

BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of
the License of
Sarah Marolf

Case No. 17-PPC-03
OAH No. 17ED0011

FINAL ORDER

NOW, on this 12th day of December 2017, the above-captioned matter comes for consideration by the Kansas State Board of Education (Board). Appearing for the Board are Chairman, Jim Porter, and members, John Bacon, Kathy Busch, Sally Cauble, Deena Horst, Jim McNiece, Ann Mah, Steve Roberts, Janet Waugh, and Ken Willard.

WHEREUPON the Professional Practices Commission (Commission) considered the matter on October 27, 2017. Sarah Marolf appeared in person and with counsel Vincent M. Cox. The Kansas State Department of Education appeared through its attorney, Kelli M. Broers. After reviewing the matter, the Commission voted 9 – 0 to recommend the State Board publicly censure Sarah Marolf for one year of the State Board's final order.

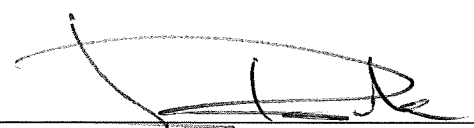
WHEREUPON the Board reviewed the Commission's Initial Order and after considering the presentation by Linda Sieck, Commission Chair, who was available to answer the Board's questions and being otherwise duly advised in the premises, the Board adopted the Commission's findings of fact and conclusions of law by a vote of **10 – 0**.

All findings set forth in the Commission's Initial Order attached hereto are incorporated by reference and made a part of this Final Order as though fully set forth at length herein.

IT IS THEREFORE CONCLUDED by the Kansas State Board of Education that Sarah Marolf shall be publicly censured for one year.

This Final Order is made and entered this 12th day of December 2017.

Kansas State Board of Education



BY: Jim Porter, Chairman
Signed December 18th, 2017

NOTICE TO LICENSEE/APPLICANT

This is a Final Order and is effective upon service.

To request reconsideration of this order, you must file a Petition for Reconsideration with the Secretary to the State Board of Education, at the address below, within 15 days after service of this Final Order. The Petition must state the specific grounds upon which relief is requested.

To request a stay of effectiveness of this order, you must file a Petition for Stay with the Secretary to the State Board of Education at the address below. A petition can be filed until the time which a petition for judicial review would no longer be timely.

To seek judicial review of a Final Order, you must file a petition in the District Court as authorized by K.S.A. 77-601, *et seq.* within 30 days following the service of the Final Order. Filing a Petition for Reconsideration is not a prerequisite for seeking judicial review. A copy of any Petition for Judicial Review must be served upon the Secretary to the State Board of Education at the address below.

Peggy Hill
Secretary, Kansas State Board of Education
Landon State Office Building
900 SW Jackson Ave. Suite 600N
Topeka, Kansas 66612

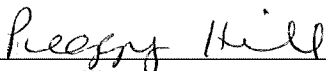
CERTIFICATE OF SERVICE

The undersigned hereby certifies that on the 19th day of December 2017, she served a true and correct copy of the above and foregoing document by United State mail, first class postage prepaid addressed as follows:

Vincent M. Cox
CAVANAUGH, BIGGS & LEMON, P.A.
2942A S.W. Wanamaker Drive
Suite 100
Topeka, Kansas 66614-4479
Attorney for Sarah Marolf

And via interoffice mail to:

Kelli Broers
Office of the General Counsel
Kansas State Department of Education
900 SW Jackson Street, Suite 600
Topeka, Kansas 66612



Peggy Hill, Secretary
Kansas State Board of Education

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
The License of
Sarah Marolf

Case No. 17-PPC-03
OAH No. 17ED0011

INITIAL ORDER

The above-captioned case is before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the Complaint filed by KSDE regarding the professional teaching license of Sarah Marolf ("Ms. Marolf").

This matter convened on October 27, 2017, on stipulated Findings of Fact and Conclusions of Law. Appearing for the Commission were chairperson, Linda Sieck, and members, Laura Batson, Vici Jennings, John McKinney, Sylvia Ramirez, Nathan Reed, Ginger Riddle, Maret Schrader, Jessica Snider.

Kelli Broers appeared as counsel for KSDE.

Sarah Marolf appeared in person, and with her counsel, Vincent M. Cox.

Findings of Fact

1. Ms. Marolf currently holds a Kansas professional teaching license, and has been a licensed teacher in Kansas since 2009.
2. Ms. Marolf is employed as a middle school special education teacher at Shawnee Heights U.S.D. 450. Ms. Marolf has been employed by U.S.D. 450 since 2009.
3. During the 2014-2015 and 2015-2016 school years, Ms. Marolf was granted a leave of absence by U.S.D. 450 in order to obtain her master's degree from the University of Texas at Arlington.
4. While in Texas, Ms. Marolf was issued an Educational Aide III Certificate by the state of Texas on May 8, 2015.

5. During the 2015-2016 school year, Ms. Marolf was employed by the Arlington (Texas) Independent School District as a special education teacher's aide.

6. During the course of her employment with the Arlington Independent School District, Ms. Marolf was accused of yelling in a 4th grade special education student's face and pushing him multiple times on or about May 2, 2016.

7. Video of the May 2, 2016 incident exists but it is not definitive. There was no audio and the camera was positioned across a busy and large gymnasium. The resolution was also poor. It is unclear from the video whether Ms. Marolf had inappropriate contact with a student.

8. Despite the fact that she disputed the allegations arising out of the May 2, 2016 incident, Ms. Marolf was terminated by the Arlington Independent School District on May 5, 2016.

9. As permitted by Arlington Independent School District policy, Ms. Marolf submitted a timely written response to the allegations against her, disputing those allegations.

10. An investigation was initiated by the Texas Education Agency with regard to the allegations against Ms. Marolf arising out of the May 2, 2016 incident.

11. In response to that investigation, Ms. Marolf issued a letter to the Texas Education Agency stating that she disputed the allegations, and that because she no longer resided in the state of Texas, she did not wish to be employed as a teacher's aide, and saw no reason to maintain her Texas Educational Aide III license.

12. As a result of this letter, the State Board for Educator Certification (SBEC) for the state of Texas deemed Ms. Marolf to have voluntarily surrendered her Educational Aide III Certificate, and revoked that certificate on October 18, 2016. There was no hearing. Texas did not obtain its standard voluntary surrender from Ms. Marolf, a form which typically requires a respondent to stipulate to the facts alleged in the underlying complaint. The SBEC did not hear or

review any evidence. Instead, an investigator explained the matter to her superior who then signed the order.

13. No criminal case was pursued against Ms. Marolf.

14. Ms. Marolf resumed teaching as a middle school special education teacher for U.S.D. 450 beginning with the 2016-2017 school year.

15. Ms. Marolf's personnel file with USD 450 reflects only positive evaluations.

16. Furthermore, as set forth in the letters of reference that are attached hereto as Exhibit A, Ms. Marolf is well-respected by her superiors and her peers in the education community, including the superintendent of USD 450, her building principal, and other teachers and staff at USD 450. Ms. Marolf was also well respected by her peers at the Arlington (Texas) Independent School District. Finally, she is also respected by those in the community that have known and worked with her. This is all reflected in the letters attached hereto in Exhibit A.

17. On January 17, 2017, KSDE filed its Complaint against Ms. Marolf arising out of the complaint against her while at Arlington Independent School District, and the subsequent revocation of her Educational Aide III Certificate by the state of Texas.

18. Ms. Marolf filed a Request for Hearing, an Answer, and Amended Answer to the Complaint.

19. On September 22, 2017, Ms. Marolf attended a one-day seminar presented by PESI, Inc. entitled "Over 75 Quick 'On-The-Spot' Techniques for Children and Adolescents with Emotional and Behavior Problems." Ms. Marolf attended this seminar, at her own cost, as part of her agreement with KSDE that resulted in this agreed Initial Order, and she has presented a Certification of Successful Completion for the seminar to KSDE. A copy of the Certificate of Successful Completion is attached hereto as Exhibit B.

Conclusions of Law

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas. Kan. Const., Art. VI and K.S.A. 72-7513.

2. In Kansas, teaching and school administration are professions with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. K.S.A. 72-8501. An educator is a role model. Hainline v. Bond, 250 Kan. 217, 224 (1992).

3. Any license issued by the Kansas State Board of Education ("State Board") may be suspended or revoked, or the license holder may be publicly censured by the State Board for misconduct or other just cause. K.A.R. 91-22-1a.

4. The Commission investigates and conducts hearings pertaining to allegations of misconduct. K.S.A. 72-8507; K.A.R. 91-22-1a(h). The Commission finds that Ms. Marolf lacked professionalism in the manner in which she conducted herself during the May 2, 2016 incident while she was employed at the Arlington Independent School District; therefore, the Commission finds that discipline is warranted.

5. However, the Commission finds that Ms. Marolf is well-respected by her superiors and peers in her district, and in the education community. She is also respected by those she has worked with in the community.

6. The Commission also finds that Ms. Marolf has demonstrated a sincere effort to learn from the subject incident, and this is evidenced by her attending the seminar on September 22, 2017.

7. As a result, the Commission finds Ms. Marolf has demonstrated her fitness to teach and is suitable to continue to be placed in a position of public trust as an educator.

8. The Commission recommends the public censure of Ms. Marolf.

9. The Commission recommends that the public censure should expire within one (1) year of the Final Order, and that said public censure shall be removed from KSDE's public records and website at that time. It shall also be removed from the NASDTEC clearinghouse. It is Ms. Marolf's responsibility to contact KSDE's Office of General Counsel and request the removal. This public censure will not affect Mr. Marolf's renewal of her professional license in February 2018.

10. Ms. Marolf acknowledges and understands that the Commission can only make recommendations to the State Board.


11. KSDE agrees to not ask the Commission or the State Board for discipline other than that recommended in this Initial Order. Likewise, Ms. Marolf agrees to not ask the Commission or the State Board that no discipline be imposed.

IT IS THEREFORE RECOMMENDED by the Professional Practices Commission to the Kansas State Board of Education that Sarah Marolf be disciplined by public censure as set forth above.

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

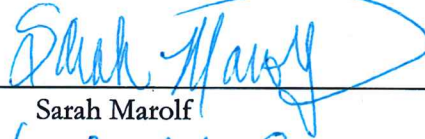
This Initial Order is made and entered this 27 day of October, 2017.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairperson
Order signed on Oct 27, 2017.

AGREED TO AND APPROVED BY:



Sarah Marolf



Vincent M. Cox
Attorney for Sarah Marolf



Kelli Broers
Assistant General Counsel,
Kansas State Department of Education

NOTICE

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

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

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

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

CERTIFICATE OF SERVICE

The undersigned hereby certifies that on the 30th day of October, 2017, she served a true and correct copy of the above and foregoing document by United State mail, first class postage prepaid addressed as follows:

Vincent M. Cox
CAVANAUGH, BIGGS & LEMON, P.A.
2942A S.W. Wanamaker Drive
Suite 100
Topeka, Kansas 66614-4479
Attorney for Sarah Marolf

And via interoffice mail to:

Kelli Broers
Office of the General Counsel
Kansas State Department of Education
900 SW Jackson Street, Suite 600
Topeka, Kansas 66612
Assistant General Counsel, Kansas State Department of Education



Secretary, Professional Practices Commission



Dr. Martin Stessman, Superintendent
Becky Greer, Curriculum Director
Mitch Nutterfield, Business and Finance Director
Dr. Kristin O'Brien, Special Education Director
Matt Hirsch, Human Resource Director

May 8, 2017

Dear Sir or Madam,

I am writing in support of Miss Sarah Marolf. I have known Miss Marolf for six years as her superintendent and can attest to both her abilities as an educator and her personal character.

Miss Marolf started her career in USD 450 in 2009 as an elementary special education instructor. After two years at the elementary level she applied for and received a position at Shawnee Heights Middle School where she worked for three years before being granted a two year leave of absence to pursue her Master's Degree. She returned to SHMS this fall to resume her career.

In her time in the district, Miss Marolf has worked for three different principals in two buildings. All three principals have assessed her performance as distinguished. She is knowledgeable and skilled as an educator and has demonstrated patience and understanding with even the most difficult students. She has done an exemplary job of working with the most difficult students in the middle school. She has formed positive relationships with them and it is not uncommon for former students to credit her with their success. Parents have found her to be cooperative and sympathetic while still holding students to high standards of performance.

Miss Marolf is one of the finest special education teachers I have known in my thirty years in education. She is patient, kind, knowledgeable and skilled. She did not qualify for a two year leave of absence under our Master Agreement but the administration and Board of Education made an exception to policy in order to ensure that she would return to teach in the district. She took two years of unpaid leave to pursue a Master's Degree in educational neuroscience in order to make her a better teacher. She is a member of the building leadership team, serves the district as a certified MANDT trainer and has presented at building and district professional development sessions. She is respected by her peers, students, parents and administrators across the district.

In short, Ms. Marolf is not only one of the finest educators I know, she is one of the finest people I know. She has made our district better and touched the life of dozens of students in just a few short years. I cannot give her high enough praise for her work and sacrifice on behalf of our students.

Sincerely,

A handwritten signature in black ink, appearing to read "Martin R. Stessman".

Martin R. Stessman, Ed.D.
Superintendent
Shawnee Heights USD 450





5/5/2017

RE: Character Reference for Sarah Marolf

To Whom It May Concern:

Please accept this letter as an indication of my enthusiastic recommendation and support of Sarah Marolf. I know Ms. Marolf in my capacity as the Shawnee Heights Middle School Principal and I have functioned as her primary evaluator. Ms. Marolf is currently a special education teacher in the 7th grade.

This is my third year as building principal and my first year working with Sarah. Ms. Marolf worked in the middle school for five years before being granted a sabbatical to pursue a special master's degree at the University of Texas at Arlington in Educational Neuroscience. The district does not typically grant sabbaticals to teachers but made an exception for Ms. Marolf because of her significant contribution to teaching and learning within the school and district. During the time that I've spent collaborating with and evaluating Ms. Marolf, I've found her to possess the knowledge, skills, and commitment needed to provide excellent and equitable learning opportunities for all types of learners.

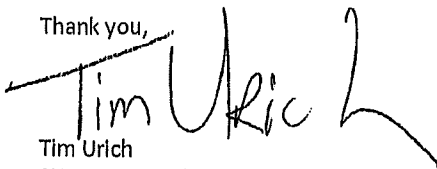
Ms. Marolf has high expectations for her students and holds them accountable for their learning. She sets challenging academic and behavior criteria for her students and provides timely feedback for incremental gains and improvement. Ms. Marolf's lessons are relevant for students and the connections between her lessons are present and distinguishable. Ms. Marolf emphasizes key concepts and connects them to other powerful ideas within the content. During my lesson observations of Ms. Marolf, I've noted that she breaks down concepts into instructional parts and teaches each part using appropriate strategies.

Ms. Marolf's classroom is an open and affirming place to express ideas and to learn. Students in her classes are treated as individuals. I have observed Sarah in a variety of academic contexts and classrooms. She establishes a safe, inclusive, and respectful learning environment for her students. For example, several of the students on Ms. Marolf's case load share a home which is infested with bedbugs. The family has limited economic means. Sarah purchased clean sets of school clothes for the students and acquired a machine to heat and sanitize the students' home clothes each day. She also arranged for an extermination company to provide a discounted service for the family.

Ms. Marolf is a member of the building leadership team and collaborates with this body to improve conditions in the building for students and teachers. This group is currently working on a longer-term project to evaluate teacher perception data and best practices on grading within the building. Sarah presented to the middle school community three times this year to develop the capacity of our teachers to recognize the functions of complex student behavior and to plan appropriate supports. I've found her to be an advocate for professional development that is evidence based, relevant for teachers, and targeted toward improving student outcomes. Ms. Marolf currently functions as a USD 450 certified MANDT trainer.

Ms. Marolf is a professional member of the Shawnee Heights Middle School learning community and maintains a positive, productive, and respectful relationship with colleagues, students, and patrons.

Thank you,


Tim Ulrich
SHMS Principal



USD 372 SILVER LAKE
P.O. BOX 39
SILVER LAKE, KS 66539
Tim Hallacy, Superintendent
thallacy@silverlakeschools.org

May 2017

To Whom It May Concern:

I am writing this letter in support of Ms. Sarah Marolf whom I consider one of the finest young teachers I have worked with in my twenty-five years of education. I first met Sarah when she was a student in the jr. high school I served as Assistant Principal in when she was a freshman some eighteen years ago. She was an excellent student who excelled academically. More importantly, she was a superb young lady who interacted and treated all others with respect and dignity. Even then, her maturity, judgment and social skills were beyond her years and unbeknownst to her, she served as an example for other students to follow both within and outside of her social circle.

I did not have any contact with Sarah for several years as she went on to high school and then college. I accepted a position as Principal of Shawnee Heights Middle School in 2006 and while looking at applications for a SPED position we had in 2009, I came across an outstanding application from a familiar name. It was a position split between my MS and an elementary school. We interviewed Sarah Marolf and the decision to hire her was one of the easiest HR decisions we ever made. Sarah was exactly what we thought and hoped she would be. Ms. Marolf was relationship builder with students and had an excellent work ethic. She quickly developed into an advocate for students, not just the students on IEP's she worked closely with but all students in our building.

Ms. Marolf quickly stood out among all our young teachers and was our nominee for a Horizon Award. Sarah never disappointed me in her decisions she made regarding students and needed services. She showed remarkable insight and diligence as she put together programs and services her students would need. She consistently worked with our most challenging and neediest students and always did so in a positive, thoughtful and professional manner. Never in all the challenging situations she encountered and addressed did I find her approach inappropriate, unprofessional or lacking in some manner.

I have known Sarah Marolf for a long time both as a HS student and as a young education professional. She is exactly the type of caring educator and difference maker I want working with the students we all serve.

Respectfully,

Tim Hallacy
Superintendent
Silver Lake Schools



5/9/2017

To Whom It May Concern:

RE: Character Reference-Sarah Marolf

The purpose of this letter is to provide a character reference for Sarah Marolf who I have known since 2009. I have been the assistant principal at Shawnee Heights Middle School for fifteen years and supervised 100's of teachers and school employees. It is without hesitation that I write this letter.

Over the past 8 years, Ms. Marolf has been a dependable teacher. She works with our most challenging special education students. Since day one of her employment, Ms. Marolf has displayed the skills necessary to deescalate student behavior in a positive and respectful way. Part of her ability to do this is her naturally calm and understanding personality. She cares deeply about her students. Ms. Marolf understands that they have a learning disability and makes it difficult for them to remain in the mainstream classroom. Sarah has always displayed the ability to handle difficult situations. Sarah quickly made a great impression on our district in her first year of employment and was the recipient of 2010 Horizon Award. This is an award given to the most promising first year teacher in the district. Three years ago, Ms. Marolf applied and was chosen to attend a brain-based training at the University of Texas Arlington. This would require her to move to the Dallas/Ft. Worth area to attend. The Shawnee Heights School District chose to give Sarah a 2-year sabbatical so she could receive this training. Upon her completion, the district welcomed her back with open arms. I have been with USD 450 for 25 years and I believe she is the first teacher to receive a sabbatical of this type.

Ms. Marolf is the complete professional. She was been a part of developing a new behavior program for the middle school. She served on the district SPED team for the 2012-2013 school year. She often presents at building level professional development trainings. She currently sits on the Building Leadership Team. Finally, she is a district trainer for MANDT. MANDT is a system that our district trains staff on how to effectively manage a potentially negative or dangerous situation by first calming your emotional responses and then managing your own behavior so you calmly address the students needs.

During my time of working with Ms. Marolf, she has displayed an excellent example of what is needed when dealing with students with severe behavioral issues. Students that may be nearing crisis or in crisis level require special treatment. Sarah remains calm, listens, and gives options to the student she is working with. She is consistent, supportive, but stern in a manner that students respond well too. One of the big reasons she is successful with her duties is the strong relationships she builds with her students. They trust and believe in her and know that she has their best interests in mind. Ms. Marolf also follows up with the students with appropriate protocol after a student has deescalated so they are able to process and understand what has happened and how it affects all others that were involved. She has reasonable expectation for her students and celebrates their successes. I would be happy to discuss Ms. Marolf assets and attributes if you would like.

Brad Mickens

May 12, 2017

To Whom It May Concern:

I have known Sarah Marolf for about seven years, since she started working at Shawnee Heights Middle School in August of 2009. During that time, I have worked directly with Sarah twice, both times while I was teaching seventh grade social studies and she was a special education teacher.

At Shawnee Heights Middle School, a team of teachers consists of four core-subject area teachers and a special education teacher. Those teachers share about 100 students. While all teachers have strengths, when team special ed. teachers are being assigned, Sarah is the one everyone wants. She is knowledgeable, consistent, and professional.

When working with student, Sarah has always been fair and calm. A few years ago, we had a student who was very difficult to work with. He had emotional disorders and was easily frustrated, which quickly lead to anger and violence in the form of striking others. He was one of the most challenging students I have ever worked with. Although Sarah was not on my team, she was brought in to work with us because she had more knowledge and experience with these behaviors and this student in particular. Whenever he had an outburst or an issue and could not participate, Sarah would be called to intervene and defuse the student. In all of her work with this student, I only saw patience and consistency. She would talk to him calmly and redirect his frustration. She never lost her composure at all. When the school's resources were exhausted and the team determined that it was in the best interest of the student to transitioned to Project Plus, I remember Sarah leading that meeting in such a caring way that the student, who was present, agreed that this was the right decision.

This year I have had the pleasure of working on a team with Sarah full-time, and I have come to know her much better. She is compassionate in working with all of our students. During the class that I co-teach with her, she offers help to students who are not on her specific caseload. On several occasions, she has volunteered personal planning time to work with groups of students who were struggling with missing or late work. Sarah wants and works for the success of all of our students. Professionally, Sarah takes on duties equally and can always be counted on to complete them. She offers educated, well thought out opinions on team related issues.

In all of the time that I have known Sarah, I have never seen her angry or frustrated to the point that she would harm a student or anyone else, and I do not believe that she would.



Charles Walther
SHMS Social Studies
785-312-2023 cell

Michele Harrison
4335 SE Shawnee Heights Rd
Tecumseh, KS 66542

May 10, 2017

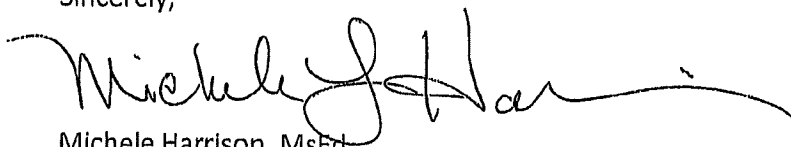
To Whom It May Concern:

I am a Special Education teacher and current department chair at Shawnee Heights Middle School. I have had the pleasure of working with Sarah Marolf as a Special Education Teacher at Shawnee Heights Middle School since the fall of 2009. Initially, Sarah worked in a position that served students in 2 buildings, elementary and middle school. Later, the caseload shifted and she was able to join the middle school staff full time.

While I have worked with Sarah, she has reported to 4 different principals and 1 assistant principal. I have observed that each administrator has chosen Sarah to work with students with particularly challenging behaviors. In my capacity as department chair this school year, I have also worked closely with Sarah as she has provided intensive behavioral supports for students with significant educational, mental health, and behavioral diagnoses. This has afforded me the opportunity to witness first hand why she has been selected by administration on so many occasions. Sarah provides students and families with clear and concise individualized plans for student growth. She implements those plans with fidelity and provides consistent, data informed feedback. In times of stress/crisis for students, Sarah carefully weighs her response and seeks to provide students with facilitated choices that will allow them to remain engaged in a least restrictive environment. I have personally seen Sarah manage students at the peak of crisis with a level of calmness that is purposeful and professional. Her professionalism in this area has led to her selection this year as a Mandt Instructor for our district.

In closing, I cannot emphasize strongly enough my deepest respect for Sarah as a consummate professional colleague.

Sincerely,

A handwritten signature in black ink, appearing to read "Michele Harrison", with a long horizontal flourish extending to the right.

Michele Harrison, MsEd
Special Education Teacher
Department Chair, Shawnee Heights Middle School

April 14, 2017

To Whom It May Concern,

My name is Ellen Guess and I have been working as a paraprofessional at Shawnee Heights Middle School since October 2009. My role has been to work in cooperation with special and regular education teachers to provide students who are identified with special needs with an appropriate education. I have had the opportunity to work with a number of different teachers and many different students with a variety of academic, behavioral, social and emotional needs.

I have had the privilege of knowing and working with Sarah Marolf for the past seven and a half years. I have been a paraprofessional in at least one of her classes four of the past eight school years. Currently we have the opportunity to work closely together to serve the students on her caseload throughout the day. I have always had a great deal of respect for her both as a person and as a teacher. Over the years, I have been in a unique position to see her interactions with students and staff and to hear her heart for the kids she works with everyday. There are a number of qualities I have observed during this time.

One quality I admire in her is that she cares about the whole student and his or her well-being whether it be academic, behavioral, physical, social or emotional. She treats students with respect and understanding. She regularly visits with students about their goals and helps them set and evaluate meaningful, specific goals that are attainable. She seeks to understand problematic behavior and helps develop behavior plans with students and teachers in a manner that tackles the problem and doesn't belittle the student. She is able to speak up for her students and make well thought out, effective suggestions to co-workers in a way that is well accepted.

In addressing the academic needs of her students, she seems to maintain a good balance between setting high expectations and knowing what her students are capable of accomplishing. She knows how to make appropriate accommodations for each individual student and can communicate on the student's level. I've seen her develop lesson plans, games, manipulatives and skits to help her students learn the concepts and material.

I have witnessed her go to great lengths to meet various needs of her students. For example, she will use her own money to buy hygiene kits for students to use at school if they are struggling with hygiene issues. She uses her own money to buy specific meaningful rewards for kids on a behavior plan. Yet another example is that she has made numerous calls to a family and local agencies to try to help resolve a bug infestation problem at a student's home because it was adversely affecting that student.

Another quality I have noticed and admire is her ongoing concern for her students. At the end of each year Sarah makes a personal gift for each of her students. It usually includes a

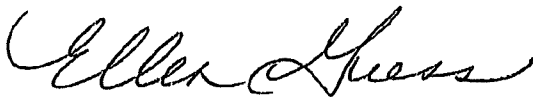
handwritten note highlighting their positive qualities. She has a three-ring binder for each year of teaching. Inside are pictures of her classes and pictures of her with each of her students. She delights in hearing from or about former students and is genuinely happy to hear if they are doing well.

I have noticed that Sarah is well accepted and respected by both her co-workers and students. Many times I have heard teachers say how happy they are to have her working with them on their teams. They know she is competent and cares about the kids. Personally, she has always treated me with respect and dignity. She values my opinion and shows an interest in things that are going on in my life. I feel very fortunate to have been paired with her this year. Students feel comfortable talking with her as well. I have witnessed this on many occasions. Because they are treated with respect and dignity and because she seeks to understand, they feel safe to talk to her. She also sets good boundaries with her students and is able to establish limits and enforce consequences when needed.

My observation of Sarah is that being a teacher is not just a job for her. It is her life's calling to teach, support, encourage, advocate on behalf of and help her students grow academically, physically, emotionally and socially. If it is within her power to do something positive for these kids, she will do it.

It is a privilege for me to be able to write a character reference for someone for which I have such a high regard. Please feel free to contact me at 785-312-1331 with any questions.

Sincerely,

A handwritten signature in cursive script that reads "Ellen Guess". The signature is fluid and elegant, with a large initial "E" and a long, sweeping underline.

Ellen Guess

To Whom It May Concern:

July 4, 2017

I work as a Special Education Teacher for Arlington Independent School District. I have been teaching for 17 years. I am a teacher in a self-contained classroom with two paraprofessionals. I have 10 students in my classroom Kindergarten to 4th grade who have been diagnosed with Intellectual Disabilities or Autism. In September we had to combine a classroom because we lost a teacher in my department, so I had 11 students and three paraprofessionals. I met Sarah Marolf in October 2015 after a paraprofessional in my classroom quit. She was one of the substitutes that picked up the open position.

When we have a substitute my other paraprofessional and I rearrange our day so that the substitute is not left alone with any student. We do this because we get a lot of substitutes who have never worked with students who have special needs. I quickly realized what an asset Sarah would be to my team. She had special education experience, she was very kind and patient with the students and she knew how to encourage them when they were struggling or refusing to work. By the end of the day I asked Sarah if she wanted a daily sub job until the district hired a new person. She said she was interested but wanted me to know that she was here getting her Masters and planned on going back to Kansas when she was finished.

Sarah became a member of my team. I no longer had to rearrange my class because Sarah proved she could be left alone with my students. She not only worked in my room, but she also took students to breakfast, lunch, recess and outclasses. I talk to the PE, Music, and Art teachers regularly to see if we need to adjust anything to help my students be successful and they spoke highly of how Sarah worked with my students. I had an aggressive student in my classroom until November and Sarah did a great job of keeping the other students safe when he would get upset. In April, we were told that the district had decided to move two of our paraprofessionals to another campus that needed them and Sarah was one of them. After she left my room she was definitely missed. If she ever decides to move back to Texas I would be honored to work with her again.

Suzi Ketch

June 9, 2017

To whom this may concern:

My name is Tiffany Fields and I worked with Sarah Marolf from Tuesday, October 14, 2014 to Friday, March 20, 2015. Those 5 months were the most productive, peaceful, unified, focused, and enjoyable months of my 6-year employment with Arlington Independent School District.

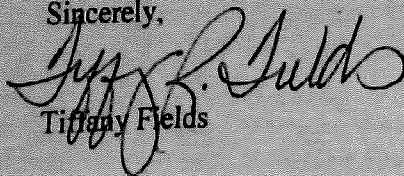
I met Sarah through her 1-day sub job assignment as an alternate curriculum teacher at Sherrod Elementary. She was assigned to a class with 9 children and 2 teacher aides. This classroom was very challenging. This classroom included students whom varied in ages, skill levels, mental capabilities, and difficult behavior managements. This classroom became accustomed to a revolving door of new supporting staff faces due to attention and energy required for this unique group of students. However, Sarah's consistency changed the expectations of the students and staff. Instead of introductions to the next new face, students, and staff joyfully greeted Sarah each morning until she was asked to service the needs of Webb Elementary by Sherrod's principal. The decision to move Sarah did not come easy. The principal and department lead fought the district decision to move her because she was an asset to Sherrod Elementary. However, the alternate curriculum family at Sherrod knew that Webb Elementary just got better because of Sarah's reliability and commitment to the students.

Sarah not only treated each student with love and respect, but valued their education. If a stranger looked through this classroom window, or could be a fly on the wall then he or she would assume she was the teacher of record for the class. She was a natural educator with expectations! She went beyond the call of her duty as a sub. For instance, she was not required to stay late and plan for the next school day with staff, but she did! She was not required to create and/or customize task for students to ensure their education success, but she did! She was not required to use her experience as a licensed educator to train the teacher assistances on how to extract the greatest level of student potential, but she did! She not only did those things, but she did each with joy.

In her short time at Sherrod Elementary, she became a part of the Sherrod AC family. She became a voice of reason and trust. She was safe and trustworthy. Whatever decision she made regarding the safety and discipline of students was trusted, respected, and supported. I never saw Sarah get emotionally charged by an adult or student. I never saw she strike a student or adult. She was a prime example of conscious discipline. She disciplined to teach a skill, never to punish a student for his or her behavior.

I hope this letter provides a true glimpse into how great of a person and educator Ms. Sarah Marolf is. If any questions, concerns, or more insight is needed of my experience with Ms. Marolf then please contact me at rasha18@yahoo.com or 469.544.9519.

Sincerely,



Tiffany Fields

Lori Edwards DNP, APRN, CNL
Assistant Professor
Washburn University
1824 SW Meadow Lane
Topeka, KS 66604

May 15, 2017

Re: Character Reference for Sarah Marolf

To Whom It May Concern:

It is an honor to serve as a character reference for Ms. Sarah Marolf. I have known Sarah since she was a child as a part of her faith family. She is a passionate teacher, responsible, dependable, and compassionate in her service. Her dedication to others has always extended beyond her nuclear family and friends to the community at large. I have been in awe of her abilities to organize groups and lead with calmness and integrity. Sarah goes above and beyond in all that she does.

Sarah purposely builds relationships with those who have been labeled disadvantaged due to social determinates and/or trauma. Through her words and actions, she relays that each person, no matter their background, physical or mental challenges, has a unique contribution or purpose that should be empowered and supported. The knowledge, attitude, and skills she demonstrates as a teacher is inspiring.

She is a trusting and trustworthy leader. I have witnessed this over and over in her interactions with the children of our congregation and the Boys and Girls Club of Topeka. Watching and learning from Sarah has been a source of light and hope for me personally. I appreciate the ways in which she motivates and challenges those around her to work to improve the well-being of children through education.

Teachers like Sarah need to be supported and nurtured in an educational system that works to build a just culture for students, families, staff, and faculty. Sarah is a determined, dedicated, intelligent individual that has a wealth of compassion and knowledge to share with students and families that find learning challenging.

I appreciate the opportunity to give voice to Sarah's character and quality. I can be reached at lori.edwards@washburn.edu or 785-220-4476 for any further information or questions. Thank you for your time and attention to my letter of support for Sarah Marolf.

Respectfully,



Dr. Lori Edwards DNP, APRN, CNL

May 14, 2017

Re: Letter of Support for Sarah Marolf

To Whom It May Concern:

I begin this letter by stating that Sarah is an outstanding young lady. I have known Sarah for many years. I currently serve as President for Midlands Mission Center, a jurisdiction of the Community of Christ Church. I have been a fulltime minister for Community of Christ since 1998 and have served in many leadership positions in my nearly 20 years of ministry.

I have known Sarah during the entire time of my ministry, as well as her immediate family. As a youth minister, I spent quite a bit of time with Sarah at youth camps and in worship services. As early as middle school camp, Sarah was a leader among her peers, a great student and stood out as a leader by volunteering to take the lead in small groups. As Sarah transitioned to high school camp I watched her mature and grow into a wonderful young adult. All through high school and then moving on to college I was privileged to spend hundreds of hours with Sarah. In that length of time spent with Sarah, she always exhibited a positive attitude and willingness to help in anyway. When attending family camps with Sarah, I observed her as a young adult volunteering as a teacher for the youth classes and doing an outstanding job. Numerous parents made a point of commenting on how pleased they were with her ability to teach and be with their children in that setting. In college, while maintaining high standards academically, she continued her leadership by developing a ministry team that traveled to many of our congregations in Iowa, Kansas, and Missouri. Following college, Sarah directed many youth camps, with as many as 80 students and 20 staff. Having been on staff at several camps Sarah directed, not once did I observe Sarah upset, angry, or unable to handle difficult situations. This year, 2017, Sarah is one of the directors for a family camp in our Mission Center. I personally, know Sarah to be a gifted, kind, intelligent, and articulate person who stands for justice, and lives to make our world a better place.

Sarah is an ordained minister in the Community of Christ holding the priesthood office of Priest. This priesthood office requires Sarah to live as an example to others. Her ordination required her to participate in many classes and ongoing education, as well as a mandatory Child Protection Class. The Community of Christ holds a high standard for every member, but especially for ministers for the safety and well-being of our youth.

In the length of time I have spent with Sarah, not only do I trust her with our Mission Center youth, I would trust her with any of my eight grandchildren. If there is anything further you need, please feel free to contact me at your convenience.

Sincerely,

Donald A McLaughlin

Midlands Mission Center President's Team



Certificate of Successful Completion



Ed4Nurses



Psychotherapy

Over 75 Quick "On-The-Spot" Techniques for Children and Adolescents with Emotional and Behavior Problems

Speaker(s): STEVEN T. OLIVAS, PH.D.

Omaha, NE - 9/22/2017 (Live Face-to-Face)

The following participant

Sarah Marolf

(License #, if applicable)

has completed the above-referenced educational activity in its entirety or as indicated below.

This certificate provides sponsor verification of individual attendance and may be used for your records or for any licensing not listed below. We maintain attendance records for 7 years.

COUNSELORS: This intermediate activity consists of 6.25 clock hours of continuing education instruction. Credit requirements and approvals vary per state board regulations. Please save the course outline, the certificate of completion you receive from the activity and contact your state board or organization to determine specific filing requirements.

MINNESOTA COUNSELORS: This activity has been approved by the Minnesota Board of Behavioral Health and Therapy for 6.25 hours of credit for LPC's. Activity #: 2016.CE.208.

NEBRASKA COUNSELORS: This intermediate activity is approved for 6.25 clock hours of continuing education instruction. The Nebraska Department of Health and Human Services recognizes courses and providers that are approved by the American Psychological Association. A certificate of attendance will be awarded at the end of the program to counselors who complete the program evaluation, to submit to their state board.

NORTH DAKOTA COUNSELORS: This intermediate activity is approved for 6.25 clock hours of continuing education instruction. The North Dakota Board of Counselor Examiners recognizes courses and providers that are approved by the American Psychological Association. A certificate of attendance will be awarded at the end of the program to counselors who complete the program evaluation, to submit to their state board.

SOUTH DAKOTA COUNSELORS: This intermediate activity is approved for 6.25 clock hours of continuing education instruction. The South Dakota Board of Counselor Examiners recognizes courses and providers that are approved by the American Psychological Association or ACCME. A certificate of attendance will be awarded at the end of the program to counselors who complete the program evaluation, to submit to their state board.

EDUCATORS/TEACHERS: This course consists of 6.25 clock hours. This certificate is proof of your attendance. Please retain it in your records or use for submission as proof of completion when required.

MARRIAGE & FAMILY THERAPISTS: This activity consisted of 380 minutes of continuing education instruction. Credit requirements and approvals vary per state board regulations. Please save the course outline, this certificate of completion and contact your state board or organization to determine specific filing requirements.

MINNESOTA MARRIAGE & FAMILY THERAPISTS: This course has been approved by the Minnesota Board of Marriage & Family Therapists for 6.25 continuing education credits. Approval #: CE:2016-312.

NORTH DAKOTA MARRIAGE AND FAMILY THERAPISTS: This course has been approved by the North Dakota Marriage and Family Therapy Licensure Board for 6.25 hours of credit. Approval #2017-003-20-CE.

NURSE/NURSE PRACTITIONERS/CLINICAL NURSE SPECIALISTS: This activity meets the criteria for an American Nurses Credentialing Center (ANCC) Activity. PESI, Inc. is an approved sponsor by the American Psychological Association, which is recognized by the ANCC for behavioral health related activities.

This activity qualifies for 6.25 contact hours.

IOWA NURSES: PESI, Inc. is an approved provider by the Iowa Board of Nursing. Provider #: 346. Full Attendance at this course qualifies for 7.6 contact hours. Full attendance is required. No partial contact hours will be issued for partial attendance. These contact hours are used for your license renewal. The ANCC contact hours awarded meet the requirements for your ANCC certification renewal. Please retain this certificate in your records for 4 years.

The back of this certificate may contain additional information

Kristine M. Cleasby

Kristine Cleasby, Senior Continuing Education Administrator
PESI, Inc. 1-800-844-8260
P.O. Box 1000, Eau Claire, WI 54702-1000





Certificate of Successful Completion



Ed4Nurses



Psychotherapy

Over 75 Quick "On-The-Spot" Techniques for Children and Adolescents with Emotional and Behavior Problems

OCCUPATIONAL THERAPISTS & OCCUPATIONAL THERAPY ASSISTANTS: PESI, Inc. is an AOTA Approved Provider of continuing education. Provider #: 8822. Full attendance at this course qualifies for 6.0 contact hours or .6 CEUs in the Category of Domain of OT and Occupational Therapy Process. Partial credit will be issued for partial attendance. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA. Course Level: Intermediate.

PSYCHOLOGISTS: PESI, Inc. is approved by the American Psychological Association to sponsor continuing education for psychologists. PESI maintains responsibility for this program and its content. PESI is offering this activity for 6.25 hours of continuing education credit. Full attendance is required; no partial credits will be offered for partial attendance.

SPEECH-LANGUAGE PATHOLOGISTS: This course provided 6.0 contact hours. This certificate neither awards ASHA CEUs nor verifies that ASHA CEUs have been awarded to the person named above. ASHA CEUs are awarded by the ASHA CE Registry upon receipt of the CEU Post Reporting from the ASHA Approved CE Provider.

SOCIAL WORKERS: PESI, Inc. Provider #:1062, is approved as a provider for social work continuing education by the Association of Social Work Boards (ASWB), www.aswb.org through the Approved Continuing Education (ACE) Program. PESI, Inc. maintains responsibility for the program. ASWB Approval Period: January 27, 2017 - January 27, 2020. Social workers should contact their regulatory board to determine course approval for continuing education credits. Social workers participating in this course will receive 6.25 (Clinical) continuing education clock hours for this intermediate course.

MINNESOTA SOCIAL WORKERS: PESI, Inc. is an approved provider with the State of Minnesota, Board of Social Work. Provider #: CEP-140. This course has been approved for 6.0 continuing education hours. This certificate has been issued upon successful completion of a post-test.

OTHER PROFESSIONS: This activity qualifies for 380 minutes of instructional content as required by many national, state and local licensing boards and professional organizations. Retain your certificate of completion and contact your board or organization for specific filing requirements.

DISCLAIMERS: **It is your ethical responsibility to report accurate hours to your licensing board. If you are in partial attendance a revised certificate will be sent to you, upon your request, after the activity. Please allow 80-45 days.

**Even though you have received this Certificate of Attendance, if you have a balance due, the balance must be paid in full within 80 days, or your hours may be retracted.

**All participants are provided a post-test/evaluation form that is to be completed and turned in at the conclusion of the seminar. If you require a copy of the test/evaluation, please have a copy made at the seminar. Or you may call our customer service department and a copy of your test/evaluation will be emailed to you. Please allow 80-45 days.

PESI, Inc. offers continuing education programs and products under the brand names PESI, PESI HealthCare, PESI Rehab, MEDS-PDN, HealthEd, Psychotherapy Networker and Ed4Nurses.

Kristine Cleasby, Senior Continuing Education Administrator
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