

TUESDAY, OCTOBER 18, 2016
MEETING AGENDA

Landon State Office Bld.
900 SW Jackson St.
Board Room, Ste 102
Topeka, KS 66612

AI—Action Item

DI—Discussion Item

RI—Receive Item, for possible action
at a future date

IO—Information Only

10:00 a.m.

1. Call to Order
2. Roll Call
3. Mission Statement, Moment of Silence and Pledge of Allegiance

(AI) 4. Approval of Agenda

(AI) 5. Approval of September Minutes

page 7

10:05 a.m.

(IO) 6. Commissioner's Report

page 23

10:30 a.m.

(IO) 7. Citizens' Open Forum

page 25

11:00 a.m.

(RI) 8. Receive Coalition of Innovative School Districts biannual report

page 27

11:30 a.m.

Break

11:35 a.m.

(RI) 9. Receive the following Higher Education Licensure Program Standards:
Biology 6-12, Earth and Space Science 6-12, Science 5-8

page 35

Noon

Lunch

1:30 p.m.

(RI) 10. Receive information on E-rate/EducationSuperHighway

page 97

2:00 p.m.

(IO) 11. Report from Kansas Education Systems Accreditation Advisory Council on
Outside Validation Team recommendations

page 103

2:30 p.m.

(IO) 12. Recognition of National PTA School of Excellence Recipients from Kansas

page 105

2:50 p.m.

Break

3:05 p.m.

(IO) 13. Update on Kansas Educational Leadership Institute statewide programs

page 107

3:30 p.m.

(IO) 14. Update on Senate Bill 155 and industry recognized certification

page 109

4:00 p.m. (AI) 15. Act on 2017 State Board meeting dates page 111

4:30 p.m. (IO) 16. Chairman’s Report page 117

4:40 p.m. 17. Consent Agenda
Routine Items
(RI) a. Receive monthly personnel report page 119
(AI) b. Act on appointments to unclassified special project positions page 121
(AI) c. Act on recommendations for licensure waivers page 123
(AI) d. Act on program recommendations from the Evaluation Review Committee page 131
(AI) e. Act on contract to implement a new system for managing data requirements of the Migrant Education Program page 147

4:50 p.m. RECESS

WEDNESDAY, OCTOBER 19, 2016
MEETING AGENDA

Landon State Office Bld.
900 SW Jackson St.
Board Room, Ste 102
Topeka, KS 66612

AI—Action Item
DI—Discussion Item

RI—Receive Item, for possible action
at a future date
IO—Information Only

9:00 a.m.

1. Call to Order
2. Roll Call
- (AI) 3. Approval of Agenda

9:05 a.m.

- (IO) 4. Information on Anti-Bullying Awareness Month and Social/Emotional vision outcome **page 151**

9:30 a.m.

- (IO) 5. Review requirements of Senate Bill 367 **page 153**

9:50 a.m.

- (IO) 6. Board Reports & Requests for Future Agenda Items **page 195**

10:15 a.m.

- (AI) 7. Act on Board Member Travel **page 197**

10:25 a.m.

ADJOURN

Next Meeting: Wednesday, Nov. 9 and Thursday, Nov. 10, 2016 in Topeka



KANSAS STATE BOARD OF EDUCATION

VISION

Kansas leads the world in the success of each student.

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.

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

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



KANSAS STATE BOARD OF EDUCATION

Meeting Minutes September 20, 2016

CALL TO ORDER

Chairman Jim McNiece called the monthly meeting of the State Board of Education to order at 10 a.m. Tuesday, Sept. 20, 2016, in the Board Room at the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. He welcomed those in attendance, including pre-service teachers and faculty from the University of Saint Mary in Leavenworth.

9/20/2016
A.M. Session
(00:00:05)

ROLL CALL

All members were present:

| | |
|-----------------------|---------------|
| John Bacon | Jim McNiece |
| Kathy Busch | Jim Porter |
| Carolyn Wims-Campbell | Steve Roberts |
| Sally Cauble | Janet Waugh |
| Deena Horst | Ken Willard |

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

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

APPROVAL OF AMENDED AGENDA

Chairman McNiece announced that a second optional pre-meeting activity would be available on Wednesday and should be noted as an agenda addition. It is for a luncheon discussion organized by the Kansas Association of School Boards and scheduled for 11:30 a.m. in the Board Room of the Landon Building. There is no separate agenda and no action will be taken. Mrs. Horst moved to approve the agenda as amended. Mrs. Busch seconded. Motion carried 9-1 with Mr. Roberts in opposition.

MOTION
(00:03:01)

APPROVAL OF THE AUGUST MEETING MINUTES

Ms. Wims-Campbell moved to approve the minutes of the Aug. 4 Special Board of Education meeting to act on district applications for extraordinary need state aid. Mr. Willard seconded. Motion carried 10-0. Mr. Willard moved to approve the minutes of the regular Aug. 8-9 Board meeting. Mr. Porter seconded. Motion carried 10-0.

MOTIONS
(00:03:52)
(00:04:25)

COMMISSIONER'S REPORT

Dr. Randy Watson's monthly report focused on agency activities and events, and the latest research data from Georgetown University concerning the job market. More specifically, Dr. Watson:

- informed Board members about the KSDE Annual Conference Oct. 24-26 in Wichita, and encouraged them to invite business leaders to participate in a scheduled roundtable about building partnerships for student internships and job shadowing;
- acknowledged the Kansas Teacher of the Year regional finalists and described the nomination/selection process;
- announced members of the newly formed Teacher Vacancy and Supply Committee, a permanent committee that will make recommendations to the Professional Standards Board and the State Board of Education;
- gave an overview of data released from Georgetown University about changes in workforce composition since the recession and the need for workers with postsecondary credentials;
- shared an inspirational message from a teacher about the *Kansans CAN* vision.

(00:04:52)

CITIZENS' OPEN FORUM

(00:25:45) Chairman McNiece declared the Citizens' Forum open at 10:26 a.m. Speakers and their topics were: Shelly Swartz, Kansas Association for Health, Physical Education, Recreation and Dance — benefits of physical activity as an academic intervention; Terry Collins, Kansas Association of Special Education Administrators — appreciation to the State Board and KSDE for their work with legislative issues and to provide training. Chairman McNiece declared the Citizens' Forum closed at 10:37 a.m.

ANNUAL CAREER AND TECHNICAL EDUCATION PROGRAM REVIEW

(00:37:09) Jay Scott, KSDE Assistant Director for Career and Technical Education, described the essential components of quality career education. He explained how the CTE programs are structured to focus on career success and to better meet the outcomes of the *Kansans CAN* vision. Recent changes include the addition of a career field for public services and newly revised clusters. Lynette Yevak, chair of the Kansas Advisory Committee for CTE, described the work of this committee. In addition, several of the Education Program Consultants talked about adjustments to CTE pathways. Board members suggested pathways in military service and the aviation industry. Mr. Scott also reported on the progress of implementing Individual Plans of Study in school districts and the future of career advising training. Board members asked for clarification on structure of student internships and work-based learning.

BREAK

The Board took a break until 11:45 a.m.

ACTION ON HISTORY/GOVERNMENT/SOCIAL STUDIES ASSESSMENT PERFORMANCE LEVELS AND CUT SCORES

(01:39:31) Beth Fultz, Assistant Director of Career Standards and Assessment Services, reviewed the process for determining assessment cut scores. In August, the Board received cut score recommendations that would be applied to the 2016 spring state assessment in History, Government, Social Studies. She provided a summary comparison of preliminary impact data calculated two ways: (1) student performance level percentages as presented last month, which were weighted differently for each part of the test and grade level, and (2) student performance level percentages calculated on Board member suggestions made during the August Board meeting. The revised chart equalized weighting of the assessment parts across all three grades tested. Mrs. Cauble moved to accept the committee's recommendation and approve performance levels and cut scores to be applied to the Kansas College and Career Ready Assessments in History, Government, Social Studies as originally presented. Ms. Wims-Campbell seconded. Motion carried 9-1 with Mr. Roberts in opposition.

MOTION

(01:49:19)

ACTION TO SUBMIT AMENDED EMERGENCY SAFETY INTERVENTION REGULATIONS TO DEPARTMENT OF ADMINISTRATION & OFFICE OF THE ATTORNEY GENERAL FOR REVIEW

(01:51:32) Statutory changes regarding the use of seclusion and restraint in schools necessitate changes to the Kansas State Board of Education's ESI regulations. Laura Jurgensen of the KSDE Early Childhood, Special Education and Title Services team reviewed amendments to the regulations. K.A.R. 91-42-2 includes language voted on by the State Board at its May 2016 meeting further clarifying that physical escort and time-out are not emergency safety interventions. Mr. Porter moved to approve the submission of amendments to the emergency safety intervention regulations, K.A.R. 91-42-1, 91-42-2, 91-42-4 and 91-42-7, to the Department of Administration and Office of the Attorney General for review. Mrs. Horst seconded. Motion carried 10-0. After those two offices complete their reviews, the State Board will set a public hearing date for comments on the proposed regulations.

MOTION

(01:52:27)

LUNCH

Chairman McNiece recessed the meeting for lunch until 1:30 p.m.

INFORMATION ON "AdvancED" ACCREDITATION PROTOCOL AND STANDARDS

P.M. SESSION
(01:54:15) AdvancED, formerly North Central Association, is a non-profit organization that conducts on-site external reviews of PreK-12 schools and school systems. Heather Kinsey, Vice President of Business

Development and Project Management for AdvancED, described the work and direction of the organization. She emphasized that the focus is on a school systems' continuous improvement, not just preparation for an accreditation review. Ms. Kinsey also commented on the process as it aligns to the Kansas Education Systems Accreditation model. It is the State Board of Education's responsibility to accredit schools. There were questions about duplication of efforts, other school improvement models and flexibility options for districts.

RECEIVE CURRICULAR STANDARDS FOR LIBRARY/INFORMATION AND TECHNOLOGY

State Board members were provided a draft of revised Kansas curricular standards for Library/Information and Technology. The recommended changes are part of the cyclical review process for content standards that occurs approximately every seven years. Education Program Consultant Jeanette Nobo and Review Committee Chair Mirah Dow were present to explain the changes and answer questions. These standards are designed to provide a framework for school librarians and other co-teaching partners to design, implement and evaluate inquiry-based instruction. The focus is on what Kansas students should learn about information and technology use.

(02:45:10)

INFORMATION ON SCHOOL BUS RIDER TRACKING SYSTEM DEVELOPED BY USD 415

Dr. Penny Hargrove, Superintendent of Hiawatha USD 415, described the tracking system this district developed for monitoring student bus riders at any point in time. The system was created following a school bus rollover accident in the district in November 2015. District administrators worked with USD 415 Information Technology Specialist Tim Larkin to design a personalized program to identify which students are on a bus at any given time and to determine bus location in real time, which is particularly beneficial in rural, remote areas. The system is used for regular bus routes, athletic routes, field trips and sporting events. Dr. Hargrove and Mr. Larkin demonstrated the system which uses a computer tablet and WiFi connection. Other features include GPS coordinates, emergency contact information and electronic rosters updated daily by school secretaries. USD 415 has received multiple inquires about the tracking system.

(02:57:56)

Board members took a break from 3:10 to 3:20 p.m.

BREAK

UPDATE ON TRANSITION TO COLLEGE ALGEBRA PILOT PROGRAM

Thirty-nine high schools and 19 postsecondary institutions are currently participating in the Transition to College Algebra Pilot Program. The goal of the pilot initiative is to provide high school seniors one more opportunity to gain the math knowledge necessary to enter credit-bearing math classes at post-secondary institutions across the state. Education Program Consultant Melissa Fast described how the program works using a blended curriculum. She also discussed some of the resources available for districts to help address gaps in student knowledge. Board members requested a report next summer following completion of the pilot year to hear from both educators and students.

(03:34:06)

UPDATE ON KANSANS CAN COMMUNICATION TOOLS

Denise Kahler, Director of Communication at KSDE, provided Board members a packet of materials to help inform others across the state about the *Kansans CAN* vision and outcomes. The communications toolkit included both printed handouts and links to electronic resources. She noted that the focus is now on reaching teachers, parents, business/industry and newly elected officials with the vision message. Ms. Kahler and Communications Specialist Ann Bush reviewed marketing basics that can be emphasized as year two of the vision work begins. In addition, Board members were encouraged to consider business executives to invite to the KSDE Annual Conference in Wichita Oct. 24-26. There will be time reserved to discuss increasing job shadowing and internship opportunities for Kansas students.

(04:00:15)

MOTION
(04:23:15)

CONSENT AGENDA

Mrs. Cauble moved to approve the Consent Agenda as presented. Mrs. Waugh seconded. Motion carried 9-0-1 with Mr. Roberts abstaining. In the Consent Agenda, the Board:

- received the monthly Personnel Report for August.
- confirmed the unclassified special projects personnel appointments of the following persons on the Teacher Licensure and Accreditation team: Branden Johnson as Education Program Consultant effective Aug. 8, 2016 at an annual salary of \$56,118.40; Christa Chesmore as Administrative Specialist effective Aug. 15, 2016 at an annual salary of \$29,744; Krista Catron as Program Consultant effective Aug. 15, 2016 at an annual salary of \$43,680; and Jamie Crispin as Public Service Executive effective Aug. 16, 2016 at an annual salary of \$53,414.40; and the appointment of Laurel Murdie as Director on the Fiscal Auditing team effective Aug. 29, 2016 at an annual salary of \$91,125.
- accepted recommendations of the Licensure Review Committee as follows: *Approved Cases* — 3088 Savannah Johnson (PreK-12 high incidence special education), 3089 Douglas Mowder, 3091 Amanda Painter Ingham, 3092 Ashley Mowder, 3094 Lornette Dallas, 3097 Crystal White, 3101 Carissa McKuin, 3103 Benilda Coyle, 3104 Silva Taylor, 3106 Eric Allenbach. *Denied Cases* — 3093 Robin Campbell, 3098 Liana Spikes.
- accepted the following recommendations for licensure waivers valid for one school year: *Art* -- Michelle McCarty, USD 307. *Early Childhood Special Education* -- Kelly Evans, USD 457; Martha Becker, D0636. *Early Childhood/Preschool* -- Kayla Drake, USD 457. *Functional Special Education* -- Michelle Selbe, USD 203; Lillian Michaels, Cassandra Peterson, USD 229. *High Incidence Special Education* -- Cathleen Gibson, D0636; Christi Shetlar, X0758; Benjamin Morrow, Z0032. *Library Media Specialist* -- Kristen Martin, USD 402. *Low Incidence Special Education* -- Jessica Stahl, D0619. *School Counselor* -- Traci Ybarra, USD 353.
- approved granting a Visiting Scholar license to Andi Christenson and USD 452 Stanton County Schools for junior high science instruction. The license is valid for the 2016-17 school year.
- approved the Education Flexibility Partnership (Ed-Flex) waiver request for USD 497 Lawrence.
- issued a calendar year 2016 license for a commercial driver training school to Legacy Driving School of Andover LLC, Andover.
- approved Kansas in-service education plan for USD 361 Anthony-Harper.
- authorized the following school districts to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation: USD 310 Fairfield, USD 320 Wamego, USD 500 Kansas City Kansas.
- authorized USD 320 Wamego and USD 500 Kansas City Kansas to receive capital improvement (bond and interest) state aid as authorized by law.

authorized the Commissioner of Education to negotiate and

- enter into a contract with the Kansas Association of Independent and Religious Schools for the reimbursement of funds for professional development of non-public school teachers and leaders, in an amount not to exceed \$26,000;
- enter into a contract with a vendor to be selected through a competitive bid process to implement a statewide system of tiered social/emotional supports framework of College and Career Competencies for the period October 2016 through June 2017 in an amount not to exceed \$100,000;
- authorize the Superintendent of the Kansas State Schools for the Deaf and the Blind to renew a contract with Accessible Arts, Inc., for arts-related services for students attending KSSB in

exchange for KSSB facility use and statewide outreach services in the arts for Kansas individuals with disabilities in a contract amount not to exceed \$134,000;

- authorize the Superintendent of the Kansas State Schools for the Deaf and the Blind to renew a contract with Baer Wilson and Company, LLC, to provide counseling/evaluation services for students who attend KSSB in a contract amount not to exceed \$50,000;
- authorize the Superintendent of the Kansas State Schools for the Deaf and the Blind to renew a contract with Providence Medical Center to provide occupational therapy and physical therapy services for students attending KSSB in a contract amount not to exceed \$50,000;
- authorize the Superintendent of the Kansas State Schools for the Deaf and the Blind to enter into a contract with Dr. Linda Lawrence for low vision services and teaching training clinics in an amount not to exceed \$18,500.

Chairman McNiece recessed the meeting at 4:16 p.m. He reminded members of two optional activities available prior to resuming the afternoon Board meeting at 1 p.m. Wednesday — oral arguments on the *Gannon* school finance case at the Kansas Supreme Court and a luncheon presentation with staff of the Kansas Associations of School Boards.

RECESS

Jim McNiece, Chairman

Peggy Hill, Secretary

KANSAS STATE BOARD OF EDUCATION

Meeting Minutes September 21, 2016

PRE-MEETING ACTIVITIES

State Board of Education members could attend two optional pre-meeting activities on Sept. 21. The first was the Kansas Supreme Court's hearing of oral arguments in the *Gannon* school finance lawsuit. The second was a luncheon presentation by Mark Tallman, Kansas Association of School Boards, to discuss the association's report card on education in Kansas.

CALL TO ORDER

Chairman Jim McNiece called the Wednesday, Sept. 21, 2016 meeting of the State Board of Education to order at 1 p.m. in the Board Room at the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

9/21/2016
P.M. Session
(00:00:09)

ROLL CALL

All members were present:

| | |
|-----------------------|---------------|
| John Bacon | Jim McNiece |
| Kathy Busch | Jim Porter |
| Carolyn Wims-Campbell | Steve Roberts |
| Sally Cauble | Janet Waugh |
| Deena Horst | Ken Willard |

APPROVAL OF AGENDA

Mrs. Busch moved to approve the Wednesday agenda. Mrs. Waugh seconded. Motion carried 9-0, with Mr. Willard absent for the vote.

MOTION
(00:00:35)

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

Linda Sieck, chair of the Professional Practices Commission, summarized case 15-PPC-52. Mrs. Busch moved to adopt the findings of the PPC and its recommendation that Gage McGarry's voluntary surrender of his teaching license not be accepted and that his license and all associated endorsements be revoked. Mrs. Horst seconded. Motion carried 10-0.

MOTION
(00:03:22)

Mrs. Sieck then outlined the circumstances in four individual cases and the PPC's recommendations to grant approval in each instance. Mrs. Cauble moved to adopt the findings of fact and recommendations of the PPC on cases 16-PPC-12 Ryan Nuessen, 16-PPC-18 Jon Sweeney, 16-PPC-19 Caitlyn Ulbrich and 16-PPC-17 Benjamin Hendricks. Mrs. Waugh seconded. Motion carried 10-0.

MOTION
(00:11:25)

DISCUSSION ON 2017 BOARD MEETING DATES

Board members were presented a draft calendar of meeting dates for 2017, which follows the traditional format of two-day meetings conducted the second Tuesday and Wednesday of each month. Chairman McNiece opened the discussion by reminding members that five months in 2016 followed a different pattern and that meeting predictability had been lost. Discussion centered on adjusting meeting dates in April, September and October so all Board members could attend. Three variations of a 2017 schedule are to be provided next month for consideration: 1) the current Tuesday/Wednesday format, 2) moving to the third week for April, September and October and 3) moving all meetings to the third week of the month.

(00:12:10)

**ATTORNEY'S
REPORT**
(00:30:29)

BOARD ATTORNEY REPORT

Board Attorney Mark Ferguson summarized the oral arguments presented earlier in the day to the Kansas Supreme Court in the *Gannon* school finance lawsuit. He also shared some general observations and clarified legal language. Mr. Ferguson mentioned that oral arguments were heard earlier in September in a separate court challenge concerning teacher due process and teacher tenure. His report concluded with information about meetings for state education attorneys that take place at the same time as the NASBE Annual Conference.

**COMMITTEE
REPORTS**

BOARD REPORTS & FUTURE AGENDA ITEMS

Legislative — Mrs. Horst reported on the Governor's press conference to ask for public suggestions for changing school finance law. Mr. Willard stated he was anxious to work with the Governor on the issue.

Communication — Mrs. Cauble expressed appreciation for the marketing plan and materials Denise and Ann provided.

Senate Bill 367 and Juvenile Justice — Mrs. Waugh attended a meeting to discuss rules and regulations related to training required by Senate Bill 367. The hearing on these rules and regulations will be Nov. 17 in the Attorney General's office. The bill impacts schools as well as the juvenile justice system.

Mr. Roberts left the meeting at 2:25 p.m.

Confidence in Public Education's Challenge Awards — Mrs. Waugh is a member of the Confidence in Public Education Task Force. The group would like Board members to again make the presentations for Challenge Awards to recipients in their State Board districts. Members agreed to participate in the distribution of the awards.

BREAK

The Board took a break until 2:40 p.m.

Student Voice — Mrs. Busch reported on the collection of student input as part of the Board's efforts to engage student voice. She summarized student answers to seven questions presented at a student council leadership workshop in July. The next project is to provide similar questions to the Kansas State High School Activities Association advisory team on Oct. 5.

Coalition of Innovative School Districts — Mrs. Horst commented on the Coalition's Sept. 15 meeting, crediting the leadership role taken by Chair Bill Mullins to restructure the meetings. Mr. McNiece commented about the work of the Coalition subcommittees. Dates of the upcoming Coalition meetings will be given to Board members.

**INDIVIDUAL
MEMBER
REPORTS**
(01:54:48)

Individual Board member reports: Mrs. Busch participated in Kansas State High School Activities Association meetings for both the Executive Board and the Board of Directors. She mentioned upcoming regional meetings and ongoing discussions about evaluating district classifications. Mr. Willard attended two Kansas Teacher of the Year (KTOY) regional banquets. Mr. Bacon inquired about instructions schools receive to comply with statutes about flag etiquette and reciting the Pledge of Allegiance. Mrs. Cauble attended a Lions Club meeting in Dodge City, the Kansas CAN Symposium in Manhattan hosted by the service center association, a panel discussion at Smoky Hill Service Center, and will be on the panel at KU's Economic Policy Conference in October. Ms. Wims-Campbell attended KASB workshops on the topics of youth suicide prevention and transgender students, was at a school foundation meeting in Lawrence, and co-presented with Mrs. Waugh to

pre-service teachers at Washburn University. Mrs. Waugh reported on additional break-out sessions at the Kansans CAN Symposium. Mr. Porter participated in the Professional Standards Board meeting on Sept. 19 at which time the group began to look at areas identified by the Blue Ribbon Task Force on Teacher Vacancy and Supply. He also attended a kindergarten readiness pilot training. Mrs. Horst attended KTOY regional banquets, the panel discussion at Smoky Hill Service Center and the Kansans CAN Symposium.

In his Chairman's Report, Mr. McNiece commented on the KTOY regional banquets and the professionalism of the program, distributed literature from a recent visit to the Lowell Milken Center for Unsung Heroes in Fort Scott, and referenced the list of upcoming events in Board members' folders. The annual evaluation forms for Commissioner, Board Attorney and Board Secretary were distributed and are to be returned to Chairman McNiece by the next meeting.

There were several announcements regarding the National Association of State Boards of Education (NASBE). These included the annual conference in Kansas City Oct. 19-22 and a reminder to complete the NASBE survey. Board members had been asked to read proposed revisions to the NASBE bylaws. Mrs. Cauble made a motion in support of the proposed revisions. Mr. Willard seconded. Motion carried 9-0 with Mr. Roberts absent.

Dr. Watson then talked about the KSDE Annual Conference, which is Oct. 24-26 in Wichita. Mrs. Cauble asked about an invitation or letter to share with businesses.

Future Agenda Requests: Presentation of Individual Plan of Study implementation survey results following the collection period; a report from participants upon completion of the Transition to College Algebra pilot; Mrs. Waugh requested a report on Senate Bill 367 and partial restructuring of the juvenile justice system; Mr. Porter requested a presentation on coordination, or lack of, among Kansas PAT, Head Start and school districts to help students be prepared for kindergarten; Mr. Porter also asked for more information about the benefits of using physical activity as an academic intervention and the connection to brain development; Mr. McNiece requested that the Board recognize Security Benefit as a key sponsor for the Kansas Teacher of the Year program.

BOARD MEMBER TRAVEL

Additions to the travel requests were: Mrs. Busch Oct. 5 meeting with KSHSAA student advisory team, Oct. 6 KASB Summit in Hutchinson, Oct. 24 KSHSAA regional meeting; Ms. Wims Campbell Oct. 5 meeting with KSHSAA student advisory team; Mrs. Horst Sept. 23 Kansas Foundation for Excellence in Education meeting; Sept. 26 visit to Riley County schools, Sept. 27 visit to Abilene schools, Sept. 29 KASB Summit at Salina and visit to Southeast of Saline schools; Mr. Porter school visits in District 9 with Dr. Watson; Mrs. Waugh Oct. 14 KACEE meeting, and Mr. Willard school visits in District 7 with Dr. Watson. Attendance at the KSDE Annual Conference was also requested by Mrs. Busch, Ms. Wims-Campbell, Mrs. Cauble, Mrs. Horst, Mr. McNiece, Mr. Porter, Mrs. Waugh and Mr. Willard. Mrs. Horst moved to approve the travel list and additions. Mr. Willard seconded. Motion carried 9-0.

ADJOURNMENT

Chairman McNiece adjourned the meeting at 4:12 p.m. The next meeting will be Oct. 18 and 19 in Topeka.

**CHAIRMAN'S
REPORT**

MOTION
(02:43:00)

MOTION
(02:59:52)

KANSAS STATE BOARD OF EDUCATION

Meeting Minutes August 9, 2016

CALL TO ORDER

Chairman Jim McNiece called the monthly meeting of the State Board of Education to order at 10 a.m. Tuesday, Aug. 9, 2016, in the Board Room at the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. Mr. McNiece directed encouraging remarks to all students and school personnel as they begin a new school year.

8/9/2016
A.M. Session
(00:00:08)

ROLL CALL

Board members present were:

| | |
|-----------------------|-------------|
| Kathy Busch | Jim McNiece |
| Carolyn Wims-Campbell | Jim Porter |
| Sally Cauble | Janet Waugh |
| Deena Horst | Ken Willard |

Steve Roberts participated in the meeting by phone. John Bacon was absent.

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

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

APPROVAL OF AMENDED AGENDA

Chairman McNiece announced the need to alter Agenda Item 13 "Act on recommendations of the Professional Practices Commission." Board Attorney Mark Ferguson explained that counsel for the licensee in the PPC case of Gage McGarry provided a written request to present an oral argument. Mr. Ferguson recommended the Board consider the request for oral argument in August and act on the merits of the case in September. Mrs. Busch moved to amend the agenda to consider the request and defer action on the recommendations of the PPC. Mr. Willard seconded. Motion carried 9-0. Mrs. Horst moved to approve the agenda as amended. Ms. Wims-Campbell seconded. Motion carried 9-0.

MOTION
(00:07:18)

APPROVAL OF THE JULY MEETING MINUTES

Mrs. Horst moved to approve the minutes of the July Board meeting. Mr. Porter seconded. Motion carried 9-0.

MOTION
(00:09:29)

COMMISSIONER'S REPORT

Commissioner Randy Watson restated the five parts of the Board's definition of a successful Kansas high school graduate: academic preparation, cognitive preparation, technical skills, employability skills and civic engagement. During visits to schools, he reminds educators about the need for balance among these areas which are all linked to the five vision outcomes. Dr. Watson spoke about the aspirational goal of 100 percent high school graduation and the need to look at graduation rates in combination with postsecondary completion. He illustrated statistically the drop in completers as a class of students progresses through high school and on to college. Finally, he discussed the changes in school leadership reflected in the number of superintendents and principals in new positions.

(00:10:41)

CITIZENS' OPEN FORUM

Chairman McNiece declared the Citizens' Forum open at 10:33 a.m. There was one speaker: John Richard Schrock, Emporia — discussing Kansas Association of Biology Teachers Fall Conference and opposition to comprehensive science license. Written public comment was supplied by the Kansas

(00:31:54)

Association for the Education of Young Children. The forum was closed at 10:38 a.m.

REPORT FROM EDUCATION FELLOWS ON SUMMER TRAININGS TO SCHOOL DISTRICTS
(00:37:55) The Education Fellows program was created in spring 2016 as one way to use distinguished Kansas educators to help their peers better understand the outcomes associated with the *Kansans CAN* vision for leading the world in the success of each student. Members of the three Education Fellows teams spoke at the meeting about their summer work with school administrators and teachers across the state. They used six-word expressions to describe their experiences. These ranged from purposeful networking among districts to helping set stretch goals. School districts were able to select from available workshop dates and receive the training at no charge. Board members commented on the on-going need for the *Kansans CAN* vision to reach teachers.

BREAK Board members took a 10-minute break at 11:20 a.m.

ACT ON INNOVATIVE DISTRICT APPLICATION FROM USD 484 FREDONIA
MOTION (01:21:50) Mrs. Horst moved to approve the application of USD 484 Fredonia and grant authority for the district to operate as an Innovative District working within the Bylaws of the Coalition of Innovative School Districts' Board. Ms. Wims-Campbell seconded. Motion carried 8-1 with Mrs. Cauble in opposition. Discussion centered on identifying legitimate barriers and reducing roadblocks for the benefit of all districts.

RECEIVE AMENDMENTS TO EMERGENCY SAFETY INTERVENTION REGULATIONS TO COMPLY WITH NEW LAW
(01:29:27) Laura Jurgensen of KSDE's Early Childhood, Special Education and Title Services team reviewed amendments to the emergency safety intervention statutes, which went into effect July 1, 2016. These statutory changes regarding the use of seclusion and restraint in schools necessitate changes to the Kansas State Board of Education's ESI regulations K.A.R. 91-42-1 to -7. Mrs. Jurgensen outlined the changes plus an item of clarifying language in 91-42-3(h) related to use of physical escort and time out. Board members will act on the next steps in the regulations adoption process next month.

LUNCH Chairman McNiece recessed for lunch at 11:50 a.m. The afternoon session resumed at 1:30 p.m.

ACT ON RECOMMENDATIONS OF THE BLUE RIBBON TASK FORCE ON TEACHER VACANCIES AND SUPPLY
P.M. SESSION (00:00:57) Dr. Ken Weaver, co-chair of the Blue Ribbon Task Force, stated that the Task Force's "final report" was the beginning of opportunities to analyze data and efforts in order to provide a solid supply of teachers in Kansas. He reiterated the importance of recruitment and retention, particularly in the cluster areas where vacancies exist. Board members agreed that more time is needed to study the issues uncovered in the report. Teacher Licensure and Accreditation Director Scott Myers and Assistant Director Susan Helbert noted there were 61 recommendations included in the Task Force's report submitted to the State Board last month. The recommendations were for immediate, intermediate and long-term tasks to address teacher vacancies and supply.

Dr. Myers and Mrs. Helbert provided a handout addressing each of the recommendations, KSDE's response, considerations and estimated timeline for implementation. This included both direct action and ancillary involvement. Multiple groups were identified as having a partnership role in the work. Suggestions for next steps were presented. The Professional Standards Board met on Aug. 4 to discuss its supportive role and the possibility of establishing a standing subcommittee.

MOTION (00:52:58) Mrs. Cauble moved to accept the report of the Blue Ribbon Task Force on teacher vacancies and supply. Mrs. Horst seconded. Motion carried 9-0.

Board members discussed the nationwide concerns of teacher shortages, the importance of retaining high quality teachers, the benefits of mentor programs for beginning teachers, a broader focus on licensing options, and a desire to conduct a Board retreat for more in-depth conversations.

Mr. Willard moved to create the Teacher Vacancy and Supply Committee, a standing subcommittee of the Professional Standards Board. It was further moved to refer the Blue Ribbon Task Force Report to the Professional Standards Board for evaluation. Lastly, it was moved to direct the Professional Standards Board to study and present a range of options for addressing the specific licensing issues mentioned in the Blue Ribbon Task Force Report: Elementary restricted, Multi-year first license, Student teaching options and Comprehensive science. Mr. Porter seconded. Motion carried 9-0. Chairman McNiece assigned Kathy Busch to represent the State Board on the committee and asked for a report be given to the Board after each meeting.

MOTION
(01:13:10)

**MOTION
RESTATED**
(01:17:48)

Board members took a break from 2:50 to 3 p.m.

BREAK

UPDATE ON MATH AND ENGLISH LANGUAGE ARTS STANDARDS AND REVIEW OF ADOPTION PROCESS

Curricular standards are reviewed approximately every seven years. They are divided into the categories of assessed standards that students in the state are assessed on annually (i.e. English language arts) and model standards (i.e. health). KSDE Assistant Director Jeannette Nobo explained the adoption process and presented a timeline of curricular standards currently under review. She introduced new education program consultants Lizette Burks (science) and Sara Schafer (math). Melissa Fast and Suzy Myers, who oversee the review of math and English language arts standards respectively, described the work in progress and provided lists of committee workgroup members. They then answered questions, providing an assurance that the standards are specific to Kansas. The Board will receive preliminary drafts of math and ELA standards early in 2017 before regional meetings are conducted and final drafts are prepared.

(01:21:25)

ACTION ON REQUEST TO PRESENT ORAL ARGUMENT

Action on recommendations of the Professional Practices Commission was deferred during amendment of the Tuesday agenda. Board Attorney Mark Ferguson explained that counsel for licensee Gary McGarry, whose PPC case was to be acted upon this month, had made a written request to present oral argument. Mr. Ferguson noted oral argument is permissive, but not required by statute. Mrs. Busch moved to reject the request of counsel to permit oral argument to the Board in September, 2016. Mrs. Cauble seconded. Motion carried 8-0-1 with Mr. Roberts abstaining. The merits of the McGarry case and recommendations of the PPC will be acted upon in September.

MOTION
(02:23:05)

RECEIVE HISTORY/GOVERNMENT/SOCIAL STUDIES ASSESSMENT PERFORMANCE LEVELS AND CUT SCORES

Education Program Consultant Don Gifford explained the test design for the history/government/social studies state assessment. Mary Matthew, Director of the Kansas Assessment Program at CETE, was introduced to describe the method used in setting cut scores for the four performance or achievement levels. A panel of teachers from across the state met to go through the standard setting process and determine the percentage weight for each part of the test. The history/government/social studies assessment is given to students in 6th, 8th and 11th grades. Preliminary impact data was provided for each testing grade level. Board members questioned the 50 percent weighting given to the on demand writing response. A vote on the HGSS performance levels and cut scores is expected in September.

(02:25:30)

Mrs. Busch briefly left the meeting and was absent for the vote on the next three agenda items.

MOTION
(02:53:38)

ACTION ON NASBE MEMBERSHIP DUES FOR 2017

Mr. Willard moved to approve payment of dues for calendar year 2017 for membership in the National Association of State Boards of Education (NASBE) and the National Council of State Education Attorneys at a cost of \$24,985. Mrs. Horst seconded. Motion carried 8-0. NASBE is the only national membership organization whose members are solely from the state boards of education.

MOTIONS
(02:55:45)
(02:57:16)

ACTION ON APPOINTMENT OF DELEGATE TO NASBE ANNUAL CONFERENCE

The annual conference of the National Association of State Boards of Education will be Oct. 19-22, 2016 in Kansas City, Missouri. Kansas is a member of NASBE and therefore may have a representative at the delegate assembly to vote on NASBE policy and bylaw changes as well as officer positions. Mrs. Cauble moved to appoint Carolyn Wims-Campbell as Kansas' voting delegate at the conference. Mr. Porter seconded. Motion carried 8-0. Mrs. Cauble moved to appoint Deena Horst as the delegate alternate. Mr. Willard seconded. Motion carried 8-0.

MOTION
(02:58:03)

CONSENT AGENDA

Mrs. Horst moved to approve the Consent Agenda as presented. Mr. Porter seconded. Motion carried 8-0. In the Consent Agenda, the Board:

- received the monthly Personnel Report for July.
- received 4th quarter reports (FY 2016) from the Kansas State School for the Blind and Kansas State School for the Deaf.
- approved the Regional Multi-Hazard Mitigation Plan set forth in the Resolution submitted by the Kansas State School for the Blind and Kansas State School for the Deaf.
- approved granting Visiting Scholar licenses to Ann Rabe and USD 229 Blue Valley for Latin instruction; Anthony Brucato and Kansas Schools for the Deaf and Blind for counseling services; and Khalil Mekkaoui and Southeast Kansas Education Service Center (renewal) for Arabic language instruction. These licenses are valid for the 2016-17 school year.
- approved local in-service education plans for USD 271 Stockton and USD 350 St. John-Hudson.
- approved one-year Education Flexibility Partnership (Ed-Flex) waiver requests for USD 207 Fort Leavenworth and USD 475 Geary County Schools to allow them to exceed the 15 percent Title I carryover limitation of once every three years.
- authorized USD 284, Chase County schools, Chase County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.
- approved recommendation for funding the Migrant Family Literacy Grant request of USD 102 Cimarron in the amount of \$78,000.
- approved recommendations for funding the 2016-17 McKinney-Vento Children and Youth Homeless grants for the following districts in the amounts listed: USD 202 Turner \$10,000; USD 233 Olathe \$38,500; USD 259 Wichita \$142,000; USD 261 Haysville \$24,000; USD 383 Manhattan-Ogden \$25,500; USD 457 Garden City \$22,000; USD 475 Geary County \$23,000; USD 500 Kansas City \$102,000; USD 501 Topeka \$45,753.

authorized the Commissioner of Education to negotiate and

- authorize contracts for out-of-state tuition for the 2016-17 school year for students attending Kansas State School for the Blind. KSSB will receive tuition payments from the following districts in Missouri: Hardin-Central — \$10,640 for one day student; Liberty — \$20,000 for one day student; and Lawson — \$40,000 for one day student;
- authorize contract for out-of-state tuition for the 2016-17 school year for students attending Kansas State School for the Deaf. KSSD will receive tuition payments from Center School District,

Kansas City, Missouri totalling \$36,960 for two students, plus additional services as listed on the IEPs at a cost of \$60 per hour.

Mrs. Busch returned to the meeting. Mr. Roberts disconnected from phone participation.

BOARD REPORTS AND REQUESTS FOR FUTURE AGENDA ITEMS

Communications — Mrs. Cauble announced a committee meeting Wednesday afternoon. She would like to discuss increasing awareness of the *Kansans CAN* vision to teachers.

Extraordinary Need State Aid — Mr. Porter reported on the prior week’s committee meeting to review district applications for extraordinary need state aid. He reflected on the quality of leadership represented with the applications and expressed concerns that no money would be available.

Board Attorney Mark Ferguson referenced his monthly summary and offered to answer questions. He reminded members of the recent dismissal of the *Petrella* lawsuit.

During individual Board member reports, Mrs. Horst reported on the Coalition of Innovative School Districts’ most recent meeting; Mr. Porter attended the Professional Standards Board meeting Aug. 4 to review the Blue Ribbon Task Force Report; Mrs. Waugh recognized the work of Denise Kahler and the KSDE communications team; Mrs. Busch attended the ESEA meeting during the Summer Leadership Conference and a meeting of the group Educators Rising.

In his Chairman’s Report, Mr. McNiece assigned Mrs. Waugh to serve on the Attorney General’s Juvenile Justice committee. He mentioned several NASBE activities including the New Member Institute held in July and the annual conference Oct. 19-22 in Kansas City. He called attention to information provided on several upcoming events.

The next State Board meeting is Sept. 20 and 21. Mrs. Horst moved to change the start time on the 21st to 1 p.m. with the optional morning activity of attending the oral arguments on the *Gannon* school finance case at the Kansas Supreme Court. Ms. Wims-Campbell seconded. Motion carried 8-0.

Requests for Future Agenda Items:

Mr. McNiece requested a Board retreat to further discuss teacher vacancy and supply as the committee work continues. Mrs. Busch requested that the group Educators Rising give a presentation.

BOARD MEMBER TRAVEL

Additions to the travel requests were: Kansas Teacher of the Year regional banquets in September— Mrs. Busch (Wichita), Mrs. Cauble and Mr. Willard (Salina and Wichita), Ms. Wims-Campbell (Topeka), Mr. Porter (Topeka, Wichita and Overland Park); NASBE Annual Conference Oct. 20-22 — Mrs. Busch, Mrs. Cauble, Mrs. Waugh, Mrs. Horst, Mr. Willard (20th only); Interstate Migrant Education Council meeting Oct. 3-5 — Mrs. Cauble; Kansas Alliance for Educational Advocacy Aug. 30 — Mr. McNiece; Juvenile Justice meeting Aug. 11 — Mrs. Waugh. Mr. Willard moved to approve the travel requests and additions. Mrs. Busch seconded. Motion carried 8-0.

ADJOURNMENT

Chairman McNiece adjourned the meeting at 5:14 p.m. The next regular State Board meeting will be Sept. 20 and 21 in Topeka. This will be the third week of the month.

COMMITTEE REPORTS
(02:58:49)

ATTORNEY’S REPORT

INDIVIDUAL MEMBER REPORTS

MOTION

MOTION
(03:10:17)

WORK SESSION ON KINDERGARTEN READINESS — WEDNESDAY, AUG. 10, 2016

The Kansas State Board of Education convened at 9 a.m. on Wednesday, Aug. 10, 2016 , at the offices of the Kansas State High School Activities Association, 601 SW Commerce Place, Topeka, Kansas. Board members in attendance were: Chairman McNiece, Vice Chair Wims-Campbell, Mrs. Busch, Mrs. Cauble, Mrs. Horst, Mr. Porter, Mr. Roberts, Mrs. Waugh and Mr. Willard. Member John Bacon was absent.

Presenters were Tammy Mitchell, KSDE Assistant Director Kindergarten Readiness and School Improvement, and Amy Blosser, Early Childhood Director for the Children’s Cabinet and Trust Fund. The vision outcome kindergarten readiness was the focus of the session to review the work accomplished to date and discuss the kindergarten screener pilot project. A kindergarten readiness workgroup exists representing multiple agencies involved with early childhood programs and services. Research was conducted on variations of a kindergarten screener tool. The recommendation was to use Ages and Stages Questionnaire. This would not be an assessment, but rather provide a snapshot of where children are upon entry to kindergarten in areas such as communication, problem solving, motor skills and social emotional areas of development. The questionnaire, which would be completed by parents, was previewed and discussed. Board members asked questions about the tracking of students attending preschools, ownership of data collected through the questionnaire, use of a uniform screener across districts, and pitfalls of a standardized product. School districts participating in the pilot this fall will be trained in use of the screener. Board members requested that a random sampling of participants (parents and teachers) report to the State Board on the process.

The work session adjourned at 11:25 a.m.



Kansas State Department of Education

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

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

www.ksde.org

To: Kansas State Board of Education
Subject: Commissioner's Report
Date: 9/30/2016

October 2016 marks the first anniversary of the official announcement launching the *Kansans CAN* vision. In his report to the Board this month, Commissioner Watson will summarize the past year's work and accomplishments. He will then preview what's in store for the KSDE Annual Conference Oct. 24-26 in Wichita.



Janet Waugh
District 1

Steve Roberts
District 2

John W. Bacon
District 3

Carolyn L. Wims-Campbell
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

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

Agenda Number: 7
Meeting Date: 10/18/2016

To: Kansas State Board of Education

Subject: Citizens' Open Forum

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

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

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

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



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To: Kansas State Board of Education
From: Coalition of Innovative School Districts
Subject: Biannual Report
Date: 10/3/2016
Board Goals: Governmental Responsibility

The Coalition of Innovative School Districts is required to report twice a year to the State Board of Education concerning the status of the Innovative Districts' efforts. Representatives from the Coalition will be present to report and answer questions.

Current Coalition members are:

- USD 418 McPherson
- USD 333 Concordia
- USD 500 Kansas City Kansas
- USD 210 Hugoton
- USD 229 Blue Valley
- USD 364 Marysville
- USD 484 Fredonia

Bill Mullins, Superintendent of Marysville, serves as Coalition chair.

COALITION OF INNOVATIVE SCHOOLS UPDATE

PRESENTATION TO KANSAS STATE BOARD OF EDUCATION

OCTOBER 18, 2016

DISTRICTS INVOLVED

- USD 418 – McPherson
- USD 333 – Concordia
- USD 500 – Kansas City
- USD 229 – Blue Valley
- USD 210 – Hugoton
- USD 364 – Marysville
- USD 484 - Fredonia

WAIVER REQUESTS PREVIOUSLY GRANTED

- Continued use of AdvancEd Accreditation Model for Concordia
- Waiver of deadlines for teacher evaluations for Marysville
- Allowing Coalition Districts to issue Specialized Teaching Certificates to qualified individuals approved by their local Boards of Education, the Coalition Board, and the State Board of Education

PAST FOCUS AREAS

- State Testing and Assessment
- Teacher Licensure
- Accreditation

CHANGES THIS YEAR

- Introduction of ZOOM Videoconferencing
- Increased use of Sub-Committees
- Different Meeting Formats
 - 5 full day work sessions throughout the year
 - 7 ZOOM Videoconferences throughout the year
- Increased use of Social Media

FOCUS AREAS FOR 2016-17

- Defining ourselves as a Coalition – Vision, Mission, Core Beliefs, Why?
- Promoting the Coalition by inviting other districts to join us for conversation
- Exploring Innovative Ideas from other schools and districts in Kansas and other states

FOCUS AREAS FOR 2016-17

- Assessment Sub-Committee
 - Common Social Studies Assessments and Rubrics
 - Dynamic Data Dashboards

FOCUS AREAS FOR 2016-17

- Graduation Requirements/Individual Plans of Study Sub-Committee
 - Studying national trends
 - Identifying stakeholders who depend on current system
 - Reviewing current graduation requirements
 - Investigating competency based credits
 - Defining competencies required for graduation
 - Providing more career pathways for our students

FOCUS AREAS FOR 2016-17

- Social and Emotional Learning Sub-Committee
 - Best Practices
 - Measurement and Defining Growth



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www.ksde.org

To: Commissioner Randy Watson
From: Catherine Chmidling
Subject: Receive Higher Education Licensure Program Standards for Biology 6-12, Earth and Space Science 6-12, Science 5-8
Date: 9/27/2016

Board Goals: Provide an effective educator in every classroom

Educator Preparation Program Standards establish program approval requirements to ensure that preparation programs in Kansas provide educator candidates with the opportunity to learn the knowledge and skills educators need for today's learning context. The Institutions of Higher Education (IHEs) utilize program standards to develop their preparation programs and submit them for approval, and for continuous monitoring and improvement of their programs. The standards also help to establish professional learning requirements for licensure renewal.

Standards revision work groups are completing the task of revising all program standards to ensure they reflect new knowledge and skills educators need for effectiveness in today's world. As work groups complete drafts, the draft standards are sent to appropriate Specialty Professional Associations (SPAs) where relevant for alignment review, and are posted to receive public comment via the KSDE website. The standards work group reviews the input from the SPAs and any public comment and a final draft is formulated. Following review and final approval by the Professional Standards Board, the standards are sent for State Board approval. Once approved, the IHEs have access to develop new programs around the standards or to revise their current programs to align to the updated standards.

Attached are the following completed sets of revised standards for review:

- Biology 6-12
- Earth and Space Science 6-12
- Science 5-8

A crosswalk document for each set of standards provides a comparison summary between the previous standards and the new standards. The set of previous standards are also included for comparison review. Staff and representatives from the respective standards revision committees will explain the process, present the standards and answer questions. Approval of the standards would occur at the November Board meeting.

Crosswalk: Previous versus New BIOLOGY (6-12) Standards

General Information about this Revision:

- » Revisions include alignment with recent editions of the NSTA (National Science Teacher Association) Preservice Science Standards, the InTASC (Interstate Teacher Assessment and Support Consortium) teaching standards and the Next Generation Science Standards (NGSS).
- » Whereas the previous Biology (6-12) Teacher Licensure Standards began with biology-specific content understanding (1-8) followed by science teaching knowledge and skills (9-18), the revised standards begin with science teaching knowledge and skills (1-6) aligned with the NSTA Preservice Science Standards, followed by four biology-specific content understanding standards (7-10) aligned with disciplinary core ideas in the NGSS.
- » The total number of standards was reduced to enhance standards alignment with assessment tools.

Standard 1

| PREVIOUS STANDARDS | NEW STANDARDS | WHAT CHANGED? |
|---|--|--|
| <p>9: The teacher of biology demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry.</p> <p>10: The teacher of biology demonstrates an understanding of the basic relationships between science and technology.</p> <p>11: The teacher of biology demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives.</p> <p>12: The teacher of biology demonstrates an understanding of the concepts and processes unifying science domains.</p> <p>13: The teacher of biology demonstrates an understanding of and an ability to teach science effectively.</p> <p>15: The teacher of biology understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding.</p> | <p>1: <u>Content Pedagogy:</u> Effective science teachers understand how students learn and develop science and engineering concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction.</p> | <p>Content pedagogy involves a variety of skills and breadth of knowledge, aligned with multiple standards in the previous draft. Key items include science inquiry, the relationships between science and technology, science as a human endeavor (the history and nature of science), and connections to students' daily lives.</p> |

| Standard 2 | | |
|---|---|--|
| PREVIOUS STANDARDS | NEW STANDARDS | WHAT CHANGED? |
| <p>9: The teacher of biology demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry.</p> <p>10: The teacher of biology demonstrates an understanding of the basic relationships between science and technology.</p> <p>13: The teacher of biology demonstrates an understanding of and an ability to teach science effectively.</p> <p>17: The teacher of biology designs and manages safe and supportive learning environments.</p> | <p>2: <u>Learning Environments:</u> Teachers work with students and others to create and manage environments that support learning.</p> | <p>Designing effective learning environments requires understanding of science inquiry and the relationships between science and technology, and establishing a safe climate in which students can learn science.</p> |
| Standard 3 | | |
| PREVIOUS STANDARDS | NEW STANDARDS | WHAT CHANGED? |
| <p>9: The teacher of biology demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry.</p> <p>13: The teacher of biology demonstrates an understanding of and an ability to teach science effectively.</p> <p>17: The teacher of biology designs and manages safe and supportive learning environments.</p> | <p>3: <u>Safety:</u> Effective teachers of science demonstrate and implement safety procedures, material safety practices, and the ethical treatment and use of living organisms (appropriate to their area of licensure).</p> | <p>Safety must be considered when teaching through science inquiry. A safe science learning setting includes both general classroom practices as well as science-specific laboratory protocol.</p> |
| Standard 4 | | |
| PREVIOUS STANDARDS | NEW STANDARDS | WHAT CHANGED? |
| <p>9: The teacher of biology demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry.</p> | <p>4: <u>Impact on Student Learning:</u> Science teachers provide evidence that students' understanding of disciplinary core ideas, science and engineering practices, and crosscutting</p> | <p>Securing evidence of student learning arises through a variety of assessment methods, effective instruction through science inquiry as well as promotion of</p> |

| | | |
|--|---|--|
| <p>13: The teacher of biology demonstrates an understanding of and an ability to teach science effectively.</p> <p>15: The teacher of biology understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding.</p> <p>16: The teacher of biology assesses students' educational progress through a variety of methods.</p> | <p>concepts have increased in sophistication as a result of instruction. Candidates provide evidence representative of the entire population they teach.</p> | <p>relationships to students' daily lives.</p> |
| <p>Standard 5</p> | | |
| <p>PREVIOUS STANDARDS</p> | <p>NEW STANDARDS</p> | <p>WHAT CHANGED?</p> |
| <p>13: The teacher of biology demonstrates an understanding of and an ability to teach science effectively.</p> <p>14: The teacher of biology enacts a science curriculum that integrates content within the sciences and among other disciplines.</p> <p>18: The teacher of biology improves teaching through ongoing professional practice.</p> | <p>5: <u>Professional Knowledge and Skills:</u> Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community.</p> | <p>Effective teachers grow in effectiveness through ongoing review and professional development, as well as connecting science content to other disciplines.</p> |
| <p>Standard 6</p> | | |
| <p>PREVIOUS STANDARDS</p> | <p>NEW STANDARDS</p> | <p>WHAT CHANGED?</p> |
| <p>10: The teacher of biology demonstrates an understanding of the basic relationships between science and technology.</p> <p>14: The teacher of biology enacts a science curriculum that integrates content within the sciences and among other disciplines.</p> <p>15: The teacher of biology understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding.</p> | <p>6: <u>Engineering, Technology, and the Applications of Science:</u> The teacher demonstrates an understanding of concepts and practices of engineering, technology, and the applications of science that can be used in developing instruction for students.</p> | <p>Integrating science with engineering practices and knowledge involves an understanding of the relationship between science and technology, integration with other disciplines, and connections to students' daily lives and science as a human endeavor.</p> |

| Standard 7 | | |
|--|---|--|
| PREVIOUS STANDARDS | NEW STANDARDS | WHAT CHANGED? |
| <p>1: The teacher of biology demonstrates an understanding of the structure and function of cells.</p> <p>6: The teacher of biology demonstrates an understanding of the structure, function, and diversity of organisms.</p> <p>7: The teacher of biology demonstrates an understanding of the overall functioning of human systems and their interaction with the environment relative to specific mechanisms and processes related to health issues and human sexuality.</p> | <p>7: <u>From molecules to organisms: Structures and processes:</u> Effective biology teachers demonstrate an understanding of how organisms live and grow.</p> | <p>An understanding of the structures and processes in life science includes molecular, cellular, and systems structures and processes of organisms.</p> |
| Standard 8 | | |
| PREVIOUS STANDARDS | NEW STANDARDS | WHAT CHANGED? |
| <p>4: The teacher of biology demonstrates an understanding of the interdependence of organisms and their interaction with the physical environment including energy flow, nutrient cycling, and population dynamics.</p> <p>5: The teacher of biology demonstrates an understanding of the basic behavior of animals.</p> <p>8: The teacher of biology demonstrates an understanding of population growth.</p> | <p>8: <u>Ecosystems: Interactions, energy, and dynamics:</u> Effective biology teachers demonstrate an understanding of how and why do organisms interact with their environment, and what are the effects of these interactions</p> | <p>Understanding the interactions of organisms in their environment involves the interdependence of various organisms and environmental factors, the flow of energy and nutrient cycling, behaviors, and population dynamics.</p> |
| Standard 9 | | |
| PREVIOUS STANDARDS | NEW STANDARDS | WHAT CHANGED? |
| <p>2: The teacher of biology demonstrates an understanding of</p> | <p>9: <u>Genetics and Heredity:</u> Effective biology teachers demonstrate an understanding of how characteristics of one</p> | <p>Understanding genetics and heredity includes molecular structures and processes and other reproductive systems.</p> |

| | | |
|--|--|--|
| <p>chromosomes, genes, and the molecular basis of heredity. 7: The teacher of biology demonstrates an understanding of the overall functioning of human systems and their interaction with the environment relative to specific mechanisms and processes related to health issues and human sexuality.</p> | <p>generation passed to the next and how individuals of the same species and even siblings have different characteristics.</p> | |
|--|--|--|

Standard 10

| PREVIOUS STANDARDS | NEW STANDARDS | WHAT CHANGED? |
|--|--|---|
| <p>3: The teacher of biology demonstrates an understanding of major concepts of biological evolution. 6: The teacher of biology demonstrates an understanding of the structure, function, and diversity of organisms.</p> | <p>10: <u>Biological Evolution: Unity and diversity</u>: Effective biology teachers demonstrate an understanding of evolution and evidence shows that different species are related.</p> | <p>An evolutionary model provides a framework from which teachers and students can investigate unifying principles of living things as well as diverse features and functions.</p> |

PROPOSED
Kansas Preparation Program Standards for Biology Educators Grades 6-12

*****Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.**

| | |
|---|---|
| Standard 1: Content Pedagogy: Effective science teachers understand how students learn and develop science and engineering concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction. | |
| Function 1: Teacher plans multiple lessons using a variety of inquiry approaches incorporating science and engineering practices. | |
| Content Knowledge | Professional skills |
| 1.1.1 CK Knows how to locate resources, design and conduct inquiry-based open-ended science investigations, interpret findings, communicate results, and make judgments based on evidence. | 1.1.2 PS Supports student learning through appropriate curricular and instructional experiences linked to the standards |
| | 1.1.3 PS The teacher is able to develop lessons for students that demonstrate knowledge of the practices of science and engineering by questioning, defining problems, modeling, investigating, and analyzing evidence in order to construct explanations and alternative explanations. |
| | 1.1.4 PS The teacher is able to develop lessons in which students collect and interpret data, develop and communicate concepts, and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate. |
| Function 2: Teacher demonstrates knowledge and understanding of how diverse students learn science. | |
| Content Knowledge | Professional Skills |
| 1.2.1 CK Knows learning is influenced by cultural and environmental differences of the student and family. | 1.2.4 PS Gains and values information about the family's culture and environment and uses it to understand individual development and learning. |
| 1.2.2 CK Understands developmentally and chronologically age-appropriate needs and practices of students. | 1.2.5 PS Promotes developmentally and chronologically age- appropriate educational experiences to meet the learning abilities, strengths, needs, and preferences of students. |
| 1.2.3 CK Understands diverse learning styles. | |
| Function 3: The teacher designs instruction and assessment strategies that confront and address naïve concepts/preconceptions. | |
| Content Knowledge | Professional Skills |
| 1.3.1 CK The teacher knows learning is influenced by cultural and environmental differences of the student and family. | 1.3.3 PS The teacher uses appropriate formal and informal evaluation/assessment instruments to identify learning needs of students. |
| 1.3.2 CK The teacher understands formative and summative assessment | 1.3.4 PS The teacher is able to identify common student misconceptions and naïve understandings |

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| and how they are used. | and design and implement appropriate instruction to address these. |
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| Standard 2: Learning Environments: Teachers work with students and others to create and manage environments that support learning. | |
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| Function 1: The teacher supports individual and group learning. | |
| Content Knowledge | Professional Skills |
| 2.1.1 CK The teacher understands the importance of rigor, respect, and responsibility for the learning environment. | 2.1.3 PS The teacher sets and articulates appropriate goals that are consistent with knowledge of how students learn science. |
| 2.1.2 CK The teacher understands how teacher feedback influences student learning. | 2.1.4 PS The teacher sets goals that are aligned with state and other professional standards. |
| | 2.1.5 PS The teacher manages the environment to make learning experiences appropriately challenging. |
| Function 2: The teacher encourages positive social interaction. | |
| Content Knowledge | Professional Skill |
| 2.2.1 CK The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments. | 2.2.3a PS The teacher plans fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. 2.2.3b PS The teacher promotes celebration of learning by providing positive reinforcement and encouraging learners to present work demonstrating their learning and interacting with community members about their work. 2.2.3c PS The teacher communicates verbally and nonverbally, with families, communities, colleagues, and other professionals, in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment. 2.2.3d PS The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals. |
| 2.2.2 CK The teacher understands how learning occurs, how learners construct knowledge, acquire skills, and develop disciplined thinking processes and knows how to use instructional strategies that promote student learning. | 2.2.4a PS The teacher develops plans that reflect the nature and social context of science and inquiry. 2.2.4b PS The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning. |
| Function 3: The teacher promotes active engagement in learning and self-motivation. | |
| Content Knowledge | Professional Skill |
| 2.3.1 CK The teacher understands the | 2.3.3a PS The teacher shows the ability to use a |

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| <p>relationships between motivation, engagement, and self-efficacy, and knows how to design learning experiences using strategies that build learner self direction and ownership of learning.</p> | <p>variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate teaching and learning activities, including laboratory or field settings and applicable instruments and technology.</p> <p>2.3.3b PS The teacher incorporates differentiated instruction strategies to engage students with diverse learning needs.</p> <p>2.3.3c PS The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</p> |
| <p>2.3.2 CK The teacher creates learning environments where students have an opportunity to actively engage in the practices of science and engineering.</p> | <p>2.3.4a PS The teacher will develop lesson plans that include active inquiry lessons where students are collecting, analyzing and interpreting data.</p> <p>2.3.4b PS The teacher will develop lesson plans that allow students to engage in developing and using models, constructing explanations and designing solutions, engaging in argument from evidence, and evaluating and communicating information.</p> |

Standard 3: Safety: Effective teachers of science demonstrate and implement safety procedures, material safety practices, and the ethical treatment and use of living organisms (appropriate to their area of licensure).

Function 1: The teacher implements safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials.

| Content Knowledge | Professional Skill |
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| <p>3.1.1 CK The teacher understands safety considerations affecting the purchase, storage, maintenance, and disposal of materials such as minimizing quantities in ordering, tracking usage of materials and production of waste, and keeping current on inventory of materials.</p> | <p>3.1.3 PS The teacher understands, applies, and promotes the maintenance of a safe environment in accordance with the recommendations of the National Science Teachers Association.</p> |
| <p>3.1.2 CK The teacher understands proper techniques and precautions for controlling access to materials in the student laboratory including appropriate dispensing, supervision of materials, and handling of waste.</p> | <p>3.1.4 PS The teacher maintains an orderly environment, uses safe and appropriate storage of materials and equipment, and minimizing clutter so as to reduce the potential for accidents.</p> |

Function 2: The teacher designs and models activities to implement emergency procedures. The teacher understands the maintenance of safety equipment and follows policies and procedures that comply with established state and/or national guidelines. The teacher ensures safe science activities appropriate for the abilities of all students.

| Content Knowledge | Professional Skill |
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| <p>3.2.1 CK The teacher understands appropriate</p> | <p>3.2.3 PS The teacher designs and implements</p> |

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| emergency procedures and maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. | activities that demonstrate emergency procedures and the proper use of safety equipment in accordance with the recommendations of the National Science Teachers Association. |
| 3.2.2 CK The teacher understands how students' developmental levels affect safety in classroom, laboratory and field environments, and considers this in designing activities to maintain a safe environment. | 3.2.4 PS The teacher enforces safe science practices in activities appropriate to the abilities of all students. |
| Function 3: The teacher designs and implements activities that demonstrate ethical decision-making with respect to the treatment of living organisms in and out of the classroom. The teacher emphasizes safe, humane, and ethical treatment of animals and complies with the legal restrictions on the collection, keeping, use, and treatment of living organisms. | |
| Content Knowledge | Professional Skill |
| 3.3.1 CK The teacher understands the principles of ethical decision-making with respect to the treatment of living organisms in and out of the classroom. | 3.3.4 PS The teacher designs and implements activities that demonstrate ethical decision-making with respect to the treatment of living organisms in and out of the classroom. |
| 3.3.2 CK The teacher knows the legal restrictions on the collection, keeping, use, and treatment of living organisms. | 3.3.5 PS The teacher complies with the legal restrictions on the collection, keeping, and use of living organisms. |
| 3.3.3 CK The teacher is aware of hazards from exposure to allergens, toxins, and pathogens in the classroom, laboratory, or field environment. | |

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| Standard 4: Impact on Student Learning: Science teachers provide evidence that students' understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates provide evidence representative of the entire population they teach. | |
| Function 1: Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of student learning. | |
| Content Knowledge | Professional Skills |
| 4.1.1 CK The teacher understands the various methodologies to assess and analyze student learning, and address misconceptions. | 4.1.2 PS The teacher utilizes knowledge of appropriate developmental levels within the classroom environment. |
| | 4.1.3 PS The teacher reflects on formative and summative assessments, and adjusts instruction appropriately. |
| Function 2: Provide data to show that students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze the quality of evidence supporting scientific claims. | |
| Content Knowledge | Professional Skills |
| 4.2.1 CK The teacher understands the distinction between science and nonscience, and can distinguish between the two. | 4.2.4 PS The teacher demonstrates that students are able to understand the distinction between science and nonscience, and can distinguish between the two. |
| 4.2.2 CK The teacher understands the history, development and practice of science as a human endeavor. | 4.2.5 PS The teacher demonstrates that students are able to understand the history, development and practice of science as a human endeavor. |

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| 4.2.3 CK The teacher critically analyzes the quality of evidence supporting scientific claims. | 4.2.6 PS The teacher demonstrates that students are able to use mathematics to engage in argumentation and critically analyze the quality of evidence supporting scientific claims. |
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| Standard 5: Professional Knowledge and Skills: Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community. | |
| Function 1: Teachers engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, projects within their community, and/or social media. | |
| Content Knowledge | Professional Skills |
| 5.1.1 CK The teacher demonstrates an awareness of professional organizations in science/education, and professional development available from these organizations. | 5.1.2 PS Teachers engage in professional development opportunities such as conferences, research opportunities, projects within their community, and/or social media. |

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| Standard 6: Engineering, Technology, and the Applications of Science: The teacher demonstrates an understanding of concepts and practices of engineering, technology, and the applications of science that can be used in developing instruction for students. | |
| Function 1: The teacher incorporates engineering design in instruction to solve problems. Engineering design includes the iterative processes of defining problems, developing solutions, and optimizing solutions. | |
| Content Knowledge | Professional Skills |
| 6.1.1 CK The teacher can define and delimit engineering problems with precision, and specify the goals intended to be reached. | 6.1.4 PS The teacher develops and implements lessons in which students use engineering design principles (define the problem, develop solutions, and optimize solutions) in applications appropriate to their content area. |
| 6.1.2 CK The teacher can develop possible solutions for a defined problem. | |
| 6.1.3 CK The teacher can systematically evaluate alternative solutions to engineering problems, analyzing data from tests of different solutions, and combining the best ideas into an improved solution. | |
| Function2: The teacher makes authentic connections among engineering, technology, science, and society. | |
| 6.2.1 CK The teacher understands the interdependence of science, engineering, and technology. | 6.2.3 PS The teacher incorporates into instruction examples of the interdependence of science, engineering, and technology. Examples include: 1) advances in scientific understanding in genetics can be translated into medical treatments, and 2) new technology such as advanced telescopes and probes provide new understandings of outer space. |
| 6.2.2 CK The teacher understands the influences of engineering, technology, and science to the | 6.2.4 PS The teacher incorporates into instruction examples of the influences of engineering, technology, |

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| broader society and environment. | and science to the broader society and environment. Examples include: 1) how measurement technologies have changed civilizations throughout history, and 2) how the use of natural resources has impacted the natural world. |
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Standard 7: From molecules to organisms: Structures and processes: Effective biology teachers demonstrate an understanding of how organisms live and grow.

Function 1: Life processes in living systems including organization of matter and energy.

| Content Knowledge | Professional Skills |
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| 7.1.1 CK Teacher candidate understands and is able to explain the methods and mechanisms by which energy enters and moves through living systems. | 7.1.3 PS Teacher candidate models movement of energy and conservation of matter in biological systems. |
| 7.1.2 CK Teacher candidate demonstrates understanding of biogeochemical cycles, biomolecules, and their relation to energy in systems. | 7.14 PS Teacher candidate uses models to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. |

Function 2: Similarities and differences among animals, plants, fungi, microorganisms, and viruses.

| Content Knowledge | Professional Skills |
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| 7.2.1 CK Teacher candidate demonstrates knowledge of characteristic structures and functions used for classification of animals, plants, fungi, microorganisms, and viruses. | 7.2.4 PS Teacher candidate can identify structures and explain their functions to learners. |
| 7.2.2 CK Teacher candidate demonstrates understanding of organ systems, organs, and cellular structures and their functions within plants, animals, fungi, microorganisms, and viruses. | 7.2.5 PS Teacher candidate can develop and use a model to illustrate the hierarchical organization of interacting systems of structures that provide specific functions within cellular and multicellular organisms. |
| 7.2.3 CK Teacher candidate demonstrates understanding of growth and development in multicellular organisms. | 7.2.6 PS Teacher candidate can model and explain growth and development of multicellular organisms. |

Standard 8: Ecosystems: Interactions, energy, and dynamics: Effective biology teachers demonstrate an understanding of how and why do organisms interact with their environment, and what are the effects of these interactions.

Function 1: Ecological systems including the interrelationships and dependencies of organisms with each other and their environments.

| Content Knowledge | Professional Skills |
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| 8.1.1 CK Teacher demonstrates understanding levels and interactions within ecological organization. | 8.1.4 PS Teacher classifies biomes according to their biotic and abiotic components. |
| 8.1.2 CK Teacher demonstrates understanding of energy flow and feeding relationships. | 8.1.5 PS Teacher creates a trophic pyramid with organisms placed at an appropriate trophic level. |
| 8.1.3 CK Teacher demonstrates understanding of | 8.1.6 PS Teacher analyzes the impact of one |

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| the interrelationships among ecosystems. | ecosystem's biotic and abiotic components on another ecosystem. |
| Function 2: Population dynamics and the impact of population on its environment. | |
| Content Knowledge | Professional Skills |
| 8.2.1 CK Teacher demonstrates understanding of the factors that affect population size and growth rate. | 8.2.4 PS Teacher investigates the impact of biotic and abiotic factors on the population size of a featured species. |
| 8.2.2 CK Teacher demonstrates understanding of different growth population growth rates (zero, exponential, logistic). | 8.2.5 PS Teacher collects and analyzes data of a species' population growth with graphical representation and models. |
| 8.2.3 CK Teacher demonstrates understanding of population density and its impact on the environment. | 8.2.6 PS Teacher evaluates the development of life history patterns of a species and the impact on reproduction and survival. |
| Function 3: Behavior of organisms and their relationships to social systems. | |
| Content Knowledge | Professional Skills |
| 8.3.1 CK Teacher demonstrates understanding of interspecific relationships. | 8.3.4 PS Teacher categorizes relationships between various species (predation, parasitism, commensalism, mutualism). |
| 8.3.2 CK Teacher demonstrates understanding of human impact on ecological systems. | 8.3.5 PS Teacher investigates and proposes alternative human activities to decrease greenhouse gas production, ozone layer depletion, and deforestation. |
| 8.3.3 CK Teacher demonstrates understanding of the adaptive value of social behavior. | 8.3.6 PS Teacher analyzes advantages and disadvantages of sociality on species populations. |

Standard 9: Genetics and Heredity: Effective biology teachers demonstrate an understanding of how characteristics of one generation passed to the next and how individuals of the same species and even siblings have different characteristics.

Function 1: General Concepts of inheritance and variation of traits.

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| Content Knowledge | Professional Skills |
| 9.1.1 CK Teacher demonstrates knowledge of Mendelian genetics and the chromosomal basis of inheritance. | 9.1.3 PS Teacher can ask questions, make and defend a claim, and use concepts of probability to explain the genetic variation in a population. |
| 9.1.2 CK Teacher demonstrate understanding of complex patterns of inheritance and how environment can affect expression. | 9.1.5 PS Teacher can demonstrate understanding of why individuals of the same species vary in how they look, function, and behave. |

Function 2: Molecular genetics and heredity and mechanisms of genetic modification.

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| Content Knowledge | Professional Skills |
| 9.2.1 CK Teacher understands molecular mechanisms of genetic inheritance. | 9.2.3 PS Teacher asks questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. |
| 9.2.2 CK Teacher describes the environmental and genetic causes of gene mutation and the alteration of | 9.2.4 PS Teacher can make and defend a claim based on evidence that inheritable genetic |

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| gene expression. | variations may result from (1) new genetic combinations through meiosis and sexual reproduction, (2) viable errors occurring during replications, and/or (3) mutations caused by environmental factors. |
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Standard 10: Biological Evolution: Unity and diversity: Effective biology teachers demonstrate an understanding of evolution and evidence shows that different species are related.

Function 1: Molecular basis for evolutionary theory and classification.

| Content Knowledge | Professional Skills |
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| 10.1.1 CK Teacher demonstrates an understanding of the idea of common ancestry and biological evolution. | 10.1.4 PS Teacher can construct an explanation based on evidence for how natural selection leads to adaptation and genetic change in populations. |
| 10.1.2 CK Teacher demonstrates knowledge of the factors which influence evolution & evolution rates (environment, genetics, competition, etc.). | 10.1.5 PS Teacher can explain the effect of various factors (such as availability of resources) on population survival and competition. |
| 10.1.3 CK Teacher demonstrates understanding of connections between genetics & the evolutionary process. | 10.1.6 PS Teacher can utilize evidence, statistics and probability to support explanations for advantageous traits spreading through populations. |

PREVIOUS PROGRAM STANDARDS

BIOLOGY

Early Adolescence through Late Adolescence Grades 6-12

Standard #1 The teacher of biology demonstrates an understanding of the structure and function of cells.

Knowledge

1. The teacher knows that cells are composed of a variety of specialized structures that carry out specific functions.
2. The teacher knows that cells function and replicate as a result of information stored in DNA and RNA molecules.
3. The teacher knows that some plant cells contain chloroplasts, which are the sites of photosynthesis.
4. The teacher knows that cells can differentiate, thereby enabling complex multicellular organisms to form.

Performance

1. The teacher conducts and oversees appropriate lab work related to the structure and function of cells.
2. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #2 The teacher of biology demonstrates an understanding of chromosomes, genes, and the molecular basis of heredity.

Knowledge

1. The teacher understands genetics, including single gene and polygenic traits.
2. The teacher understands how DNA and RNA function as genetic material.
3. The teacher understands how DNA specifies the characteristics of most organisms.
4. The teacher understands the nature of autosomal and sex chromosomes.
5. The teacher understands the consequences of mutations in DNA.

Performance

1. The teacher conducts and oversees appropriate lab work related to chromosomes, genes, and the molecular basis of heredity.
2. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #3 The teacher of biology demonstrates an understanding of major concepts of biological evolution.

Knowledge

1. The teacher understands the major concepts of biological evolution.
2. The teacher understands that the theory of evolution is both the descent with modification of different lineages of organisms, including humans, from common ancestors and the ongoing adaptation of organisms to environmental challenges and changes.
3. The teacher knows the primary mechanisms of evolution are natural selection and genetic drift.
4. The teacher knows the sources and biological significance of variation.

Performance

1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #4 The teacher of biology demonstrates an understanding of the interdependence of organisms and their interaction with the physical environment including energy flow, nutrient cycling, and population dynamics.

Knowledge

1. The teacher knows that atoms and molecules on the earth cycle among the living and nonliving components of the biosphere.
2. The teacher knows that energy flows through ecosystems.
3. The teacher knows that organisms interact in ecosystems.
4. The teacher knows that living organisms have the capacity to produce populations of infinite size, but environments and resources are finite; this fundamental tension has profound effects on the interactions among organisms.
5. The teacher knows that living systems require a continuous input of energy to maintain their chemical and physical organization.
6. The teacher knows that energy for life primarily derives from the sun through the process of photosynthesis.
7. The teacher knows that chemical bonds of food molecules contain energy; this is made available by cellular respiration.
8. The teacher knows that the structure and function of an organism serves to acquire, transform, transport, release, and eliminate the matter and energy used to sustain the organism.
9. The teacher knows that the distribution and abundance of organisms and populations in ecosystems are limited by the availability of matter and energy, and the ability of the ecosystem to recycle materials.
10. The teacher knows that matter and energy flow through different levels of organization of living systems-cells, organs, organisms, communities-and between living systems and the physical environment, chemical elements are recombined in different ways. Each recombination results in the storage of some energy and a dissipation of some energy into the environment as heat.

Performance

1. The teacher conducts and oversees appropriate lab work and/or fieldwork related to organisms and their interaction with the physical environment.
2. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #5 The teacher of biology demonstrates an understanding of the basic behavior of animals.

Knowledge

1. The teacher knows that animals have behavioral responses to internal changes and to external stimuli.
2. The teacher knows that most multicellular animals have nervous systems that form the basis of behavior.
3. The teacher knows that animal behaviors evolve through natural selection.

Performance

1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #6 The teacher of biology demonstrates an understanding of the structure, function, and diversity of organisms.

Knowledge

1. The teacher knows the basic biology, diversity, ecology, and medical effects of microbiological agents, including viruses, bacteria, protists, and prions.

2. The teacher knows the basic biology, diversity, ecology, and medical effects of fungi.
3. The teacher knows the basic biology, diversity, ecology, and human relationships of plants.
4. The teacher knows the basic biology, diversity, anatomy, ecology, and medical effects of major animal groups.

Performance

1. The teacher conducts and oversees lab work and/or fieldwork related to the structure, function, and diversity of organisms.
2. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #7 The teacher of biology demonstrates an understanding of the overall functioning of human systems and their interaction with the environment relative to specific mechanisms and processes related to health issues and human sexuality.

Knowledge

1. The teacher knows that human anatomy involves complex, soft, wet tissues, and organs that must operate properly as systems.
2. The teacher knows that infections, developmental problems, trauma, and aging result in specific diseases and disorders.
3. The teacher knows the structures and processes of human development and reproduction including human sexuality, including information about sexually transmitted diseases, especially acquired immune deficiency syndrome (AIDS).
4. The teacher understands the overall functioning of human systems and their interaction with the environment relative to specific mechanisms and processes related to health issues.
5. The teacher knows that the severity of disease symptoms is dependent on many factors, such as human resistance and the virulence of the disease-producing organism.
6. The teacher understands that informed personal choices concerning fitness and health involve understanding of chemistry and biology.
7. The teacher knows that the selection of foods and eating patterns determine nutritional balance.
8. The teacher knows that sexuality is a normal part of human development.

Performance

1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #8 The teacher of biology demonstrates an understanding of population growth.

Knowledge

1. The teacher knows that the combined effects of birth and death, and emigration and immigration determine the rate of change in populations.
2. The teacher knows that a variety of factors influence birth rates and fertility rates.
3. The teacher knows that populations can reach limits to growth.

Performance

1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #9 The teacher of biology demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry.

Knowledge

1. The teacher understands the nature of scientific inquiry.

Performance

1. The teacher develops, through experiences, a rich understanding and curiosity of the natural (material) world.
2. The teacher develops questions and demonstrates an understanding of the concepts that guide scientific investigations.
3. The teacher designs and conducts scientific investigations.
4. The teacher uses technology and mathematics to improve investigations and communications.
5. The teacher formulates and revises scientific explanations and models using logic and evidence.
6. The teacher recognizes and analyzes alternative explanations and models.
7. The teacher communicates and defends a scientific argument.
8. The teacher plans and implements activities with different structures for inquiry including inductive (exploratory), correlational and deductive (experimental) studies.
9. The teacher uses questions to encourage inquiry and probe for divergent student responses, encouraging student questions, and responding with questions when appropriate.
10. The teacher encourages productive peer interactions and plans both individual and small group activities to facilitate inquiry.
11. The teacher plans and implements data-based activities requiring students to reflect upon their findings, make inferences, and link new ideas to preexisting knowledge.

Standard #10 The teacher of biology demonstrates an understanding of the basic relationships between science and technology.

Knowledge

1. The teacher understands that creativity, imagination, and a broad knowledge base are all required in the work of science and engineering.
2. The teacher knows that scientists in different disciplines ask different questions, use different methods of investigation, and accept different types of evidence to support their explanations.
3. The teacher knows that progress in science and technology can be affected by social issues and challenges.
4. The teacher knows that science and technology are pursued for different purposes.
5. The teacher knows that science advances new technologies. New technologies open new areas for scientific inquiry.
6. The teacher knows that scientific knowledge is made public through presentation at professional meetings and publications in scientific journals, while technological knowledge is often not shared for a variety of reasons.
7. The teacher knows that science and technology are essential components of modern society. Science and technology indicate what can happen, not what should happen. The latter involves human decisions about the use of knowledge.
8. The teacher understands that basic concepts and principles of science and technology should precede active debate about the economics, policies, politics, and ethics of various challenges related to science and technology.

Performance

1. The teacher can demonstrate the basic relationship between biology and technology.

Standard #11 The teacher of biology demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives.

Knowledge

1. The teacher has first-hand knowledge of how to engage in extended science inquiry in a laboratory setting. Just as preservice teachers need to engage in practice teaching, they need to engage in practicing science.
2. The teacher has an understanding of science as both vocation and avocation.
3. The teacher recognizes the universality of basic science concepts and the influence of personal and cultural beliefs that embed science in society.
4. The teacher recognizes that society helps create the ways of thinking (mindsets) required for scientific advances, both toward training scientists and the education of a populace to utilize benefits of science (e.g., standards of hygiene, attitudes toward forces of nature, etc.).
5. The teacher recognizes society's role in supporting topics of research and determining institutions where research is conducted.

Performance

1. The teacher relates science content to the real world.
 2. The teacher links the study of biology to career opportunities.
 3. The teacher explains how science uses peer review, replication of methods, and norms of honesty.
 4. The teacher demonstrates an understanding of the nature of scientific knowledge and that science is a way of knowing.
 5. The teacher explains the rules of evidence and can distinguish characteristics of knowledge in science from rules and knowledge in other disciplines.
 6. The teacher explains and provides examples of conventions for research, evidence and explanation, distinguishing laws, theories, and hypotheses.
 7. The teacher explains the history of science, including the historical development of current science theories and knowledge.
1. The teacher uses mathematics and statistics to analyze and interpret data in the context of science.
 2. The teacher demonstrates an ability to do limited but original research in science.

Standard #12 The teacher of biology demonstrates an understanding of the concepts and processes unifying science domains.

Knowledge

1. The teacher understands how the concepts and processes of system, order and organization; evidence, models and explanation; constancy, change and measurement; patterns of cumulative change; and form and function, unify the various domains of science.
2. The teacher demonstrates a basic understanding of the basic concepts and principles of chemistry, earth and space science, and physics as they relate to understanding biology.

Performance

1. The teacher relates science concepts to each other and even to ideas in other academic areas.
2. The teacher understands how the knowledge and mastery of each concept of biology grows and develops across the grade levels and adjusts instruction accordingly.
3. The teacher explains, answers questions, guides inquiry, generalizes accurately, and mentors and guides advanced students who need and benefit from the enrichment of their lessons due to the greater personal knowledge of physics than that expected of students.

Standard #13 The teacher of biology demonstrates an understanding of and an ability to teach science effectively.

Knowledge

1. The teacher understands how students learn science concepts and develop the abilities of science inquiry.
2. The teacher understands the abilities and developmental readiness of students to learn biology content and skills.
3. The teacher understands how to use appropriate applications of advanced technologies in teaching science.

Performance

1. The teacher identifies common student misconceptions in science, their source, and an appropriate teaching response.
2. The teacher provides the opportunity for student discovery and application of knowledge.
3. The teacher plans and uses science teaching strategies and models appropriate for learners with diverse backgrounds, abilities, and learning styles.
4. The teacher encourages students to develop scientific reasoning, critical thinking, and problem solving skills.
5. The teacher designs and adapts procedures and protocols for students to plan, execute, and communicate the results of laboratory and field-based studies in biology.
6. The teacher demonstrates the ability to effectively engage students in learning science, both individually and in-group work of various kinds.
7. The teacher facilitates student planned and conducted investigations.

Standard #14 The teacher of biology enacts a science curriculum that integrates content within the sciences and among other disciplines.

Knowledge

1. The teacher understands national and state standards for science education.
2. The teacher understands the importance of the district and school framework of goals, plans, materials, and resources for enacting quality science instruction.
3. The teacher is familiar with high-quality curricular materials in science.
4. The teacher knows several strategies for developing integrated units with science as the connecting theme.
5. The teacher knows where and how to access appropriate materials for conducting science investigations with students.

Performance

1. The teacher relates instructional goals, materials, and actions to state and national science education standards, analyzing strengths and weaknesses in a particular classroom context.
2. The teacher identifies, evaluates, and selects a diverse set of appropriate and potentially useful instructional materials in science from a variety of sources including the World Wide Web.
3. The teacher develops and implements course plans, unit plans, and lesson plans with clear rationales, goals, methods, materials, and assessments.
4. The teacher creates learning experiences that integrate subject matter within the science disciplines and with other subjects using real life problems.
5. The teacher designs and implements learning activities that thematically relate science with other school subjects and community resources.
6. The teacher fosters student development and application of skills in language arts and mathematics in learning science.

7. The teacher demonstrates an awareness of current science curriculum issues and resources.

Standard #15 The teacher of biology understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding.

Knowledge

1. The teacher is aware of social and political issues in the community that are dependent upon an understanding of biology.
2. The teacher understands how biology concepts and processes are used in real life situations.
3. The teacher understands and relates the application of biology concepts to technological, societal, and cultural issues.

Performance

1. The teacher engages students in activities and projects in which they examine important social or technological issues related to biology.
2. The teacher engages students in investigating local biology and technological issues.
3. The teacher instructs students in the processes of decision-making about biology and technological issues and applications.
4. The teacher relates biology to the interest of students, to potential careers, and to knowledge in other domains.

Standard #16 The teacher of biology assesses students' educational progress through a variety of methods.

Knowledge

1. The teacher knows how to align standards, goals, instruction, outcomes, and assessments in biology.
2. The teacher knows a variety of assessment strategies to evaluate the cognitive, psychomotor, social, and personal development of the learner in all aspects of biology.
3. The teacher knows techniques for identifying prior knowledge of biology concepts and abilities that lead students to construct new understandings.

Performance

1. The teacher uses the most appropriate methods for gathering information about student learning aligned with instructional goals and based on student characteristics, needs, and abilities.
2. The teacher demonstrates the ability to use multiple strategies to assess teaching and learning authentically consistent with national standards and goals for biology education.

Standard #17 The teacher of biology designs and manages safe and supportive learning environments.

Knowledge

1. The teacher understands the elements of a safe environment in all areas related to biology instruction.
2. The teacher understands liability and negligence, especially as it applies to biology teaching.
3. The teacher understands how to design, adapt, and use physical space, the outdoors, equipment, and resources to establish a positive learning environment.
4. The teacher understands the psychological and social environment conducive to the students' intellectual, social, and personal growth in biology education.
5. The teacher understands the norms and values of a science learning community.

6. The teacher knows the standards and commendations of the science education community for the safe and ethical use and care of animals for science instruction.

Performance

1. The teacher sets up procedures for safe handling, labeling, storage, and disposal of chemicals, electrical equipment, and science materials.
2. The teacher takes appropriate actions to prevent accidents in the laboratory and field.
3. The teacher follows appropriate procedures for reporting an emergency.
4. The teacher establishes the elements of an exciting and stimulating environment for biology.
5. The teacher establishes a productive learning community in the biology classroom.
6. The teacher plans and develops opportunities for students to learn from resources, events, and displays in the environment.
7. The teacher handles and cares for animals in a safe and ethical manner.

Standard #18 The teacher of biology improves teaching through ongoing professional practice.

Knowledge

1. The teacher understands the ethical standards and responsibilities of a professional science teacher.
2. The teacher is aware of the professional organizations and professional development opportunities available to support biology teachers.

Performance

1. The teacher accepts responsibility for working collaboratively with students, members of the community, and other educators to improve science education.
2. The teacher develops and states personal goals and philosophy of teaching based on research and contemporary values of the science education community.
3. The teacher becomes involved in professional science education activities and shares knowledge and ideas with colleagues.

Crosswalk: Previous versus New Earth and Space Science (6-12) Standards

General Information about this Revision:

- » The structure has changed to include Professional Skills indicators rather than the previous Performance indicators.
- » The previous standards only had indicators listed in each standard while the new standards are broken down by Functions and then have the two types of indicators within each Function.
- » The new Earth Science standards are significantly different enough from the previous standards that a standard by standard crosswalk is not helpful. In the chart below, the previous standards are presented in the first column for reference purposes. The new standards are presented in the middle column with notations to the right.
- » The new Earth Science standards are focused on depth of knowledge of the important topics in Earth and Space Sciences.

Standard 1

| PREVIOUS STANDARDS | NEW STANDARDS | WHAT CHANGED? |
|--|--|--|
| Standard #1 The teacher of earth and space science demonstrates an understanding of the sources of energy that power the dynamic earth system. | Standard 1: Content Pedagogy: Effective science teachers understand how students learn and develop science concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction. | <ul style="list-style-type: none"> • Old Standard 1 is incorporated in new standard 8 |

Standard 2

| PREVIOUS STANDARDS | NEW STANDARDS | WHAT CHANGED? |
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| Standard #2 The teacher of earth and space science demonstrates an understanding of the actions and the interactions of the earth's subsystems: the geosphere, hydrosphere, atmosphere, and biosphere. | Standard 2: Learning Environments: Teachers work with students and others to create and manage environments that support learning. | <ul style="list-style-type: none"> • Old Standard 2 is incorporated in new standard 8 |

Standard 3

| PREVIOUS STANDARDS | NEW STANDARDS | WHAT CHANGED? |
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| Standard #3 The teacher of earth and space science demonstrates an understanding of the origin and evolution of the dynamic earth system. | Standard 3: Safety: Effective teachers of science demonstrate and implement safety procedures, material safety practices, and the ethical treatment and use of living organisms (appropriate to their area of licensure). | <ul style="list-style-type: none"> • Old standard 13 is incorporated in new standard 3 • New standard 3 focuses on the safety of the physical environment. • Old Standard 3 is incorporated in new standard 8 |

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| | | <ul style="list-style-type: none"> An addition to this standard is the ethical treatment and use of living organisms (appropriate to their area of licensure). |
| Standard 4 | | |
| PREVIOUS STANDARDS | NEW STANDARDS | WHAT CHANGED? |
| Standard #4 The teacher of earth and space science demonstrates an understanding of the organization of the universe and its development. | Standard 4: Impact on Student Learning: Science teachers provide evidence that students' understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates provide evidence representative of the entire population they teach. | <ul style="list-style-type: none"> Old Standard 4 is incorporated in new standard 7 |
| Standard 5 | | |
| PREVIOUS STANDARDS | NEW STANDARDS | WHAT CHANGED? |
| Standard #5 The teacher of earth and space science demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry. | Standard 5: Professional Knowledge and Skills: Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community. | <ul style="list-style-type: none"> Old Standard 14 is incorporated in new standard 5 |
| Standard 6 | | |
| PREVIOUS STANDARDS | NEW STANDARDS | WHAT CHANGED? |
| Standard #6 The teacher of earth and space science demonstrates an understanding of the basic relationships between science and technology. | Standard 6: Engineering, Technology, and the Applications of Science: The teacher demonstrates an understanding of concepts and practices of engineering, technology, and the applications of science in developing instruction for students. | <ul style="list-style-type: none"> Language was updated Engineering and the applications of science were included |

| Standard 7 | | |
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| PREVIOUS STANDARDS | NEW STANDARDS | WHAT CHANGED? |
| Standard #7 The teacher of earth and space science demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives. | Standard 7: Earth's Place in the Universe: Origin, evolution and properties of the Universe. Effective science teachers demonstrate an understanding of the properties of the Universe, the Earth's place within the Universe, and origin and evolution of the Universe. | <ul style="list-style-type: none"> • Old Standard 7 is incorporated in new standard 9 |
| Standard 8 | | |
| PREVIOUS STANDARDS | NEW STANDARDS | WHAT CHANGED? |
| Standard #8 The teacher of earth and space science demonstrates an understanding of the concepts and processes unifying science domains. | Standard 8: Earth's Materials and Systems: The teacher of earth and space science demonstrates an understanding of the energy sources, processes and cycles within the Earth System. | <ul style="list-style-type: none"> • Old Standard 1 is incorporated in new standard 8 • Old Standard 2 is incorporated in new standard 8 |
| Standard 9 | | |
| PREVIOUS STANDARDS | NEW STANDARDS | WHAT CHANGED? |
| Standard #9 The teacher of earth and space science demonstrates an understanding of and an ability to teach science effectively. | Standard 9: Earth and human activity: The teacher of Earth and Space sciences demonstrates an understanding of society's interactions with the planet. How Earth's processes affect humans and human culture, and how humans affect Earth's systems. | <ul style="list-style-type: none"> • Old Standard 7 is incorporated in new standard 9 |
| Standard 10 | | |
| PREVIOUS STANDARDS | NEW STANDARDS | WHAT CHANGED? |
| Standard #10 The teacher of earth and space science enacts a science curriculum that integrates content within the sciences and among other disciplines. | none | <ul style="list-style-type: none"> • Incorporated into new standards |
| Standard 11 | | |
| PREVIOUS STANDARDS | NEW STANDARDS | WHAT CHANGED? |
| Standard #11 The teacher of earth and space science understands how to relate | none | <ul style="list-style-type: none"> • Incorporated into new standards |

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| science to the daily lives and interests of students and to a larger framework of human endeavor and understanding. | | |
| Standard 12 | | |
| PREVIOUS STANDARDS | NEW STANDARDS | WHAT CHANGED? |
| Standard #12 The teacher of earth and space science assesses students' educational progress through a variety of methods. | none | <ul style="list-style-type: none"> Incorporated into new standards |
| Standard 13 | | |
| PREVIOUS STANDARDS | NEW STANDARDS | WHAT CHANGED? |
| Standard #13 The teacher of earth and space science designs and manages safe and supportive learning environments. | none | <ul style="list-style-type: none"> Old standard 13 is incorporated in new standard 2 |
| Standard 14 | | |
| PREVIOUS STANDARDS | NEW STANDARDS | WHAT CHANGED? |
| Standard #14 The teacher of earth and space science improves teaching through ongoing professional practice. | none | <ul style="list-style-type: none"> Incorporated into new standards |

PROPOSED
Kansas Preparation Program Standards for Earth and Space Science Educators
Grades 6-12

****”Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.**

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| Standard 1: Content Pedagogy: Effective science teachers understand how students learn and develop science concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction. | |
| Function 1: Teacher plans multiple lessons using a variety of inquiry approaches incorporating science and engineering practices. | |
| Content Knowledge | Professional Skills |
| 1.1.1 CK Knows how to locate resources, design and conduct inquiry-based open-ended science investigations, interpret findings, communicate results, and make judgments based on evidence. | 1.1.2 PS Supports student learning through appropriate curricular and instructional experiences linked to the standards. |
| | 1.1.3 PS The teacher is able to develop lessons for students that demonstrate knowledge of the practices of science and engineering by questioning, defining problems, modeling, investigating, and analyzing evidence in order to construct explanations and alternative explanations. |
| | 1.1.4 PS The teacher is able to develop lessons in which students collect and interpret data, develop and communicate concepts, and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate. |
| Function 2: Teacher demonstrates knowledge and understanding of how diverse students learn science. | |
| Content Knowledge | Professional Skills |
| 1.2.1 CK Knows learning is influenced by cultural and environmental differences of the student and family. | 1.2.4 PS Gains and values information about the family’s culture and environment and uses it to understand individual development and learning. |
| 1.2.2 CK Understands developmentally and chronologically age-appropriate needs and practices of students. | 1.2.5 PS Promotes developmentally and chronologically age-appropriate educational experiences to meet the learning abilities, strengths, needs, and preferences of students. |
| 1.2.3 CK Understands diverse learning styles. | |
| Function 3: The teacher designs instruction and assessment strategies that confront and address naïve concepts/preconceptions. | |
| Content Knowledge | Professional Skills |
| 1.3.1 CK The teacher knows learning is influenced by cultural and environmental differences of the student and family. | 1.3.3 PS The teacher uses appropriate formal and informal evaluation/assessment instruments to identify learning needs of students. |
| 1.3.2 CK The teacher understands formative and summative assessment and how they are used. | 1.3.4 PS The teacher is able to identify common student misconceptions and naïve understandings and design and implement appropriate instruction to address these. |

| Standard 2: Learning Environments: Teachers work with students and others to create and manage environments that support learning. | |
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| Function 1: The teacher supports individual and group learning. | |
| Content Knowledge | Professional Skills |
| 2.1.1 CK The teacher understands the importance of rigor, respect, and responsibility for the learning environment. | 2.1.3 PS The teacher sets and articulates appropriate goals that are consistent with knowledge of how students learn science. |
| 2.1.2 CK The teacher understands how teacher feedback influences student learning. | 2.1.4 PS The teacher sets goals that are aligned with state and other professional standards. |
| | 2.1.5 PS The teacher manages the environment to make learning experiences appropriately challenging. |
| Function 2: The teacher encourages positive social interaction. | |
| Content Knowledge | Professional Skill |
| 2.2.1 CK The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments. | 2.2.3a PS The teacher plans fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. |
| | 2.2.3b PS The teacher promotes celebration of learning by providing positive reinforcement and encouraging learners to present work demonstrating their learning and interacting with community members about their work. |
| | 2.2.3c PS The teacher communicates verbally and nonverbally, with families, communities, colleagues, and other professionals, in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment. |
| 2.2.2 CK The teacher understands how learning occurs, how learners construct knowledge, acquire skills, and develop disciplined thinking processes and knows how to use instructional strategies that promote student learning. | 2.2.3d PS The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals. |
| | 2.2.4a PS The teacher develops plans that reflect the nature and social context of science and inquiry. |
| | 2.2.4b PS The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning. |
| Function 3: The teacher promotes active engagement in learning and self-motivation. | |
| Content Knowledge | Professional Skill |
| 2.3.1 CK The teacher understands the relationships between motivation, engagement, and self-efficacy, and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. | 2.3.3a PS The teacher shows the ability to use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate teaching and learning activities, including laboratory or field settings and applicable instruments and technology. |
| | 2.3.3b PS The teacher incorporates differentiated instruction strategies to engage students with diverse learning needs. |

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| | 2.3.3c PS The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency. |
| 2.3.2 CK The teacher creates learning environments where students have an opportunity to actively engage in the practices of science and engineering. | 2.3.4a PS The teacher will develop lesson plans that include active inquiry lessons where students are collecting, analyzing and interpreting data. 2.3.4b PS The teacher will develop lesson plans that allow students to engage in developing and using models, constructing explanations and designing solutions, engaging in argument from evidence, and evaluating and communicating information. |

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| Standard 3: Safety: Effective teachers of science demonstrate and implement safety procedures, material safety practices, and the ethical treatment and use of living organisms (appropriate to their area of licensure). | |
| Function 1: The teacher implements safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials. | |
| Content Knowledge | Professional Skill |
| 3.1.1 CK The teacher understands safety considerations affecting the purchase, storage, maintenance, and disposal of materials such as minimizing quantities in ordering, tracking usage of materials and production of waste, and keeping current on inventory of materials. | 3.1.3 PS The teacher understands, applies, and promotes the maintenance of a safe environment in accordance with the recommendations of the National Science Teachers Association. |
| 3.1.2 CK The teacher understands proper techniques and precautions for controlling access to materials in the student laboratory including appropriate dispensing, supervision of materials, and handling of waste. | 3.1.4 PS The teacher maintains an orderly environment, uses safe and appropriate storage of materials and equipment, and minimizes clutter so as to reduce the potential for accidents. |
| Function 2: The teacher designs and models activities to implement emergency procedures. The teacher understands the maintenance of safety equipment and follows policies and procedures that comply with established state and/or national guidelines. The teacher ensures safe science activities appropriate for the abilities of all students. | |
| Content Knowledge | Professional Skill |
| 3.2.1 CK The teacher understands appropriate emergency procedures and maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. | 3.2.3 PS The teacher designs and implements activities that demonstrate emergency procedures and the proper use of safety equipment in accordance with the recommendations of the National Science Teachers Association. |
| 3.2.2 CK The teacher understands how students' developmental levels affect safety in classroom, laboratory and field environments, and considers this in designing activities to maintain a safe environment. | 3.2.4 PS The teacher enforces safe science practices in activities appropriate to the abilities of all students. |
| Function 3: The teacher designs and implements activities that demonstrate ethical decision-making with respect to the treatment of living organisms in and out of the classroom. The teacher emphasizes safe, humane, and ethical treatment of animals and complies with the legal restrictions on the collection, keeping, use, and treatment of living organisms. | |

| Content Knowledge | Professional Skill |
|---|--|
| 3.3.1 CK The teacher understands the principles of ethical decision-making with respect to the treatment of living organisms in and out of the classroom. | 3.3.4 PS The teacher designs and implements activities that demonstrate ethical decision-making with respect to the treatment of living organisms in and out of the classroom. |
| 3.3.2 CK The teacher knows the legal restrictions on the collection, keeping, use, and treatment of living organisms. | 3.3.5 PS The teacher complies with the legal restrictions on the collection, keeping, and use of living organisms. |
| 3.3.3 CK The teacher is aware of hazards from exposure to allergens, toxins, and pathogens in the classroom, laboratory, or field environment. | |

| Standard 4: Impact on Student Learning: Science teachers provide evidence that students’ understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates provide evidence representative of the entire population they teach. | |
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| Function 1: Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of student learning. | |
| Content Knowledge | Professional Skills |
| 4.1.1 CK The teacher understands the various methodologies to assess and analyze student learning, and address misconceptions. | 4.1.2 PS The teachers utilize knowledge of appropriate developmental levels within the classroom environment. |
| | 4.1.3 PS The teacher reflects on formative and summative assessments, and adjusts instruction appropriately. |
| Function 2: Provide data to show that students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze the quality of evidence supporting scientific claims. | |
| Content Knowledge | Professional Skills |
| 4.2.1 CK The teacher understands the distinction between science and nonscience, and can distinguish between the two. | 4.2.4 PS The teacher demonstrates that students are able to understand the distinction between science and nonscience, and can distinguish between the two. |
| 4.2.2 CK The teacher understands the history, development and practice of science as a human endeavor. | 4.2.5 PS The teacher demonstrates that students are able to understand the history, development and practice of science as a human endeavor. |
| 4.2.3 CK The teacher critically analyzes the quality of evidence supporting scientific claims. | 4.2.6 PS The teacher demonstrates that students are able to critically analyze the quality of evidence supporting scientific claims. |

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| Standard 5: Professional Knowledge and Skills: Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community. |
| Function 1: Teachers engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, projects within their community, and/or social media. |

| Content Knowledge | Professional Skills |
|---|---|
| 5.1.1 CK The teacher demonstrates an awareness of professional organizations in science/education, and professional development available from these organizations. | 5.1.2 PS Teachers engage in professional development opportunities such as conferences, research opportunities, projects within their community, and/or social media. |

Standard 6: Engineering, Technology, and the Applications of Science: The teacher demonstrates an understanding of concepts and practices of engineering, technology, and the applications of science in developing instruction for students.

Function 1: The teacher incorporates engineering design in instruction to solve problems. Engineering design includes the iterative processes of defining problems, developing solutions, and optimizing solutions.

| Content Knowledge | Professional Skills |
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| 6.1.1 CK The teacher can define and delimit engineering problems with precision, and specify the goals intended to be reached. | 6.1.4 PS The teacher develops and implements lessons in which students use engineering design principles (define the problem, develop solutions, and optimize solutions) in applications appropriate to their content area. |
| 6.1.2 CK The teacher can develop possible solutions for a defined problem. | |
| 6.1.3 CK The teacher can systematically evaluate alternative solutions to engineering problems, analyzing data from tests of different solutions, and combining the best ideas into an improved solution. | |

Function 2: The teacher makes authentic connections among engineering, technology, science, and society.

| Content Knowledge | Professional Skills |
|---|--|
| 6.2.1 CK The teacher understands the interdependence of science, engineering, and technology. | 6.2.3 PS The teacher incorporates into instruction examples of the interdependence of science, engineering, and technology. Examples include: 1) advances in scientific understanding in genetics can be translated into medical treatments, and 2) new technology such as advanced telescopes and probes provide new understandings of outer space. |
| 6.2.2 CK The teacher understands the influences of engineering, technology, and science to the broader society and environment. | 6.2.4 PS The teacher incorporates into instruction examples of the influences of engineering, technology, and science to the broader society and environment. Examples include: 1) how measurement technologies have changed civilizations throughout history, and 2) how the use of natural resources has impacted the natural world. |

Standard 7: Earth's Place in the Universe: Origin, evolution and properties of the Universe. Effective science teachers demonstrate an understanding of the properties of the Universe, the Earth's place within the Universe, and origin and evolution of the Universe.

Function 1: Properties of the Universe: The teacher understands and can convey to grades 6-12 students the laws of motion, lifecycles of stars and the Universe, Earth-Sun-Moon relationships, and physical properties of the Universe.

| Content Knowledge | Professional Skills |
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| 7.1.1 CK Teacher demonstrates an understanding of the Sun and its lifecycle. | 7.1.5 PS Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's |

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| | core to release energy that eventually reaches Earth in the form of radiation. |
| 7.1.2 CK Teacher demonstrates knowledge of Nuclear fusion, light spectra and compositional elements. | 7.1.6 PS Teacher can communicate scientific ideas about the way stars, over their life cycle, produce elements. |
| 7.1.3 CK Teacher demonstrates an understanding of the movement of galaxies, composition of stars, non-stellar gasses, and background radiation. | 7.1.7 PS Communicate scientific ideas about the way stars, over their life cycle, produce elements. |
| 7.1.4 CK Teacher demonstrates an understanding of Star Processes - processes for forming the elements. | |
| Function 2: The teacher understands and can convey to grades 6-12 students the Earth's Place within the Universe | |
| Content Knowledge | Professional Skills |
| 7.2.1 CK Teacher demonstrates an understanding of Earth-Sun-Moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. | 7.2.3 PS Teacher can develop and use a model of the Earth-Sun-Moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. |
| 7.2.2 CK Teacher demonstrates an understanding of Laws of motions and orbiting objects. | 7.2.4 PS The teacher can use mathematical or computational representations to predict the motion of orbiting objects in the solar system. |
| Function 3: The teacher understands and can convey to grades 6-12 students the Origin and Evolution of the Universe. | |
| Content Knowledge | Professional Skills |
| 7.3.1 CK The teacher understands the Big Bang Theory. | 7.3.3 PS Teacher can construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe. |
| 7.3.2 CK The teacher understands supporting evidence for the formation of the Earth and our solar system. | 7.3.4 PS Teacher can apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history |

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| Standard 8: Earth's Materials and Systems: The teacher of earth and space science demonstrates an understanding of the energy sources, processes and cycles within the Earth System. | |
| Function 1: The teacher understands and can convey to grades 6-12 students the cyclic nature of earth processes | |
| Content Knowledge | Professional Skills |
| 8.1.1 CK Teacher demonstrates an understanding of the rock cycle. | 8.1.5 PS The teacher can describe the processes involved in the formation of rocks that included sedimentary, igneous and metamorphic rocks. |
| 8.1.2 CK Teacher demonstrates an understanding of the carbon cycle. | 8.1.6 PS The teacher can describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere. |
| 8.1.3 CK Teacher demonstrates an understanding of the hydrologic cycle. | 8.1.7 PS The teacher can explain the cyclic nature of water in the Earth-system, that includes the properties of water and its effects on Earth materials and surface processes. |
| 8.1.4 CK Teacher demonstrates an understanding of the Geological Time Scale. | 8.1.8 PS The teacher can convey a scientific explanation based on evidence from rock strata for how the geologic timescale is used to organize Earth's 4.6-billion-year-old history. |

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| Function 2: The teacher understands and can convey to grades 6-12 students the source of energy driving Earth processes. | |
| Content Knowledge | Professional Skills |
| 8.2.1 CK Teacher demonstrates an understanding of the Internal and External earth energy. | 8.2.2 PS Teacher can illustrate how Earth’s internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features. |
| Function 3: The teacher understands and can convey to grades 6-12 students the transfer of energy between systems. | |
| Content Knowledge | Professional Skills |
| 8.3.1 CK Teacher demonstrates an understanding of the Conduction, Convection/Advection and Radiation. | 8.3.2 PS Teacher can develop a model based on evidence of Earth’s interior to describe the cycling of matter by thermal convection. |
| Function 4: The teacher understands and can convey to grades 6-12 students Plate Tectonics and Large-Scale System Interactions. | |
| Content Knowledge | Professional Skills |
| 8.4.1 CK The radioactive decay of unstable isotopes continually generates new energy within Earth’s crust and mantle, providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as the surface expression of mantle convection. | 8.4.2 PS Teacher can illustrate how Earth’s internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features. |

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| Standard 9: Earth and human activity: The teacher of Earth and Space sciences demonstrates an understanding of society’s interactions with the planet. How Earth’s processes affect humans and human culture, and how humans affect Earth’s systems. | |
| Function 1: The teacher understands and can convey to grades 6-12 students the concepts of Natural hazards and disasters. | |
| Content Knowledge | Professional Skills |
| 9.1.1 CK Teacher demonstrates an understanding of the causes of disasters; how to identify and mitigate the impact of disasters such as volcanoes, earthquakes, mass-wasting, hurricanes, floods, tornadoes. | 9.1.3 PS Teacher can construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. (NGSS HS-ESS3-1) |
| 9.1.2 CK Teacher demonstrates an understanding of hazards that impact human society. | 9.1.4 PS Teacher can construct an explanation based on evidence for how natural hazards have influenced human activity. (NGSS HS-ESS3-1) |
| Function 2: The teacher understands and can convey to grades 6-12 students the concepts of Atmospheric & Climate Changes. | |
| Content Knowledge | Professional Skills |
| 9.2.1 CK Teacher demonstrates an understanding of weather and climate effects on humans, global climate change, and oceanic effects on hydrologic/atmospheric systems. | 9.2.2 PS Teacher can construct an explanation based on evidence for how changes in climate have influenced human activity. |
| | 9.2.3 PS Teacher can incorporate into instruction geoscience data and results from global climate models to make evidence-based forecasts of the current rate of global or regional climate change and associated future impacts to Earth’s system. |
| Function 3: The teacher understands and can convey to grades 6-12 students the concept of Natural Resources. | |

| Content Knowledge | Professional Skills |
|---|---|
| 9.3.1 CK Teacher demonstrates an understanding of Water, fossil fuels, ores, industrial uses, solar, wind | 9.3.3 PS Teacher can construct an explanation based on evidence for how the availability of natural resources have influenced human activity. |
| 9.3.2 CK The teacher demonstrated an understanding of the impacts of human activity on natural systems. | 9.3.4 PS Teacher can explain design solutions for developing, managing, and utilizing energy and mineral resources. |
| | 9.3.5 PS Teacher can illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity. |

PREVIOUS PROGRAM STANDARDS

EARTH AND SPACE SCIENCE

Early Adolescence through Late Adolescence Grades 6-12

Standard #1 The teacher of earth and space science demonstrates an understanding of the sources of energy that power the dynamic earth system.

Knowledge

1. The teacher understands that essentially all energy on earth traces ultimately to the sun and radioactivity in the earth's interior.
2. The teacher understands that the convection circulation in the mantle is driven by the outward transfer of the earth's internal heat.
3. The teacher understands that movable continental and oceanic plates make up the earth's surface; the hot, convecting mantle is the energy source for plate movement.
4. The teacher understands that energy from the sun heats the oceans and the atmosphere and affects oceanic and atmospheric circulation.
5. The teacher understands that energy flow determines global climate and, in turn, is influenced by geographic features, cloud cover, and the earth's rotation.
6. The teacher knows that the systems at the earth's surface are powered principally by the sun and contain an essentially fixed amount of each stable chemical atom or element.

Performance

1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #2 The teacher of earth and space science demonstrates an understanding of the actions and the interactions of the earth's subsystems: the geosphere, hydrosphere, atmosphere, and biosphere.

Knowledge

1. The teacher understands the processes of the carbon, rock, and water cycles.
2. The teacher understands water, glaciers, winds, waves, and gravity as weathering and erosion agents.
3. The teacher understands the earth's motions and seasons.
4. The teacher knows the composition and structure of the earth's atmosphere.
5. The teacher understands severe storms and safety precautions.
6. The teacher understands basic weather forecasting, weather maps, fronts, and pressure systems.

Performance

1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #3 The teacher of earth and space science demonstrates an understanding of the origin and evolution of the dynamic earth system.

Knowledge

1. The teacher knows the earth's history on the geologic time scale.

2. The teacher knows rock sequences, fossils and radioactive decay and how they are used to estimate the time rocks were formed.
3. The teacher understands earth's changes as short term (during a human's lifetime) such as earthquakes and volcanic eruptions, and as long term (over a geological time scale) such as mountain building and plate movements.
4. The teacher understands the dramatic changes in the earth's atmosphere (i.e., introduction of O₂) which were affected by the emergence of life on earth.
5. The teacher understands the formation of minerals and rocks by way of the rock cycle.

Performance

1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #4 The teacher of earth and space science demonstrates an understanding of the organization of the universe and its development.

Knowledge

1. The teacher understands the expansion of the universe from a hot dense early state.
2. The teacher understands the organization and development of stars, solar systems, and planets.
3. The teacher understands the general methods of and importance of the exploration of our solar system and space.

Performance

1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #5 The teacher of earth and space science demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry.

Knowledge

1. The teacher understands the nature of scientific inquiry.

Performance

1. The teacher develops, through experiences, a rich understanding and curiosity of the natural (material) world.
2. The teacher develops questions and demonstrates an understanding of the concepts that guide scientific investigations.
3. The teacher designs and conducts scientific investigations.
4. The teacher uses technology and mathematics to improve investigations and communications.
5. The teacher formulates and revises scientific explanations and models using logic and evidence.
6. The teacher recognizes and analyzes alternative explanations and models.
7. The teacher communicates and defends a scientific argument.
8. The teacher plans and implements activities with different structures for inquiry including inductive (exploratory), correlational and deductive (experimental) studies.
9. The teacher uses questions to encourage inquiry and probe for divergent student responses, encouraging student questions, and responding with questions when appropriate.
10. The teacher encourages productive peer interactions and plans both individual and small group activities to facilitate inquiry.

11. The teacher plans and implements data-based activities requiring students to reflect upon their findings, make inferences, and link new ideas to preexisting knowledge.

Standard #6 The teacher of earth and space science demonstrates an understanding of the basic relationships between science and technology.

Knowledge

1. The teacher understands that creativity, imagination, and a broad knowledge base are all required in the work of science and engineering.
2. The teacher knows that scientists in different disciplines ask different questions, use different methods of investigation, and accept different types of evidence to support their explanations.
3. The teacher knows that progress in science and technology can be affected by social issues and challenges.
4. The teacher knows that science and technology are pursued for different purposes.
5. The teacher knows that science advances new technologies. New technologies open new areas for scientific inquiry.
6. The teacher knows that scientific knowledge is made public through presentation at professional meetings and publications in scientific journals, while technological knowledge is often not shared for a variety of reasons.
7. The teacher knows that science and technology are essential components of modern society. Science and technology indicate what can happen, not what should happen. The latter involves human decisions about the use of knowledge.
8. The teacher understands that basic concepts and principles of science and technology should precede active debate about the economics, policies, politics, and ethics of various challenges related to science and technology.

Performance

1. The teacher can demonstrate the basic relationship between earth and space science and technology.

Standard #7 The teacher of earth and space science demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives.

Knowledge

1. The teacher has first-hand knowledge of how to engage in extended science inquiry in a laboratory setting. Just as preservice teachers need to engage in practice teaching, they need to engage in practicing science.
2. The teacher has an understanding of science as both vocation and avocation.
3. The teacher recognizes the universality of basic science concepts and the influence of personal and cultural beliefs that embed science in society.
4. The teacher recognizes that society helps create the ways of thinking (mindsets) required for scientific advances, both toward training scientists and the education of a populace to utilize benefits of science (e.g., standards of hygiene, attitudes toward forces of nature, etc.).
5. The teacher recognizes society's role in supporting topics of research and determining institutions where research is conducted.

Performance

1. The teacher relates science content to the real world.
2. The teacher links the study of earth and space science to career opportunities.

3. The teacher explains how science uses peer review, replication of methods, and norms of honesty.
4. The teacher demonstrates an understanding of the nature of scientific knowledge and that science is a way of knowing.
5. The teacher explains the rules of evidence and can distinguish characteristics of knowledge in science from rules and knowledge in other disciplines.
6. The teacher explains and provides examples of conventions for research, evidence and explanation, distinguishing laws, theories, and hypotheses.
7. The teacher explains the history of science, including the historical development of current science theories and knowledge.
8. The teacher uses mathematics and statistics to analyze and interpret data in the context of science.
9. The teacher demonstrates an ability to do limited but original research in science.

Standard #8 The teacher of earth and space science demonstrates an understanding of the concepts and processes unifying science domains.

Knowledge

1. The teacher understands how the concepts and processes of system, order and organization; evidence, models and explanation; constancy, change and measurement; patterns of cumulative change; and form and function, unify the various domains of science.
2. The teacher has a basic understanding of the basic concepts and principles of biology, chemistry, and physics as they relate to understanding earth and space science.

Performance

1. The teacher relates science concepts to each other and even to ideas in other academic areas.
2. The teacher understands how the knowledge and mastery of each concept of earth and space science grows and develops across the grade levels and adjusts instruction accordingly.
3. The teacher explains, answers questions, guides inquiry, generalizes accurately, and mentors and guides advanced students who need and benefit from the enrichment of their lessons due to the greater personal knowledge of earth and space science than that expected of students.

Standard #9 The teacher of earth and space science demonstrates an understanding of and an ability to teach science effectively.

Knowledge

1. The teacher understands how students learn science concepts and develop the abilities of science inquiry.
2. The teacher understands the abilities and developmental readiness of students to learn earth and space science content and skills.
3. The teacher understands how to use appropriate applications of advanced technologies in teaching science.

Performance

1. The teacher identifies common student misconceptions in science, their source, and an appropriate teaching response.
2. The teacher provides the opportunity for student discovery and application of knowledge.
3. The teacher plans and uses science teaching strategies and models appropriate for learners with diverse backgrounds, abilities, and learning styles.

4. The teacher encourages students to develop scientific reasoning, critical thinking, and problem solving skills.
5. The teacher designs and adapts procedures and protocols for students to plan, execute, and communicate the results of laboratory and field-based studies in earth and space science.
6. The teacher demonstrates the ability to effectively engage students in learning science, both individually and in-group work of various kinds.
7. The teacher facilitates student planned and conducted investigations.

Standard #10 The teacher of earth and space science enacts a science curriculum that integrates content within the sciences and among other disciplines.

Knowledge

1. The teacher understands national and state standards for science education.
2. The teacher understands the importance of the district and school framework of goals, plans, materials, and resources for enacting quality science instruction.
3. The teacher is familiar with high-quality curricular materials in science.
4. The teacher knows several strategies for developing integrated units with science as the connecting theme.
5. The teacher knows where and how to access appropriate materials for conducting science investigations with students.

Performance

1. The teacher relates instructional goals, materials, and actions to state and national science education standards, analyzing strengths and weaknesses in a particular classroom context.
2. The teacher identifies, evaluates, and selects a diverse set of appropriate and potentially useful instructional materials in science from a variety of sources including the World Wide Web.
3. The teacher develops and implements course plans, unit plans, and lesson plans with clear rationales, goals, methods, materials, and assessments.
4. The teacher creates learning experiences that integrate subject matter within the science disciplines and with other subjects using real life problems.
5. The teacher designs and implements learning activities that thematically relate science with other school subjects and community resources.
6. The teacher fosters student development and application of skills in language arts and mathematics in learning science.
7. The teacher demonstrates an awareness of current science curriculum issues and resources.

Standard #11 The teacher of earth and space science understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding.

Knowledge

1. The teacher is aware of social and political issues in the community that are dependent upon an understanding of earth and space science.
2. The teacher understands how earth and space science concepts and processes are used in real life situations.
3. The teacher understands and relates the application of earth and space science concepts to technological, societal, and cultural issues.

Performance

1. The teacher engages students in activities and projects in which they examine important social or technological issues related to earth and space science.

2. The teacher engages students in investigating local earth and space science and technological issues.
3. The teacher instructs students in the processes of decision-making about earth and space science and technological issues and applications.
4. The teacher relates earth and space science to the interest of students, to potential careers, and to knowledge in other domains.

Standard #12 The teacher of earth and space science assesses students' educational progress through a variety of methods.

Knowledge

1. The teacher knows how to align standards, goals, instruction, outcomes, and assessments in earth and space science.
2. The teacher knows a variety of assessment strategies to evaluate the cognitive, psychomotor, social, and personal development of the learner in all aspects of earth and space science.
3. The teacher knows techniques for identifying prior knowledge of earth and space science concepts and abilities that lead students to construct new understandings.

Performance

1. The teacher uses the most appropriate methods for gathering information about student learning aligned with instructional goals and based on student characteristics, needs, and abilities.
2. The teacher demonstrates the ability to use multiple strategies to assess teaching and learning authentically consistent with national standards and goals for earth and space science education.

Standard #13 The teacher of earth and space science designs and manages safe and supportive learning environments.

Knowledge

1. The teacher understands the elements of a safe environment in all areas related to earth and space science instruction.
2. The teacher understands liability and negligence, especially as it applies to earth and space science teaching.
3. The teacher understands how to design, adapt, and use physical space, the outdoors, equipment, and resources to establish a positive learning environment.
4. The teacher understands the psychological and social environment conducive to the students' intellectual, social, and personal growth in earth and space science education.
5. The teacher understands the norms and values of a science learning community.

Performance

1. The teacher sets up procedures for safe handling, labeling, storage, and disposal of chemicals, electrical equipment, and science materials.
2. The teacher takes appropriate actions to prevent accidents in the laboratory and field.
3. The teacher follows appropriate procedures for reporting an emergency.
4. The teacher establishes the elements of an exciting and stimulating environment for earth and space science.
5. The teacher establishes a productive learning community in the earth and space science classroom.
6. The teacher plans and develops opportunities for students to learn from resources, events, and displays in the environment.

Standard #14 The teacher of earth and space science improves teaching through ongoing professional practice.

Knowledge

1. The teacher understands the ethical standards and responsibilities of a professional science teacher.
2. The teacher is aware of the professional organizations and professional development opportunities available to support earth and space science teachers.

Performance

1. The teacher accepts responsibility for working collaboratively with students, members of the community, and other educators to improve science education.
2. The teacher develops and states personal goals and philosophy of teaching based on research and contemporary values of the science education community.
3. The teacher becomes involved in professional science education activities and shares knowledge and ideas with colleagues.

Crosswalk: Previous versus New Science (5-8) Standards

General Information about this Revision:

- » Added detail and demonstration of application of knowledge.
- » Previous 14 standards were consolidated into 11 new standards.
- » Standards were updated to reflect the elements detailed in the new Kansas College and Career Ready Science Standards, including: 1) science and engineering practices, 2) disciplinary core ideas, and 3) crosscutting concepts.
- » Standards were updated to emphasize teaching science for conceptual understanding.
- » The new science education standards are significantly different enough from previous standards that a direct standard to standard crosswalk is not helpful. In the chart below, the previous standards are presented in the first column for reference purposes. The new standards are presented in the middle column with notations to the right.

| PREVIOUS STANDARDS | NEW STANDARDS | WHAT CHANGED? |
|---|---|--|
| <p>The teacher of science demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry. (Previous Standard 4)</p> <p>The teacher of science demonstrates an understanding of and an ability to teach science effectively. (Previous Standard 9)</p> <p>The teacher of science enacts a science curriculum that integrates content within the sciences and among other disciplines. (Previous Standard 10)</p> <p>The teacher of science designs and manages safe and supportive learning environments. (Previous Standard 13)</p> <p>The teacher of science improves teaching through ongoing professional practice. (Previous Standard 14)</p> | <p>Standard 1: Content Pedagogy: Effective science teachers understand how students learn and develop science and engineering concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction.</p> <p>Standard 2: Learning Environments: Teachers work with students and others to create and manage environments that support learning.</p> | <ul style="list-style-type: none"> • Added clarity to the nature of scientific inquiry by detailing specific practices and concepts. • Added significant detail in aligning effective instruction of scientific inquiry for diverse students. • Added detail in emphasizing student construction of knowledge. • Separated “safe” and “supportive” elements of learning environments (see new Standard 3 below). |
| PREVIOUS STANDARDS | NEW STANDARDS | WHAT CHANGED? |
| <p>The teacher of science designs and manages safe and supportive learning</p> | <p>Standard 3: Safety: Effective teachers of science demonstrate and implement safety procedures, material safety practices, and the</p> | <ul style="list-style-type: none"> • Focus on safety, with added detail. |

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| <p>environments. (Previous Standard 13)</p> | <p>ethical treatment and use of living organisms (appropriate to their area of licensure).</p> | |
| <p>The teacher of science assesses students' educational progress through a variety of methods. (Previous Standard 12) The teacher of science demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives. (Previous Standard 6)</p> | <p>Standard 4: Impact on Student Learning: Science teachers provide evidence that students' understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates provide evidence representative of the entire population they teach.</p> | <ul style="list-style-type: none"> • Emphasis on formative and summative assessments. • Emphasis on aligning student learning with the practices of science as a human endeavor. |
| <p>The teacher of science improves teaching through ongoing professional practice. (Previous Standard 14)</p> | <p>Standard 5: Professional Knowledge and Skills: Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community.</p> | |
| <p>The teacher of science understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding. (Previous Standard 11) The teacher of science demonstrates an understanding of the basic relationships between science and technology and the knowledge of when and how technology can be used to solve problems. (Previous Standard 5) The teacher of science demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives. (Previous Standard 6)</p> | <p>Standard 6: Engineering, Technology, and the Applications of Science: The teacher demonstrates an understanding of concepts and practices of engineering, technology, and the applications of science in developing instruction for students.</p> | <ul style="list-style-type: none"> • Highlights engineering design and applied science to solve problems. • Emphasis on making authentic connections among engineering, technology, science, and society |

| <p>The teacher of science demonstrates an understanding of science in personal and social perspectives. (Previous Standard 8)</p> | | |
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| <p>PREVIOUS STANDARDS</p> | <p>NEW STANDARDS</p> | <p>WHAT CHANGED?</p> |
| <p>The teacher of science demonstrates an understanding of physical science. (Previous Standard 1)</p> | <p>Standard 7: Middle Level Physical Science: The teacher of middle school science can demonstrate an understanding of concepts and practices of physical science in developing instruction for students, including knowledge of atomic structure, molecular structure, states of matter, chemical reactions, energy, motion and stability of objects, forces, and waves.</p> | <ul style="list-style-type: none"> • Includes integration of physical science concepts with science and engineering practices, and with crosscutting concepts. • Additional detail added to Content Knowledge and Professional Skills indicators. |
| <p>The teacher of science demonstrates an understanding of life science. (Previous Standard 2)</p> | <p>Standard 8: Middle Level Life Science: The teacher of middle school science can demonstrate an understanding of concepts and practices of biological science in developing instruction for students, including knowledge of cell theory, structure and function of organisms, populations of organisms, biodiversity, ecosystems, genetics, and evolution.</p> | <ul style="list-style-type: none"> • Includes integration of life science concepts with science and engineering practices, and with crosscutting concepts. • Additional detail added to Content Knowledge and Professional Skills indicators. |
| <p>The teacher of science demonstrates an understanding of earth and space science. (Previous Standard 3)</p> | <p>Standard 9: Middle Level Earth and Space Science: The teacher of middle school science can demonstrate an understanding of concepts and practices of earth and space science in developing instruction for students, including knowledge of the universe and solar system, Earth’s geologic history and processes, Earth’s structure and processes, water cycle, weather and climate, natural resources, natural hazards and catastrophes, and human influences on Earth’s systems.</p> | <ul style="list-style-type: none"> • Includes integration of earth and space science concepts with science and engineering practices, and with crosscutting concepts. • Additional detail added to Content Knowledge and Professional Skills indicators. |

| PREVIOUS STANDARDS | NEW STANDARDS | WHAT CHANGED? |
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| <p>The teacher of science demonstrates an understanding of the concepts and processes unifying science domains. (Previous Standard 7)</p> <p>The teacher of science demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives. (Previous Standard 6)</p> <p>The teacher of science enacts a science curriculum that integrates content within the sciences and among other disciplines. (Previous Standard 10)</p> | <p>Standard 10: Middle Level Unifying Concepts / Interdisciplinary Perspectives:</p> <p>The teacher of middle school science can demonstrate an understanding and be able to infuse into science teaching the crosscutting concepts of science and the interdisciplinary perspectives among the sciences.</p> | |

PROPOSED

Kansas Preparation Program Standards for Science Educators Grades 5-8

****”Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.**

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| Standard 1: Content Pedagogy: Effective science teachers understand how students learn and develop science and engineering concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction. | |
| Function 1: Teacher plans multiple lessons that use a variety of inquiry approaches incorporating science and engineering practices. | |
| Content Knowledge | Professional Skills |
| 1.1.1 CK Knows how to locate resources, design and conduct inquiry-based open-ended science investigations, interpret findings, communicate results, and make judgments based on evidence. | 1.1.2 PS Supports student learning through appropriate curricular and instructional experiences linked to the standards |
| | 1.1.3 PS The teacher is able to develop lessons for students that demonstrate knowledge of the practices of science and engineering by questioning, defining problems, modeling, investigating, and analyzing evidence in order to construct explanations and alternative explanations. |
| | 1.1.4 PS The teacher is able to develop lessons in which students collect and interpret data, develop and communicate concepts, and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate. |
| Function 2: Teacher demonstrates knowledge and understanding of how diverse students learn science. | |
| Content Knowledge | Professional Skills |
| 1.2.1 CK Knows learning is influenced by cultural and environmental differences of the student and family. | 1.2.4 PS Gains and values information about the family’s culture and environment and uses it to understand individual development and learning. |
| 1.2.2 CK Understands developmentally and chronologically age-appropriate needs and practices of students. | 1.2.5 PS Promotes developmentally and chronologically age-appropriate educational experiences to meet the learning abilities, strengths, needs, and preferences of students. |
| 1.2.3 CK Understands diverse learning styles. | |
| Function 3: The teacher designs instruction and assessment strategies that confront and address naïve concepts/preconceptions. | |
| Content Knowledge | Professional Skills |
| 1.3.1 CK The teacher knows learning is influenced by cultural and environmental differences of the student and family. | 1.3.3 PS The teacher uses appropriate formal and informal evaluation/assessment instruments to identify learning needs of students. |
| 1.3.2 CK The teacher understands formative and summative assessment and how they are used. | 1.3.4 PS The teacher is able to identify common student misconceptions and naïve understandings |

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| | and design and implement appropriate instruction to address these. |
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Standard 2: Learning Environments: Teachers work with students and others to create and manage environments that support learning.

Function 1: The teacher supports individual and group learning.

| Content Knowledge | Professional Skills |
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| 2.1.1 CK The teacher understands the importance of rigor, respect, and responsibility for the learning environment. | 2.1.3 PS The teacher sets and articulates appropriate goals that are consistent with knowledge of how students learn science. |
| 2.1.2 CK The teacher understands how teacher feedback influences student learning. | 2.1.4 PS The teacher sets goals that are aligned with state and other professional standards. |
| | 2.1.5 PS The teacher manages the environment to make learning experiences appropriately challenging. |

Function 2: The teacher encourages positive social interaction.

| Content Knowledge | Professional Skill |
|---|--|
| 2.2.1 CK The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments. | <p>2.2.3a PS The teacher plans fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met.</p> <p>2.2.3b PS The teacher promotes celebration of learning by providing positive reinforcement and encouraging learners to present work demonstrating their learning and interacting with community members about their work.</p> <p>2.2.3c PS The teacher communicates verbally and nonverbally, with families, communities, colleagues, and other professionals, in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.</p> <p>2.2.3d PS The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</p> |
| 2.2.2 CK The teacher understands how learning occurs, how learners construct knowledge, acquire skills, and develop disciplined thinking processes and knows how to use instructional strategies that promote student learning. | <p>2.2.4a PS The teacher develops plans that reflect the nature and social context of science and inquiry.</p> <p>2.2.4b PS The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p> |

Function 3: The teacher promotes active engagement in learning and self-motivation.

| Content Knowledge | Professional Skill |
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| 2.3.1 CK The teacher understands the relationships between motivation, engagement, and self-efficacy, | 2.3.3a PS The teacher shows the ability to use a variety of strategies that demonstrate the candidates' |

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| <p>and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.</p> | <p>knowledge and understanding of how to select the appropriate teaching and learning activities, including laboratory or field settings and applicable instruments and technology.</p> <p>2.3.3b PS The teacher incorporates differentiated instruction strategies to engage students with diverse learning needs.</p> <p>2.3.3c PS The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</p> |
| <p>2.3.2 CK The teacher creates learning environments where students have an opportunity to actively engage in the practices of science and engineering.</p> | <p>2.3.4a PS The teacher will develop lesson plans that include active inquiry lessons where students are collecting, analyzing and interpreting data.</p> <p>2.3.4b PS The teacher will develop lesson plans that allow students to engage in developing and using models, constructing explanations and designing solutions, engaging in argument from evidence, and evaluating and communicating information.</p> |

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| <p>Standard 3: Safety: Effective teachers of science demonstrate and implement safety procedures, material safety practices, and the ethical treatment and use of living organisms (appropriate to their area of licensure).</p> | |
| <p>Function 1: The teacher implements safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials.</p> | |
| <p>Content Knowledge</p> | <p>Professional Skill</p> |
| <p>3.1.1 CK The teacher understands safety considerations affecting the purchase, storage, maintenance, and disposal of materials such as minimizing quantities in ordering, tracking usage of materials and production of waste, and keeping current on inventory of materials.</p> | <p>3.1.3 PS The teacher understands, applies, and promotes the maintenance of a safe environment in accordance with the recommendations of the National Science Teachers Association.</p> |
| <p>3.1.2 CK The teacher understands proper techniques and precautions for controlling access to materials in the student laboratory including appropriate dispensing, supervision of materials, and handling of waste.</p> | <p>3.1.4 PS The teacher maintains an orderly environment, uses safe and appropriate storage of materials and equipment, and minimizing clutter so as to reduce the potential for accidents.</p> |
| <p>Function 2: The teacher designs and models activities to implement emergency procedures. The teacher understands the maintenance of safety equipment and follows policies and procedures that comply with established state and/or national guidelines. The teacher ensures safe science activities appropriate for the abilities of all students.</p> | |
| <p>Content Knowledge</p> | <p>Professional Skill</p> |
| <p>3.2.1 CK The teacher understands appropriate emergency procedures and maintenance of safety</p> | <p>3.2.3 PS The teacher designs and implements activities that demonstrate emergency procedures and the proper use of safety equipment in</p> |

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| equipment, policies and procedures that comply with established state and/or national guidelines. | accordance with the recommendations of the National Science Teachers Association. |
| 3.2.2 CK The teacher understands how students' developmental levels affect safety in classroom, laboratory and field environments, and considers this in designing activities to maintain a safe environment. | 3.2.4 PS The teacher enforces safe science practices in activities appropriate to the abilities of all students. |
| Function 3: The teacher designs and implements activities that demonstrate ethical decision-making with respect to the treatment of living organisms in and out of the classroom. The teacher emphasizes safe, humane, and ethical treatment of animals and complies with the legal restrictions on the collection, keeping, use, and treatment of living organisms. | |
| Content Knowledge | Professional Skill |
| 3.3.1 CK The teacher understands the principles of ethical decision-making with respect to the treatment of living organisms in and out of the classroom. | 3.3.4 PS The teacher designs and implements activities that demonstrate ethical decision-making with respect to the treatment of living organisms in and out of the classroom. |
| 3.3.2 CK The teacher knows the legal restrictions on the collection, keeping, use, and treatment of living organisms. | 3.3.5 PS The teacher complies with the legal restrictions on the collection, keeping, and use of living organisms. |
| 3.3.3 CK The teacher is aware of hazards from exposure to allergens, toxins, and pathogens in the classroom, laboratory, or field environment. | |

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| Standard 4: Impact on Student Learning: Science teachers provide evidence that students' understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates provide evidence representative of the entire population they teach. | |
| Function 1: Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of student learning. | |
| Content Knowledge | Professional Skills |
| 4.1.1 CK The teacher understands the various methodologies to assess and analyze student learning, and address misconceptions. | 4.1.2 PS The teacher utilizes knowledge of appropriate developmental levels within the classroom environment. |
| | 4.1.3 PS The teacher reflects on formative and summative assessments, and adjusts instruction appropriately. |
| Function 2: Provide data to show that students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze the quality of evidence supporting scientific claims. | |
| Content Knowledge | Professional Skills |
| 4.2.1 CK The teacher understands the distinction between science and nonscience, and can distinguish between the two. | 4.2.4 PS The teacher demonstrates that students are able to understand the distinction between science and nonscience, and can distinguish between the two. |
| 4.2.2 CK The teacher understands the history, development and practice of science as a human endeavor. | 4.2.5 PS The teacher demonstrates that students are able to understand the history, development and practice of science as a human endeavor. |
| 4.2.3 CK The teacher critically analyzes the quality of evidence supporting scientific claims. | 4.2.6 PS The teacher demonstrates that students are able to critically analyze the quality of evidence supporting scientific claims. |

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| Standard 5: Professional Knowledge and Skills: Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community. | |
| Function 1: Teachers engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, projects within their community, and/or social media. | |
| Content Knowledge | Professional Skills |
| 5.1.1 CK The teacher demonstrates an awareness of professional organizations in science/education, and professional development available from these organizations. | 5.1.2 PS Teachers engage in professional development opportunities such as conferences, research opportunities, projects within their community, and/or social media. |

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| Standard 6: Engineering, Technology, and the Applications of Science: The teacher demonstrates an understanding of concepts and practices of engineering, technology, and the applications of science in developing instruction for students. | |
| Function 1: The teacher incorporates engineering design in instruction to solve problems. Engineering design includes the iterative processes of defining problems, developing solutions, and optimizing solutions. | |
| Content Knowledge | Professional Skills |
| 6.1.1 CK The teacher can define and delimit engineering problems with precision, and specify the goals intended to be reached. | 6.1.4 PS The teacher develops and implements lessons in which students use engineering design principles (define the problem, develop solutions, and optimize solutions) in applications appropriate to their content area. |
| 6.1.2 CK The teacher can develop possible solutions for a defined problem. | |
| 6.1.3 CK The teacher can systematically evaluate alternative solutions to engineering problems, analyzing data from tests of different solutions, and combining the best ideas into an improved solution. | |
| Function 2: The teacher makes authentic connections among engineering, technology, science, and society. | |
| 6.2.1 CK The teacher understands the interdependence of science, engineering, and technology. | 6.2.3 PS The teacher incorporates into instruction examples of the interdependence of science, engineering, and technology. Examples include: 1) advances in scientific understanding in genetics can be translated into medical treatments, and 2) new technology such as advanced telescopes and probes provide new understandings of outer space. |
| 6.2.2 CK The teacher understands the influences of engineering, technology, and science to the broader society and environment. | 6.2.4 PS The teacher incorporates into instruction examples of the influences of engineering, technology, and science to the broader society and environment. Examples include: 1) how measurement technologies have changed civilizations throughout history, and 2) how the use of natural resources has impacted the natural world. |

Standard 7: Middle Level Physical Science: The teacher of middle school science can demonstrate an understanding of concepts and practices of physical science in developing instruction for students, including knowledge of atomic structure, molecular structure, states of matter, chemical reactions, energy, motion and stability of objects, forces, and waves.

Function 1: Physical Concepts and Practices

| Content Knowledge | Professional Skills |
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| 7.1.1 CK The teacher can explain what occurs at atomic and molecular levels relating to the different states of matter and changes between the states of matter. | 7.1.8 PS The teacher is able to develop lessons for students that demonstrate knowledge of the practices of Physical Science by questioning, defining problems, modeling, investigating, and analyzing evidence in order to construct explanations and alternative explanations. |
| 7.1.2 CK The teacher can use models to represent what occurs during chemical reactions, including concepts of conservation of mass, formation of new molecules from existing atoms, and energy transformation. | 7.1.9 PS The teacher is able to identify common student misconceptions and naïve understandings of physical science. |
| 7.1.3 CK The teacher can describe how thermal energy affects particles and the relationship of kinetic and potential energy to the total energy of a system. | |
| 7.1.4 CK Teachers can explain motion and stability of objects using Newton's First, Second and Third Laws of Motion. | |
| 7.1.5 CK Teachers can demonstrate that some materials are attracted to each other while others are not using concepts of gravity, electrical, and magnetic forces. | |
| 7.1.6 CK Teachers will explain how energy can be transferred from one object or system to another using concepts of energy conservation and transfer. | |
| 7.1.7 CK Teachers can describe properties of waves and how they can be used, reflected, absorbed, or transmitted through various materials. | |

Standard 8: Middle Level Life Science: The teacher of middle school science can demonstrate an understanding of concepts and practices of biological science in developing instruction for students, including knowledge of cell theory, structure and function of organisms, populations of organisms, biodiversity, ecosystems, genetics, and evolution.

Function 1: Life Sciences Concepts and Practices

| Content Knowledge | Professional Skills |
|--|--|
| 8.1.1 CK The teacher can apply knowledge that all living things are made of one or more cells, that cells have specific structures and functions, that they are the basis of organismal subsystems, and that they communicate with each other. | 8.1.1 PS The teacher is able to develop lessons for students that demonstrate knowledge of the practices of Life Science by questioning, defining problems, modeling, investigating, and analyzing evidence in order to construct explanations and alternative explanations. |

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| 8.1.2 CK The teacher can apply knowledge that animal and plant structures are related to their functions in performing life processes: cycling of matter, flow of energy, growth, response to change, reproduction, etc. | 8.1.2 PS The teacher is able to identify common student misconceptions and naïve understandings of life science. |
| 8.1.3 CK The teacher can apply knowledge of the interactions of matter and energy between living and non-living components in populations and ecosystems. | |
| 8.1.4 CK The teacher can apply knowledge of how changes in biotic and abiotic components in an ecosystem affect populations and the ability to maintain biodiversity and ecosystem services. | |
| 8.1.5 CK The teacher can apply knowledge of sexual and asexual reproduction and the effect of genetic mutations on the structure and function of organisms. | |
| 8.1.6 CK The teacher can construct scientific explanations for similarities and differences among organisms based on fossil, anatomical, and embryological evidence. | |
| 8.1.7 CK The teacher can construct scientific explanations for how populations change over time based on natural and/or artificial selection. | |

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| Standard 9: Middle Level Earth and Space Science: The teacher of middle school science can demonstrate an understanding of concepts and practices of earth and space science in developing instruction for students, including knowledge of the universe and solar system, Earth’s geologic history and processes, Earth’s structure and processes, water cycle, weather and climate, natural resources, natural hazards and catastrophes, and human influences on Earth’s systems. | |
| Function 1: Earth and Space Science Content and Practices | |
| Content Knowledge | Professional Skills |
| 9.1.1 CK The teacher can apply knowledge of the universe and solar system to explain phenomena that include but are not limited to Earth's place in the universe, motions and scale of celestial objects, forces such as gravitational pull, and seasons. | 9.1.9 PS The teacher is able to develop lessons for students that demonstrate knowledge of the practices of Earth and Space Science by questioning, defining problems, modeling, investigating, and analyzing evidence in order to construct explanations and alternative explanations. |
| 9.1.2 CK The teacher can interpret evidence from Earth's rock strata and fossil record to explain geologic history and processes. | 9.1.10 PS The teacher is able to identify common student misconceptions and naïve understandings of earth and space science. |
| 9.1.3 CK The teacher can apply knowledge of plate tectonics, and energy and material cycles to explain and model Earth's structures and dynamic processes. | |
| 9.1.4 CK The teacher can apply knowledge of the water cycle and the variety of ways it affects characteristics of the atmosphere, the oceans, and the terrestrial environments. | |

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| 9.1.5 CK The teacher can apply knowledge of how sunlight, oceans, atmosphere, ice, landforms, living things, and position on earth influence weather and climate. | |
| 9.1.6 CK The teacher can apply knowledge of renewable and nonrenewable natural resources that are distributed unevenly across Earth. | |
| 9.1.7 CK The teacher can apply knowledge of the changing influences of human populations on Earth's natural resources, environments, and systems. | |
| 9.1.8 CK The teacher can apply knowledge of how data can be used to forecast and mitigate natural hazards and catastrophes. | |

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| Standard 10: Middle Level Unifying Concepts/Interdisciplinary Perspectives: The teacher of middle school science can demonstrate an understanding and be able to infuse into science teaching the crosscutting concepts of science and the interdisciplinary perspectives among the sciences. | |
| Function 1: Unifying Concepts and Interdisciplinary Perspectives | |
| Content Knowledge | Professional Skills |
| 10.1.1 CK The teacher identifies <i>patterns</i> across the life and physical sciences that are clues to natural or man-made organization as opposed to random phenomena. For example, crystalline structures of snowflakes and NaCl suggest that the shape of a molecule determines a pattern of organization in a snowflake or halite. | 10.1.8 PS The teacher is able to develop lessons for students that demonstrate knowledge of the unifying concepts by questioning, defining problems, modeling, investigating, and analyzing evidence in order to construct explanations and alternative explanations. |
| 10.1.2 CK The teacher provides examples of <i>cause and effect</i> across the life and physical sciences, and can explain the concept of correlation versus cause. For example, the Black Plague had biological causes but was correlated with certain social conditions (that did not cause the disease). | 10.1.9 PS The teacher is able to identify common student misconceptions and naïve understandings regarding unifying concepts. |
| 10.1.3 CK The teacher provides examples of <i>scale, proportion and quantity</i> across the life and physical sciences using models to study systems that are too large or too small. For example, a paper model of the solar system can be described using simple distance measurements as well as ratios and proportions. | |
| 10.1.4 CK The teacher provides examples of <i>system models</i> across the life and physical sciences. Examples include (1) mathematical evidence that supports the claim that gravitational attraction depends on the masses of interacting objects, and (2) an ecosystem model in which a great many other systems are nested (populations, nutrient cycles, etc.). | |
| 10.1.5 CK The teacher provides examples of ways that different forms of <i>energy</i> drive the motion and/or cycling of <i>matter</i> across the life and physical | |

sciences. For example, the cycling of water through Earth's systems is driven by energy from the sun and the force of gravity.

10.1.6 CK The teacher provides examples of and/or model the relationship of *structure and function* across the life and physical sciences. For example, illustrate the way that surface area for chemical reactions is gained in the chloroplast, fish gills, and clay particles.

10.1.7 CK The teacher provides examples of *stability and change* across the life and physical sciences. For example, the process of succession in an ecosystem involves changes in both the living community and the physical environment (soil, landscape, microclimate) until a state of equilibrium is reached (theoretically). Many disturbances can disrupt ecosystem stability. Homeostasis in living organisms is another example.

PREVIOUS PROGRAM STANDARDS

SCIENCE

Late Childhood through Early Adolescence Grades 5-8

Standard #1 The teacher of science demonstrates an understanding of physical science.

Knowledge

1. The teacher knows the properties of matter, and how to observe, compare, and classify the properties of matter.
2. The teacher understands the variety of possible changes in the properties of matter, and how to observe, measure, infer, and classify changes in properties of matter.
3. The teacher knows about motion and forces, and knows how to investigate the relationship between motions and forces.
4. The teacher understands and knows how to demonstrate energy, the forms of energy, the conservation of mass/energy, and the transfer of energy.

Performance

1. The teacher can utilize the knowledge of physical science at a substantially greater depth than the level taught to students.

Standard #2 The teacher of science demonstrates an understanding of life science.

Knowledge

1. The teacher knows the basic structure of organisms and can relate structure and function at various levels in organisms.
2. The teacher understands the role of reproduction and heredity for all living things, including the structures and processes of human development, reproduction, and sexuality to include information about sexually transmitted diseases, especially acquired immune deficiency syndrome (AIDS).
3. The teacher understands the effects of a changing external environment on the regulation/balance of internal conditions and processes of organisms.
4. The teacher can describe and relate interactions of populations of organisms within an ecosystem.
5. The teacher can describe the diversity of living things and relate their adaptations to their survival or extinction.

Performance

1. The teacher understands and can utilize the knowledge of life science at a substantially greater depth than the level taught to students.

Standard #3 The teacher of science demonstrates an understanding of earth and space science.

Knowledge

1. The teacher understands that the structure of the earth's system is constantly changing due to the earth's physical and chemical processes.
2. The teacher knows the earth processes and understands that past and present earth processes are similar.
3. The teacher knows and can classify planets and other solar system components.
4. The teacher understands the motions and forces that explain earth phenomena.

Performance

1. The teacher understands and can utilize the knowledge of earth and space science at a substantially greater depth than the level taught to students.

Standard #4 The teacher of science demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry.

Knowledge

1. The teacher understands the nature of scientific inquiry.

Performance

1. The teacher develops, through experiences, a rich understanding and curiosity of the natural (material) world.
2. The teacher develops questions and demonstrates an understanding of the concepts that guide scientific investigations.
3. The teacher designs and conducts scientific investigations.
4. The teacher uses technology and mathematics to improve investigations and communications.
5. The teacher formulates and revises scientific explanations and models using logic and evidence.
6. The teacher recognizes and analyzes alternative explanations and models.
7. The teacher communicates and defends a scientific argument.
8. The teacher plans and implements activities with different structures for inquiry including inductive (exploratory), correlational and deductive (experimental) studies.
9. The teacher uses questions to encourage inquiry and probe for divergent student responses, encouraging student questions, and responding with questions when appropriate.
10. The teacher encourages productive peer interactions and plans both individual and small group activities to facilitate inquiry.
11. The teacher plans and implements data-based activities requiring students to reflect upon their findings, make inferences, and link new ideas to preexisting knowledge.

Standard #5 The teacher of science demonstrates an understanding of the basic relationships between science and technology and the knowledge of when and how technology can be used to solve problems.

Knowledge

1. The teacher understands that creativity, imagination, and a broad knowledge base are all required in the work of science and engineering.
2. The teacher knows that progress in science and technology can be affected by social issues and challenges.
3. The teacher knows that science and technology are pursued for different purposes.
4. The teacher knows that science advances new technologies. New technologies open new areas for scientific inquiry.
5. The teacher knows that scientific knowledge is made public through presentation at professional meetings and publications in scientific journals, while technological knowledge is often not shared for a variety of reasons.
6. The teacher knows that science and technology are essential components of modern society. Science and technology indicate what can happen, not what should happen. The latter involves human decisions about the use of knowledge.

7. The teacher understands that basic concepts and principles of science and technology should precede active debate about the economics, policies, politics, and ethics of various challenges related to science and technology.

Performance

1. The teacher provides students with appropriate opportunities to design and implement technological solutions to problems.

Standard #6 The teacher of science demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives.

Knowledge

1. The teacher has first-hand knowledge of how to engage in extended science inquiry in a laboratory setting. Just as preservice teachers need to engage in practice teaching, they need to engage in practicing science.
2. The teacher recognizes that society helps create the ways of thinking (mindsets) required for scientific advances, both toward training scientists and the education of a populace to utilize benefits of science (e.g., standards of hygiene, attitudes toward forces of nature, etc.).
3. The teacher recognizes society's role in supporting topics of research and determining institutions where research is conducted.
4. The teacher demonstrates an understanding of the nature of scientific knowledge and that science is a way of knowing.

Performance

3. The teacher relates science content to the real world.
4. The teacher explains how science uses peer review, replication of methods, and norms of honesty.
5. The teacher recognizes the universality of basic science concepts and the influence of personal and cultural beliefs that embed science in society.
6. The teacher demonstrates and understands the rules of evidence and can distinguish characteristics of knowledge in science from rules and knowledge in other disciplines.
7. The teacher explains and provides examples of conventions for research, evidence and explanation, distinguishing laws, theories, and hypotheses.
8. The teacher demonstrates an understanding of the history of science, including the historical development of current science theories and knowledge.
9. The teacher demonstrates an understanding of how to use mathematics and statistics to analyze and interpret data in the context of science.

Standard #7 The teacher of science demonstrates an understanding of the concepts and processes unifying science domains.

Knowledge

1. The teacher understands how the concepts and processes of system, order and organization; evidence, models and explanation; constancy, change and measurement; patterns of cumulative change; and form and function, unify the various domains of science.

Performance

1. The teacher relates science concepts to each other and to ideas in other academic areas.

Standard #8 The teacher of science demonstrates an understanding of science in personal and social perspectives.

Knowledge

1. The teacher understands the impact of human activity on resources and the environment.

2. The teacher understands that natural hazards are dynamic examples of earth processes that cause us to evaluate risks.

Performance

1. The teacher provides opportunities for students to make decisions based on scientific understanding of personal health.
2. The teacher relates science content to the real world.
3. The teacher links the study of science to career opportunities.

Standard #9 The teacher of science demonstrates an understanding of and an ability to teach science effectively.

Knowledge

1. The teacher understands how students learn science concepts and develop the abilities of science inquiry.
2. The teacher understands the abilities and developmental readiness of students to learn science content and skills.
3. The teacher understands how to use appropriate applications of advanced technologies in teaching science.

Performance

1. The teacher identifies common student misconceptions in science, their source, and an appropriate teaching response.
2. The teacher provides the opportunity for student discovery and application of knowledge.
3. The teacher plans and uses science teaching strategies and models appropriate for learners with diverse backgrounds, abilities, and learning styles.
4. The teacher encourages students to develop scientific reasoning, critical thinking, and problem solving skills.
5. The teacher designs and adapts procedures and protocols for students to plan, execute, and communicate the results of laboratory and field-based studies in science.
6. The teacher demonstrates the ability to effectively engage students in learning science, both individually and in-group work of various kinds.
7. The teacher facilitates student planned and conducted investigations.

Standard #10 The teacher of science enacts a science curriculum that integrates content within the sciences and among other disciplines.

Knowledge

1. The teacher understands national and state standards for science education.
2. The teacher understands the importance of the district and school framework of goals, plans, materials, and resources for enacting quality science instruction.
3. The teacher is familiar with high-quality curricular materials in science.
4. The teacher knows several strategies for developing integrated units with science as the connecting theme.
5. The teacher knows where and how to access appropriate materials for conducting science investigations with students.

Performance

1. The teacher relates instructional goals, materials, and actions to state and national science education standards, analyzing strengths and weaknesses in a particular classroom context.
2. The teacher identifies, evaluates, and selects a diverse set of appropriate and potentially useful instructional materials in science from a variety of sources including the World Wide Web.

3. The teacher develops and implements course plans, unit plans, and lesson plans with clear rationales, goals, methods, materials, and assessments.
4. The teacher creates learning experiences that integrate subject matter within the science disciplines and with other subjects using real life problems.
5. The teacher designs and implements learning activities that thematically relate science with other school subjects and community resources.
6. The teacher fosters student development and application of skills in language arts and mathematics in learning science.
7. The teacher demonstrates an awareness of current science curriculum issues and resources.

Standard #11 The teacher of science understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding.

Knowledge

1. The teacher is aware of social and political issues in the community that are dependent upon an understanding of science.
2. The teacher understands how science concepts and processes are used in real life situations.
3. The teacher understands and relates the application of science concepts to technological, societal, and cultural issues.

Performance

1. The teacher engages students in activities and projects in which they examine important social or technological issues related to science.
2. The teacher engages students in investigating local science and technological issues.
3. The teacher instructs students in the processes of decision-making about science and technological issues and applications.
4. The teacher relates science to the interest of students, to potential careers, and to knowledge in other domains.

Standard #12 The teacher of science assesses students' educational progress through a variety of methods.

Knowledge

1. The teacher knows how to align standards, goals, instruction, outcomes, and assessments in science.
2. The teacher knows a variety of assessment strategies to evaluate the cognitive, psychomotor, social, and personal development of the learner in all aspects of science.
3. The teacher knows techniques for identifying prior knowledge of science concepts and abilities that lead students to construct new understandings.

Performance

1. The teacher uses the most appropriate methods for gathering information about student learning aligned with instructional goals and based on student characteristics, needs, and abilities.
2. The teacher demonstrates the ability to use multiple strategies to assess teaching and learning authentically consistent with national standards and goals for science education.

Standard #13 The teacher of science designs and manages safe and supportive learning environments.

Knowledge

1. The teacher understands the elements of a safe environment in all areas related to science instruction.
2. The teacher understands liability and negligence, especially as it applies to science teaching.
3. The teacher understands how to design, adapt, and use physical space, the outdoors, equipment, and resources to establish a positive learning environment.
4. The teacher understands the psychological and social environment conducive to the students' intellectual, social, and personal growth in science education.
5. The teacher understands the norms and values of a science learning community.
6. The teacher knows the standards and recommendations of the science education community for the safe and ethical use and care of animals for science instruction.

Performance

1. The teacher sets up procedures for safe handling, labeling, storage, and disposal of chemicals, electrical equipment, and science materials.
2. The teacher takes appropriate actions to prevent accidents in the laboratory and field.
3. The teacher follows appropriate procedures for reporting an emergency.
4. The teacher handles and cares for animals in a safe and ethical manner.
5. The teacher establishes the elements of an exciting and stimulating science learning environment.
6. The teacher establishes a productive science learning community in the classroom.
7. The teacher plans and develops opportunities for students to learn from resources, events, and displays in the environment.

Standard #14 The teacher of science improves teaching through ongoing professional practice.

Knowledge

1. The teacher understands the ethical standards and responsibilities of a professional science teacher.
2. The teacher is aware of the professional organizations and professional development opportunities available to support science teachers.

Performance

1. The teacher accepts responsibility for working collaboratively with students, members of the community, and other educators to improve science education.
2. The teacher develops and states personal goals and philosophy of teaching based on research and contemporary values of the science education community.
3. The teacher becomes involved in professional science education activities and shares knowledge and ideas with colleagues.



Kansas State Department of Education

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To: Commissioner Randy Watson
From: Lane Wiley
Subject: Receive Information on E-rate/EducationSuperHighway
Date: 10/5/2016
Board Goals: Provide a flexible and efficient delivery system to meet our students' varied and changing needs

The EducationSuperHighway (ESH) is a non-profit organization established in January 2012 with the mission of ensuring every K-12 school in America has reliable, high-capacity Internet access so they can take advantage of the promise of digital learning. ESH is funded by numerous foundations and individuals such as the Bill & Melinda Gates Foundation and the Draper Richards Kaplan Foundation.

The Kansas State Department of Education currently provides funding to assist school districts with a contact E-rate support hotline, an E-rate support website, and annual E-rate training across the state for school district staff.

ESH has reached out to the Governor's Office and KSDE offering to assist Kansas schools with resources, support, data cleaning, data analysis and technical expertise to ensure Kansas is providing the best possible connectivity at the best prices, which will ultimately enhance digital learning in our state. Representatives from ESH will provide information in regards to applying for federal funds to build up broad band access in more rural schools via the E-rate program. ESH is seeking the State Board of Education's strong support of this initiative and assistance in driving the collaborative and cooperative work with KSDE, other state agencies, and schools to reach 21st century goals.

Further information on the federal E-rate program is included for your review.

Federal E-Rate program

Mandated by Congress in 1996 and implemented by the Federal Communications Commission in 1997, the universal service Schools and Libraries Program, commonly known as the E-rate Program, helps ensure that schools and libraries can obtain high-speed Internet access and telecommunications at affordable rates. E-rate provides discounted telecommunications, Internet access, and internal connections to eligible schools and libraries, funded by the Universal Service Fund.

The \$3.9 billion E-rate program subsidizes the cost of broadband equipment and services for schools and libraries. Nationally 96% of schools receive subsidies from the E-rate program.

To be eligible for discounts, which range from 20 - 90 percent of the actual cost of eligible services, applicants must meet the program definition of a school or a library. Discounts are based on the category of service requested, the level of poverty and the urban/rural status of the population served.

Discounts for support depend on the category of service requested, the level of poverty and the urban/rural status of the appropriate school district.

Funding may be requested under two categories of service:

Category One services include Data Transmission Services and Internet Access, and Voice Services.

Category Two services include Internal Connections, Managed Internal Broadband Services, and Basic Maintenance of Internal Connections.

How does the E-Rate Program work?

- A school or library that wishes to participate in the E-rate program submits a request for competitive bids for the specific E-rate supported services it seeks to the Universal Service Administrative Company. USAC posts those requests on its website for vendors to see. The bid request and competitive bidding process must comply with both FCC rules and state and local procurement requirements.
- After reviewing the bids, it has received, the school or library selects its preferred vendor(s) and submits an application to USAC for approval listing its desired purchases.

Funding commitments are issued to eligible applicants. Once a vendor provides the selected services to the applicant, either the vendor or the applicant submits requests for reimbursement of the approved discounts. Eligible schools apply for funding from the E-rate program on an annual basis.

Outstanding Resources on E-Rate

National website on E-rate (Great tool to compare Kansas funding with other states). <http://e-ratecentral.com/default.asp>

KSDE Kansas E-rate site <http://e-rateks.ksde.org/default.aspx>

KSDE Kansas School District E-rate funding map (compare E-rate funding by district) <http://e-rateks.ksde.org/map.aspx>

Kansas E-rate Funding Commitment Overview:

(Note 2016 data is not yet available)

| Funding Year | Kansas Total | National Total | % Nat. Total |
|---------------------------------|---------------------|-----------------------|---------------------|
| Total E-rate Funding since 1998 | \$307,148,223.12 | \$42,710,085,976.38 | |
| 2015 | \$27,011,854.64 | \$3,307,373,715.88 | 0.8% |
| 2014 | \$22,035,181.55 | \$2,289,530,520.59 | 1.0% |
| 2013 | \$20,556,273.72 | \$2,174,134,922.85 | 0.9% |
| 2012 | \$22,855,138.71 | \$2,961,157,076.59 | 0.8% |
| 2011 | \$19,077,577.36 | \$2,673,595,588.56 | 0.7% |
| 2010 | \$21,301,582.87 | \$3,004,980,419.67 | 0.7% |
| 2009 | \$18,556,387.86 | \$2,818,377,347.56 | 0.7% |
| 2008 | \$16,836,727.77 | \$2,376,779,338.48 | 0.7% |
| 2007 | \$19,157,970.63 | \$2,359,034,212.21 | 0.8% |
| 2006 | \$15,298,786.17 | \$1,951,889,161.22 | 0.8% |
| 2005 | \$14,126,523.20 | \$2,021,848,387.70 | 0.7% |
| 2004 | \$15,596,302.55 | \$2,036,692,710.58 | 0.8% |
| 2003 | \$15,358,860.17 | \$2,520,560,981.88 | 0.6% |
| 2002 | \$13,589,230.60 | \$2,115,788,760.15 | 0.6% |
| 2001 | \$11,133,276.66 | \$2,175,553,932.25 | 0.5% |
| 2000 | \$8,813,880.76 | \$2,078,043,560.39 | 0.4% |
| 1999 | \$15,392,045.45 | \$2,145,658,557.32 | 0.7% |
| 1998 | \$10,450,622.45 | \$1,699,086,782.50 | 0.6% |

In 2014, the FCC made all E-rate application data public for the first time, starting with Funding Year 2015, providing the public with access to data on what services schools are buying and how much they are paying for those services. EducationSuperHighway is using this data to assist states in procuring the best services at the best prices.

Partnership opportunity to get Kansas schools up to speed

Kansas has the opportunity to partner with EducationSuperHighway, the leading nonprofit in the nation focused on upgrading the Internet access in every public school classroom in America, to ensure that every student and teacher in Kansas has the bandwidth they need for 21st century learning. EducationSuperHighway partners with state leaders (free of charge) to help develop and implement a statewide plan to upgrade every school to a fiber optic connection, every classroom to robust Wi-Fi, and every school district to affordable high-speed broadband.

Forty states across the country are already taking action to get their schools up to speed. In order to support district efforts to bring technology into the classroom (according to the 2016 Kansas Digital Learning Report, 91% of districts have rolled out or are planning to roll out a 1:1 student-to-device ratio), Kansas needs to join these states in upgrading its K-12 broadband infrastructure. Without high-speed broadband, these efforts will fall short of expectations and Kansas' students and teachers will be at a competitive disadvantage in the knowledge economy.

We need to make sure schools have the infrastructure needed to support their technology goals. In Kansas, currently:

- 27% of districts in the state think their infrastructure is *not* ready for digital learning.
- E-rate data shows that 20% of districts aren't meeting the minimum bandwidth goals of 100 kbps per student needed for effective use of technology in the classroom.
- Up to 30% of schools may not have the fiber optic connections they need.

Recent changes to the E-rate program have created an unprecedented opportunity to upgrade Kansas' K-12 schools. EducationSuperHighway offers free programs to help states and districts leverage E-rate. EducationSuperHighway is already working in 18 states across the country to upgrade their schools. They provide the hands-on technical and procurement expertise and capacity to help the state identify which districts need upgrades, convince the school districts to upgrade, help them write RFPs and increase the number of service providers who bid on the district RFPs.

EducationSuperHighway has proposed a partnership with the Board of Education and the Kansas State Department of Education to implement a broadband infrastructure upgrade program for Kansas' K-12 schools. The Board of Education would champion the program while the Department of Education would support EducationSuperHighway with outreach to school districts to spread the word about their free programs. EducationSuperHighway does the rest.

KSDE has worked with EducationSuperHighway and used their resources over the years, and we hope to continue working together on this initiative. EducationSuperHighway's first step in this partnership would be to determine which districts specifically need upgrades and develop a Connectivity Report. Based on the Connectivity Report, they would then begin implementation of a district upgrade strategy.



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To: Commissioner Randy Watson
From: Brad Neuenswander
Subject: Report from Kansas Education Systems Accreditation Advisory Council on Outside Validation Team recommendations
Date: 10/4/2016
Board Goals: Provide a flexible and efficient delivery system to meet our students' varied and changing needs

At the October State Board meeting, agency staff will share recommendations from the Kansas Education Systems Accreditation (KESA) Advisory Council about the Outside Validation Team.



Janet Waugh
District 1

Steve Roberts
District 2

John W. Bacon
District 3

Carolyn L. Wims-Campbell
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

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

Agenda Number: 12
Meeting Date: 10/18/2016

To: Kansas State Board of Education
From: Kansas PTA/National PTA
Subject: Recognition of 2016-2018 National PTA School of Excellence Award Recipients from Kansas
Board Goals: Develop active communication and partnerships with families, communities, business stakeholders, constituents and policy partners

The National PTA School of Excellence is a recognition program that supports and celebrates partnerships between PTAs and schools to enrich the educational experience and overall well-being for all students.

The program also reiterates the importance of a joint commitment between PTA and school leaders to work together to achieve PTA's National Standards for Family-School Partnerships (endorsed by the Kansas State Board of Education in 2008). This year, 173 schools were named as a School of Excellence, including two in Kansas.

The honorees from Kansas are:

1. Shawnee Mission North High School and Shawnee Mission North High PTA (Overland Park) Shawnee Mission School District
2. Wyandotte High School and Wyandotte High School PTSA (Kansas City) Kansas City, Kansas School District



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District 7

Kathy Busch
District 8

Jim Porter
District 9

Jim McNiece
District 10

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

Agenda Number: 13
Meeting Date: 10/18/2016

- To:** Kansas State Board of Education
- From:** Kansas Educational Leadership Institute
- Subject:** Update on Kansas Educational Leadership Institute
- Board Goals:** Develop active communication and partnerships with families, communities, business stakeholders, constituents and policy partners

The Kansas Educational Leadership Institute (KELI) is a collaborative effort sponsored by K-State's College of Education, Kansas State Department of Education, Kansas Association of School Boards, United School Administrators of Kansas, and Kansas School Superintendents Association. KELI mentors and supports first and second-year superintendents and principals or those new to Kansas. In addition, the organization coordinates ongoing professional learning opportunities for district and school leaders.

Dr. Rick Doll assumed responsibilities as Executive Director of KELI in July 2016. Prior to his appointment, Dr. Doll served seven years as school superintendent in Lawrence. He has been invited to update the State Board on the organization's work and efforts to support leadership development statewide.



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To: Commissioner Randy Watson
From: Brad Neuenswander
Subject: Update on Senate Bill 155 and industry recognized certification
Date: 10/4/2016
Board Goals: Provide a flexible and efficient delivery system to meet our students' varied and changing needs

Agency staff will provide an update to the Board on Senate Bill 155 and the effects of this legislation on certifications earned in Kansas high schools. Staff will also provide an update on other certifications and credits earned that prepare students for success postsecondary.

Item Title:

Act on 2017 calendar of meeting dates for the Kansas State Board of Education

Board Goals:

Board Matters

Recommended Motion:

It is moved that the Kansas State Board of Education establish the regular meeting dates for 2017 according to the following schedule: _____.

Explanation of Situation Requiring Action:

In September, the State Board received a proposed schedule of regular meeting dates for 2017. This draft followed the traditional schedule of meeting the second Tuesday and Wednesday of the month.

Discussion prompted recommendations that three meeting schedules be provided this month for consideration based on the following outline:

- A) Meet the second Tuesday and Wednesday of the month
- B) Meet the second Tuesday and Wednesday of the month, except for April, September and October when meetings would be moved to the third week
- C) Move all meetings to the third week of the month

All three versions are provided. Setting the 2017 Board meeting schedule at this time allows for prompt publication of the dates for planning purposes. The Board, by Statute, will officially adopt the Resolution of meeting dates, times and locations at its January meeting.

Kansas State Board of Education
2017 DRAFT A -- Traditional 2nd Tues./Wed.

| January | | | | | | |
|---------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
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State Holiday

| February | | | | | | |
|----------|----|----|----|----|----|----|
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Legis. Conf. Call

| March | | | | | | |
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| April | | | | | | |
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| May | | | | | | |
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| June | | | | | | |
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| July | | | | | | |
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| October | | | | | | |
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| November | | | | | | |
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Kansas State Board of Education
2017 DRAFT B -- 2nd Tues./Wed.; Change April, Sept., Oct.

| January | | | | | | |
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State Holiday

| February | | | | | | |
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Legis. Conf. Call

| March | | | | | | |
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| May | | | | | | |
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| June | | | | | | |
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| July | | | | | | |
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Kansas State Board of Education
2017 DRAFT C -- 3rd Tues./Wed.

| January | | | | | | |
|---------|----|----|----|----|----|----|
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State Holiday

| February | | | | | | |
|----------|----|----|----|----|----|----|
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Legis. Conf. Call

| March | | | | | | |
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| April | | | | | | |
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| June | | | | | | |
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| July | | | | | | |
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| August | | | | | | |
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| September | | | | | | |
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| October | | | | | | |
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| November | | | | | | |
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| December | | | | | | |
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Janet Waugh
District 1

Steve Roberts
District 2

John W. Bacon
District 3

Carolyn L. Wims-Campbell
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

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

Agenda Number: 16
Meeting Date: 10/18/2016

To: Kansas State Board of Education
From: Peggy Hill
Subject: Chairman's Report

Chairman McNiece will ask for Committee Reports from members and call for the monthly Board Attorney's Report. In addition, he will make announcements pertinent to upcoming Board activities.



Kansas State Department of Education

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

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

www.ksde.org

To: Commissioner Randy Watson
From: Gwen Kramer, Wendy Fritz
Subject: Personnel Report
Date: 9/29/2016
Board Goals: Governmental Responsibility

| | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June |
|--|-----------|----------|----------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| Total New Hires | 0 | 4 | 2 | | | | | | | | | |
| Classified | 0 | 0 | 0 | | | | | | | | | |
| Unclassified Special Project | 0 | 3 | 2 | | | | | | | | | |
| Unclassified Regular (leadership) | 0 | 1 | 0 | | | | | | | | | |
| Total Separations | 2 | 3 | 5 | | | | | | | | | |
| Classified | 0 | 1 | 3 | | | | | | | | | |
| Unclassified Special Project | 2 | 2 | 2 | | | | | | | | | |
| Unclassified Regular (leadership) | 0 | 0 | 0 | | | | | | | | | |
| Recruiting (data on 1st day of month) | 10 | 8 | 9 | | | | | | | | | |
| Classified | 0 | 0 | 0 | | | | | | | | | |
| Unclassified Special Project | 9 | 8 | 9 | | | | | | | | | |
| Unclassified Regular (leadership) | 1 | 0 | 0 | | | | | | | | | |

Total Employees 230* as of 8/13/2016. Count does not include Board Members.

*Excludes classified temporaries and agency reallocations, promotions, demotions, and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 b.

Staff Initiating:

Gwen Kramer

Director:

Wendy Fritz

Commissioner:

Randy Watson

Meeting Date: 10/18/2016

Item Title:

Act on appointments of persons to Unclassified Special Projects Positions

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education confirm the appointment of:

Keith Tatum to the position of Public Service Executive on the Teacher Licensure and Accreditation team, effective Sept. 26, 2016, at an annual salary of \$43,680. This position is funded by the General fund match for CNCS State Match and Volunteer Generation and Volunteer Generation Federal Funds.

Explanation of Situation Requiring Action:

Keith Tatum will manage the Kansas Mentors as Director and Volunteer Generation Fund Program Manager. In addition, the position assists the Executive Director of the Kansas Volunteer Commission and provides technical assistance in program planning, development, implementation and evaluation to create and support high quality national service, mentoring and volunteer programs in Kansas.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 c.

Staff Initiating:

Susan Helbert

Director:

Scott Myers

Commissioner:

Randy Watson

Meeting Date: 10/18/2016

Item Title:

Act on Recommendations for Licensure Waivers

Board Goals:

Provide an effective educator in every classroom

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

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

Licensure Waivers

Item 17 c. Attachment

| District | Name | First Name | Last Name | Subject | Recomm. |
|-----------------|------------------------------|-------------------|------------------|----------------------------------|----------------|
| D0229 | Blue Valley | Bonnie | Weinstein | High Incidence Special Education | Approved* |
| D0229 | Blue Valley | Jennifer | Eichkorn | High Incidence Special Education | Approved* |
| D0229 | Blue Valley | Jordan | Louis | Low Incidence Special Education | Approved* |
| D0232 | De Soto | Dixie | Budimlija | Reading Specialist | Approved |
| D0259 | Wichita | Brooke | Hollon | Math | Approved |
| D0259 | Wichita | Christina | Paine | Math | Approved |
| D0259 | Wichita | Stephen | Houser | Math | Approved |
| D0259 | Wichita | Adam | Cameron | Gifted | Approved |
| D0259 | Wichita | Gregory | Lies | High Incidence Special Education | Approved |
| D0259 | Wichita | Tiffani | Mack-Bradford | High Incidence Special Education | Approved |
| D0259 | Wichita | Dennis | Tabor | High Incidence Special Education | Approved |
| D0259 | Wichita | Bekka | Bailey | High Incidence Special Education | Approved |
| D0259 | Wichita | Jessica | Clasper | High Incidence Special Education | Approved |
| D0259 | Wichita | Courtney | Hutson | English as a Second Language | Approved |
| D0259 | Wichita | Jordan | Courtney | Gifted | Approved |
| D0259 | Wichita | Deanna | Veges | Library Media Specialist | Approved |
| D0259 | Wichita | Jamie | Dye | Library Media Specialist | Approved |
| D0259 | Wichita | Brian | Gomila | High Incidence Special Education | Approved |
| D0259 | Wichita | Ellen | Oberle | High Incidence Special Education | Approved |
| D0259 | Wichita | Eric | Torres | High Incidence Special Education | Approved |
| D0259 | Wichita | Evan | Norris | High Incidence Special Education | Approved |
| D0259 | Wichita | Jaclyn | Hall | High Incidence Special Education | Approved |
| D0259 | Wichita | Janece | Ewart | High Incidence Special Education | Approved |
| D0259 | Wichita | Kraig | Cowles | High Incidence Special Education | Approved |
| D0259 | Wichita | Audra | Turner | High Incidence Special Education | Approved |
| D0259 | Wichita | Elizabeth | Friesen | High Incidence Special Education | Approved |
| D0259 | Wichita | Julie | Wingate | High Incidence Special Education | Approved |
| D0259 | Wichita | Katelyn | Keith | High Incidence Special Education | Approved |
| D0259 | Wichita | Nicole | Margheim | High Incidence Special Education | Approved |
| D0259 | Wichita | Chantel | Smith | Low Incidence Special Education | Approved |
| D0259 | Wichita | Nicolina | Spataro | Low Incidence Special Education | Approved |
| D0263 | Mulvane | Angela | Merchant | High Incidence Special Education | Approved* |
| D0263 | Mulvane | Carolyn | Day | High Incidence Special Education | Approved |
| D0263 | Mulvane | Amy | Dempsey | High Incidence Special Education | Approved* |
| D0308 | Hutchinson Public Schools | Amanda | Feldhus | High Incidence Special Education | Approved |
| D0308 | Hutchinson Public Schools | Ashlyn | Partridge | High Incidence Special Education | Approved |
| D0308 | Hutchinson Public Schools | Herminia | Benitez | High Incidence Special Education | Approved* |
| D0320 | Wamego | Casie | Wiebe | High Incidence Special Education | Approved* |
| | | | | | |
| | *First Renewal | | **Final Renewal | | |

| | | | | | Page 2 |
|----------|---------------------------------------|------------|----------------------|-----------------------------------|------------|
| District | Name | First Name | Last Name | Subject | Recomm. |
| D0320 | Wamego | Penny | Graber | High Incidence Special Education | Approved* |
| D0320 | Wamego | Douglas | Davidson | Gifted | Approved |
| D0320 | Wamego | Lee | Weber | Gifted | Approved* |
| D0336 | Holton | Jennifer | Taylor | High Incidence Special Education | Approved* |
| D0336 | Holton | Sheila | Hooshmand | High Incidence Special Education | Approved |
| D0364 | Marysville | Raechel | Bruna | High Incidence Special Education | Approved* |
| D0364 | Marysville | Julia | Wilson | Low Incidence Special Education | Approved |
| D0389 | Eureka | Amy | Spoons | Early Childhood Special Education | Approved |
| D0405 | Lyons | Lita | Zimmerman | High Incidence Special Education | Approved** |
| D0405 | Lyons | Catherine | Robl | High Incidence Special Education | Approved |
| D0405 | Lyons | Kindra | Rowley | Visual Impaired | Approved |
| D0409 | Atchison Public Schools | Jerlyn | Gormly | Low Incidence Special Education | Approved |
| D0419 | Canton-Galva | Nicholas | Vogts | Life Science-Extend # days ER Sub | Approved |
| D0457 | Garden City | Carady | Holguin | Visual Impaired | Approved |
| D0457 | Garden City | Tracy | Perez | High Incidence Special Education | Approved |
| D0457 | Garden City | Demetra | Johnson | High Incidence Special Education | Approved |
| D0457 | Garden City | Steven | Purgar | High Incidence Special Education | Approved |
| D0457 | Garden City | Steven | Smith | High Incidence Special Education | Approved |
| D0489 | Hays | Henry | Armknrecht | Gifted | Approved** |
| D0489 | Hays | Jerald | Braun | Gifted | Approved |
| D0489 | Hays | Daphne | Brown | High Incidence Special Education | Approved** |
| D0489 | Hays | Kaley | Rodriguez | High Incidence Special Education | Approved** |
| D0489 | Hays | Kelsey | Schowengerdt-Marquez | High Incidence Special Education | Approved* |
| D0489 | Hays | Madison | Mall | High Incidence Special Education | Approved* |
| D0489 | Hays | Amanda | Day | High Incidence Special Education | Approved |
| D0489 | Hays | Frederick | Winter | High Incidence Special Education | Approved** |
| D0489 | Hays | Sari | Legleiter | High Incidence Special Education | Approved* |
| D0489 | Hays | Zachary | Nelson | High Incidence Special Education | Approved |
| D0500 | Kansas City | James | Robinson | Math-Extend # days ER Sub | Approved |
| D0512 | Shawnee Mission | Angela | Holtgraves | Low Incidence Special Education | Approved |
| D0512 | Shawnee Mission | Kristen | Taylor | Low Incidence Special Education | Approved |
| D0512 | Shawnee Mission | Sharon | Houser | Low Incidence Special Education | Approved |
| D0512 | Shawnee Mission | Aubrey | Gilhaus | Low Incidence Special Education | Approved |
| D0512 | Shawnee Mission | Dana | Kerr | Low Incidence Special Education | Approved |
| D0602 | Northwest KS Educational Serv, Center | Kayla | Cozza | Early Childhood Special Education | Approved |
| | | | | | |
| | *First Renewal | | **Final Renewal | | |

| | | | | | page 3 |
|-----------------|---------------------------------------|-------------------|------------------|-----------------------------------|----------------|
| District | Name | First Name | Last Name | Subject | Recomm. |
| D0602 | Northwest KS Educational Serv, Center | Ashley | Kennedy | High Incidence Special Education | Approved |
| D0602 | Northwest KS Educational Serv, Center | Angela | Brumbaugh | High Incidence Special Education | Approved |
| D0602 | Northwest KS Educational Serv, Center | Peggy | Pool | High Incidence Special Education | Approved |
| D0602 | Northwest KS Educational Serv, Center | Sara | Ball | High Incidence Special Education | Approved** |
| D0602 | Northwest KS Educational Serv, Center | Tami | DuBois | High Incidence Special Education | Approved |
| D0602 | Northwest KS Educational Serv, Center | Ashley | Calvin | High Incidence Special Education | Approved |
| D0602 | Northwest KS Educational Serv, Center | Erica | Smith | High Incidence Special Education | Approved |
| D0602 | Northwest KS Educational Serv, Center | Ronald | Wolf | High Incidence Special Education | Approved** |
| D0603 | ANW Special Educ. Coop | Eric | Sparks | High Incidence Special Education | Approved* |
| D0603 | ANW Special Educ. Coop | Melonie | Vest | High Incidence Special Education | Approved |
| D0603 | ANW Special Educ. Coop | Audra | Rush | Early Childhood Special Education | Approved* |
| D0603 | ANW Special Educ. Coop | Meagan | Nelson | Early Childhood Special Education | Approved* |
| D0603 | ANW Special Educ. Coop | Tara | Lopeman | Early Childhood Special Education | Approved* |
| D0603 | ANW Special Educ. Coop | Jason | Bates | High Incidence Special Education | Approved** |
| D0603 | ANW Special Educ. Coop | Matthew | Brumley | High Incidence Special Education | Approved |
| D0603 | ANW Special Educ. Coop | Alisha | Rutherford | Low Incidence Special Education | Approved |
| D0603 | ANW Special Educ. Coop | Kaitlyn | Dispensa | Low Incidence Special Education | Approved |
| D0603 | ANW Special Educ. Coop | Glenn | Garcia | Gifted | Approved |
| D0603 | ANW Special Educ. Coop | Lisa | Wicoff | Gifted | Approved |
| D0603 | ANW Special Educ. Coop | Erica | Hunt | High Incidence Special Education | Approved* |
| D0603 | ANW Special Educ. Coop | Michelle | Mosher | High Incidence Special Education | Approved** |
| | | | | | |
| | | | | | |
| | *First Renewal | | **Final Renewal | | |

| | | | | | page 4 |
|-----------------|------------------------------------|-------------------|------------------|----------------------------------|----------------|
| District | Name | First Name | Last Name | Subject | Recomm. |
| D0607 | Tri County Special Educ. Coop | Glenda | Winkleman | High Incidence Special Education | Approved |
| D0607 | Tri County Special Educ. Coop | Kendra | Mattox | High Incidence Special Education | Approved* |
| D0607 | Tri County Special Educ. Coop | Christie | Fugate | High Incidence Special Education | Approved |
| D0607 | Tri County Special Educ. Coop | Jillian | Brock | Low Incidence Special Education | Approved* |
| D0607 | Tri County Special Educ. Coop | Thresa | Bowman | Low Incidence Special Education | Approved |
| D0607 | Tri County Special Educ. Coop | Victoria | Starr | Low Incidence Special Education | Approved* |
| D0607 | Tri County Special Educ. Coop | Brandi | Rogers | High Incidence Special Education | Approved |
| D0607 | Tri County Special Educ. Coop | Jeffrey | House | High Incidence Special Education | Approved** |
| D0607 | Tri County Special Educ. Coop | Stephanie | Swayze | High Incidence Special Education | Approved* |
| D0607 | Tri County Special Educ. Coop | Kristy | Hartman | High Incidence Special Education | Approved* |
| D0609 | Southeast KS Education Serv Center | Joe | Dalgarn | High Incidence Special Education | Approved |
| D0609 | Southeast KS Education Serv Center | Dustin | Wetzel | High Incidence Special Education | Approved* |
| D0609 | Southeast KS Education Serv Center | Michael | Ayers | High Incidence Special Education | Approved* |
| D0609 | Southeast KS Education Serv Center | Jamie | Waxmonski | High Incidence Special Education | Approved* |
| D0609 | Southeast KS Education Serv Center | Adam | Sallee | Low Incidence Special Education | Approved |
| D0614 | East Central KS Cooperative | Kymberlee | Garcia | High Incidence Special Education | Approved |
| | *First Renewal | | **Final Renewal | | |

| | | | | | page 5 |
|-----------------|----------------------------------|-------------------|------------------|----------------------------------|----------------|
| District | Name | First Name | Last Name | Subject | Recomm. |
| D0614 | East Central KS Cooperative | Travis | Olson | High Incidence Special Education | Approved |
| D0614 | East Central KS Cooperative | Amberly | Yohe | High Incidence Special Education | Approved |
| D0702 | Twin Lakes Education Cooperative | Shane | Eslit | High Incidence Special Education | Approved* |
| D0702 | Twin Lakes Education Cooperative | Dawn | Burkett | High Incidence Special Education | Approved |
| D0702 | Twin Lakes Education Cooperative | Whitney | Curry | High Incidence Special Education | Approved* |
| X0758 | Heartspring | Helen | Robinson | Low Incidence Special Education | Approved |
| Z0032 | Lakemary Center Paola | Aaron | Nickelson | Low Incidence Special Education | Approved* |
| | *First Renewal | | **Final Renewal | | |

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 d.

Staff Initiating:

Scott Myers

Director:

Scott Myers

Commissioner:

Randy Watson

Meeting Date: 10/18/2016

Item Title:

Act on program recommendations from the Evaluation Review Committee

Board Goals:

Provide an effective educator in every classroom

Recommended Motion:

It is moved that the Kansas State Board of Education accept the following recommendations of the Evaluation Review Committee for "Program Approval" for Baker University, Fort Hays State University, Pittsburg State University and Wichita State 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 programs 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. The review team's report and the institution's response to the report, along with the institutional report and/or institutional progress report, 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 a written initial recommendation regarding the appropriate status to be assigned to the 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 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 "new program approved with stipulation" status.

September 28, 2016

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Baker University

Introductory Statement:

On September 15, 2016, the Evaluation Review Committee reviewed the application for program approval for Baker 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 “Approved” for the following programs through December 31, 2023.

Chemistry I, 6-12

Areas for Improvement:

Standards 1-13

None

All New Programs may only be assigned the status of “New Program Approved with Stipulation” or “Not Approved.”

(New programs must be operationalized within two years of KSBE approval.)

September 28, 2016

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Fort Hays State University

Introductory Statement:

On September 15, 2016, the Evaluation Review Committee reviewed the application for program approvals for Fort Hays 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.

Chemistry (I, 6-12) continuing program

Areas for Improvement:

Standards 5-13

None

Standard 1

AFI 1.1 A single course under assessment 5 cannot be used for more than 2 standards.

Rationale 1.1 Assessments 5A, 5B, 5C and 5D are each used to assess all standards 1, 2 and 3 and data is not disaggregated. A single course grade can only be used for a maximum of 2 standards and in that case the course content has to be disaggregated by standard.

AFI 1.2 Assessment 1a cannot be used as a stand-alone assessment.

Rationale 1.2 As per AFI 1.1 assessment 5A, 5B, 5C and 5D cannot be considered for this review leaving assessment 1a as the only assessment for this standard.

Standard 2

AFI 2.1 A single course under assessment 5 cannot be used for more than 2 standards.

Rationale 2.1 Assessments 5A, 5B, 5C and 5D are each used to assess all standards 1,2 and 3 without disaggregation of data by standard. A single course grade can only be used for a maximum of 2 standards and in that case the course content has to be disaggregated by standard.

AFI 2.2 Assessment 1a cannot be used as a stand-alone assessment.

Rationale 2.2 As per AFI 1.1 assessment 5A, 5B, 5C and 5D cannot be considered for this review leaving assessment 1a as the only assessment for this standard.

Standard 3

AFI 3.1 A single course under assessment 5 cannot be used for more than 2 standards.

Rationale 3.1 Assessments 5A, 5B, 5C and 5D are each used to assess all standards 1,2 and 3 without disaggregation of data by standard. A single course grade can only be used for a maximum of 2 standards and in that case the course content has to be disaggregated by standard.

AFI 3.2 Assessment 1a cannot be used as a stand-alone assessment.

Rationale 3.2 As per AFI 1.1 assessment 5A, 5B, 5C and 5D cannot be considered for this review leaving assessment 1a as the only assessment for this standard.

Standard 4

AFI 4.2 Assessment 3 does not align with the standard.

Rationale 4.2 The rubric for assessment 3 is a generic rubric and does not specifically address the nature of inquiry and the ability to help students do scientific inquiry.

Elementary I, K-6 continuing program

Areas for Improvement:

Standards 1-7

None

Foreign Language I, PreK-12 continuing program

Areas for Improvement:

Standards 1-9

None

Health I, PreK-12 continuing program

Areas for Improvement:

Standards 1-4

None

Physical Education I, PreK-12 continuing program

Areas for Improvement:

Standards 1-7

None

Technology I, 6-12 continuing program

Areas for Improvement:

Standards 1-7

None

High Incidence (graduate) A, PreK-12 continuing program

Areas for Improvement:

Standards 1-8

None

All New Programs may only be assigned the status of “New Program Approved with Stipulation” or “Not Approved.”

(New programs must be operationalized within two years of KSBE approval.)

September 28, 2016

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Pittsburg State University

Introductory Statement:

On September 15, 2016, the Evaluation Review Committee reviewed the application for program approvals for Pittsburg 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.

Elementary I, K-6

Areas for Improvement:

Standards 1-7

None

Family and Consumer Science I, 6-12

Areas for Improvement:

Standards 1-5

None

History, Government, and Social Studies I, 5-8

Areas for Improvement:

Standards 1-8

None

History, Government, and Social Studies I, 6-12

Areas for Improvement:

Standards 1-10

None

Physical Education I, PreK-12

Areas for Improvement:

Standards 1-7

None

Psychology I, 6-12

Areas for Improvement:

Standards 1-3

None

Technology I, 6-12

Areas for Improvement:

Standards 1-8

None

Building Leadership A, PreK-12

Areas for Improvement:

Standards 1-6

None

District Leadership A, PreK-12

Areas for Improvement:

Standards 1-6

None

Library Media Specialist A, PreK-12

Areas for Improvement:

Standards 1-7

None

Reading Specialist A, PreK-12

Areas for Improvement:

Standards 1-5

None

School Counselor A, PreK-12

Areas for Improvement:

Standards 1-10

None

School Psychologist A, PreK-12

Areas for Improvement:

Standards 1-12

None

High Incidence SPED A, K-6, 6-12

Areas for Improvement:

Standards 1-8

None

Low Incidence SPED A, K-6, 6-12

Areas for Improvement:

Standards 1-8

None

All New Programs may only be assigned the status of “New Program Approved with Stipulation” or “Not Approved.”

(New programs must be operationalized within two years of KSBE approval.)

September 28, 2016

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Wichita State University

Introductory Statement:

On September 15, 2016, the Evaluation Review Committee reviewed the application for program approvals for Wichita State University.

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

PROGRAM APPROVAL RECOMMENDATION

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

Biology I, 6-12

Areas for Improvement:

Standards 1-18

None

Chemistry I, 6-12

Areas for Improvement:

Standards 1-13

None

Physical Education I, PreK-12

Areas for Improvement:

Standards 1-7

None

Science I, 5-8

Areas for Improvement:

Standards 1-14

None

Library Media Specialist A, PreK-12

Areas for Improvement:

Standards 1-7

None

All New Programs may only be assigned the status of “New Program Approved with Stipulation” or “Not Approved.”

(New programs must be operationalized within two years of KSBE approval.)

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:
 - (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 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. An institution may challenge the appointment of a 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, 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 of the teacher education institution.
 - (2) An institution may prepare a response to the review team's report. This 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 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 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 evaluation review committee for a hearing before the committee to appeal the initial recommendation. 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 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.
- (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. 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.)*

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 e.

Staff Initiating:

Doug Boline

Director:

Colleen Riley

Commissioner:

Randy Watson

Meeting Date: 10/18/2016

Item Title:

Act on contract to implement a new system for managing data requirements of the Migrant Education Program

Board Goals:

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

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with a vendor to be selected through the competitive bid process to provide development and ongoing servicing of a system for managing the data requirements of the Migrant Education Program for the period of November 2016 through June 2019 in an amount not to exceed \$170,000 to be paid out of the MSIX State Data Quality Grant and Migrant Formula Grant.

Explanation of Situation Requiring Action:

The Kansas State Department of Education Migrant Education Program (MEP) is required to document the eligibility of all children served under the program using the National Certificate of Eligibility Office of Management and Budget Control No. 1810-0662. The MEP is required to provide disaggregated assessment results for these children within each LEA and school by migrant status per DOE 34 CFR 200.2(b)(10) as well as students not included for accountability purposes per DOE 34 CFR 200.6(c). Furthermore, the states are required under NCLB Section 1308(b)(2)(A) to provide a functional interconnectivity system to the Migrant Student Information Exchange. The selected vendor will provide an authenticated application that is to be a web-based system with the capability to collect, store, report, and exchange the required Minimum Data Elements.

WEDNESDAY, OCTOBER 19, 2016
MEETING AGENDA

Landon State Office Bld.
900 SW Jackson St.
Board Room, Ste 102
Topeka, KS 66612

AI—Action Item
DI—Discussion Item

RI—Receive Item, for possible action
at a future date
IO—Information Only

9:00 a.m.

1. Call to Order
2. Roll Call
- (AI) 3. Approval of Agenda

9:05 a.m.

- (IO) 4. Information on Anti-Bullying Awareness Month and Social/Emotional vision outcome

9:30 a.m.

- (IO) 5. Review requirements of Senate Bill 367

9:50 a.m.

- (IO) 6. Board Reports & Requests for Future Agenda Items

10:15 a.m.

- (AI) 7. Act on Board Member Travel

10:25 a.m.

ADJOURN

Next Meeting: Wednesday, Nov. 9 and Thursday, Nov. 10, 2016 in Topeka



Kansas State Department of Education

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

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

www.ksde.org

To: Commissioner Randy Watson
From: Kent Reed
Subject: Information on Anti-Bullying Awareness Month and Social/Emotional vision outcome
Date: 10/4/2016
Board Goals: Provide a flexible and efficient delivery system to meet our students' varied and changing needs

October is National Bullying Prevention Month. In Kansas, Anti-bullying Awareness Week was observed Oct. 3-9. Education Program Consultant Kent Reed will provide an overview of the updates, information and materials surrounding this topic. He will also share some of the ways schools brought attention to bullying prevention, including a new video following the theme "You are not alone." Social-emotional growth is one of the five *Kansans CAN* vision outcomes. Additional work is taking place in the areas of suicide prevention and addressing the needs of trauma-sensitive children.



Kansas State Department of Education

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

(785) 296-3201
(785) 296-6659 - fax
www.ksde.org

To: Commissioner Randy Watson
From: Dale Dennis
Subject: Review Requirements of Senate Bill 367
Date: 9/26/2016
Board Goals: Provide a flexible and efficient delivery system to meet our students' varied and changing needs

During the September State Board meeting, questions were raised concerning Senate Bill 367 relating to juvenile justice. Our review of Senate Bill 367 will provide information on sections of the bill pertaining to school districts, the State Board of Education, and proposed rules and regulations prepared by the Attorney General's office.

There are two sections in Senate Bill 367 related to schools and school districts—Sections 14 and 58.

Section 14 – *“(a) The attorney general shall, in collaboration with the Kansas law enforcement training center and the state board of education, promulgate rules and regulations by January 1, 2017, creating a skill development training for responding effectively to misconduct in school while minimizing student exposure to the juvenile justice system. (b) The skill development training shall include, but not be limited, to the following: (1) information on adolescent development; (2) risk and needs assessments; (3) mental health; (4) diversity; (5) youth crisis intervention; (6) substance abuse prevention; (7) trauma-informed responses; and (8) other evidence-based practices in school policing to mitigate student juvenile justice exposure. (c) The superintendent of each school district or the superintendent’s designee and any law enforcement officer primarily assigned to a school shall complete the skill development training.”*

Attached are the proposed administrative regulations prepared by the Office of the Attorney General. A public hearing is scheduled for Nov. 17, 2016, 9:30 a.m. (*Attachment 1*)

Section 58 – *“On and after July 1, 2017, KSA 2015 Supp. 72-89b03 is hereby amended to read as follows: 79-89b03. (a) If a school employee has information that a pupil is a pupil to whom the provisions of the subsection apply, the school employee shall report such information and identify the pupil to the superintendent of schools. The superintendent of schools shall investigate the matter and, upon determining that the identified pupil is a pupil to whom the provisions of this subsection apply, shall provide the reported information and identify the pupil to all school employees who are directly involved or likely to be directly involved in teaching or providing other school related services to the pupil.*

The provisions of this subsection apply to:

(1) any pupil who has been expelled for the reason provided by KSA 72-8901(c), and amendments thereto, for conduct which endangers the safety of others;

(2) any pupil who has been expelled for the reason provided by KSA 72-8901(d), and amendments thereto;

(3) any pupil who has been expelled under a policy adopted pursuant to KSA 72-89a02, and amendments thereto;

(4) any pupil who has been adjudged to be a juvenile offender and whose offense, if committed by an adult, would constitute a felony under the laws of Kansas or the state where the offense was committed, except any pupil adjudicated as a juvenile offender for a felony theft offense involving no direct threat to human life; and

(5) any pupil who has been tried and convicted as an adult of any felony, except any pupil convicted of a felony theft crime involving no direct threat to human life.

A school employee and the superintendent of schools shall not be required to report information concerning a pupil specified in this subsection if the expulsion, adjudication as a juvenile offender or conviction of a felony occurred more than 365 days prior to the school employee's report to the superintendent of schools.

(b) Each board of education shall adopt a policy that includes:

*(1) A requirement that an immediate report be made to the appropriate state or local law enforcement agency by or on behalf of any school employee who knows or has reason to believe that an act has been committed at school, on school property, or at a school supervised activity and that the act involved conduct which constitutes the commission of a felony or misdemeanor or which involves the possession, use or disposal of explosives, firearms or other weapons, **provided that the report would not violate the terms of the memorandum of understanding approved by the school employee's school district pursuant to subsection (i)**, and (2) the procedures for making such a report.*

(c) School employees shall not be subject to the provisions of KSA 72-89b04(b), and amendments thereto, if:

*(1) they follow the procedures from a policy adopted pursuant to the provisions of subsection (b); or
(2) their board of education fails to adopt such policy.*

*(d) Each board of education shall annually compile and report to the state board of education at least the following information relating to school safety and security: The types and frequency of criminal acts that are required to be reported pursuant to the provisions of subsection (b), **arrests and referrals to law enforcement or juvenile intake and assessment services made in connection to the criminal act**, disaggregated by occurrences at school, on school property and at school supervised activities. **The data must include an analysis according to race, gender and any other relevant demographic information.** The report shall be incorporated into and become part of the current report required under*

the quality performance accreditation system.

(e) Each board of education shall make available to pupils and their parents, to school employees and, upon requires, to others, district policies and reports concerning school safety and security, except that the provisions of this subsection shall not apply to reports made by a superintendent of schools and school employees pursuant to subsection (a).

(f) Nothing in this section shall be construed or operate in any manner so as to prevent any school employee from reporting criminal acts to school officials and to appropriate state and local law enforcement agencies.

(g) The state board of education shall extract the information relating to school safety and security from the quality performance accreditation report and transmit the information to the governor, the legislature, the attorney general, the secretary of health and environment, the secretary for children and families and the commissioner of juvenile justice.

(h) No board of education, member of any such board, superintendent of schools or school employee shall be liable for damages in a civil action resulting from a person's good faith acts or omissions in complying with the requirements or provisions of the Kansas school safety and security act.

(i) The state board of education shall require that the superintendent of schools in each school district or the superintendent's designee develop, approve and submit to the state board of education a memorandum of understanding developed in collaboration with relevant stakeholders, including law enforcement agencies, the courts and the district and county attorneys, establishing clear guidelines for how and when school-based behaviors are referred to law enforcement or the juvenile justice system with the goal of reducing such referrals and protecting public safety. The state board of education shall provide a report annually to the department of corrections and to the office of judicial administration compiling school district compliance and summarizing the content of each memorandum of understanding."

A sample memorandum of understanding (MOU) and instructions for completing the MOU were distributed via the superintendents' and board clerks' listservs on Sept. 2, 2016. A copy of these documents is attached. (*Attachment 2*)

We have also provided a copy of the summary for Senate Bill 367 prepared by the Legislative Research Department. (*Attachment 3*)

STATE OF KANSAS
OFFICE OF THE ATTORNEY GENERAL

Notice of Public Hearing on Proposed Administrative Regulations

September 15, 2016

A public hearing will be conducted on November 17, 2016, from 9:30 a.m. to 10:30 a.m. in the 2nd Floor Conference Room of the Memorial Hall State Office Building, 120 S.W. Tenth Avenue, Topeka, Kansas, to consider the adoption of proposed rules and regulations of the Office of the Attorney General.

This 60-day notice of the public hearing shall constitute a public comment period for the purpose of receiving written public comments on the proposed adoption of K.A.R. 16-16-1, 16-16-2 and 16-16-3. All interested parties may submit written comments prior to the hearing to Athena Andaya, Deputy Attorney General, Legal Opinions & Government Counsel Division, 2nd Floor, Memorial Hall, 120 S.W. 10th Ave., Topeka 66612, or by email to athena.andaya@ag.ks.gov. All interested parties will be given a reasonable opportunity to present their views orally regarding the adoption of the proposed regulations during the public hearing. In order to provide all parties an opportunity to present their views, it may be necessary to request that each participant limit any oral presentation to five minutes.

Any individual with a disability may request accommodation in order to participate in the public hearing and may request the proposed regulations and economic impact statement in an accessible format. Requests for accommodation should be made at least one week in advance of the hearing by contacting Athena Andaya at 785-296-2215. The south public entrance to Memorial Hall is handicap accessible. Handicapped parking is located in front of Memorial Hall and on Jackson between 9th and 10th Streets.

A summary of the proposed regulations and the economic impact follows. Copies of the proposed regulations and the economic impact statement for the proposed regulations can be viewed at <http://ag.ks.gov/>.

K.A.R. 16-16-1. This regulation is a new regulation that provides definitions for the Article creating the skill development training course for law enforcement officers primarily assigned to a school and for superintendents or such superintendent's designee.

K.A.R. 16-16-2. This regulation is a new regulation that creates the skill development training course for law enforcement officers primarily assigned to a school and for superintendents or such superintendent's designee.

K.A.R. 16-16-3. This regulation is a new regulation that requires each law enforcement officer primarily assigned to a school and each superintendent or superintendent's designee to successfully complete the skill development training course developed and provided by the Kansas law enforcement training center within a specified timeframe. The regulation requires the skill development training course to be completed only once and for the law enforcement officer primarily assigned to a school and each superintendent or superintendent's designee to submit proof of successful completion to that individual's respective certification or licensing agency.

Economic Impact. The Attorney General does not anticipate any economic impact related to the adoption of K.A.R. 16-16-1, 16-16-2, and 16-16-3 to other governmental agencies and private business or individuals.

Derek Schmidt
Attorney General

Article 16. Skill Development Training Course

16-16-1. Definitions. (a) "Campus police officer" shall mean a school security officer designated by the board of education of any school district pursuant to K.S.A. 72-8222, and amendments thereto.

(b) "Law enforcement officer" and "police officer" shall mean a full-time or part-time salaried officer or employee of the state, a county, or a city whose duties include the prevention or detection of crime and the enforcement of criminal or traffic law of Kansas or of any Kansas municipality. These terms shall include a campus police officer.

(c) "Law enforcement officer primarily assigned to a school" shall mean any of the following:

(1) A campus police officer;

(2) a school resource officer; or

(3) a law enforcement officer jointly designated by a superintendent and the head of a law enforcement agency.

(d) "School district" shall mean a unified school district organized under the laws of Kansas.

(e) "School resource officer" shall mean a law enforcement officer or police officer who is employed by a local law enforcement agency and is assigned to a school district through an agreement between the local law enforcement agency and the school district.

(f) "Superintendent" shall mean the superintendent of schools appointed by the board of education of a school district.

ATTORNEY GENERAL

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(g) "Superintendent's designee" shall mean a person who is appointed by the superintendent and who is licensed by the Kansas state board of education and employed by the superintendent's school district but is not a law enforcement officer. (Authorized by and implementing L. 2016, ch. 46, §14; effective P-_____.)

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16-16-2. Curriculum. There is hereby created a skill development training course, which shall include the following curriculum:

- (a) Information on adolescent development;
- (b) risk and needs assessments;
- (c) mental health;
- (d) diversity;
- (e) youth crisis intervention;
- (f) substance abuse prevention;
- (g) trauma-informed responses; and
- (h) other evidence-based practices in school policing to mitigate student juvenile justice

exposure. (Authorized by and implementing L. 2016, ch. 46, §14; effective P-_____.)

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16-16-3. Training requirement. (a) Each law enforcement officer primarily assigned to a school and each superintendent or superintendent's designee shall be required to successfully complete a skill development training course, pursuant to K.A.R. 16-16-2, that has been developed and either provided or authorized by the Kansas law enforcement training center according to the following, whichever is later:

(1) On or before June 30, 2018; or

(2) within one year of being designated as a law enforcement officer primarily assigned to a school or employed by a school district as a superintendent or superintendent's designee.

(b) Nothing in this regulation shall require a law enforcement officer primarily assigned to a school or a superintendent or superintendent's designee to complete more than one skill development training course.

(c) Each law enforcement officer primarily assigned to a school and each superintendent or superintendent's designee shall submit proof of successful completion of a skill development training course, pursuant to K.A.R. 16-16-2, that was developed and either provided or authorized by the Kansas law enforcement training center to that individual's respective certification or licensing agency. (Authorized by and implementing L. 2016, ch. 46, §14; effective P-_____.)

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OFFICE OF THE KANSAS ATTORNEY GENERAL

ECONOMIC IMPACT STATEMENT

K.A.R. 16-16-1, 16-16-2, 16-16-3

I. Summary of Proposed Regulations, Including Their Purpose.

K.A.R. 16-16-1, 16-16-2 and 16-16-3 are new regulations which requires the Attorney General to promulgate rules and regulations creating a skill development training for law enforcement officers primarily assigned to a school and for superintendents or such superintendent's designee. The regulations must be in effect by January 1, 2017.

II. Reason the Proposed Regulations Are Required, Including Whether or Not the Regulations Are Mandated by Federal Law.

The proposed regulations are required to implement provisions of 2016 SB 367, New Section 14. These regulations are not mandated by federal law.

III. Anticipated Economic Impact upon the Office of the Kansas Attorney General.

There is no ongoing anticipated economic impact upon the Office of the Kansas Attorney General (OAG). The OAG has incurred the costs associated with promulgating these regulations.

IV. Anticipated Economic Impact upon Other Governmental Agencies and upon Private Business or Individuals.

The OAG anticipates costs associated with attending and completing a mandatory skill development training to be borne solely by the law enforcement agency employing a law enforcement officers primarily assigned to a school and by the unified school district that employs a superintendent or such superintendent's designee. We believe the skill development training can be part of a continuing education credit requirement already mandated in each profession and that it will not increase the number of mandatory hours.

We are consulting with the League of Kansas Municipalities, the Kansas Association of Counties and the Kansas Association of School Boards to assess anticipated economic impact on their constituencies.

The OAG does not anticipate an economic impact on other governmental agencies, private business or individuals.

V. Less Costly or Intrusive Methods That Were Considered, but Rejected, and the Reason for Rejection.

The OAG is unaware of any less costly or intrusive methods.

E-Mail to Superintendents and Board Clerks – September 2, 2016

2016 SB 367 Sample Memorandum and Instructions

Requirements under 2016 SB 367 include developing and approving a memorandum of understanding (Memorandum) developed in collaboration with relevant stakeholders, including local law enforcement agencies, courts, and the county or district attorney. This Memorandum must establish clear guidelines for how and when school-based behaviors are referred to law enforcement or the juvenile justice system. The goal of the Memorandum is to reduce these referrals and to protect public safety.

To assist you in the creation of this Memorandum, the Kansas Association of School Boards (KASB) and the Kansas State Department of Education (KSDE) worked collaboratively to create the attached instructions and sample Memorandum. We encourage you to use the sample Memorandum that we have created, but you are not required to. If you do not use the sample Memorandum you must draft your own Memorandum that conforms with the requirements of K.S.A. 2016 Supp. 72-89b03(i). Your district's Memorandum must be developed and approved by July 1, 2017.

Please watch for further instructions about submitting your district's approved Memorandum to KSDE.

Questions?

Please contact KASB at (785) 273-3600 or KSDE at (785) 296-7454.



Sample Memorandum of Understanding Instructions

This document is designed to support your school district in complying with the requirements under K.S.A. 2016 Supp. 72-89b03(i). These requirements include developing and approving a memorandum of understanding (Memorandum) developed in collaboration with relevant stakeholders, including local law enforcement agencies, courts, and the county or district attorney. This Memorandum must establish clear guidelines for how and when school-based behaviors are referred to law enforcement or the juvenile justice system. The goal of the Memorandum is to reduce these referrals and to protect public safety.

To assist you in the creation of this Memorandum, the Kansas Association of School Boards (KASB) and the Kansas State Department of Education (KSDE) worked collaboratively to create these instructions and the accompanying sample Memorandum. We encourage you to use the sample Memorandum that we have created, but you are not required to. If you do not use the sample Memorandum you must draft your own Memorandum that conforms with the requirements of K.S.A. 2016 Supp. 72-89b03(i). Your district's Memorandum must be developed and approved by July 1, 2017.

The sample Memorandum also contains some issues that school districts are required by law to report to local law enforcement or requires certain local stakeholders to cooperate and work together. School districts may want to review these requirements and discuss them as part of the Memorandum. School districts are also welcome to delete them, if they would prefer not to review any of these items as part of the Memorandum. These issues are included in sections IV–VIII of the sample Memorandum.

Identify the Relevant Stakeholders and Organize a Meeting

- The superintendent or the superintendent's designee will identify all relevant local stakeholders to this process. Relevant stakeholders must include, at a minimum, representatives from all local law enforcement agencies, courts, and the county or district attorney. Other relevant stakeholders would be any community organizations involved in law enforcement or juvenile justice.
- Once the relevant stakeholders have been identified, invite those stakeholders to a meeting to discuss this Memorandum. The school district is responsible for coordinating this meeting. Find a meeting time and place where representatives of all required stakeholder organizations can be present.
- When inviting stakeholders, explain the purpose of the meeting and to provide a copy of the sample Memorandum in advance so that the stakeholders understand the intent of the meeting.

Hold a Meeting (or Meetings) to Develop and Approve a Memorandum of Understanding

- Use the sample Memorandum to guide your discussion on establishing clear guidelines for how and when school-based behaviors will be referred to law enforcement or the juvenile justice system. Focus on your goal of reducing such referrals and protecting public safety.
- On page 1 fill in the names of all relevant stakeholder organizations, as directed. If stakeholders other than those required attend this meeting, create a new section to record the names of those stakeholder organizations.
- In section I. A. fill in the names of the organizations that will be bound by the Memorandum. Those bound by the Memorandum must include, at a minimum, representatives from the school district, all local law enforcement agencies, courts, and the county or district attorney.
- In section III. B. fill in the information, as directed, to reflect what occurs in this situation in your community.
- Sections IV–VIII are not required to be included in the Memorandum required by K.S.A. 2016 Supp. 72-89b03(i). However, these are issues that school districts are required by law to report to local law enforcement or requires certain local stakeholders to cooperate and work together. The school district may want to review these requirements and discuss them as part of the Memorandum or delete them, if the school district would prefer not to review any of these items as part of this Memorandum.
- All parties to the Memorandum should sign the Memorandum where indicated. Those parties must include, at a minimum, representatives from the school district, all local law enforcement agencies, courts, and the county or district attorney.

Meetings Following Approval of the Memorandum

- The superintendent or superintendent's designee will work with all parties to the Memorandum to create a schedule of monthly or regular meetings in the first year following the approval of the Memorandum.
- After the first year following the approval of the Memorandum the parties will meet when all parties deem necessary.
- The district will host and staff all meetings following approval of the Memorandum.

Modifying or Terminating the Memorandum

- The Memorandum may be modified at any time by written amendment by all parties to the Memorandum.
- The Memorandum is terminated the day written termination is provided to all parties. In the event this Memorandum is terminated, the superintendent or superintendent's designee should organize a meeting of all relevant stakeholders to develop and approve a new Memorandum of Understanding that meets the requirements of K.S.A. 2016 Supp. 72-89b03(i).

Inform Relevant District Staff

- The superintendent or the superintendent's designee should inform all relevant district staff of the contents of the Memorandum and their specific responsibilities under the Memorandum.
- Identify the district procedure for staff to notify the superintendent or the superintendent's designee of incidents where staff believe the Memorandum was violated.
- The superintendent or the superintendent's designee should determine what information regarding the Memorandum, if any, is necessary to provide to the local board of education and families.

Questions?

Please contact KASB at (785) 273-3600 or KSDE at (785) 296-3743.

SAMPLE

MEMORANDUM OF UNDERSTANDING BETWEEN

_____ USD No. _____
[Name of School District]

*This Agreement is entered into on this _____ day of _____, 2016 between
U.S.D. _____, _____ County, Kansas and*

Local Law Enforcement Agencies:

[List all if school district is in more than one community]

Courts Represented:

County and District Attorney's Office(s) Represented:

*[INSERT NAMES OF ALL PARTIES-- PARTIES MUST INCLUDE, AT A MINIMUM, ALL LOCAL LAW
ENFORCEMENT AGENCIES, COURTS, AND THE COUNTY OR DISTRICT ATTORNEY'S OFFICE]*

I. **PURPOSE OF MEMORANDUM OF UNDERSTANDING**

- A. This Memorandum of Understanding (“Memorandum”) is entered into between the *[insert name and number of school district]* (“School District”), the *[insert names of all parties pursuant to K.S.A. 72-89b03(i). Parties must include, at a minimum, all local law enforcement agencies, courts, and the county or district attorney’s office.]* The purpose of this Memorandum is to establish understanding between community agencies (“Parties”) involved in the referral of school-based behaviors to law enforcement or the juvenile justice system. The goal of this Memorandum is to reduce such referrals and protect public safety. The Parties understand and agree that each party will use its best efforts to comply with the terms and conditions of this Memorandum.
- B. The Parties acknowledge and agree that decisions affecting the filing of a complaint against a student and whether to restrain a student and place a student in secure detention should not be taken lightly. This Memorandum delineates the responsibilities of each party when school districts are required to report student behavior under Kansas law and when schools need the assistance of local law enforcement and the district and county attorney to protect the safety of all students or an individual student to promote the best interests of the student and the community.
- C. The Parties further acknowledge that avoiding formal arrest, handcuffing, and transporting the student to juvenile intake may help the student avoid being negatively labeled.
- D. The Parties acknowledge and agree that this Memorandum is a cooperative effort among the public agencies named herein to establish guidelines for the referral of school-based behaviors to law enforcement or the juvenile justice system with the goal of reducing such referrals and protecting public safety. The Parties further acknowledge and agree that the guidelines contained herein are intended to establish uniformity in the referral of school-based behaviors to law enforcement or the juvenile justice system while simultaneously ensuring that each case is addressed on an individual basis to promote a response proportional to the various and differing facts which affect each student’s case.
- E. The Parties acknowledge and agree that the matter in which each student incident is handled by the law enforcement officer, school principal or designee, and/or juvenile intake is dependent upon the many factors unique to each student that include, but are not limited to, the student’s background, present circumstances, general demeanor and disposition toward others, student discipline record, mental health status, the student’s individualized education program, crisis plan, behavior intervention plan, criminal record, and other factors. Therefore, the Parties acknowledge that students involved in the same

incident or similar incidents may receive different and varying responses depending on the specific facts relating to the student's behavior and the above factors.

- F. The Parties acknowledge and agree that when responding to a disturbance at a school district location, the law enforcement officers will inquire whether the school involved has exhausted the district's conflict resolution alternatives before making an arrest(s) or removing the student unless a greater public safety concern exists.
- G. The Parties agree that a cooperative effort will be made to coordinate intake services to insure that students who do not meet criteria for placement in secure detention or present a high risk to re-offend are not detained and instead are appropriately placed with parent(s), guardian(s) or in another appropriate setting.

II. DEFINITIONS

- A. "Behavior intervention plan" means a plan traditionally created by a team of district staff and parents that includes strategies, including positive behavioral interventions and supports, designed to prevent behavior that impedes a child's learning or that of others. If a behavior intervention plan is developed by a student's IEP team, it shall become part of the student's IEP.
- B. "Campus police officer" means a school security officer designated by the board of education of any school district pursuant to K.S.A. 72-8222, and amendments thereto.
- C. "Crisis plan" means steps to follow and who to contact when a student escalates to a crisis level and/or appears to be in danger of harming self or others.
- D. "Individualized Education Program" or "IEP" means a written statement for each exceptional child that is developed, reviewed, and revised in accordance with the provisions of K.S.A. 72-987, and amendments thereto.
- E. "Law enforcement officer," and "police officer" mean a full-time or part-time salaried officer or employee of the state, a county or a city, whose duties include the prevention or detection of crime and the enforcement of criminal or traffic laws of this state or of any Kansas municipality. This term shall include "campus police officer" and "school resource officer."

F. "School-based behaviors" mean:

1. Willful violation of any published policy for student conduct adopted or approved by the local board of education;
2. Conduct which substantially disrupts, impedes or interferes with the operation of any public school;
3. Conduct which endangers the safety of others or which substantially impinges upon or invades the rights of others at school, on school property, or at a school supervised activity;
4. Conduct which, if pupil is an adult, constitutes the commission of a felony or, if the pupil is a juvenile, would constitute the commission of a felony if committed by an adult;
5. Conduct at school, on school property, or at a school supervised activity, which constitutes the commission of a misdemeanor or, if the pupil is a juvenile, would constitute the commission of a misdemeanor if committed by an adult; or
6. Disobedience of an order of a teacher, peace officer, school security officer or other school authority when such disobedience can reasonably be anticipated to result in disorder, disruption or interference with the operation of any public school or substantial and material impingement upon or invasion of the rights of others.

G. "School resource officer" means a law enforcement officer or a police officer employed by a local law enforcement agency who is assigned to a district through an agreement between the local law enforcement agency and the district.

H. "Student" means a child officially enrolled in a USD *[insert district number]* school.

III. TERMS OF MEMORANDUM OF UNDERSTANDING

A. School-based behaviors, as defined in this Memorandum, will generally be referred to law enforcement or the juvenile justice system, when in the opinion of the Superintendent or his/her designee the student's behavior is so disruptive that it creates a reasonable and foreseeable risk of harm to self, others, or property.

The Parties agree that the response to the commission of a school-based behavior should be determined by the school staff and/or law enforcement officer(s) involved in the incident after reviewing the unique characteristics of each student including the student's discipline history and the facts of the specific behavior incident. The Parties agree that each incident will be addressed on a case by case basis to promote a uniform response proportional to the

unique factors applicable to the student, the student's discipline history and the specific behavior incident.

- B. Any student arrested for a felony and/or who is on court supervision and those juveniles who are likely to flee or pose a public safety risk, shall be taken by *[insert name of appropriate party]* to *[insert name of appropriate local site to take the described individuals]*. Ultimately the decision is made by the law enforcement officer(s) involved in the incident in consultation with the school staff. Any student can be taken directly to *[insert name of appropriate local site to take the described individual]* for any offense if deemed appropriate by a law enforcement officer.
- C. The school district and/or law enforcement shall inform the County or District Attorney's Office of the student's cooperation in this process. In any future proceedings, the County or District Attorney may take into consideration the student's performance and/or cooperation.

IV. KANSAS STATUTES REQUIRING REPORTING TO LAW ENFORCEMENT – MANDATORY TRUANCY REPORTING

- A. Mandatory Truancy Reporting K.S.A. 72-1113
 - 1. K.S.A. 72-1113(a) requires school districts to report students who are not attending school as required by law (i.e., the child is inexcusably absent from school on either 3 consecutive school days, 5 school days in a semester or 7 school days in a school year) to the Department for Children and Families (DCF) if the student is less than 13 years of age or to the county or district attorney if the student is 13 years old and less than 18 years old.
 - 2. Before reporting the student as truant the school district must personally deliver or mail the parent a written notice that if the student does not return to school within the school day after the notice is personally delivered or 3 school days after the notice is mailed then the district has to report the student as truant to DCF or the county or district attorney.
- B. The Parties agree that the required reporting of student truancy reports could be improved by the following:
[Discuss and list any changes that would improve the local procedures for reports]

V. KANSAS STATUTES REQUIRING REPORTING TO LAW ENFORCEMENT – KANSAS SCHOOL SAFETY AND SECURITY ACT

- A. Mandatory School Safety and Security Reporting Act K.S.A. 72-89b01 to 72-89b05:

K.S.A. 72-89b03(b) requires school districts to make an immediate report to law enforcement if any school employee knows or has reason to believe that an act has been committed at school, on school property, or at a school supervised activity and the act constituted the commission of a felony or misdemeanor or involved the possession, use or disposal of explosives, firearms or other weapons.

- B. The Parties agree that the required reporting by the school district to law enforcement under the Kansas School Safety and Security Act, K.S.A. 72-89b01 to 72-89b05, could be improved by the following:
[Discuss and list any changes that would improve the procedures for reporting]

VI. MANDATORY SCHOOL SAFETY VIOLATIONS REPORTING - SUSPENSION OF DRIVING PRIVILEGES

- A. Mandatory Suspension of Driving Privileges – K.S.A. 72-89c02
1. K.S.A. 72-89c02 requires school districts to report to law enforcement whenever a pupil 13 years or older has possessed a weapon or illegal drug at school, on school property or at a school supervised activity or engaged in an act or behavior at school, on school property or at a school supervised activity which resulted in, or was substantially likely to result in, serious bodily injury to others.
 2. The report shall be made as soon as practicable, but not later than 10 days from the date of the student’s act.
 3. Upon receipt of report from the school district, law enforcement shall investigate the matter and give written notice to the Division of Motor Vehicles of the Kansas Department of Revenue of the incident as soon as practicable, but not later than 10 days from the date of receipt of the school district’s report. Law enforcement must also give a copy of this notice to the pupil and the pupil’s parent or guardian.
 4. The Division of Motor Vehicles shall suspend the pupil’s driver’s license or privileges to operator a motor vehicle for a period of one year.
- B. The Parties agree that the required reporting of mandatory school safety violations regarding suspension of driving privileges could be improved as follows:
[List any changes that would improve the above reporting procedures]

VII. SECLUSION AND RESTRAINT (EMERGENCY SAFETY INTERVENTIONS)

- A. Kansas law prohibits school districts from using certain types of restraint with students and limits a school district’s use of student seclusion and restraint with certain students. This law applies to the use of seclusion and restraint with all students.

1. Emergency Safety Interventions shall be used only when a student presents a reasonable and immediate danger of physical harm to such student or others with the present ability to affect such physical harm. Violent action that is destructive of property may necessitate the use of an Emergency Safety Intervention.
 2. All school staff members must be trained on the use of positive behavioral intervention strategies, de-escalation techniques, and prevention techniques.
 3. If a student is physically restrained or secluded, the school district has extensive requirements regarding documenting the events and reporting to the student's parents and the Kansas State Department of Education.
- B. The Parties agree that the school district's contacting law enforcement regarding violent acts of students that results in the destruction of property and/or presents a reasonable and immediate danger of physical harm to such student or others with the present ability to effect such physical harm could be improved as follows:
- [Discuss and list any changes that would improve the above reporting procedures]*

VIII. KANSAS MANDATORY CHILD ABUSE REPORTING

- A. K.S.A. 38-2223 requires any school employee to promptly report suspected child abuse.
1. The report may be oral or written and is to be made to DCF, except when DCF is not open for business, then the report shall be made to the appropriate law enforcement agency. K.S.A. 38-2223(c)(1).
 2. The report must include, if known, the name and address of the child; the name and address of the child's parents or those responsible for the child's care; location of the child if not at the child's residence; child's gender, race and age; reason why reporter suspects the child may be a child in need of care; if abuse or neglect or sexual abuse is suspected, the nature and extent of the harm to the child including any evidence of previous harm; and any other information that the reporter believes might be helpful in establishing the cause of the harm and the identity of persons responsible for harm.
 3. Teachers and other staff members may not always tell school administrators of the report, even though it is a recommended policy, as they are independent reporters under the law.
- B. The Parties agree that the required reporting of child abuse could be improved by the following:
- [Discuss and list any changes that would improve the local procedures for reporting to law enforcement]*

IX. DURATION AND MODIFICATION OF THE MEMORANDUM OF UNDERSTANDING

- A. This Memorandum shall become effective immediately upon its execution by all Parties hereto and shall remain in full force and effect until such a time as terminated in writing by any party to this Memorandum. This Memorandum shall terminate effective the day written termination is provided to all Parties. This Memorandum may be modified at any time by written amendment to the Memorandum by all Parties hereto.

- B. The Parties acknowledge and agree to meet (on a monthly or a regular basis) for the first year of implementation to provide oversight of the Memorandum by reviewing data and making recommendations on any needed modification to the Memorandum to the heads of each agency a party to this Memorandum. Following the first year of implementation, the Parties agree to meet as all Parties deem necessary.

- C. *[Insert name and number of school district]* will host and staff the (monthly or regular) oversight meetings and any future meetings deemed necessary to facilitate implementation of the Memorandum process.

IN WITNESS WHEREOF, the Parties hereto, intending to cooperate with one another, have hereunder set their hands on the date set forth below.

[insert name of superintendent], Superintendent
[insert name and number of school district]

Date

[insert name and title of party]
[insert name of organization]

Date

[insert name and title of party]
[insert name of organization]

Date

[insert name and title of party]
[insert name of organization]

Date

[Parties must include, at a minimum, all local law enforcement agencies, courts, and the county or district attorney's office.]

S U M M A R Y

Juvenile Justice System; SB 367

SB 367 creates and amends law related to the Kansas juvenile justice system, as follows.

Case, Probation, and Detention Length Limits

Effective July 1, 2017, the bill establishes the following overall case length limits for juvenile offenders to remain under the jurisdiction of the court:

- For misdemeanors, up to 12 months;
- For low-risk and moderate-risk offenders adjudicated for a felony, up to 15 months (subject to provision below); and
- For high-risk offenders adjudicated for a felony, up to 18 months (subject to provision below).

There is no overall case length limit for a juvenile adjudicated for a felony that would constitute an off-grid felony or nondrug severity level 1 through 4 felony, if committed by an adult.

If a juvenile is adjudicated for multiple counts, the maximum overall case length is calculated based on the most severe count or any other count at the court's discretion. Multiple adjudicated counts will not be run consecutively. If a juvenile is adjudicated for multiple cases simultaneously, the court shall run those cases concurrently.

Once the overall case length limit expires, the court's jurisdiction terminates and may not be extended.

The court shall establish a specific probation term based on the most serious adjudicated count and the results of the risk and needs assessment, and the probation term may not exceed the overall case length limit. The bill establishes the following probation length limits:

- Low-risk and moderate-risk offenders adjudicated for a misdemeanor and low-risk offenders adjudicated for a felony, up to 6 months;
- High-risk offenders adjudicated for a misdemeanor and moderate-risk offenders adjudicated for a felony, up to 9 months; and
- High-risk offenders adjudicated for a felony, up to 12 months.

Probation may be extended if a juvenile needs time to complete an evidence-based program determined to be necessary based on the results of a validated risk and needs assessment. Probation also may be extended for good cause, as follows:

- For up to one month for low-risk offenders;
- For up to three months for moderate-risk offenders; and
- For up to six months for high-risk offenders.

The bill requires data regarding probation extensions to be recorded and reported quarterly to the Kansas Juvenile Justice Oversight Committee (described below), which is required to study the use and effectiveness of the probation extensions.

Prior to the initial extension, the court is required to find and enter into the written record the criteria permitting extension. Extensions will be granted incrementally and may not exceed the overall case length limit.

The probation term limits do not apply to adjudications for any off-grid crime, rape, aggravated criminal sodomy, or second-degree murder. Offenders with these adjudications may be placed on probation for a term consistent with the overall case length limit.

The court is required to establish a specific term of detention when placing a juvenile in detention, which may not exceed the overall case length limit. There is a cumulative detention limit of 45 days over the course of the offender's case, except there is no cumulative detention limit for juveniles adjudicated for an off-grid felony or nondrug severity level 1 through 4 person felony.

[*Note:* Amendments related to these provisions are made in other areas of the bill, as noted elsewhere in this summary.]

Graduated Responses for Technical Violations

The bill requires the Kansas Department of Corrections (KDOC) to consult with the Supreme Court in adopting rules and regulations by January 1, 2017, for a statewide system of structured community-based graduated responses for technical probation violations, conditional release violations, and sentence condition violations to be used by community supervision officers. The responses shall include sanctions that are swift and certain to address violations based on the severity of the violation and incentives to encourage positive behaviors, while taking into account the juvenile's risks and needs.

Community supervision officers shall use these responses based upon the results of a risk and needs assessment of the juvenile. A technical probation violation may be considered by the court for revocation only if it is a third or subsequent technical violation, there are prior documented failed responses, and the community supervision officer has determined and documented that graduated responses will not suffice. Unless the juvenile poses a significant risk of physical harm to another or damage to property, the community supervision officer shall issue a summons rather than request a warrant for such a violation. The statute governing issuance of warrants to take a juvenile into custody is amended, effective July 1, 2017, to reflect this limitation on warrants, to remove a reference to placement, and to specify that the warrant's designation of where the juvenile is to be taken is to be made pursuant to the statute governing the procedure for taking a juvenile into custody.

The community supervision officer responsible for oversight of a juvenile on probation is required to develop a case plan with the juvenile and the juvenile's family. The Department for Children and Families (DCF) and the local board of education may participate in the development of the case plan when appropriate. The case plan shall incorporate the results of the risk and needs assessment, referrals to programs, and documentation of violations and graduated responses, and it shall clearly define the role of each person or agency working with the juvenile. If the juvenile is later committed to the custody of the Secretary of Corrections (Secretary), the case plan will be shared with the juvenile correctional facility (JCF).

[*Note:* Amendments related to these provisions are made in other areas of the bill, as noted elsewhere in this summary.]

Reintegration Plan

Effective July 1, 2017, if the court places a juvenile outside the home at a dispositional hearing and no reintegration plan is part of the record of the hearing, a written reintegration plan shall be prepared by the person with custody (or, if directed by the court, a community supervision officer) and submitted to the court within 15 days of the initial order of the court. If the persons necessary for the success of the plan do not agree, the person or entity with custody is required to notify the court and the court shall set a hearing.

[*Note:* Amendments related to these provisions are made in other areas of the bill, as noted elsewhere in this summary.]

Immediate Intervention; Multidisciplinary Team; Alternative Means of Adjudication

Effective January 1, 2017, a court must appoint a multidisciplinary team to review cases where a juvenile fails to substantially comply with the development of the immediate intervention plan. This team may be a standing team or may be appointed for a specific juvenile. The Supreme Court must appoint a multidisciplinary team facilitator in each judicial district, and may appoint a convener and facilitator for a multiple-district multidisciplinary team.

The team facilitator must invite the following to be part of the team: the juvenile; the juvenile's parents, guardians, or custodial relative; the superintendent of schools or designee; a clinician who has training and experience coordinating behavioral or mental health treatment for juveniles, if such clinician is available; and any other person or agency representative who is needed to assist in providing recommendations for the particular needs of the juvenile and family. Any invited person may decline to serve and will incur no civil liability for declining.

Effective January 1, 2017, KDOC must collaborate with the Office of Judicial Administration (OJA) to develop standards and procedures to guide the administration of an immediate intervention process and programs and alternative means of adjudication, including contact requirements, parent engagement, graduated response and discharge requirements, and process and quality assurance.

[*Note:* Amendments related to these provisions are made in other areas of the bill, as noted elsewhere in this summary.]

Youth Residential Facilities

Effective January 1, 2018, the Secretary of Corrections may contract for up to 50 non-foster home beds in youth residential facilities for placement of juvenile offenders under certain circumstances specified elsewhere in the bill (and described later in this summary). The Secretary is directed to contract with facilities that have high success rates and that decrease recidivism rates, consider contracting for bed space across the entire state, and give priority to existing facilities that are able to meet the Secretary's requirements.

[*Note:* Amendments related to these provisions are made in other areas of the bill, as noted elsewhere in this summary.]

Kansas Juvenile Justice Oversight Committee

The bill establishes the Kansas Juvenile Justice Oversight Committee to oversee the implementation of reforms in the juvenile justice system. The Oversight Committee's 19 members are the Governor or designee; one Representative appointed by the Speaker of the House; one Representative appointed by the House Minority Leader; one Senator appointed by the Senate President; one Senator appointed by the Senate Minority Leader; the Secretary of Corrections or designee; the Secretary for Children and Families or designee; the Commissioner of Education or designee; the KDOC Deputy Secretary of Juvenile Services or designee; the KDOC Director of Community-Based Services or designee; two district court judges appointed by the Chief Justice; one chief court services officer appointed by the Chief Justice; one member of the OJA appointed by the Chief Justice; one juvenile defense attorney appointed by the Chief Justice; one juvenile crime victim advocate appointed by the Governor; one member of a local law enforcement agency appointed by the Attorney General; one attorney from a prosecuting attorney's office appointed by the Attorney General; and one member from a community corrections agency appointed by the Governor. The bill requires these appointments be made by September 1, 2016, and the Committee must meet within 60 days of appointment and at least quarterly thereafter. The Committee shall select a chairperson and vice-chairperson, with ten members constituting a quorum. Appointed members of the Committee shall serve two-year terms and be eligible for reappointment. KDOC staff shall provide assistance as requested by the Committee and provide administrative assistance to facilitate the organization of the Committee's meetings.

The Committee is charged with various duties related to the performance, evaluation, and improvement of the juvenile justice system, and it must issue an annual report containing specified information to the Governor, Senate President, Speaker of the House, and Chief Justice on or before November 30, beginning in 2017.

The bill requires KDOC and the Committee to explore methods of exchanging confidential data among all parts of the juvenile justice system under certain conditions and constraints specified by the bill. KDOC is authorized to use grant funds, allocated state funds, or any other accessible funding necessary to create a data exchange system. All state and local programs involved in the care of juveniles involved in the juvenile justice system or the child in need of care system must cooperate in the development and utilization of such system.

Training

The bill requires KDOC, in conjunction with the OJA, to provide not less than semi-annual training on evidence-based programs and practices. This training is mandatory for all individuals who work with juveniles adjudicated or participating in an immediate intervention, including community supervision officers, juvenile intake and assessment workers, juvenile corrections officers, and any individual who works with juveniles through a contracted organization providing services to juveniles.

OJA must designate or develop a training protocol for judges, county and district attorneys, and defense attorneys who work in juvenile court. OJA must provide annual reports to the Legislature and to the Oversight Committee with data regarding completion of this training, including the number of judges and attorneys listed above who did and did not complete the training.

The Attorney General must collaborate with the Kansas Law Enforcement Training Center and the State Board of Education to promulgate rules and regulations by January 1, 2017, creating skill development training for responding effectively to misconduct in school while minimizing student exposure to the juvenile justice system. Such training must include information on adolescent development, risk and needs assessments, mental health, diversity, youth crisis intervention, substance abuse prevention, trauma-informed responses, and other evidence-based practices in school policing to mitigate student juvenile justice exposure. The superintendent (or designee) of each school district and any law enforcement officer assigned primarily to a school must complete this training.

Immediate Intervention Development / Grants

Effective January 1, 2017, KDOC must create a plan and provide funding to incentivize the development of immediate intervention programs. Funds allocated for such plan may be used only to make grants to immediate intervention programs that adhere to the standards and procedures for such programs developed pursuant to the bill, and must be based on the number of persons served and other requirements established by KDOC. The plan may include requirements for grant applications, organizational characteristics, reporting and auditing criteria, and other eligibility and accountability standards.

The bill adds “community-based alternatives to detention” to the list of purposes for which the Secretary may make grants to counties for juvenile community corrections services.

Funds

The bill renames the Juvenile Detention Facilities Fund the “Juvenile Alternatives to Detention Fund” and changes its purpose from the retirement of debt of facilities for the detention of juveniles or the construction, renovation, remodeling, or operational costs of facilities for the detention of juveniles to the development and operation of community-based alternatives to detention. The definition of “operational costs” is amended to include the costs of operating community-based alternatives to detention for juveniles. The bill amends statutes related to driver’s license exam fees, reinstatement fees for failure to comply with a traffic

citation, municipal court costs, and municipal court assessments to reflect the change to the Fund's name.

The bill also creates the Kansas Juvenile Justice Improvement Fund, to be administered by KDOC. All expenditures from the Improvement Fund shall be for the development and implementation of evidence-based community programs and practices for juvenile offenders and their families by community supervision offices, including juvenile intake and assessment, court services, and community corrections. On or before June 30 of each year, the Secretary must determine and certify to the Director of Accounts and Reports the amount in each account of the State General Fund of a state agency that the Secretary has determined is an actual or projected cost savings due to cost avoidance from decreased reliance on incarceration in a JCF or youth residential center (YRC) placement, with a baseline calculated on the cost of incarceration and placement in FY 2015. This certified amount shall then be transferred to the Improvement Fund. Prioritization of moneys from the Fund shall be given to regions demonstrating a high rate of out-of-home placement of juvenile offenders *per capita* that have few existing community-based alternatives. During FY 2017 and FY 2018, the Secretary shall transfer an amount not to exceed \$8,000,000 from appropriated moneys, from any available special revenue fund, or from funds budgeted for the purposes of facilitating the development and implementation of new community placements in conjunction with the reduction in out-of-home placements. The Fund and any moneys transferred pursuant to this section may be used only for the purposes of the section, and the bill states the Legislature's intent that the Fund and Fund moneys remain intact and inviolate for the purposes set forth in this section.

The bill amends statutes governing allotments and percentage reductions by the Governor to exempt the Fund from the provisions of those statutes.

Community Integration Programs

KDOC must develop, for use by the courts, community integration programs for juveniles who are ready to transition to independent living. These programs shall be designed to prepare juveniles to become socially and financially independent from such program.

[*Note:* Amendments related to these provisions are made in other areas of the bill, as noted elsewhere in this summary.]

Earned Time and Earned Discharge

The statute governing computation of sentence is amended to incorporate the addition of overall case length limits and to require earned time calculations be incorporated in sentence calculation. New law requires the Secretary of Corrections to promulgate rules and regulations by January 1, 2017, regarding earned time calculations for purposes of determining a juvenile's release date.

The Supreme Court must consult with KDOC to establish rules for a system of earned discharge for juvenile probationers, to be applied by all community supervision officers. Earned discharge credits will be awarded to a probationer for each full calendar month of compliance with terms of supervised probation, pursuant to these rules.

Supervision Fee

The bill removes a provision prohibiting early release from supervision until the supervision fee has been paid.

Code for Care of Children Amendments

Effective July 1, 2019, various statutes within the Revised Kansas Code for Care of Children (CINC Code) are amended to remove “juvenile detention facility” (JDF) from the definition of “secure facility.” Juvenile detention facilities are removed as a placement option under the CINC Code, unless the child also is alleged to be a juvenile offender and the placement is authorized under the Juvenile Code.

Juvenile Code Amendments

The bill makes numerous amendments to various statutes within the Revised Kansas Juvenile Justice Code (Juvenile Code). [Note: Some of the additions and amendments made to the juvenile code by the bill are discussed under other headings related to specific topics, rather than under this heading.]

Definitions

The definitions section of the Juvenile Code is amended to:

- Add definitions for “community supervision officer,” “detention risk assessment tool,” “evidence-based,” “graduated responses,” “immediate intervention,” “overall case length limit,” “probation,” “reintegration plan,” “secretary,” and “technical violation”;
- Amend definitions for “institution,” “juvenile intake and assessment worker,” “juvenile offender,” and “risk assessment tool” (changing its title to “risk and needs assessment” and amending the definition);
- Amend various definitions to update statutory references or change references to reflect the assumption of the duties of the Juvenile Justice Authority (JJA) and the Commissioner of Juvenile Justice by KDOC and the Secretary of Corrections, pursuant to 2013 Executive Reorganization Order No. 42; and
- Remove the definition for “sanctions house.”

Jurisdiction

Effective July 1, 2017, the statute governing jurisdiction is amended to add the overall case length limit and to remove order of assignment to community corrections as events that will end the court’s jurisdiction, and to modify another event from conviction of a new felony while incarcerated in a JCF to conviction of a crime as an adult. The term “aftercare” is changed to

“conditional release.” The bill replaces a provision prohibiting continued placement of a juvenile as a child in need of care if adjudicated for a felony or a second or subsequent misdemeanor with a provision requiring the Secretary for Children and Families to address issues of abuse and neglect by parents and prepare parents for the child’s return home and requiring court services, community corrections, and KDOC to address the risks and needs of the juvenile offender according to the risk and needs assessment. The Secretary for Children and Families must collaborate with KDOC to furnish services ordered in the child in need of care proceeding during the time of any placement in the custody of the Secretary of Corrections.

Juvenile Offender Information

Effective July 1, 2017, the definition of “juvenile offender information” (for the purposes of reporting to the central repository by juvenile justice agencies) is amended to specify certain data that must be included related to the use of the detention risk assessment tool, individual-level data for juveniles on probation, costs for juveniles on probation, individual-level data regarding juvenile filings, risk and needs assessment override data, violation data for juveniles on probation, and certain information for juveniles in immediate intervention plans.

Juvenile Taken into Custody

Effective January 1, 2017, the statute governing when and how a juvenile may be taken into custody is amended to remove the current authority given a court services officer, juvenile community corrections officer, or other person authorized to supervise juveniles to take a juvenile into custody when there is probable cause to believe the juvenile has violated a term of probation or placement. The authority of these officers to arrest a juvenile or request a juvenile’s arrest without a warrant for violation of a condition of release is removed and replaced with authority to request a warrant by giving the court a written statement that the juvenile has violated a condition of conditional release from detention or probation for the third or subsequent time and that the juvenile poses a significant risk of physical harm to another or damage to property. An existing provision directing that a juvenile taken into custody be brought to an intake and assessment worker, before the court, or to another designated official or facility is replaced with a provision directing that the juvenile be brought to the custody of the juvenile’s parent or other custodian, unless there are reasonable grounds to believe such action would not be in the best interests of the child or would pose a risk to public safety or property. If the juvenile cannot be so delivered, the officer may issue a notice to appear or contact and deliver the juvenile to an intake and assessment worker for completion of the intake and assessment process. Provisions giving certain officials and workers discretionary authority to release the juvenile in the absence of court order or upon completion of the intake and assessment process are changed to make release mandatory. A provision allowing a person 18 years of age or older taken into custody for a juvenile offense to be detained in jail if detention is necessary is changed to permit such detention only if the person is eligible for detention and all suitable alternatives have been exhausted.

This statute is further amended by adding provisions allowing a law enforcement officer who detains a juvenile who is not immediately taken to juvenile intake and assessment services (intake and assessment) to serve a written notice to appear on the juvenile that includes specified information, including the location and phone number of the intake and assessment office where the juvenile will need to appear. The juvenile or a parent or guardian must contact the intake and assessment office specified in the notice within 48 hours, excluding weekends

and holidays. Before release, the juvenile must give a written promise to call within the specified time by signing the notice. The officer shall retain the original notice and a copy shall be given to the juvenile and a parent or guardian, and then the juvenile shall be released. The officer must cause a complaint to be filed with juvenile intake and assessment services charging the crime stated in the notice to appear, with a copy to be provided to the district or county attorney. If the juvenile fails to contact intake and assessment as required in the notice to appear, intake and assessment must notify the district or county attorney. The bill allows the notice to appear and the complaint to be provided to the juvenile in a single citation.

Criteria for Detention

Effective January 1, 2017, the existing criteria for detention and removing a child from the custody of a parent are replaced with the following criteria: a court may not order removal from a parent's custody without first finding that a detention risk assessment has assessed the juvenile as detention-eligible, or there are grounds to override the results of the detention risk assessment and the court finds probable cause that community-based alternatives to detention are insufficient to secure the presence of the juvenile at the next hearing (as shown by the record) or protect the safety of another person or property. The court must state the basis for these findings in writing. Community-based alternatives to detention may include release on a promise to appear; release to a parent, guardian, or custodian upon the youth's assurance; release with reasonable restrictions; release to a voluntary or mandatory court-ordered community supervision program; or release with electronic monitoring with various levels of restriction. Placement in a juvenile detention center is prohibited where it is due solely to a lack of supervision alternatives or service options; a parent avoiding legal responsibility; a risk of self-harm; contempt of court; violation of a valid court order; or technical violations of conditional release, unless there is probable cause the juvenile poses a significant risk of harm to others or damage to property, or the applicable graduated responses or sanctions protocol allows such placement.

Placement in Jail

Effective January 1, 2017, the statute prohibiting placement in a jail except under certain specified circumstances is amended to make it subject to the statutes governing criteria for detention and procedures when a juvenile is taken into custody. Under the provisions of this bill, those statutes permit placement in a jail only for a person over the age of 18 who is eligible for detention, when all suitable alternatives have been exhausted. The statute also is amended to remove a reference to youth residential facilities.

Extended Detention; Hearings

Effective July 1, 2017, the statute governing extended detention and detention hearings is amended to narrow the justification for extended detention to the criteria listed in the statute setting forth the criteria for detention. The bill adds detention risk assessment tool results to the evidence that may be considered by the court at the detention hearing and requires the court to record any reasons for overriding a detention risk assessment tool score. A provision allowing temporary custody where the court determines detention is not necessary but release to the custody of a parent would not be in the best interests of the juvenile is removed. A provision is

added requiring a detention review hearing at least every 14 days that a juvenile is in detention, except for juveniles charged with an off-grid felony or nondrug severity level 1 through 4 felony.

First Appearance and Immediate Intervention

Effective January 1, 2017, the statute governing the first appearance is amended to require that a juvenile appearing without an attorney be informed of the right to be offered an immediate intervention.

Immediate Intervention

Effective January 1, 2017, the statute governing immediate intervention programs is amended to replace a provision allowing a county or district attorney to adopt a policy and establish guidelines for an immediate intervention program with a requirement that the director of juvenile intake and assessment services collaborate with the county or district attorney to adopt a policy and establish guidelines for an immediate intervention process, which may include information on offenders beyond those required by the statute. The court, county or district attorney, director, and other relevant individuals or organizations must develop local programs for certain purposes. (Under prior law, the court, county or district attorney, and director were allowed to develop local programs at their discretion.) The list of purposes for such programs is amended to include direct referral of cases to immediate intervention, rather than to certain other programs; require juvenile intake and assessment services, rather than the county or district attorney, to adopt policies and guidelines for issuance of summons; allow immediate intervention program providers to directly purchase services for the juvenile and juvenile's family; and remove conditions on an intake and assessment worker's release of a juvenile prior to a detention hearing.

The statute is further amended by removing limitations on eligibility for immediate intervention programs and a provision regarding a stipulation of facts. A provision is added requiring a juvenile who goes through the intake and assessment process be offered the opportunity to participate in an immediate intervention program and avoid prosecution if the juvenile is charged with a misdemeanor or unlawful voluntary sexual relations, has no prior adjudications, and the offer is made pursuant to guidelines developed under this statute. A juvenile with fewer than two prior adjudications may also participate in such a program if referred for immediate intervention by the county or district attorney after review of the case to determine if the case should be referred for immediate intervention or designation for alternative means of adjudication. The county or district attorney must consider any recommendation of a juvenile intake and assessment worker, court services officer, or community corrections officer.

A juvenile referred to immediate intervention must work with court services, community corrections, juvenile intake and assessment services, or any other designated entity to develop an immediate intervention plan, which may be supervised by any of these entities or unsupervised. The county or district attorney's office is not required to supervise juveniles participating in an immediate intervention program. The plan may last no longer than six months from the date of referral, unless it requires completion of a mental health or substance abuse evidence-based program that extends longer, in which case the plan may be extended up to two additional months. Upon satisfactory compliance with the plan, the juvenile shall be discharged and the charges dismissed at the end of the plan period. If the juvenile fails to satisfactorily comply with the plan, the case will be referred to a multidisciplinary team for review within seven

days, and the team may revise and extend the plan or terminate the case as successful. The plan may be extended for no more than four additional months. If the juvenile fails to satisfactorily comply with the revised plan, the intake and assessment worker, court services officer, or community corrections officer overseeing the immediate intervention shall refer the case to the county or district attorney for consideration.

Prosecution as an Adult and Extended Juvenile Jurisdiction Prosecution

The statute governing prosecution as an adult and extended juvenile jurisdiction is amended to limit the option to designate a proceeding as an extended jurisdiction juvenile prosecution (EJJP) to cases involving an off-grid felony or a nondrug severity level 1 through 4 person felony. A provision placing the burden of proof on the juvenile to rebut EJJP in certain cases is removed. The bill replaces a provision requiring good cause be shown to prosecute a juvenile as an adult with a requirement that the presumption that a juvenile is a juvenile be rebutted by a preponderance of the evidence. The age for adult prosecution of a juvenile is raised from 12 to 14. The bill removes existing presumptions that a juvenile is an adult based upon certain ages, crime severity levels, or other factors. Provisions allowing a juvenile to be bound over to the district judge where there is probable cause a felony has been committed and attaching authorization for prosecution as an adult to future prosecutions upon conviction are removed.

The statute governing sentencing for EJJP and options upon violation of a condition of a juvenile sentence under EJJP is amended to stay the execution of an adult criminal sentence on the condition the juvenile substantially comply with the juvenile sentence, rather than on the condition the juvenile not violate the juvenile sentence. A provision allowing revocation of the stay and juvenile sentence without notice is removed, and a revocation hearing is required in all cases.

Other statutes are amended to reflect the changes to EJJP.

Post-Adjudication Orders and Hearings

The statute governing post-adjudication orders and hearings is amended to require the court to order one or more of the tools listed in the section unless information from a risk and needs assessment is available. The bill adds a provision giving the court authority to compel an assessment by the Secretary for Aging and Disability Services if a psychological or emotional evaluation of the juvenile indicates the juvenile requires acute inpatient mental health or substance abuse treatment, and the results of this assessment may inform a treatment and payment plan pursuant to the same eligibility process for non-court-involved youth. The bill requires a summary of the results from a risk and needs assessment be provided to the court post-adjudication and predisposition to be used to inform supervision levels. OJA and KDOC must adopt a single, uniform risk and needs assessment to be used across the state. Cutoff scores to determine risk levels for juveniles shall be established by OJA and the Secretary, in consultation with the Oversight Committee, and training on the assessment is required for all administrators. The bill requires data to be collected on the results of the assessment to inform a validation study on the Kansas juvenile justice population to be conducted by June 30, 2020.

Sentencing Alternatives

Effective July 1, 2017, the statute governing sentencing alternatives is amended to require a sentencing alternative be imposed for a fixed period (which may not extend beyond the overall case length limit) pursuant to the placement matrix and the probation terms set by the bill. A provision regarding findings and determinations made pursuant to statutes repealed by the bill is removed.

The sentencing alternatives are amended as follows:

- The probation alternative is made subject to the new probation provisions established by the bill and requires any juvenile placed on probation be supervised according to the results of the risk and needs assessment. Placement of juveniles to community corrections for probation supervision is limited to juveniles who are determined to be moderate, high, or very high risk on an assessment using the cutoff scores established by the Secretary and OJA;
- The alternative to place the juvenile in the custody of a parent or other suitable person is amended to exclude placement in a group home or other licensed child care facility;
- The alternative to place the child in the custody of the Secretary of Corrections for placement and permanency planning is amended to sunset on January 1, 2018;
- The sanctions house alternative is changed to commitment to detention for no longer than 30 days for a violation of a non-technical condition of sentence; and
- The alternative to commit the juvenile to confinement in a JCF is amended to allow placement in a JCF or a youth residential facility. (Placement in a youth residential facility is subject to a rebuttable presumption created in the placement matrix statute, discussed below.) This alternative also is amended to require the judge to make a written finding that the juvenile poses a significant risk of harm to another or damage to property. The juvenile must otherwise be eligible for commitment under the placement matrix, and an order for a period of conditional release is changed from mandatory to the court's discretion. Conditional release is limited to a maximum of six months and subject to graduated responses. A provision requiring a permanency hearing within seven days after the juvenile's release is removed.

The required use of a risk assessment tool is expanded to all sentencing, and the bill requires the results of the assessment be used to inform orders made pursuant to the placement matrix or the new probation provisions. Provisions related to commitment to a sanctions house are changed to provisions for detention. Commitment to detention is limited to violation of sentencing conditions where all other alternatives have been exhausted, and the court must find the juvenile poses a significant risk of harm to another or damage to property, is charged with a new felony offense, or violates conditional release. Detention will not be permitted for solely technical violations of probation, contempt, a violation of a valid court order,

to protect from self-harm, or due to any state or county failure to find adequate alternatives. Cumulative detention use is limited to a maximum of 45 days and the overall case length, pursuant to the new provisions of the bill set forth above.

Provisions are added to this section allowing the court to order a short-term alternative placement of a juvenile in an emergency shelter, therapeutic foster home, or community integration program if the juvenile has been adjudicated of aggravated human trafficking, rape, commercial sexual exploitation of a child, sexual exploitation of a child, aggravated indecent liberties with a child (if the victim is less than 14 years of age), or an attempt of one of those offenses, and the victim resides in the same home as the juvenile; a community supervision officer in consultation with DCF determines an adequate safety plan (including the physical and psychological well-being of the victim) cannot be developed to keep the juvenile in the same home; and there are no relevant child in need of care issues that would permit a case to be filed under the CINC Code. The presumptive term of commitment shall not extend beyond three months and the overall case length, but may be modified. If a child is placed outside the child's home under this provision, and no reintegration plan is made a part of the hearing records, a written reintegration plan must be prepared and submitted to the court within 15 days of the initial order of the court.

Finally, a provision is added to this section requiring the court to calculate the overall case length limit and enter this limit into the written record when one or more of the sentencing options in the section are imposed.

Modification of a Sentence

The statute governing modification of a sentence is amended to make any modified sentence subject to the overall case length limit created by the bill. Provisions setting forth the procedure for a court to rescind an order granting custody to a parent are replaced with a provision allowing the court, if it determines there is probable cause to believe that the juvenile is a child in need of care, to refer the matter to the county or district attorney to file a child in need of care petition and to refer the family to DCF for services. A provision is added allowing the court to authorize participation in a community integration program, if it finds the juvenile needs a place to live but there is not probable cause that the child is a child in need of care, or if the child is emancipated or over the age of 17.

Placement Matrix

Effective July 1, 2017, the placement matrix for commitment to a JCF is amended to require a written finding before such placement that the juvenile poses a significant risk of harm to another or damage to property. A departure sentence provision is removed, and the term of commitment is made subject to the overall case length limit.

The serious offender I category is amended to remove nondrug severity level 5 and 6 person felonies and drug severity level 1 through 3 felonies and place these into a new serious offender II category, for which an offender may be committed for a term of 9 to 18 months with no aftercare.

The existing serious offender II category becomes serious offender III, and the permissible term of commitment for this category is lowered from 9-18 months to 6-12 months. Aftercare is removed and commitment is allowed only if a juvenile is assessed as high-risk.

The existing serious offender III category becomes serious offender IV, and the permissible term of commitment is lowered from 9-18 months to 6-12 months. Aftercare and departure provisions are removed and a commitment is allowed only if a juvenile is assessed as high-risk.

The chronic offender I category is amended to lower the maximum permissible term from 18 to 12 months, remove aftercare and departure provisions, and allow commitment only if a juvenile is assessed as high-risk.

The chronic offender II and III categories are removed.

The bill establishes a rebuttable presumption that all offenders in the chronic offender category and offenders between 10 and 14 years of age in the serious offender II, III, or IV categories shall be placed in the custody of the Secretary for placement in a youth residential facility instead of placement in a JCF. The presumption may be rebutted by a finding on the record that the juvenile offender poses significant risk of physical harm to another.

Conditional release provisions are amended to allow the court to order a period of conditional release limited to six months and subject to graduated responses, with a presumption upon release that the juvenile shall be returned home, unless the case plan recommends a different reentry plan. The bill removes commitment to a JCF as an option upon violation of the requirements of conditional release and changes a reference to "sanctions" to "detention."

The bill removes the definition of "placement failure" and a provision allowing a juvenile committed to a JCF to be adjudicated to a consecutive term of imprisonment for an offense committed while in the facility.

A provision requiring the Secretary to work with the community is broadened in scope from community placements for chronic offender III to development of evidence-based practices and programs to ensure the JCF is not frequently utilized.

Probation or Placement Condition Violations

Effective July 1, 2017, the statute governing the procedure upon violation of condition of probation or placement is amended to require any report filed by the county or district attorney, the current custodian of the juvenile offender, or the victim of the offense to be filed with the assigned community supervision officer, rather than with the court. The community supervision officer would then review the report before filing to determine whether it is eligible for review by the court. The statute is amended to reflect the requirement for probable cause to believe the juvenile poses a significant risk of physical harm to another or damage to property before a warrant may be issued. Some references to "placement" are removed. The bill's overall case length limit and limits on court review for technical violations are incorporated into the statute. A procedure for removing a juvenile from the custody of a parent is removed.

Departure Sentencing

Effective July 1, 2017, the statute governing departure sentence procedure is amended to limit its application to juveniles sentenced to a JCF as a violent offender and to incorporate by reference the departure sentence limits and provisions contained in the new law regarding overall case length limits and the amendments to the sentencing placement matrix. Accordingly, the bill removes the existing departure limits contained in this section. The bill requires the judge to enter the substantial and compelling reasons for a departure into the written record.

Commitment to a JCF

Effective January 1, 2017, the statute governing commitment to a JCF is amended to add a provision requiring a case plan be developed, with input from the juvenile and the juvenile's family, for every juvenile sentenced to a JCF. For a juvenile committed for violating a condition of sentence, the case plan developed with the community supervision officer shall be revised to reflect the new disposition. DCF, the local school district in which the juvenile offender will be residing, and community supervision officers may participate in the development or revision of the case plan, when appropriate, and the case plan shall incorporate the results of the risk and needs assessment and the program and education to complete while in custody. The case plan must clearly define the role of each person or agency working with the juvenile. The case plan shall include a reentry section, detailing services, education, supervision, or any other elements necessary for a successful transition, as well as information on reintegration of the juvenile into the juvenile's family or, if reintegration is not viable, another viable release option. For a juvenile to be placed on conditional release, the case plan shall be developed with the community supervision officer.

Conditional Release Procedure

Effective July 1, 2017, the statute governing conditional release procedure is amended to allow the person in charge of a JCF to include a specified period of time to complete conditional release, if such release has previously been ordered. A reference to "case management officer" is changed to "supervision officer." A court reviewing the notice of a proposed conditional release must review the terms of any case plan. A provision applicable to acts committed before July 1, 1999, is removed.

Failure to Obey Conditions of Release

Effective July 1, 2017, the statute governing failure to obey conditions of release is amended to incorporate the new prohibition on court consideration of such failure until a third or subsequent failure. The bill requires referral from the supervising officer before the county or district attorney may file a report with the court, and adds a requirement that the juvenile's history of violations be included in the report. The bill removes the option for the court to order, upon finding a condition of release has been violated, that the juvenile be returned to the JCF to serve the incarceration and aftercare term.

Discharge from Commitment

Effective July 1, 2017, the statute governing discharge from commitment is amended to incorporate the maximization of the overall case length limit as a condition requiring discharge of the juvenile by the Secretary.

Notification of Pending Release

Effective July 1, 2017, the statute governing notification of pending release and the procedure by which a county attorney, district attorney, or the court may move to determine if the juvenile should continue to be retained is amended: the bill changes the determination to be made at such hearing from whether the juvenile should be retained to whether the juvenile should be placed on conditional release, if not previously ordered by the court. If the court orders a period of conditional release following the hearing, the supervision of the juvenile shall be limited to six months of conditional release and subject to the overall case length limit. A definition of "maximum term of imprisonment" is removed, as it will not be needed under the new procedures.

Alternative Means of Adjudication

Effective July 1, 2017, the statute governing alternative means of adjudication is amended to change the eligibility for adjudication under the section from a juvenile committing a misdemeanor to a juvenile with fewer than two adjudications. The term "diversion" is changed to "immediate intervention," and a provision is added allowing a juvenile designated for alternative adjudication to be referred to an immediate intervention program. The bill removes a provision allowing the court, in an alternative adjudication proceeding, to remove a juvenile from the home and place the child in the temporary custody of the Secretary for Children and Families or any person, other than the child's parent, willing to accept temporary custody. A reference to "placement failure" is removed from a provision regarding use of the adjudication on a subsequent offense.

Further Juvenile Code Statutes Repealed

Effective July 1, 2017, the bill repeals statutes allowing removal of a juvenile from custody of a parent.

Schools

Effective July 1, 2017, the School Safety and Security Act is amended to require boards of education to include in their annual school safety and security reports information regarding arrests and referrals to law enforcement or juvenile intake and assessment services made in connection to criminal acts the school is required to report under continuing law. The bill also adds a requirement that the data in the report include an analysis according to race, gender, and any other relevant information.

The bill further amends the Act to direct the State Board of Education (SBOE) to require that the superintendent of schools (or designee) in each school district develop, approve, and

submit to the SBOE a memorandum of understanding developed in collaboration with relevant stakeholders (including law enforcement agencies, the courts, and the county and district attorneys), establishing clear guidelines for referral of school-based behaviors to law enforcement or the juvenile justice system, with the goal of reducing such referrals and protecting public safety. The SBOE must provide an annual report to KDOC and OJA compiling school district compliance and summarizing the content of each memorandum of understanding.

Statutory provisions governing reporting of certain student behavior to law enforcement, reporting of certain criminal behavior on school property or at a school-supervised activity, powers of campus police officers, and reporting of inexcusable absences from school are amended to make such provisions subject to the terms of the memorandum of understanding.

Juvenile Intake and Assessment

Effective January 1, 2017, the statute governing the juvenile intake and assessment system is amended to require a juvenile intake and assessment worker (worker) to make both release and referral determinations once a juvenile is taken into custody. The bill specifies the worker may collect required information either in person or via two-way audio or audio-visual communication, clarifies that information collected shall be the results from a standardized detention risk assessment tool rather than “a standardized risk assessment tool,” and adds “if detention is being considered for the juvenile.” The list of required information is amended to add “results of other assessment instruments as approved by the Secretary.” The bill removes a provision requiring the worker to believe release of the child to a parent’s, legal guardian’s, or other appropriate adult’s custody is in the best interests of the child and would not be harmful before making such release. The bill specifies additional non-exclusive conditions that may be imposed on conditional release and changes an existing condition from “inpatient treatment” to “outpatient treatment.” Stay in a shelter facility or a licensed attendant care center is limited to a maximum of 72 hours.

Language requiring the Supreme Court to establish a juvenile intake and assessment system is removed, as the system has been established.

The bill adds immediate intervention programs to the possible referrals by the worker and specifies in the continuing option to refer to the county or district attorney that such referral may be made with or without a recommendation for consideration for alternative adjudication or immediate intervention.

The bill replaces a provision allowing the Commissioner of Juvenile Justice to adopt rules and regulations regarding local creation of risk assessment tools with a provision requiring the Secretary of Corrections, in conjunction with OJA, to develop, implement, and validate a statewide detention risk assessment tool. The assessment is required for each youth under consideration for detention and may be conducted only by a trained worker. The Secretary and OJA shall establish cutoff scores to determine eligibility for placement in a JDF or for referral to a community-based alternative to detention. Data regarding the use of the tool must be collected and reported. The bill requires the assessment to include an override function that may be approved by the court for use under certain circumstances so that the worker or the court may override the assessment score to direct placement in a short-term shelter facility, a community-based alternative to detention, or a JDF. The override must be documented, include a written explanation, and receive approval from the director of the intake and assessment

center or the court. If a juvenile is eligible for detention or referral to a community-based alternative to detention, the person with detention authority will retain discretion to release the juvenile if other, less restrictive measures would be adequate.

The bill requires every worker be trained in evidence-based practices, including risk and needs assessment, individualized diversions, graduated responses, family engagement, trauma-informed care, substance abuse, mental health, and special education.

Juvenile Corrections Advisory Boards

The statute governing the membership of juvenile corrections advisory boards is amended to add to the membership a juvenile defense representative, who shall be a practicing juvenile defense attorney in the judicial district and be selected by the judge of the district court who is assigned the juvenile court docket. The requirements of the boards are amended to add adherence to the goals of the Juvenile Code and coordination with the Oversight Committee created by the bill.

The bill creates new law requiring the boards to annually consider the availability of treatment programs, programs creating alternatives to incarceration for juvenile offenders, mental health treatment, and the development of risk assessment tools (if they do not currently exist) for use in determining pretrial release and probation supervision levels. Each board shall provide an annual report by October 1 to KDOC and the Oversight Committee created by the bill detailing the costs of programs needed in the board's judicial district to reduce the out-of-home placement of juvenile offenders and improve the recidivism rate of juvenile offenders.

Technical Amendments

Throughout the bill, technical amendments are made to update or correct statutory cross-references, remove irrelevant dates, and update references to reflect the assumption of the duties of the JJA and the Commissioner of Juvenile Justice by KDOC and the Secretary of Corrections, pursuant to 2013 Executive Reorganization Order No. 42.



Janet Waugh
District 1

Steve Roberts
District 2

John W. Bacon
District 3

Carolyn L. Wims-Campbell
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

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

Agenda Number: 6
Meeting Date: 10/19/2016

To: Kansas State Board of Education
From: Peggy Hill
Subject: Individual Board Member Reports & Requests for Future Agenda Items

During this time, Board members may report on their past month's activities and make requests for agenda topics to be considered.

Agenda Number: 7
Meeting Date: 10/19/2016

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 |
|-------------------|-----------------|--------------------|------------|
| 09/25/2016 | 10/08/2016 | 10/06/2016 | 10/21/2016 |
| 10/09/2016 | 10/22/2016 | 10/20/2016 | 11/04/2016 |
| 10/23/2016 | 11/05/2016 | 11/03/2016 | 11/18/2016 |