Wilson	High Incidence Special Ed.	Approved
D0607	Tri County Special Education Coop	Katherine	Farrell	High Incidence Special Ed.	Approved*
D0607	Tri County Special Education Coop	Lisa	Meise	High Incidence Special Ed.	Approved
D0607	Tri County Special Education Coop	Katherine	Allison	Low Incidence Special Ed.	Approved
D0607	Tri County Special Education Coop	Cheri	Elliott	High Incidence Special Ed.	Approved
D0607	Tri County Special Education Coop	Kyle	Groff	High Incidence Special Ed.	Approved
D0607	Tri County Special Education Coop	Matthew	Brumley	High Incidence Special Ed.	Approved**
D0607	Tri County Special Education Coop	Sarah	Thompson	High Incidence Special Ed.	Approved
D0607	Tri County Special Education Coop	Andrea	Schicke	High Incidence Special Ed.	Approved
D0608	Northeast KS Ed. Service Center	Jessie	Thacher	High Incidence Special Ed.	Approved
D0609	Southeast KS Ed. Service Center	Adam	Sallee	High Incidence Special Ed.	Approved**
D0609	Southeast KS Ed. Service Center	Chelsea	Harper	Gifted	Approved
D0610	Reno County Ed. Coop	Diana	McDaniel	High Incidence Special Ed.	Approved**
D0610	Reno County Ed. Coop	Jeffrey	Shearon	High Incidence Special Ed.	Approved
D0610	Reno County Ed. Coop	Carrie	Mourn	High Incidence Special Ed.	Approved
	* First Renewal			**Final Renewal	

					Page 4
D0619	Sumner Co Educational Services	Karrieanne	Murdock	Low Incidence Special Ed.	Approved
D0619	Sumner Co Educational Services	Codie	Berntsen	Visual Impaired	Approved
D0619	Sumner Co Educational Services	Kelsey	Clemons	Early Childhood Special Ed.	Approved
D0619	Sumner Co Educational Services	Jennie	Willard	High Incidence Special Ed.	Approved*
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Erika	Householter	High Incidence Special Ed.	Approved*
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Felisha	Bland	Early Childhood Special Ed.	Approved*
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Kimberly	Kasson	Gifted	Approved
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Gina	Peak	High Incidence Special Ed.	Approved
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	John	Lambert	High Incidence Special Ed.	Approved
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Randa	Linner	High Incidence Special Ed.	Approved*
D0637	Southeast Kansas Special Ed Interlocal	Debra	Lopez	High Incidence Special Ed.	Approved*
D0637	Southeast Kansas Special Ed Interlocal	Elaina	Lawson	High Incidence Special Ed.	Approved*
D0637	Southeast Kansas Special Ed Interlocal	Kimberly	Bartelli	High Incidence Special Ed.	Approved**
D0637	Southeast Kansas Special Ed Interlocal	Teresa	Van Epps	High Incidence Special Ed.	Approved
D0637	Southeast Kansas Special Ed Interlocal	Amber	Kloster	Low Incidence Special Ed.	Approved**
D0637	Southeast Kansas Special Ed Interlocal	Jennifer	Stewart	Early Childhood/Pre-School	Approved
D0637	Southeast Kansas Special Ed Interlocal	Allison	Dollins	Early Childhood Special Ed.	Approved**
D0637	Southeast Kansas Special Ed Interlocal	Kip	Whiteley	High Incidence Special Ed.	Approved*
D0637	Southeast Kansas Special Ed Interlocal	Rhyan	Lofts	High Incidence Special Ed.	Approved
D0637	Southeast Kansas Special Ed Interlocal	Sarah	Braun	High Incidence Special Ed.	Approved
D0637	Southeast Kansas Special Ed Interlocal	Shaunya	Timmons	High Incidence Special Ed.	Approved
D0637	Southeast Kansas Special Ed Interlocal	Chase	Cleland	Low Incidence Special Ed.	Approved*
D0637	Southeast Kansas Special Ed Interlocal	Jennifer	Martin	Low Incidence Special Ed.	Approved**
D0637	Southeast Kansas Special Ed Interlocal	Shelby	Hobbs	Low Incidence Special Ed.	Approved
D0702	Twin Lakes Ed. Coop	Blanca	Bueno	High Incidence Special Ed.	Approved*
	* First Renewal			**Final Renewal	



					Page 5
D0702	Twin Lakes Ed. Coop	Jennifer	Kinderknecht	Early Childhood Special Ed.	Approved
D0702	Twin Lakes Ed. Coop	Amanda	Kelley	High Incidence Special Ed.	Approved*
D0702	Twin Lakes Ed. Coop	Jana	Laffery	High Incidence Special Ed.	Approved*
D0702	Twin Lakes Ed. Coop	Traci	McDonald	High Incidence Special Ed.	Approved*
D0708	Hays West Central KS Special Ed. Coop.	Daniel	Kelly	Visual Impaired	Approved
D0708	Hays West Central KS Special Ed. Coop.	Angela	Ward	High Incidence Special Ed.	Approved
Z0032	Lakemary Center Paola	Erin	Walton	High Incidence Special Ed.	Approved
Z0032	Lakemary Center Paola	Hazel	Davidson	High Incidence Special Ed.	Approved
Z0032	Lakemary Center Paola	Joshua	Simons	High Incidence Special Ed.	Approved*
Z0032	Lakemary Center Paola	Sonya	Owings	High Incidence Special Ed.	Approved
Z0032	Lakemary Center Paola	Stacie	Boehm	High Incidence Special Ed.	Approved*
Z0032	Lakemary Center Paola	Calvin	Johnson	High Incidence Special Ed.	Approved
	* First Renewal			**Final Renewal	



**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

Agenda Number: 17 e.

**Staff Initiating:**

**Director:**

**Commissioner:**

**Meeting Date: 10/9/2018**

Doug Boline

Colleen Riley

Randy Watson

**Item Title:**

Act on Education Flexibility Partnership (Ed-Flex) Waiver

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the Education Flexibility Partnership (Ed-Flex) waiver request for USD 387 Altoona-Midway and USD 400 Smoky Valley.

**Explanation of Situation Requiring Action:**

The districts listed below are seeking an Ed-Flex waiver of Title I Part A Section 1127(b) of ESEA which prevents them from exceeding the 15 percent Title I carryover of funds limitation more than once every three years.

These districts are seeking a waiver in order to carryover more than 15 percent of the 2017-2018 Title I allocation into 2018-2019: USD 387 Altoona-Midway and USD 400 Smoky Valley.

The Kansas State Department of Education staff recommends these Ed-Flex waivers be granted.



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 f.

**Staff Initiating:**

Catherine Chmidling

**Director:**

Mischel Miller

**Commissioner:**

Randy Watson

**Meeting Date: 10/9/2018**

---

**Item Title:**

Act on recommendations of the Evaluation Review Committee for higher education accreditations and program reviews

**Recommended Motion:**

It is moved that the Kansas State Board of Education accept the following recommendations of the Evaluation Review Committee for "Accreditation" for Barclay College, Pittsburg State University and Wichita State University, and "Program Approval" for Emporia State University, Kansas State University, MidAmerica Nazarene University, University of Saint Mary and Washburn University.

**Explanation of Situation Requiring Action:**

Following the institutional application and receipt of a complete institutional report, a review team of trained evaluators was appointed to review the education preparation provider or teacher education programs (as appropriate) for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board. Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each education preparation provider or teacher education program.

The initial recommendation was submitted to the teacher education institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. If requested, the ERC conducted a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the teacher education program. If a request for a hearing was not submitted, the initial recommendation became the final recommendation. These final recommendations have been submitted to appropriate representatives of the teacher education institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for accreditation and program approval status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions.

\*If approved, new programs are always assigned the status of "new program approved with stipulation."



September 18, 2018

To: Dr. Randy Watson, Commissioner  
 From: Evaluation Review Committee  
 Subject: Final Recommendation for Accreditation for Barclay College

**Introductory Statement:**

On September 06, 2018, the Evaluation Review Committee reviewed the application and hearing evidence for educator preparation provider accreditation for Barclay College.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, Visitation Team Final Report, Institutional Rejoinder, Team Lead’s Response, and institution’s post-visit evidence.

**ACCREDITATION RECOMMENDATION**

**Recommend “Accreditation” through December 31, 2022.**

**KSDE Accreditation Visit – Initial Teacher Preparation**

**Areas for Improvement:**

**Standards 1-4**

None

**Standard 5**

**Component 5.2:**

**AFI 1 Data from multiple different measures that, taken together, comprise a coherent quality assurance system to assess program/candidate performance are not clear.**

**Rationale 1** The EPP is in the process of creating a systemized method for tracking and housing data that results in evidence to support claims of meeting standard subcomponents using multiple measures.

**Stipulations:**

**Standards 1-5**

None

**Standards 1-5:**

Standards		Recommendations	
		Initial	Advanced
1	Content and Pedagogical Knowledge	Met	NA
2	Clinical Partnerships and Practice	Met	NA
3	Candidate Quality, Recruitment, and Selectivity	Met	NA

4	Program Impact	Met	NA
5	Provider Quality Assurance and Continuous Improvement	Met	NA

**Next Visit: Fall 2022**

**Previous AFIs & Stipulations**

**Standards 1-6**

None



September 21, 2018

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for Accreditation for Pittsburg State University

**Introductory Statement:**

On September 06, 2018, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for Pittsburg State University.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, and Visitation Team Final Report.

**ACCREDITATION RECOMMENDATION**

**Recommend “Accreditation” through December 31, 2025.**

**KSDE Accreditation Visit – Initial Teacher Preparation**

Areas for Improvement:

**Standards 1-5**

None

Stipulations:

**Standards 1-5**

None

Standards		Recommendations	
		Initial	Advanced
1	Content and Pedagogical Knowledge	Met	NA
2	Clinical Partnerships and Practice	Met	NA
3	Candidate Quality, Recruitment, and Selectivity	Met	NA
4	Program Impact	Met	NA
5	Provider Quality Assurance and Continuous Improvement	Met	NA

**Next visit – Fall 2024**

**Previous AFIs & Stipulations**

Standards 1-6

None

September 21, 2018

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for Accreditation for Wichita State University

**Introductory Statement:**

On September 06, 2018, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for Wichita State University.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, Visitation Team Final Report, Institutional Rejoinder, and Team Lead’s Response.

**ACCREDITATION RECOMMENDATION**

**Recommend “Accreditation” through December 31, 2024.**

**KSDE Accreditation Visit – Initial Teacher Preparation**

**Areas for Improvement:**

Standards 1, 3-5

None

**Standard 2**

**AFI 1 Student teachers do not systematically evaluate university supervisors or cooperating teachers (clinical educators); further, university supervisors and cooperating teachers do not systematically evaluate each other.**

**Rationale 1:** There is no systematic survey or assessment of university supervisors and cooperating teachers by candidates and between university supervisors and cooperating teachers to guarantee the continuous improvement of clinical educators and candidates.

**Stipulations:**

Standards 1-5

None

<b>Standards</b>		<b>Recommendations</b>	
		<b>Initial</b>	<b>Advanced</b>
1	Content and Pedagogical Knowledge	Met	NA
2	Clinical Partnerships and Practice	Met	NA
3	Candidate Quality, Recruitment, and Selectivity	Met	NA
4	Program Impact	Met	NA
5	Provider Quality Assurance and Continuous Improvement	Met	NA

**Next visit – Spring 2024**

**Previous AFIs & Stipulations**

Standards 1-6

None

## ACCREDITATION AND PROGRAM REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE's Evaluation Review Committee (ERC) renders accreditation and program approval recommendations for the initial teacher preparation and advanced program levels of the unit.

When Kansas has an institution that wishes to initiate a teacher preparation program for the first time, the State Board begins the accreditation process by authorizing a review of documents during a visit to that unit to determine the capacity of that unit to deliver quality preparation programs. After the initial visit, ERC will recommend one of the following accreditation decisions:

**Limited Accreditation.** This accreditation decision indicates that the unit has the ability to meet the requirements of an educator preparation education institution and the capacity to develop programs for the preparation of educators and has three years before a full accreditation visit is conducted.

**Denial of Accreditation.** This accreditation decision indicates that the unit has pervasive problems that limit its ability to offer quality programs that adequately prepare quality candidates.

In addition, the Evaluation Review Committee of KSDE and the Accreditation Council of CAEP render separate recommendations/decisions for institutions undergoing their first joint accreditation visit and a continuing accreditation visit. The following accreditation decisions apply to all institutions seeking accreditation

### ACCREDITATION DECISIONS AFTER THE FIRST VISIT<sup>1</sup>

**After an institution's first accreditation visit, the ERC will render one of the following accreditation decisions:**

**Accreditation.** This accreditation decision indicates that the unit meets each of the five KSDE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in KSDE's and CAEP's action letters in preparation for its next visit. The next on-site visit is scheduled for five years following the semester of the accreditation visit.

**Provisional Accreditation.** This accreditation decision indicates that the unit has not met one or more of the standards. When the ERC renders this decision, the unit has accredited status,

but must satisfy provisions by meeting previously unmet standard(s) within an established time period.

If provisional accreditation is granted, the ERC will require (1) submission of documentation that addresses the unmet standard(s) within six months of the accreditation decision or (2) a focused visit on the unmet standard(s) within two years of the semester of the accreditation decision. When a decision is made by the ERC to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two years.

<sup>1</sup> "First accreditation" refers to institutions not accredited by KSDE at the time of their visit.

If documentation is submitted under the terms specified in the above paragraph, the ERC may (1) grant accreditation or (2) require a focused visit within one year of the semester in which the documentation was reviewed by the ERC. After a focused visit, the ERC will (1) grant accreditation or (2) revoke accreditation. If accreditation is granted, the next on-site visit is scheduled for five years following the semester in which the accreditation visit occurred. This scheduling establishes and maintains the unit's five-year accreditation cycle.

If accreditation is granted, the next on-site visit is scheduled for five years following the semester in which the first accreditation visit occurred.

**Denial of Accreditation.** This accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

**Revocation of Accreditation.**<sup>2</sup> Following a focused visit that occurs as a result of a provisional accreditation decision, this accreditation decision indicates that the unit has not sufficiently addressed the unmet standard(s).

<sup>2</sup>Accreditation can also be revoked by action of the ERC/Accreditation Council under the following circumstances: (1) following an on-site visit by a BOE team initiated by the Complaint Review Committee acting on behalf of the Executive Board; (2) following an on-site visit by a BOE team initiated by the Accreditation Council at the recommendation of its Annual Report and Preconditions Audit Committee; (3) following a motion from the President of CAEP to revoke accreditation on grounds that an accredited unit (a) no longer meets preconditions to accreditation, including but not limited to loss of state approval and/or regional accreditation; (b) refuses to pay the fees that it has been assessed; (c) misrepresents its accreditation status to the public; (d) has falsely reported data and/or plagiarized information submitted for accreditation purposes; or (e) fails to submit annual reports or other documents required for accreditation.

## ACCREDITATION DECISIONS AFTER A CONTINUING ACCREDITATION VISIT

**After a continuing accreditation visit, the ERC will render one of the following decisions:**

**Accreditation.** This accreditation decision indicates that the unit meets each of the five KSDE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in KSDE's and/or CAEP's action letters in preparation for its next visit. The next on-site visit is scheduled for seven years following the semester of the continuing accreditation visit.

When one level of the unit receives continuing accreditation and a new level is accredited for the first time, the next accreditation visit will be in seven years if the state agency has agreed to a seven-year cycle of reviews.

**Accreditation with Conditions.** This accreditation decision indicates that the unit has not met one or more of the KSDE standards. When the ERC renders this decision, the unit maintains its accredited status, but must satisfy conditions by meeting the previously unmet standard(s) within an established time period.

If accreditation with conditions is granted, the ERC will require (1) submission of documentation that addresses the unmet standard(s) within six months of the accreditation decision or (2) a focused visit on the unmet standard(s) within two years of the accreditation decision. When a decision is made by the ERC to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two years.

If documentation is submitted under the terms specified in the above paragraph, the ERC may (1) continue accreditation or (2) require a focused visit within one year of the semester in which the documentation was reviewed by the ERC. After a focused visit, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is granted, the next on-site visit is scheduled for seven years following the semester in which the continuing accreditation visit occurred. This scheduling maintains the unit's original accreditation cycle.

**Accreditation with Probation.** This accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

If accreditation with probation is granted, the unit must schedule an on-site visit within two years of the semester in which the probationary decision was rendered. The unit must address all KSDE standards in effect at the time of the probationary review. Following the on-site review, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the probationary visit.

**Revocation of Accreditation.**<sup>3</sup> Following a comprehensive site visit that occurs as a result of a ERC to accredit with probation or to accredit with conditions, this accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

<sup>3</sup>Accreditation can also be revoked by action of the ERC/Accreditation Council under the following circumstances: (1) following an on-site visit by a BOE team initiated by the Complaint Review Committee acting on behalf of the Executive Board; (2) following an on-site visit by a BOE team initiated by the Accreditation Council at the recommendation of its Annual Report and Preconditions Audit Committee; (3) following a motion from the President of CAEP to revoke accreditation on grounds that an accredited unit (a) no longer meets preconditions to accreditation, including but not limited to loss of state approval and/or regional accreditation; (b) refuses to pay the fees that it has been assessed; (c) misrepresents its accreditation status to the public; (d) has falsely reported data and/or plagiarized information submitted for accreditation purposes; or (e) fails to submit annual reports or other documents required for accreditation.

T:\State Board\AttachAccredProgRevProcessReg2018.doc

September 21, 2018

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Emporia State University

**Introductory Statement:**

On September 06, 2018, the Evaluation Review Committee reviewed the application for program approvals for Emporia State University.

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

**PROGRAM APPROVAL RECOMMENDATION**

**Recommend “Approved” for the following programs through December 31, 2024.**

**Biology 6-12 continuing program**

Areas for Improvement:

**Standards 1-10**

None

**High Incidence Special Education K-6, 6-12 continuing program**

Areas for Improvement:

**Standards 1-5, 7**

None

**Standard 6 (Met)**

**AFI 6.1: Assessment 4: DI/UDL Literacy Lesson Plan Project: The rubric rating is not clear.**

**Rationale 6.1:** Assessment 4 Rubric for Direct Instruction/Universal Design for Learning (DI/UDL) Literacy Lesson Plan Project (revised) does not include a description of what constitutes each descriptor.

**Standard 8 (Met)**

**AFI 8.1: Assessment 7: Family and Community Engagement Paper: Rubric rating is not clear.**

**Rationale 8.1:** Assessment 7: Family and Community Engagement Paper: the rubric does not include a description of what constitutes each descriptor.

**Journalism 6-12 continuing program**

Areas for Improvement:

**Standards 1-7**

None



**Library Media Specialist PreK-12 continuing program**

Areas for Improvement:

**Standards 1-6**

None

**Science 5-8 continuing program**

Areas for Improvement:

**Standards 1-14**

None

September 21, 2018

To: Dr. Randy Watson, Commissioner  
From: Evaluation Review Committee  
Subject: Final Recommendation for program approval for Kansas State University

**Introductory Statement:**

On September 06, 2018, the Evaluation Review Committee reviewed the application for program approval for Kansas State University.

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

**PROGRAM APPROVAL RECOMMENDATION**

**Recommend “New Program Approved with Stipulation” for the following program through December 31, 2020.**

**Foreign Language PreK-12 MAT New Program**

Areas for Improvement:

**Standards 1-5, 7-8**

None

**Standard 6 (Met)**

**AFI 6.1: The descriptor for Assessment 6, item 1 “Meets Standard” lacks specificity.**

**Rationale 6.1:** Although the descriptor is aligned to the standard, words like “demonstrates how” do not provide specific observable behaviors that would more clearly determine the true abilities of the candidate. Candidates or evaluators would not have clear target performance indicators to inform their evaluation of the teaching practice.

**New programs may be given the status of ‘New program approved with stipulation,’ or ‘Not approved.’ New programs may be approved-with-stipulation for 2 years during which they are operationalized and submit a Progress report to address the new program stipulation.**

September 21, 2018

To: Dr. Randy Watson, Commissioner  
From: Evaluation Review Committee  
Subject: Final Recommendation for program approvals for MidAmerica Nazarene University

**Introductory Statement:**

On September 06, 2018, the Evaluation Review Committee reviewed the application for program approval for MidAmerica Nazarene University.

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

**PROGRAM APPROVAL RECOMMENDATION**

**Recommend “Approved” for the following program through December 31, 2024.**

**Biology 6-12 continuing program**

Areas for Improvement:

**Standards 1-7, 10-18**

None

**Standard 8 (Not Met)**

**AFI 8.1 and Rationale: Praxis, Biology Content Knowledge Exam (5235), Category V is acceptable as an assessment for this standard, but according to state rules, not as a standalone assessment.**

**Standard 9 (Met)**

**AFI 9.1 and Rationale: The assessment meets the part of the standard dealing with candidate ability to understand the nature of inquiry, but may not fully satisfy the part requiring them to have the “ability to help students do scientific inquiry.”**

September 21, 2018

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for University of Saint Mary

**Introductory Statement:**

On September 06, 2018, the Evaluation Review Committee reviewed an application for program approval for University of Saint Mary.

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

**PROGRAM APPROVAL RECOMMENDATION**

**Recommend "Approved" for the following program through December 31, 2024.**

**Speech/Theatre 6-12 continuing program**

Areas for Improvement:

Standards 1-6

None

September 21, 2018

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Washburn University

**Introductory Statement:**

On September 06, 2018, the Evaluation Review Committee reviewed the application for program approval for Washburn University.

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

**PROGRAM APPROVAL RECOMMENDATION**

**Recommend “Approved” for the following program through December 31, 2024.**

**English Language Arts 5-8 continuing program**

Areas for Improvement:

**Standards 1-2, 4**

None

**Standard 3 (Met)**

**AFI 3.1: Assessment 5 or Assessment 6 do not completely align with standard.**

**Rationale 3.1:** The assessments do not address the part of the standard that states how people use language to influence the thinking and action of others.

## **PROGRAM REVIEW PROCESS**

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE's Evaluation Review Committee (ERC) renders program approval recommendations for the initial teacher preparation and advanced program levels of the unit.

### **PROGRAM DECISIONS**

New program approval decisions are:

- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:

- Approved
- Approved with Stipulation
- Not Approved.

The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-235 and 91-1-236.

**91-1-235. Procedures for initial approval of teacher education programs.**

(a) Application.

(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.

(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following successfully:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major;

(B) at least 12 weeks of student teaching; and

(C) a validated preservice candidate work sample.

(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. Any institution may challenge the appointment of a review team member. The institution's challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative designated by the teacher education institution.

(2) Any institution may prepare a response to the review team's report. This response shall be prepared and submitted to the commissioner no later than 45 days of receipt of the review team's report. Receipt of the review team's report shall be presumed to occur three days after mailing. The review team's report, any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review committee for a hearing before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(3) If a request for a hearing is not submitted by certified mail within the time allowed under paragraph (e) (1), the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status. Each new program shall be approved with stipulation or not approved.

(g) Annual report.

(1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program and thereafter in each of the institution's annual reports that are due on or before July 30.

(2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.

(h) Change of approval status.

(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.

(2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.

(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011; amended July 7, 2017.)

### **91-1-236. Procedures for renewing approval of teacher education program.**

(a) Application for program renewal.



(1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.

(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and

(B) at least 12 weeks of student teaching.

(b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.

(2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).

(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status.

(1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.

(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time, may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.

(3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.

(B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.

(C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).

(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.

(4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

Agenda Number: 17 g.

**Staff Initiating:****Director:****Commissioner:****Meeting Date: 10/9/2018**

Colleen Riley

Colleen Riley

Randy Watson

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**Item Title:**

Act on Evidence-Based Best Practices for At-risk Services

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the identified evidence-based practices for at-risk programs and instruction of students receiving at-risk program services as presented at the September State Board of Education meeting.

**Explanation of Situation Requiring Action:**

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



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 h.

**Staff Initiating:**

**Deputy Commissioner:**

**Commissioner:**

**Meeting Date: 10/9/2018**

Dale Dennis

Dale Dennis

Randy Watson

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### **Item Title:**

Act on request from USD 389, Eureka, Greenwood County, to hold a bond election

### **Recommended Motion:**

It is moved that the Kansas State Board of Education issue an Order authorizing USD 389, Eureka, Greenwood 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 389, Eureka, Greenwood 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 389 plans to use the bond proceeds to construct, furnish and equip improvements and renovations to the district's facilities, including but not limited to an addition for gymnasium, administration areas, offices, activity room, restrooms, related storage areas and locker rooms.

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

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

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

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

<b>Unified School District 389-Eureka</b>	<b>County: Greenwood</b>
---	--------------------------

1. Current equalized assessed tangible valuation *	<u>\$33,126,107</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$4,637,654</u>
4. State Aid Percentage	<u>24%</u>

\* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$2,135,000</u>	<u>6.5</u>
6. Amount of bond indebtedness requested	<u>\$7,500,000</u>	<u>22.6</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$9,635,000</u>	<u>29.1</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$4,637,654</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$4,997,346</u>	<u>15.1</u>

<b>Forms Requested</b>	
(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	

August 30, 2018  
Date

August 30, 2018  
Date

Craig Neuenswander  
Director, School Finance

Dale M. Dennis  
Deputy Commissioner

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 i.

**Staff Initiating:**

Dale Dennis

**Deputy Commissioner:**

Dale Dennis

**Commissioner:**

Randy Watson

**Meeting Date: 10/9/2018**

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### **Item Title:**

Act on request from USD 389, Eureka, Greenwood 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 389, Eureka, Greenwood County, to receive capital improvement (bond and interest) state aid as authorized by law.

### **Explanation of Situation Requiring Action:**

Under KSA 75-72-5461 et seq., as amended by 2018 Substitute for Senate Bill 423, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 389, Eureka, Greenwood 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 389 plans to use the bond proceeds to construct, furnish and equip improvements and renovations to the district's facilities, including but not limited to an addition for gymnasium, administration areas, offices, activity room, restrooms, related storage areas and locker rooms.

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

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

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

## Summary of Appeal to State Board of Education for State Aid

<b>Unified School District 389-Eureka</b>	<b>County: Greenwood</b>
---	--------------------------

1. Current equalized assessed tangible valuation *	\$33,126,107
2. Percentage of bond debt limit	14.00%
3. Amount of bond debt limit	\$4,637,654
4. State Aid Percentage	24%

\* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	\$2,135,000	6.5
6. Amount of bond indebtedness requested	\$7,500,000	22.6
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$9,635,000	29.1
8. Estimated amount of bond indebtedness authorized without approval	\$4,637,654	14.0
9. Amount of bond indebtedness above bond debt limit requested	\$4,997,346	15.1

<b>Forms Requested</b>	
(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	( ) Map of the school district showing present facilities
( ) 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	

August 30, 2018  
Date

August 30, 2018  
Date

Craig Neuenswander  
Director, School Finance

Dale M. Dennis  
Deputy Commissioner





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:

- a. Committee Reports
- b. Board Attorney's Report
- c. Requests for Future Agenda Items

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





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District 3

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District 4

Sally Cauble  
District 5

Deena Horst  
District 6

Kenneth Willard  
District 7

Kathy Busch  
District 8

Jim Porter  
District 9

Jim McNiece  
District 10

**To:** Board Members  
**From:** Peggy Hill  
**Subject:** Board Member Travel

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

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

Pay Period Begins	Pay Period Ends	Deadline to Report	Pay Date
9/23/2018	10/06/2018	10/04/2018	10/19/2018
10/07/2018	10/20/2018	10/18/2018	11/02/2018
10/21/2018	11/03/2018	11/01/2018	11/16/2018