KANSAS STATE BOARD OF EDUCATION

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.

TUESDAY, APRIL 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

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 March Minutes	**page 5**
10:05 a.m.	(IO)	6.	Commissioner's Report and Assessment Update	**page 19**
10:30 a.m.	(IO)	7.	Citizens' Open Forum	**page 21**
11:00 a.m.	(AI)	8.	Act on requirements and monitoring plans for Kansas Virtual Education and Kansas Diploma Completion programs	**page 23**
11:10 a.m.			Break	
11:20 a.m.	(AI)	9.	Act on the following Higher Education Licensure Program Standards: Art, Gifted, Music, Instrumental Music and Vocal Music	**page 45**
12:05 p.m.			Lunch	
1:30 p.m.	(RI)	10.	Receive Coalition of Innovative Districts biannual report	**page 119**
1:45 p.m.	(AI)	11.	Act on Final Order for Ramos case	**page 123**
2:00 p.m.	(AI)	12.	Act on recommendations of the Professional Practices Commission	**pg 215**
2:15 p.m.	(AI)	13.	Act on Board Attorney contract renewal	**page 289**
2:25 p.m.	(RI)	14.	Receive information on Seal of Biliteracy diploma credential	**pg 295**
2:40 p.m.	(IO)	15.	Update on Language Assessment for Deaf or Hard of Hearing Students (formerly Senate Bill 444)	**page 307**

2:55 p.m.			Break	
3:10 p.m.	(RI)	16.	Receive non-accreditation request from St. John's Military School	**page 309**
3:20 p.m.	(IO)	17.	Legislative Update	**page 311**
3:50 p.m.		18.	Consent Agenda **Routine Items**	
	(RI)		a. Receive monthly personnel report	**page 313**
	(AI)		b. Act on appointments to unclassified special project positions	**page 315**
	(AI)		c. Act on recommendations for licensure waivers	**page 317**
	(AI)		d. Act on Education Flexibility (Ed-Flex) Waiver Request	**page 319**
	(AI)		e. Act on requests from the following USDs to hold bond elections: USD 233 Olathe, USD 462 Central, USD 489 Hays, USD 490 El Dorado	**pg 321**
	(AI)		f. Act to continue contract for Istation (Reading Success Program)	**pg 329**
	(AI)		g. Act to continue contract with the Center for Educational Testing and Evaluation	**page 331**
	(AI)		h. Act to initiate a contract bid process for selecting a vendor to mentor educational interpreters who serve western Kansas public schools	**pg 333**
	(AI)		i. Act to initiate a contract bid process for selecting a vendor to operate a statewide program for the identification and training of education advocates for children with disabilities	**page 335**
3:55 p.m.	(IO)	19.	Board Reports & Requests for Future Agenda Items a. Designate Board member to attend graduation at KSSB, May 19 b. Designate Board member to attend graduation at KSSD, May 25 c. Update on Community Service Award	**page 337**
4:40 p.m.	(AI)	20.	Act on Board Member Travel	**page 339**
4:50 p.m.			**ADJOURN**	

Wednesday, April 20 — Work Session on Accreditation

9 a.m. to 2 p.m. with working lunch

Kansas State High School Activities Association Bldg.

601 SW Commerce Place, Topeka

Next Meeting: May 17 and 18, 2016 in Topeka (3rd week of the month)

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

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

KANSAS STATE BOARD OF EDUCATION

Meeting Minutes
March 8, 2016

3/08/2016
A.M. Session
(00:00:04)

CALL TO ORDER
Chairman Jim McNiece called the monthly meeting of the State Board of Education to order at 10 a.m. Tuesday, March 8, 2016, in the Board Room at the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. Mr. McNiece welcomed those in attendance, including participants with the USD 383 Teacher Leadership Academy.

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 AGENDA
Mrs. Busch moved to approve the agenda as presented. Mrs. Horst seconded. Motion carried 9-0-1, with Mr. Roberts abstaining.

MOTION
(00:02:40)

APPROVAL OF THE FEBRUARY MEETING MINUTES
Mrs. Horst moved to approve the minutes of the February Board meeting. Mr. Roberts seconded. Motion carried 10-0.

MOTION
(00:03:14)

COMMISSIONER'S REPORT
(00:04:13)

Commissioner Randy Watson compared current work on the *Kansans CAN* vision to early phases of the space program's moonshot. Initial efforts are directed to spreading the word, raising teacher voice and helping others understand the outcomes. He announced that a Blue Ribbon Task Force of approximately 25 members would be assembled to make recommendations about teacher programs and licensure. He anticipates that the State Board would receive Task Force recommendations in July for addressing an educator shortage. Board members encouraged diverse representation within the group and requested to preview the roster when completed. They also asked that the Task Force consider similar education issues of surrounding states. Dr. Watson's report also included the following:

- A reminder that the Kansas Conversation at Emporia State University is May 7
- A summary of his four-day tour visiting school districts on or along Highway 36
- Discussion of a partnership effort encouraging the Higher Learning Commission to reconsider a policy effecting teaching of concurrent credit courses in high school
- A video from Rosehill Elementary (Shawnee Mission USD 512) titled "What Do I Want to Be?"

CITIZENS' OPEN FORUM
(00:25:17)

Chairman McNiece declared the Citizens' Forum open at 10:26 a.m. Speakers and their topics were: Kirk Fast, Ozawkie — encouraging the Board to adopt a resolution that supports educational programs about voting and the election process; Ann Cooper, Kansas Association of the Deaf — in support student of Senate Bill 444 on a language assessment program for the deaf and hard of hearing;

Rebecca Giles, American Heart Association — advocating for heart healthy habits and programs like Jump Rope for Heart; Loralee Plummer, Paola — support for SB 444. Chairman McNiece declared the Citizens' Forum closed at 10:40 a.m.

ACTION ON AMENDING REGULATION 91-31-32 TO INCLUDE SUICIDE AWARENESS AND PREVENTION TRAINING

(00:42:02) During the February State Board meeting, members received a proposed amendment to the current accreditation regulation 91-31-32 to add suicide awareness and prevention training for all school employees and the development of crisis plans for each school building. KSDE General Counsel Scott Gordon noted that Substitute for Senate Bill 323 includes regulation language presented last month to the State Board with minor provisions to inform parents that training materials are available and to address liability. Mr. Porter moved to authorize KSDE staff to send the proposed regulation amendment through the formal adoption process. Mr. Willard seconded. Discussion followed clarifying the amount of training time required, availability of training model options and evidence of districts' crisis management plans. Motion carried 9-1 with Mr. Roberts in opposition. Once the Department of Administration and the Office of the Attorney General have completed their reviews, the State Board will set a public hearing date for comments on the proposed regulations.

MOTION (00:45:35)

Repeated (00:59:58)

BREAK Board members took a break until 11:10 a.m.

RECEIVE LICENSURE PROGRAM STANDARDS FOR ART, GIFTED, MUSIC, INSTRUMENTAL MUSIC AND VOCAL MUSIC

(01:02:25) Dr. Scott Myers, Director of Teacher Licensure and Accreditation, introduced committee members who summarized proposed revisions to licensure program standards for the following: Art PreK-12, Gifted (K-6, 5-8, 6-12, PreK-12), Music PreK-12, Instrumental Music PreK-12 and Vocal Music PreK-12. These content program standards help establish what is taught in higher education teacher preparation programs. Presenters were Dr. Liz Kowalchuk, University of Kansas; Dr. Connie Phelps, Emporia State University; and Dr. Debbie Hedden, KU. Board members received the revised standards for review, the previous standards and a comparison of the two versions. Discussion followed about licensing restrictions for those teaching in the career tech pathways (i.e. graphic design), intent of the revisions, influence of the national standards, and the need for flexibility. Mr. Willard requested more time to discuss revisions at the next meeting. The Board is expected to vote on the standards in April.

INFORMATION ON JOBS FOR AMERICA'S GRADUATES PROGRAM IN KANSAS

(01:50:17) Jobs for America's Graduates, or JAG, is a national school-to-work transition program focused on helping at-risk youth graduate and prepare them for future careers or further education. JAG partners with schools, students and the business community. Matthew Fearing, President and CEO of JAG-K, Inc., gave the program's history and statistics. JAG started in Kansas in 2013. Currently 61 schools in the state are involved. Other speakers were student participant Marquese Garrett from Topeka High School, JAG Specialist Teresa Leslie-Canty and JAG-K Vice President Kathe Decker. The presenters answered questions about the program and student participation.

LUNCH At 12:15 p.m., Chairman McNiece recessed the meeting for lunch until 1:30 p.m. Mr. Willard was at the Statehouse for the opening of the afternoon session. He arrived at 2:35 p.m.

RECOGNITION OF KANSAS SUPERINTENDENT AND PRINCIPALS OF THE YEAR

P.M. SESSION (00:00:11) Denise Kahler, Director of Communications and Recognition Programs, introduced the Kansas Principals of the Year and Superintendent of the Year, who were selected and recognized by their peers. Each honoree briefly shared with the Board something unique within their districts. These included a student-operated coffee shop through the marketing career pathway, intense focus on professional development, guided math small groups for students, and programs to assist with Individual Plans of

Study. This year's recipients are:

Mr. Ed Raines, Principal at Washburn Rural High School (Auburn-Washburn USD 437), the 2015-16 Kansas High School Principal of the Year as named by the Kansas Association of Secondary School Principals.

Ms. Traci Becker, Principal at Mulvane Middle School (Mulvane USD 263), the 2015-16 Kansas Middle School Principal of the Year as named by the Kansas Association of Middle School Administrators.

Dr. John Ernst, Principal at Rolling Ridge Elementary School (Olathe USD 233), the 2016 National Distinguished Principal of the Year as named by the Kansas Association of Elementary School Principals.

Dr. Cynthia Lane, Superintendent at Kansas City USD 500, the 2016 Kansas Superintendent of the Year as named by the Kansas School Superintendents Association.

The Board took a brief break for photos with the honorees. **BREAK**

ACT ON APPOINTMENTS TO THE KSHSAA BOARD OF DIRECTORS AND EXECUTIVE BOARD

Two Kansas State Board of Education members serve on the Board of Directors for the Kansas State High School Activities Association (KSHSAA). Chairman McNiece asked for nominations to fill an opening at the conclusion of Ms. Wims-Campbell's term on June 30. Mrs. Busch moved to appoint Mr. Porter to a two-year term on the KSHSAA Board of Directors, beginning July 1, 2016. Ms. Wims-Campbell seconded. Motion carried 9-0 with Mr. Willard absent. Mrs. Busch currently serves as the second SBOE representative. **MOTION** (00:42:17)

Chairman McNiece then asked for a motion to appoint one of the Board's two KSHSAA representatives to also serve on the KSHSAA Executive Board. Ms. Wims-Campbell moved to appoint Mrs. Busch to a two-year term on the KSHSAA Executive Board, beginning July 1, 2016. Mr. Porter seconded. Motion carried 9-0 with Mr. Willard absent. Chairman McNiece thanked Ms. Wims-Campbell for her service to KSHSAA representing the State Board of Education. **MOTION** (00:43:01)

RECEIVE BOARD ATTORNEY CONTRACT RENEWAL

In May 2015, the State Board approved a contract with Gates, Shields and Ferguson P.A. for providing legal services to the Kansas State Board of Education for the period July 1, 2015 to June 30, 2016 with the option of four one-year extensions. This month, they considered the first one-year extension for continued legal services to June 30, 2017, with no increase in rates. A vote is expected in April. (00:44:42)

RECEIVE PROPOSED REQUIREMENTS AND MONITORING PLANS FOR VIRTUAL EDUCATION AND DIPLOMA COMPLETION PROGRAMS

Education Program Consultant Jessica Noble explained changes being proposed to update the Kansas Virtual Education requirements as recommended by the Kansas Charter and Virtual Education Advisory Council. Although similar in nature, she described specific differences between virtual schools, virtual programs and diploma completion programs. Mrs. Noble then gave an overview of proposed requirement changes to the Diploma Completion program as recommended by its advisory council. In addition to requirement changes, recommendations were presented to implement three-year risk-based monitoring cycles coupled with an annual progress review. Performance Portfolio monitoring would also occur. Certain risk factors would trigger more frequent automatic monitoring. A vote on the documents is expected in April. Board members asked questions on such topics as intervention plans, options for students on long-term suspension and funding. They also asked for a list of current virtual schools and programs, and suggested that online viewers be able to search and compare virtual opportunities. (00:47:40)

BREAK

The Board took a break until 3:20 a.m.

LEGISLATIVE UPDATE

(01:30:53)

Mr. Dale Dennis reported on a legislative hearing earlier in the day on Senate Bill 444 regarding services for deaf or hard of hearing children. He noted that Board member Ken Willard had been asked to chair a committee to research elements of the bill and consider compromises between proponents and opponents. Mr. Dennis also addressed finance concerns and Senate Bill 311, which would transfer administration of school finance — all state and federal aid programs — from the State Board and KSDE to the Department of Administration. He then answered numerous questions about selected House and Senate bills being tracked.

CONSENT AGENDA

MOTION
(02:09:52)

Mrs. Waugh moved to approve the Consent Agenda as presented. Ms. Wims-Campbell seconded. Motion carried 9-1, with Mr. Roberts in opposition. In the Consent Agenda, the Board:

- received the monthly Personnel Report for February.
- accepted the following recommendations for licensure waivers valid for one school year: *Early Childhood Special Education* -- DeAnn Creech, USD 373; Bridgett Kostelecky, USD 475; Rebecca Lawhorn, D0602. *English Language Arts* -- Amanda Cameron, USD 246. *High Incidence Special Education* -- Cinda Wolf, Heather Myers, USD 200; Skipper McCaulley, Lorie Broehl, Katrina Deters, William Duncan, USD 259; Angela Merchant, USD 263; Kara Koehler, USD 469; Destinee Eubank, Jill Grigsby, Tammy Haught, USD 500; Jill Norton, Jennifer Willcott, Shannon Kettler, USD 501; Tamara Worcester, D0602; Ann Smith, Marcie Hartwig, D0603; Alicia Barnett, Cathy Cox, Jake Rourk, D0605; Emily Freeman, D0608; Kaleigh Wulf, D0618; Angela McGill, Jordan Crawford, D0638; Bria Scott, D0702. *Library Media Specialist* -- Silas Horton, USD 259. *Low Incidence Special Education* -- Heather Foreman, Katie Giddeon, Mary Elliott, USD 259; Laura Leigh Brewster, Diana Habig, USD 364; Kayla Reichenberger, D0618. *Math* -- Amanda O'Kane, USD 283. *Physics* -- Lexie Baldwin, USD 259. *Spanish – Extension on the number of days on an emergency substitute license* -- Kelly Knudsen, USD 385. *Visual Impaired* -- Carol Davis, Krystal Karschimkus, USD 259; Naomi Danso, USD 501.
- accepted recommendations of the Licensure Review Committee as follows: *Approved Cases* — 3057 Jeffrey Bollinger, 3065 John Underhill, 3066 Georgia Bolser, 3068 Christine Rittle, 3069 Daphne Flores (PreK-3 early childhood education and middle level 5-8 English), 3072 Angela Remington, 3073 Traci Holder, 3076 Catherine Lewis, 3077 Petra Horn-Marsh, 3080 Mary Felicity Barles. *Denied Cases* — 3069 Daphne Flores (recency requirement waiver).
- authorized the following school districts to hold elections on the question of issuing bonds in excess of the district's general bond debt limitation: USD 251 North Lyon County, USD 262 Valley Center, USD 378 Riley County and USD 396 Douglass.
- approved continued funding of the following Title II Part B Mathematics and Science Partnership Grants for 2016-17, contingent upon demonstration that applicants are meeting grant requirements: Topeka USD 501 in the amount of $149,027 in partnership with Fort Hays State University and Westar Energy; Newman University in the amount of $123,000 in partnership with USD 461, USD 264, USD 490, USD 357, Diocese of Wichita Catholic Schools, Westar Energy and IBM; and Wichita USD 259 in the amount of $145,960 in partnership with Fort Hays State University and Exploration Place.

authorized the Commissioner of Education to negotiate and

- initiate a bid process to enter into a contract for the purpose of investigating special education complaints with said contract to be for a period of six years (vendor to be determined), and for an amount not to exceed $50,000 per year out of IDEA VI-B funds.

BOARD REPORTS AND REQUESTS FOR FUTURE AGENDA ITEMS

COMMITTEE REPORTS (02:10:25)

Legislative — Mr. Willard gave updates on testimony he has provided or will be providing. Board members discussed SB 311, expressing concerns about the proposed legislation and their overall opposition. Mr. Willard announced that he will be meeting with the committee to further discuss SB 444. Mrs. Horst commented about her plans to attend upcoming hearings.

Communications — Mrs. Cauble reminded Board members of information available on the online resource page and how to access it, shared new *Kansans CAN* notecards available for use, and reported on other committee activities. Chairman McNiece encouraged members to help identify which groups are being reached through vision presentations.

Confidence in Public Education Task Force — Mrs. Waugh reported that she has received very positive responses about Board members' presentation of Challenge Awards on behalf of the Task Force. The group will be reviewing the selection criteria during the next year. In other announcements, the Governor's Scholars award event will be May 1 and the Task Force will not be able to assist with a proposed Community Service Award. Mr. McNiece added that this particular award, which he has met with the Lt. Governor's office about, remains in the formation stages hindered by time and money.

ATTORNEY'S REPORT

Board Attorney Mark Ferguson referenced his monthly summary, noting that this includes advice and counsel regularly provided to state schools for the blind and deaf. He also reminded the Board that they will in April revisit a case for the Professional Practices Commission as follow-up and will need to issue a Final Order.

INDIVIDUAL MEMBER REPORTS (02:46:32)

During individual Board member reports, Mrs. Busch announced that the final report for the NASBE School Leadership Stipend has been submitted; Mrs. Cauble discussed the Highway 36 school tour she participated in with Commissioner Watson; Ms. Wims-Campbell reported on several events including the National Board Certified Teachers panel, Dodge City Night at the Statehouse, and the Conference of Educational Administrators of Schools and Programs for the Deaf; Mrs. Waugh talked about the KACEE conference in Manhattan; Mr. Porter discussed a stakeholders meeting held with the House Committee of Children and Seniors; Mrs. Horst reported on the Highway 36 school tour; Mr. Roberts cited the need to encourage bilingual teachers and mentioned Commissioner Watson's visit to the Kickapoo Nation School where he teaches; Mr. McNiece reported on the ESSA conference in Atlanta and NASBE's upcoming legislative conference. Mrs. Busch, Mr. Willard, Mrs. Cauble, Ms. Wims-Campbell, Mrs. Waugh, Mrs. Horst, Mr. Porter, Mr. McNiece and Mr. Roberts all participated in the Challenge Award presentations and commented on the success of the events. Many members voiced support for educating students about the voting process as suggested earlier in the meeting.

In his Chairman's Report, Mr. McNiece discussed the possibility of a State Board of Education Resolution to encourage schools to address the responsibilities and honor of voting. He asked for a list of those serving on the standards review committees for math and English language arts, expressing the need for diverse representation. He also suggested assembling a committee to consider the possibility of having a student voice for the State Board. Those volunteering to be on the committee were Mrs. Busch, Mrs. Horst and Mr. Porter. They will research various models utilized by other states and make recommendations at a meeting this summer.

Requests for Future Agenda Items:

Mrs. Waugh requested a presentation on Donnelly College's Gateway to College program and its partnership with Jobs for America's Graduates and the Kansas City Kansas public schools; Mr. Roberts asked to present his draft math standards to the State Board. There was a general request to hear about the progress of committee discussions on Senate Bill 444.

BOARD MEMBER TRAVEL

Additions to the travel requests were: Ms. Wims-Campbell April 1 KACEE Awards Banquet in Manhattan; Mrs. Cauble March 23 Coalition of Innovative Districts meeting in Hugoton, April 11 Scott County USD 466 Board of Education meeting in Scott City; Mrs. Horst additional unknown days at the Statehouse; Mr. Porter April 18 Professional Standards Board meeting in Topeka, March 25 Superintendents' Forum at Greenbush, cancelling April NASBE GAC meeting in D.C.; Mr. Willard Feb. 25 National Teacher Hall of Fame Selection Committee in Kansas City, March 10 Legislative work at the Statehouse. Mrs. Horst moved to approve the travel requests and changes. Mr. Willard seconded. Motion carried 10-0.

MOTION
(03:28:41)

RECESS

At 5:25 p.m., Chairman McNiece recessed the meeting until 9 a.m. Wednesday at the Kansas State School for the Blind in Kansas City.

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Jim McNiece, Chairman Peggy Hill, Secretary

KANSAS STATE BOARD OF EDUCATION
March 9, 2016

On Wednesday, March 9, 2016, Board members made their annual visits to the Kansas State School for the Blind in Kansas City in the morning and the Kansas School for the Deaf in the afternoon.

Board members present for the morning session were: Kathy Busch, Carolyn Wims-Campbell, Sally Cauble, Deena Horst, Jim McNiece, Jim Porter, Steve Roberts and Janet Waugh. Commissioner Randy Watson and Board Secretary Peggy Hill also attended.

KSSB/KSSD Superintendent Madeleine Burkindine welcomed everyone. There were presentations from staff and students at both locations. At KSSB, Board members received an update on how the school's self-determination focus incorporates key points of the *Kansans CAN* vision. Jon Harding, Director of Instruction, described both campus-based programs and field services, which all involve outreach. He highlighted several of the opportunities students have for gaining work skills and talked about the transition program. Other topics covered were early detection of visual impairments, building relationships within the community, the Braille Challenge and a new video about services.

EXECUTIVE SESSION

MOTION

Ms. Wims-Campbell moved to enter into executive session for 15 minutes for the purpose of discussing personnel matters of non-elected personnel in order to protect the privacy interests of the individual(s) to be discussed. The session would begin at 11:25 a.m. KSSB/KSSD Superintendent Madeleine Burkindine and Commissioner Randy Watson were invited to join the session. Mr. Porter seconded. Motion carried 8-0.

MOTION

Open session resumed at 11:40 a.m. Mrs. Cauble moved to authorize a Reduction-In-Force to half-time for math and science at the secondary level at the Kansas State School for the Blind. Mrs. Horst seconded. Motion carried 8-0.

The meeting recessed at 11:45 a.m. for lunch and transition to the Kansas School for the Deaf.

Board members present at KSSD for the afternoon were: John Bacon, Kathy Busch, Carolyn Wims-Campbell, Deena Horst, Jim McNiece, Jim Porter, Steve Roberts and Janet Waugh. Commissioner Randy Watson and Board Secretary Peggy Hill also attended.

Presentations included student ALS storytelling, information about a collaborative play with Westridge Middle School in Overland Park titled "We Share a Language," KSTAR transition and readiness program for 18 to 21-year-olds, tour of the art room and student projects. Staff addressed language acquisition and early intervention initiatives. Discussion followed about Senate Bill 444 and services for deaf or hard of hearing. Areas of attention included challenges to identify every child deaf or hard of hearing, the need for increased collaboration, the need for more qualified personnel, addressing progressive hearing loss, availability of assessments, and next steps. It was agreed that these issues need a more comprehensive look.

The group adjourned at 4 p.m. The next State Board of Education meeting will be in Topeka on April 19 and 20 (the third week of the month).

_____ _____

Jim McNiece, Chairman Peggy Hill, Secretary

APPROVED

KANSAS STATE BOARD OF EDUCATION

Meeting Minutes
February 9, 2016

2/09/2016
A.M. Session
(00:00:07)

CALL TO ORDER
Chairman Jim McNiece called the monthly meeting of the State Board of Education to order at 10 a.m. Tuesday, Feb. 9, 2016, in the Board Room at the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. Mr. McNiece welcomed those in attendance, including pre-service teachers from Baker University and participants with the Kansas Educational Leadership Institute's superintendent mentor/mentee program.

ROLL CALL
Board members present were:

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

Member Jim Porter was at the Statehouse during the opening agenda items. He arrived at 10:25 a.m.

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
Mrs. Busch asked to pull consent item 16 k. from the agenda and agreed to postpone action on it until Wednesday after the work session on Individual Plans of Study. Mrs. Horst seconded. Motion carried 8-0-1, with Mr. Porter absent and Mr. Roberts abstaining. Mrs. Waugh asked for confirmation from the Board Attorney that Board action could be taken during a work session as long as it was announced to the public and occurred during an open meeting.

MOTION
(00:03:44)

APPROVAL OF THE JANUARY MEETING MINUTES
Mr. Roberts moved to approve the minutes of the January Board meeting. Mrs. Horst seconded. Motion carried 9-0.

MOTION
(00:04:50)

COMMISSIONER'S REPORT
Following a brief summary of the *Kansans CAN* Vision activities to date, Dr. Randy Watson stated that next steps are to refine the outcomes and organize the agency to carry out vision work. As an example of collaborative efforts, he distributed a letter composed for the Higher Learning Commission with support of multiple agencies asking for flexibility of a new policy concerning dual credit enrollment courses for high school students. Deputy Commissioner Brad Neuenswander concluded the time with an update on financial literacy teaching resources schools may utilize, many of which are free. During discussion, Board members directed staff to conduct a survey very soon to determine how many school districts include financial literacy in their course schedule or embed it with other standards. This information is to be included in a progress report to the legislature as indicated in a letter signed last May by the House Education Committee Chairman and State Board Chairman strongly encouraging each local board of education to pass and implement a policy on the instruction and desired outcomes of personal financial literacy education in the manner best suited to their district.

(00:05:14)

CITIZENS' OPEN FORUM

(00:32:06) Chairman McNiece declared the Citizens' Forum open at 10:32 a.m. Speakers and their topics were: John Morton, Emporia State University — invitation to a statewide conversation on school redesign May 7 at ESU; Shellie Stahly, Kansas Association of Health Physical Education Recreation and Dance—advocating for administrator involvement in training programs that support student movement. Chairman McNiece declared the Citizens' Forum closed at 10:37 a.m.

ACTION ON NEW APPOINTMENT TO PROFESSIONAL STANDARDS BOARD

MOTION (00:38:31) Dr. Scott Myers presented the recommendation of Christina Carlson to fill a vacancy on the Professional Standards Board. Ms. Carlson is an art teacher at Valley Center High School, Valley Center USD 262. Mrs. Cauble moved to appoint Christina Carlson to the Professional Standards Board representing Career and Technical Education teachers. This partial term is effective Feb. 11, 2016 through June 30, 2016. Mrs. Horst seconded. Motion carried 10-0.

ACTION ON NEW APPOINTMENT TO LICENSURE REVIEW COMMITTEE

MOTION (00:39:33) Dr. Scott Myers presented the recommendation of Jaime Byers to fill a vacancy on the Licensure Review Committee. Ms. Byers is a 5th-grade classroom teacher at Lincoln Elementary, Great Bend USD 428. Mrs. Cauble moved to appoint Jaime Byers to the Licensure Review Committee representing elementary level teachers. This partial term is effective Feb. 11, 2016 through June 30, 2016. Mr. Porter seconded. Motion carried 10-0.

BREAK Board members took a break from 10:40 to 10:45 a.m.

LEGISLATIVE UPDATE (PART I)

(00:43:22) Deputy Commissioner Dale Dennis began his report on education legislation by reviewing the status of several bills introduced in the House and Senate. These included the creation of a School District Bond Project Review Board, realignment of school districts, amendments to the tax credit for low income student scholarship program and citations for camera-captured violations of ignoring a bus stop arm. Mr. Dennis summarized key points of proposed legislation and answered questions.

RECOGNITION OF 2016 KANSAS TEACHER OF THE YEAR TEAM

(01:03:10) Resuming the agenda schedule, Mr. Dennis welcomed the 2016 Kansas Teacher of the Year Team. Honorees introduced themselves and each one shared remarks related to his or her classroom and passion. They addressed such topics as project-based learning, developing the whole child, providing a safe and happy environment, global connections, student-led parent/teacher conferences and building relationships. Those presenting were Kansas Teacher of the Year Justin Coffey, a mathematics teacher at Dodge City High School (USD 443), and team members Shelly Jennings, a 2nd-grade teacher at Maize South Elementary (USD 266), Nona Mason, a kindergarten teacher at West Elementary in Goodland (USD 352), Anna Sahadeo, a 2nd-grade teacher at Riverview Elementary in Shawnee (USD 232), Jolene Pennington, a 5th-grade teacher at Sunflower Elementary in Paola (USD 368), Lucinda Crenshaw, a 7th-grade science teacher at West Middle School in Lawrence (USD 497), Sheila Koup, a high school English teacher at Eureka Junior-Senior High (USD 389), and Kristoffer Barikmo, a social studies teacher at Blue Valley High School (USD 229). The group answered questions and relayed their encouragement for the *Kansans CAN* Vision and kindergarten readiness.

LUNCH At 12:10 p.m., Chairman McNiece recessed the meeting for lunch until 1:30 p.m.

RECEIVE PROPOSED SUICIDE AWARENESS AND PREVENTION REGULATIONS

P.M. SESSION (00:00:40) KSDE Education Program Consultant Kent Reed provided national facts and statistical impact data about youth suicide. He also shared an intervention model and components of recovery plans. Board members asked a number of questions, seeking answers about causes of youth suicide, trend data

and at-risk populations. KSDE General Counsel Scott Gordon then presented proposed amendments that would add suicide awareness and prevention training in schools to current State Board accreditation regulation 91-31-32. The recommendation models the Jason Flatt Act, but expands the training to all school staff, one hour each calendar year, plus provides for a building crisis plan. The Jason Flatt Act, which has been introduced to the Kansas Senate, would require only licensed personnel to be trained. Discussion included availability of the training, time requirements, law verses regulations, challenges associated with reduction of mental health facilities and school counselors. Proceeding with the recommended regulation amendments will be voted on in March.

ACTION ON TEMPORARY EMERGENCY SAFETY INTERVENTION REGULATIONS TO COMPLY WITH NEW STATUTORY REQUIREMENTS

General Counsel Scott Gordon explained that a law passed last year, called the Freedom from Unsafe Seclusion and Restraint Act, required the State Board to adopt regulations by March 1, 2016. The new law interrupted emergency safety intervention regulations the State Board had already started through the adoption process. Mr. Porter moved to adopt temporary Emergency Safety Intervention regulations to comply with the Freedom from Unsafe Seclusion and Restraint Act. Mr. Willard seconded. A public hearing on the regulations is expected in April. Motion carried 10-0 on a roll call vote recorded as follows:

MOTION (00:49:05)

Mrs. Busch	"yes"	Ms. Wims-Campbell	"yes"
Mr. Willard	"yes"	Mrs. Waugh	"yes"
Mr. Bacon	"yes"	Mr. Porter	"yes"
Mrs. Cauble	"yes"	Mrs. Horst	"yes"
Mr. McNiece	"yes"	Mr. Roberts	"yes"

RECEIVE INFORMATION ON CITIZENSHIP PROJECTS

(00:51:37)

There were two parts to the presentation by KSDE Education Program Consultant Don Gifford. First, he provided information about Black History Month, and named many everyday devices invented by African Americans. Secondly, Mr. Gifford outlined an award for Kansas schools, as proposed by the Civic Advocacy Network, that would promote civic education and engagement. The award is based on the guidebook "Six Proven Practices for Effective Civic Learning" produced by the Education Commission of the States and the National Center for Learning Engagement. More details will be provided later. Board members stressed that students should recognize the importance of voting as civic duty.

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

Assistant General Counsel Kelli Broers presented the recommendation of the Professional Practices Commission following a hearing Jan. 20, 2016 on licensure case 15-PPC-51 Elisabeth Crider. Mrs. Horst moved to adopt the findings of the PPC and its recommendation for licensure revocation. Ms. Wims-Campbell seconded. Motion carried 10-0.

MOTION (01:07:57)

LEGISLATIVE UPDATE (PART II)

(01:08:45)

Mr. Dennis continued his legislative update from the morning. He answered several questions about the intended role of a proposed School District Bond Project Review Board, which was introduced in similar bills in both the House and Senate. This review board would prioritize bond projects and determine those items eligible for potential state aid. Mr. Dennis also reviewed House and Senate recommendations on KSDE budget requests.

CONSENT AGENDA

Mrs. Busch moved to approve the Consent Agenda, excluding 16 k. This particular item will be voted on the following day. Mrs. Cauble seconded. Motion carried 9-1, with Mr. Roberts in opposition. In the Consent Agenda, the Board:

MOTION (01:37:49)

- received the monthly Personnel Report for January.
- confirmed the unclassified special projects personnel appointment of Stacy Smith as Education Program Consultant on the Career Standards and Assessment Services team effective July 5, 2016, at an annual salary of $56,118.40.
- received 2nd quarter reports (FY 2016) from the Kansas State School for the Deaf and Kansas State School for the Blind.
- authorized the following school districts to hold elections on the question of issuing bonds in excess of the district's general bond debt limitation: USD 344 Pleasanton, USD 423 Moundridge and USD 506 Labette County.
- accepted the following recommendations for licensure waivers valid for one school year: *Early Childhood Special Education* -- Sarah Freeman, USD 259; Brianna Pettit, USD 475; Kristin Briggs, D0638. *Earth Space Science* -- Michael Adams, USD 259. *English Language Arts – Extension on the number of days on an emergency substitute license* -- Marianne Tennant, USD 453. *Gifted* -- Brenda Spangler, USD 333; Stuart Ross, USD 368; Jessica Tosser, USD 500. *High Incidence Special Education* -- Leslie Wagner, USD 200; Amy Hammett, USD 230; Emily Thayer, USD 232; Brianna Boyce, USD 253; Douglas Putnam, Elizabeth Arnce, Lisa Dridi, Tonya Nottingham, Heather Castro, Maggie Spratt, Renee Elliot, Ann Walker, Christopher Gebhardt, CiCi Naifeh, Taylor Clark, Thomas Manion, USD 259; Fallon Votipka, David Hughes, USD 333; A'Lana Bates, USD 457; Kimberly Hutto, USD 465; Sarah Rossillon, USD 497; Kevin Kelley, Megan Kiefer, Nicole Nafziger, Michael Fredette, Novelette Osbourne-Luster, Shannon Powell, USD 500; John Swift, USD 501; Ronald Wolf, D0602; Michael Gripe, D0605; Dustin Wetzel, D0609; Timothy Kaminski, D0613; Taylor Zimmerman, D0620; Alyssa Riffel, D0638; Whitney Curry, D0702. *High Incidence Special Education – Extension on the number of days on an emergency substitute license* -- Lisha Merrill, USD 493; JoAnn Cline, Jose Martinez, D0613. *Library Media Specialist* – Linda Bland, USD 259. *Low Incidence Special Education* – Amanda Scheu, Margaret Gugino, Arleen Sponsel, Stephanie Moore, USD 259. *Math* – Tricia Loehr, Victoria Acevedo De La Torre, USD 259; Melanie McGinn, USD 439. *Math – Extension on the number of days on an emergency substitute license* – Brenda Smart, USD 313.
- approved the local in-service education plan for Northeast Kansas Education Service Center (Keystone) #608.
- accepted recommendations of the Evaluation Review Committee for program approval: **Central Christian College** — Continuing Program: Physical Education (I, PreK-12) through June 30, 2023.
- approved recommendations of the Mathematics Partnership Review Committee for funding Title II Part B Mathematics and Science Partnership Grants for 2016-17 as follows: Kansas State University in the amount of $150,000 in partnership with USD 475, USD 427, USD 383 and USD 320.

authorized the Commissioner of Education to negotiate and

- enter into a contract with the Charles A. Dana Center at the University of Texas at Austin for the purchase of curriculum for the teachers and students involved in the Transition to College Algebra pilot in an amount not to exceed $29,000 for the 2016-17 school year;
- enter into a contract with the Kansas State Department of Agriculture for the purpose of completing on-site health inspections of unlicensed Summer Food Service Program meal preparation and service sites at the rate of $180 per inspection, not to exceed $36,000, effective May 16, 2016 and not to exceed four months duration;
- continue a contract with Kansas State University to provide Carl D. Perkins leadership grant activities for the position of Executive Director of FFA in an amount not to exceed $75,427 effective July 1, 2016 to June 30, 2017.

BREAK

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

BOARD REPORTS AND REQUESTS FOR FUTURE AGENDA ITEMS

COMMITTEE REPORTS (01:38:29)

Legislative — Mr. Willard and Mrs. Horst indicated that Mr. Dennis had adequately covered education legislation already. Mrs. Horst will continue to provide Capitol Observations for Board members. Chairman McNiece thanked those who attended the previous night's dinner with members of the House and Senate Education committees. Thank you letters will be sent to Rep. Highland, Sen. Abrams and Federico Consulting for coordinating the event.

Communications — Mrs. Cauble listed other groups she would like to hear Dr. Watson's presentation about the vision, including community college presidents and trustees, and the Kansas Board of Regents' Technical Education Authority.

Confidence in Public Education Task Force — Mrs. Waugh reported that 99 schools are recipients of the 2015 Challenge Awards. She thanked Board members for assisting with the presentations and asked for feedback about the individualized recognition instead of hosting one large banquet. Overall, there were positive experiences. She asked that the remaining presentations be scheduled by March 4. Mr. Willard suggested that the Task Force next year reconsider the criteria for the awards, placing less focus on assessment scores and more emphasis related to the new vision outcomes.

ATTORNEY'S REPORT

Board Attorney Mark Ferguson referenced copies of exchange letters he provided to Board members between the Kansas School for the Deaf NEA and his office regarding topics for upcoming negotiations. He also offered to answer questions from his monthly written report.

INDIVIDUAL MEMBER REPORTS (01:58:40)

During individual Board member reports, Mr. Bacon reported meeting with a member of the Kansas Association of the Deaf regarding elementary student assessments at the Kansas School for the Deaf and lack of early language for children deaf and hard of hearing. He asked that assessment data be given to State Board members. He also suggested that school districts be asked to post contact information for their local school board members on the district's website for patrons to access. Mrs. Cauble reported on topics addressed at the Career and Technical Education Board meeting. She also talked about challenges to migrant students and refugees. Mrs. Waugh attended a meeting of the Kansas Association for Conservation and Environmental Education, which has been discussing water issues. KACEE's convention is April 1 in Manhattan. Mr. Porter's written report was shared, which included Challenge Award recognitions and presentations of the ESI Task Force Report. Mrs. Horst plans to attend the breakfast hosted by the Kansas Association of Independent and Religious Schools. Mr. McNiece briefed Board members on the status of the Community Service Award project. Those involved will meet on March 4. Funding options are still being considered.

Requests for Future Agenda Items:
Mrs. Horst requested a presentation on the Jobs for America's Graduates (JAG) program.

EXECUTIVE SESSION

MOTION (02:22:59)

Ms. Wims-Campbell moved to enter into Executive Session for 10 minutes for the purpose of discussing personnel matters of non-elected personnel in order to protect the privacy interests of the individual(s) to be discussed. The session would begin at 4:06 p.m. Mrs. Busch seconded. Motion carried 10-0.

ADJOURNMENT

The open meeting resumed at 4:16 p.m., and Chairman McNiece immediately adjourned. Board members were reminded of the work session starting at 9 a.m. on Wednesday at the Kansas State High School Activities Association for the purpose of *Kansans CAN* vision work regarding Individual Plans of Study.

POST-MEETING ACTIVITY

On Tuesday evening, Board members and Commissioner Watson were invited to a screening of the documentary "Most Likely to Succeed" at the University of Missouri Kansas City, and to participate in a panel discussion with Executive Producer Ted Dintersmith. Those attending were: Carolyn Wims-Campbell, Deena Horst, Jim McNiece, Jim Porter and Commissioner Watson.

_____ _____

Jim McNiece, Chairman Peggy Hill, Secretary

WORK SESSION — WEDNESDAY, FEB. 10, 2016

The Kansas State Board of Education convened at 9 a.m. on Wednesday, Feb. 10, for a work session, which was held at the KSHSAA offices, 601 Commerce Place, Topeka. Board members in attendance were: Chairman McNiece, Vice Chair Wims-Campbell, Mr. Bacon, Mrs. Busch, Mrs. Cauble, Mrs. Horst, Mr. Porter, Mr. Roberts, Mrs. Waugh and Mr. Willard.

Commissioner Randy Watson provided an overview of the day's itinerary, then introduced guest presenters Jay Scott, KSDE Assistant Director of Career and Technical Education, and Kathleen Mercer, Career Pathways Coordinator. They described benefits of using a software system that would interface with school districts' current student information systems to help build Individual Plans of Study (IPS) focused on students' career interests. The process would help students explore various forms of postsecondary education and career fields. An IPS is a living document that serves as a comprehensive career guidance roadmap based on the students' interests and strengths. It also facilitates conversations with students, faculty and parents to evaluate progress toward goals.

By identifying state-preferred vendors who could meet 20 pre-determined components, schools could have the options of using Individual Plan of Study software that meets their needs and secure a better subscription price. Board members raised questions about ownership of data, access to the IPS portfolios after high school graduation, data security, student mobility, and ability for schools to customize features. It was noted that currently about 80 percent of school districts are implementing some form of IPS. Different models were described. Guest presenters from Emporia High School and McPherson High School shared how the IPS process worked in their districts. They talked about the importance of purposeful parent/teacher conferences, considerations for flexible graduation requirements, use of college and career advocates, and college visits.

Board members then learned about specifications to be included in a Request for Proposal (RFP) for the IPS software and suggested modifications related to data security. They were presented an anticipated timeline and projected costs. Mr. Porter moved to authorize the Commissioner of Education to enter into a Request for Proposal bid process for the purpose of identifying state-preferred vendors of Individual Plans of Study software systems, with modifications for incorporating data security, and grant Perkins Reserve Federal dollars for start-up costs to middle and high schools not currently utilizing a state-preferred vendor over a two-year period (July 1, 2016-June 30,2018) in an amount not to exceed $625,000. Mrs. Waugh seconded. Motion carried 10-0.

MOTION

BOARD MEMBER TRAVEL

Additions to the travel requests were: Mr. McNiece Feb. 23 Kansas Alliance for Educational Advocacy in Topeka; Mr. Willard Feb. 17 legislative work at the Statehouse. Mrs. Busch moved to approve the travel requests and additions. Mrs. Horst seconded. Motion carried 10-0. The group dismissed at approximately 3:15 p.m.

MOTION

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:	Kansas State Board of Education
From:	Commissioner Randy Watson
Subject:	Commissioner's Report
Date:	3/22/2016

In his monthly report to the Board, Commissioner Watson will provide a status report on state assessments as well as information about the Education Fellows Program Pilot.

Agenda Number: 7
Meeting Date: 4/19/2016

To: Kansas State Board of Education

From: Peggy Hill

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.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8

Staff Initiating:	Director:	Commissioner:	Meeting Date: 4/19/2016
Jessica Noble	Scott Myers	Randy Watson	

Item Title:

Act on requirements and monitoring plans for Kansas Virtual Education and Kansas Diploma Completion 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 adopt the proposed Kansas Virtual Education Requirements and Monitoring Plan and the Kansas Diploma Completion Program Requirements and Monitoring Plan.

Explanation of Situation Requiring Action:

During its March meeting, the State Board received the proposed Kansas Virtual Education Requirements and Monitoring Plan and the Kansas Diploma Completion Program Requirements and Monitoring Plan. These proposed plans were vetted by the Charter and Virtual Education Advisory Council, the Diploma Completion Advisory Council and were available for public comment from the field. KSDE staff proposes that both plans be adopted as proposed. Agency staff will be available to answer any questions.

Kansas Virtual Education Requirements and Monitoring Plan

Draft for Public Comment

February 2016

Kansas state department of Education

leadership and support for student learning

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The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201

KANSAS VIRTUAL EDUCATION OVERVIEW

Per Kansas Statute 72-3712, a virtual school or program:

- is offered for credit;
- uses distance learning technologies which predominately use internet-based methods to deliver instruction;
- involves instruction that occurs asynchronously with the teacher and pupil in separate locations;
- requires the pupil to make academic progress toward the next grade level and matriculation from kindergarten through high school graduation;
- requires the pupil to demonstrate competence in subject matter for each class or subject in which the pupil is enrolled as part of the virtual school; and
- requires age-appropriate pupils to complete state assessment tests.

Per the Kansas State Department of Education, a virtual school or program:

- meets the definition in Kansas Statute 72-3712;
- meets the virtual education requirements outlined in this document;
- offers a full-time or part-time virtual education to students; and
- receives approval during its Multi-Year Performance Portfolio Monitoring.

The only difference between a virtual school and a virtual program is that a school has its own building number for data reporting and a program uses another school's building number or the central office building number for data reporting. In all other ways, they are the same and both must adhere to these virtual requirements.

Each district may operate an unlimited number of virtual schools and programs, so long as there is no overlap of grade levels in each. For instance, a district may operate a K-6 virtual school and a 7-12 virtual school but may not operate a 9-12 virtual school and 7-12 virtual school. A district may also choose to contract with a service center for the operation of a virtual program or a diploma completion program. The grade levels in the service center operated program and a district's own virtual school or program may overlap. For instance, the district may operate a K-12 virtual school and contract with the service center for a 9-12 diploma completion program.

The following schools and programs WILL be covered under these requirements:

- District operated virtual schools and program
- District operated diploma completion programs that use a virtual model
- District contracts with service centers for individual virtual programs
- District contracts with service centers for diploma completion programs that use a virtual model

The following schools and programs WILL NOT be covered under these requirements and instead will fall under the Diploma Completion Program Requirements:

- District operated diploma completion programs that use an alternative model

NEW VIRTUAL SCHOOL AND PROGRAM APPROVAL PROCESS

Timeline of activities to become an approved virtual school or program:

1. Submit New Virtual Intent Form to KSDE by mid-February
2. Participate in new virtual training opportunities in March
3. Participate in New Virtual Performance Portfolio Monitoring in April:
    a. Schedule new virtual monitoring conference call date
    b. Complete Virtual Demographics Form
    c. Complete Virtual District Assurances
    d. Complete New Virtual Narrative Form
    e. Develop virtual student handbook/assurances/rights and responsibilities*
    f. Submit documentation to KSDE at least one week prior to monitoring conference call date
    g. Participate in new virtual monitoring conference call
    h. Respond to any findings outlined in the Virtual Findings Letter within 30 days, if applicable
4. Receive approval to operate new virtual school or program

KSDE will also partner new virtual directors with an existing virtual director to serve as a mentor throughout the first year.

*Recommended, but not required

RETURNING VIRTUAL SCHOOL AND PROGRAM RENEWAL PROCESS

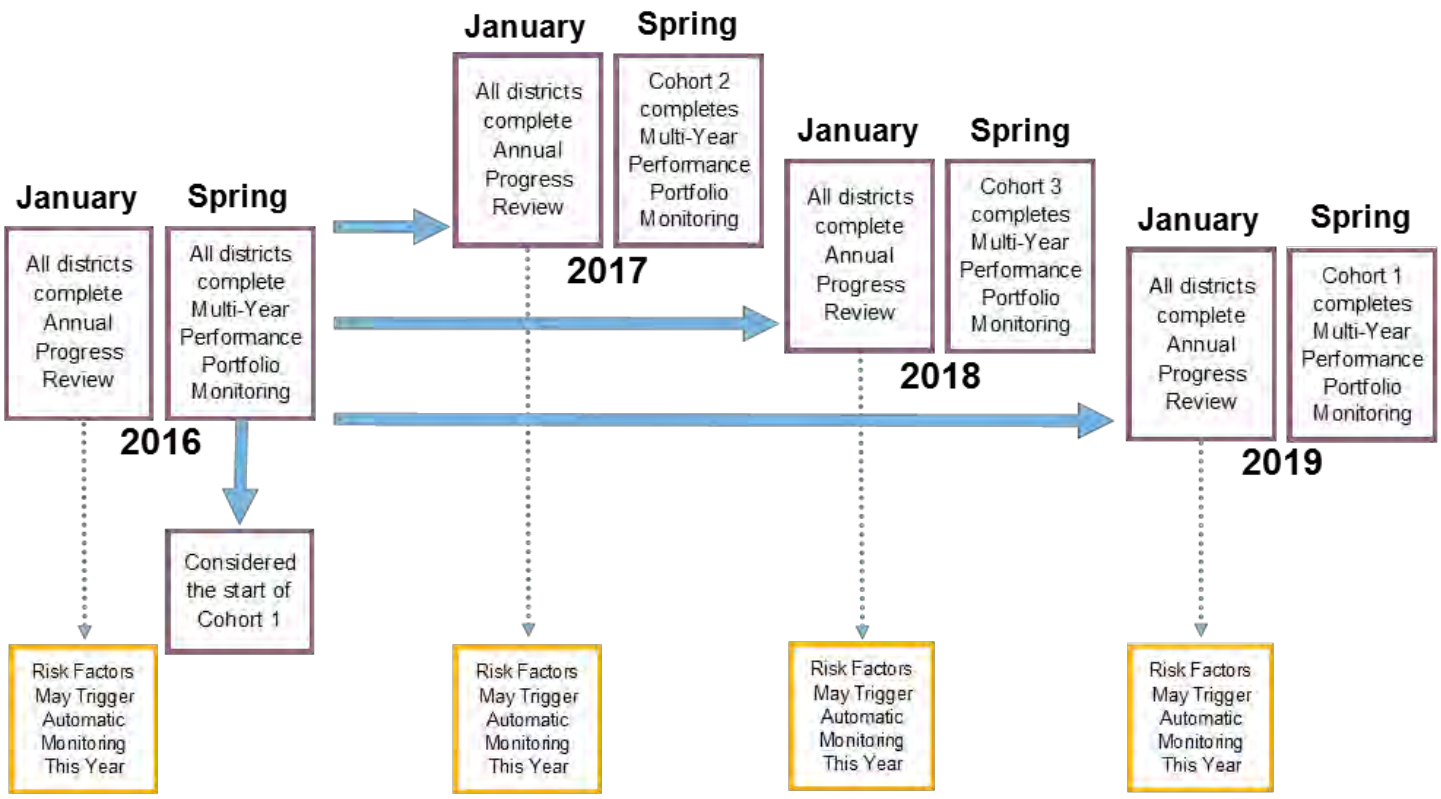
Timeline of activities to remain an approved virtual school or program:

1. Complete Annual Progress Review every January:
    a. Complete Virtual Demographics Form
    b. Complete Virtual District Assurances
    c. Complete Virtual Professional Development Report
2. Participate in virtual Performance Portfolio Monitoring in Feb/March/April (once every three years, unless risk factors identified in Annual Progress Review call for automatic monitoring that year):
    a. Schedule virtual monitoring conference call date
    b. Complete Returning Virtual Narrative Form
    c. Update virtual student handbook/assurances/rights and responsibilities*
    d. Submit documentation to KSDE at least one week prior to monitoring conference call date
    e. Participate in virtual monitoring conference call
    f. Respond to any findings outlined in the Virtual Findings Letter within 30 days, if applicable
3. Receive approval to operate virtual school or program for an additional three years

*Recommended, but not required

RETURNING VIRTUAL MULTI-YEAR RISK-BASED MONITORING PLAN

Multi-Year Risk-Based Monitoring Plan Diagram



Risk Factors

If a virtual school or program has a new virtual director identified on the Annual Progress Review, the school or program will have automatic monitoring done that year; even if it is not its cohort year.

If a virtual school or program has two or more of the following risk factors identified on the Annual Progress Review, the school or program will have automatic monitoring done that year; even if it is not its cohort year. If a virtual school or program has only one of the following risk factors identified on the Annual Progress Review, the school or program will be invited to receive additional supports from KSDE. Risk factors include:

- More than 50% licensed staff turnover
- Change in online curriculum provider
- Three or more monitoring findings from the previous year's Performance Portfolio Monitoring
- Persistently unresponsive to KSDE requests
- Three or more complaints reported by students and/or their families

If a virtual school or program is pulled for automatic monitoring, the school or program will return to its original cohort cycle afterwards. This may mean that a virtual school or program is monitored in back to back years.

Multi-Year Monitoring Cycle Cohorts

These cohorts match the Early Childhood, Special Education and Title Services Monitoring Cycle Cohorts.

Cohort 1	Cohort 2	Cohort 3
USD 101 Erie-Galesburg	USD 210 Hugoton	USD 112 Central Plains
USD 114 Riverside	USD 214 Ulysses	USD 202 Turner
USD 250 Pittsburg	USD 229 Blue Valley	USD 203 Piper
USD 252 S Lyon County	USD 230 Spring Hill	USD 218 Elkhart
USD 259 Wichita	USD 233 Olathe	USD 248 Girard
USD 260 Derby	USD 244 Burlington	USD 249 Frontenac
USD 287 West Franklin	USD 247 Cherokee	USD 251 N Lyon County
USD 290 Ottawa	USD 258 Humboldt	USD 253 Emporia
USD 309 Nickerson	USD 262 Valley Center	USD 257 Iola
USD 315 Colby	USD 266 Maize	USD 265 Goddard
USD 336 Holton	USD 282 West Elk	USD 286 Chautauqua Co
USD 346 Jayhawk	USD 283 Elk Valley	USD 289 Wellsville
USD 353 Wellington	USD 312 Haven	USD 305 Salina
USD 365 Garnett	USD 331 Kingman-Norwich	USD 340 Jefferson West
USD 397 Centre	USD 352 Goodland	USD 358 Oxford
USD 400 Smoky Valley	USD 362 Prairie View	USD 371 Montezuma
USD 445 Coffeyville	USD 383 Manhattan-Ogden	USD 373 Newton
USD 453 Leavenworth	USD 385 Andover	USD 377 Atchison County
USD 498 Valley Heights	USD 403 Otis-Bison	USD 379 Clay Center
USD 509 South Haven	USD 413 Chanute	USD 404 Riverton
	USD 422 Kiowa County	USD 447 Cherryvale
	USD 435 Abilene	USD 458 Basehor-Linwood
	USD 436 Caney Valley	USD 464 Tonganoxie
	USD 457 Garden City	USD 484 Fredonia
	USD 462 Central	USD 492 Flinthills
	USD 489 Hays	USD 497 Lawrence
	USD 490 El Dorado	USD 503 Parsons
	USD 508 Baxter Springs	USD 505 Chetopa-St. Paul

*New districts will be assigned to a cohort based on the Early Childhood, Special Education and Title Services Monitoring Cycle Cohorts which can be found at: http://www.ksde.org/Default.aspx?tabid=572.

PERSONNEL REQUIREMENTS

Program Director

Program Director must be Kansas licensed/certified. The local board of education shall establish the licensure/certification requirements for the position.

Program Director is also responsible for coordinating the following services:

- Student/Family Communication: ensure ongoing and continuous communication occurs among schools, teachers, students, families, and other virtual staff members
- Technical Support: support all technical aspects of the virtual school or program, ensure student's opportunity to learn is not hindered because of technical problems and communicate technology back up plan to the parents/students during the enrollment process
- Professional Development: develop, implement, and evaluate training provided to all staff, students, and parents in the use of the online system
- Assessments: ensure that grade-level appropriate virtual students participate in all district and state assessments
- Data Entry: provide data entry services for course creation, enrollment of students in virtual courses, and processing of student grades for report cards and transcripts

Teaching Staff

The virtual school or program must employ Kansas licensed virtual teachers to provide instruction and/or Kansas licensed virtual course monitors to provide oversight of students. If virtual course monitors are employed, the student must have access to Kansas licensed and certified content teachers to answer content specific questions for every core subject the student is enrolled in. The virtual course monitor may answer questions for elective subjects the student is enrolled in. Teachers and virtual course monitors for adult students should be licensed at the secondary level. All virtual staff are expected to provide responses to students and families within a 24-hour turnaround during school days.

Virtual Teacher: Provides direct instruction to virtual students and/or grades content specific assignments

- Must be licensed and certified in the appropriate content area and at the appropriate elementary, middle or secondary level

Virtual Course Monitors: Monitors virtual students in an online curriculum that provides the instruction and automatically grades assignments or provides rubric for monitors to grade assignments

- Must be licensed at the appropriate elementary, middle or secondary level

The virtual school or program may also employ teaching assistants/paraprofessionals to assist with small group instruction designed by the teacher, tutoring, communication outreach with students and families, technology issues and test proctoring.

Counseling Staff

The services of a Kansas licensed counselor must be made available to all virtual students. This can be done virtually or in a face-to-face setting.

PROGRAM REQUIREMENTS

Enrollment and Attendance

Virtual Students 18 and Under

Virtual students must attend at least two days in order to be included in the district's virtual enrollment count. Students must attend a single day on or before September 19 AND a single day on or after September 20, but on or before October 4.

In order to fulfill the "attending" provisions within a virtual school or program, the student may attend in three ways. On a given day, a student's minutes may consist of multiple ways of attending. The school or program is responsible for providing to the fiscal auditor documentation for the two days the district wishes to count for each student's "Minutes Enrolled".

1. On-line: time should be a print out from the virtual school or program's computer system showing when the student was connected to the online curriculum.

2. Off-line: time should be documented with an Academic Activity Log. This log should show the student's name, date of attendance, classes attended, and the amount of time the student was working off-line completing course requirements.

3. On-site. (Physically attend at the school on the count days, but virtual otherwise): time should be documented with sign-in/sign out sheets showing when the student was in attendance. Onsite attendance at a building within another district requires written permission from the superintendent of that other district.

NOTE: Even if the student fulfills the "attending" provision for the two count days with on-site and off-line time, the virtual school or program is still required to verify that the student logged on-line time between the beginning of the school year through October 4th.

Once the student has fulfilled the two day attendance rule above, to compute minutes enrolled, find the longest day the student attended (limited to 360 minutes) on any day on or before September 19 and the longest day the student attended (limited to 360 minutes) on or after September 20, but on or before October 4. Add the two numbers together and divide by 2, rounded to a whole minute.

Virtual Students 19 and Over

Virtual students 19 and over will not be funded on minutes enrolled on the count days and are not required to be "enrolled and attending" within the two separate count windows. Rather, any credits earned by virtual students 19 and over between July 1 and June 30 will be funded at $933 per credit hour.

Virtual students 19 and over must also have a district enrollment form, transcript analysis, individual graduation plan and be enrolled in high school credit earning courses.

See the current enrollment handbook for a comprehensive outline of requirements:
http://www.ksde.org/Agency/FiscalandAdministrativeServices/FiscalAuditing.aspx

Courses, Credits and Assessments

Goals and objectives for all online courses must be correlated to local, state, and/or national standards to ensure quality in content. Students and parents must be provided access to the standards being taught within each online course, upon request.

Syllabus information (outlines, materials lists, communication expectations, grading policies and grading formats) and assignment completion timelines or target dates for must be provided for each online course.

Students must be awarded credit when they have met all goals and objectives for each online course and demonstrated competence.

Credits must be reported to the district for immediate entry onto the student's transcript at the end of each semester.

State assessments must be provided and proctored for all grade-level appropriate students.

Communication with Student and Families

Virtual staff must communicate regularly with virtual students and their families. KSDE recommends at least weekly communication, even if the student is performing well.

Required communication includes, but is not limited to:

- Orientation sessions
- Feedback on performance before final course grades are awarded
- Responses to student and parent questions within a 24-hour turn around during school days
- Formal conferences each semester and as often as necessary

A backup plan for handling communication should be developed in the event the teacher or virtual course monitor is not available.

Student Involvement and Support Services

Opportunities for students to engage in interactive activities must be provided (e.g. field trips, district activities, study sessions, chat groups, video conferencing, online clubs, onsite celebrations and face-to-face instruction).

Students and families must be provided an academic/activity calendar for the virtual school or program.

Communication opportunities must be provided which enable students to share with others (e.g. discussion boards, chats, virtual classrooms, e-mails, group online projects and roundtable discussions).

A district policy, that aligns with federal law, must be established for the provision of special education, ESOL, migrant and homeless services for virtual students.

Student intervention plans must be developed for virtual students, as needed, to address attendance and academic issues.

Professional Development

All staff involved with the virtual school or program must receive professional development that is appropriate for their job responsibilities, as determined by district. Professional development should be documented per district processes.

Required topics include, but are not limited to:

- Online pedagogy
- Communication, classroom management and student engagement strategies in a virtual setting
- Using the e-Learning system, as well as any other hardware/software required

Per state statute, each year the district must submit a report highlighting the professional development provided to teachers who teach in virtual schools and programs. KSDE will collect this information as part of the Annual Progress Review.

Recruitment and Advertising

Virtual schools and programs must adhere to the Kansas Virtual Advertising Guidelines which can be found at: http://www.ksde.org/Agency/DivisionofLearningServices/TeacherLicensureandAccreditation/GraduationandSchoolsofChoice/VirtualSchoolsandPrograms/PromotionalInformation.aspx

School Improvement and Accreditation

Virtual schools and programs must be integrated into district's strategic plan and included in district policies.

Virtual schools and programs must adhere to all relevant state statutes, regulations and requirements.

Virtual schools and programs must report all data as required by the Kansas State Department of Education, including Kansas Individual Data on Students (KIDS) records (ASGT, ENRL, EXIT, EOYA, TEST and STCO).

Kansas Diploma Completion Program Requirements and Monitoring Plan

Draft for Public Comment

Kansas state department of Education

leadership and support for student learning

February 2016

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KANSAS DIPLOMA COMPLETION PROGRAM OVERVIEW

Per the Kansas State Department of Education, a diploma completion program (aka learning center, virtual learning center or community learning center):

- is an educational program operated either by a service center in partnership with one or more districts or by an individual district;
- provides services to adult learners to help them earn an accredited high school diploma (not a GED) and may also serve high school-aged students;
- meets the diploma completion requirements outlined in this document;
- offers a full-time or part-time education to students; and
- receives approval during its Multi-Year Performance Portfolio Monitoring.

A diploma completion program may operate:

- an alternative model: students attend onsite and take courses via direct instruction or using an online curriculum
- a virtual model: students take courses from home using an online curriculum
- a blend of either one for individual students

The following schools and programs WILL be covered under these requirements:

- District operated diploma completion programs that exclusively use an alternative model

The following schools and programs WILL NOT be covered under these requirements and instead will fall under the Virtual Education Requirements:

- District operated virtual schools and program
- District operated diploma completion programs that use a virtual model
- District contracts with service centers for individual virtual programs
- District contracts with service centers for diploma completion programs that use a virtual model

NEW DIPLOMA COMPLETION PROGRAM APPROVAL PROCESS

Timeline of activities to become an approved diploma completion program (DCP):

1. Submit New DCP Intent Form to KSDE by mid-February
2. Participate in new DCP training opportunities in March
3. Participate in New DCP Performance Portfolio Monitoring in April:
    a. Schedule new DCP monitoring conference call date
    b. Complete DCP Demographics Form
    c. Complete DCP District Assurances
    d. Complete New DCP Narrative Form
    e. Develop DCP student handbook/assurances/rights and responsibilities*
    f. Submit documentation to KSDE at least one week prior to monitoring conference call date
    g. Participate in new DCP monitoring conference call
    h. Respond to any findings outlined in the DCP Findings Letter within 30 days, if applicable
4. Receive approval to operate new diploma completion program

KSDE will also partner new DCP directors with existing DCP directors to serve as a mentor throughout the first year.

*Recommended, but not required

RETURNING DIPLOMA COMPLETION PROGRAM RENEWAL PROCESS

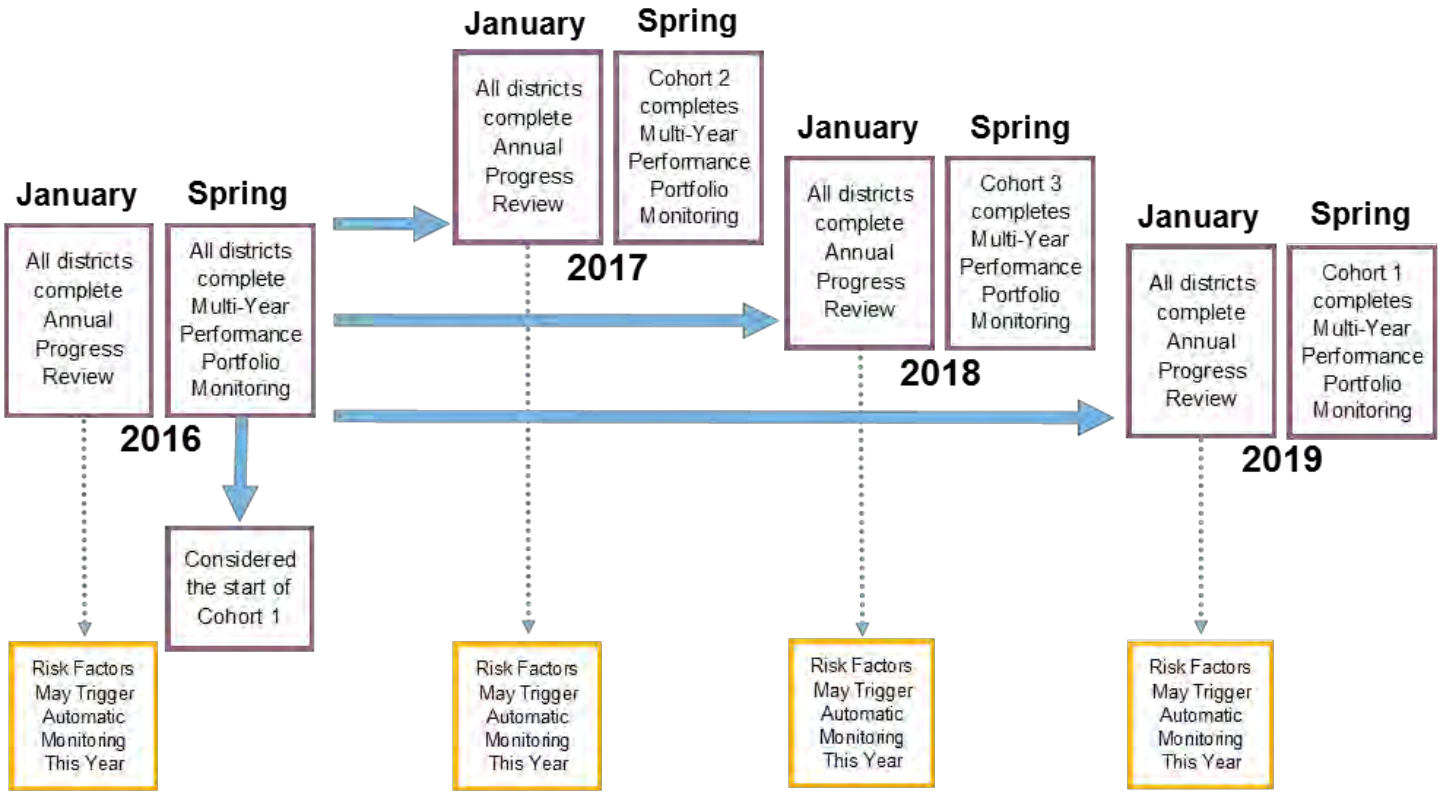
Timeline of activities to remain an approved diploma completion program (DCP):

1. Complete Annual Progress Review every January:
    a. Complete DCP Demographics Form
    b. Complete DCP District Assurances
    c. Complete DCP Professional Development Report
2. Participate in DCP Performance Portfolio Monitoring in Feb/March/April (once every three years, unless risk factors identified in Annual Progress Review call for automatic monitoring the following year):
    a. Schedule DCP monitoring conference call date
    b. Complete Returning DCP Narrative Form
    c. Update DCP student handbook/assurances/rights and responsibilities*
    d. Submit documentation to KSDE at least one week prior to monitoring conference call date
    e. Participate in DCP monitoring conference call
    f. Respond to any findings outlined in the DCP Findings Letter within 30 days, if applicable
3. Receive approval to operate diploma completion program for an additional three years

*Recommended, but not required

RETURNING DIPLOMA COMPLETION PROGRAM MULTI-YEAR RISK-BASED MONITORING PLAN

Multi-Year Risk-Based Monitoring Plan Diagram



Risk Factors

If a diploma completion program has a new director identified on the Annual Progress Review, the program will have automatic monitoring done that year; even if it is not its cohort year.

If a diploma completion program has two or more of the following risk factors identified on the Annual Progress Review, the program will have automatic monitoring done that year; even if it is not its cohort year. If a diploma completion program has only one of the following risk factors identified on the Annual Progress Review, the program will be invited to receive additional supports from KSDE. Risk factors include:

- More than 50% licensed staff turnover
- Change in online curriculum provider
- Three or more monitoring findings from the previous year's Performance Portfolio Monitoring
- Persistently unresponsive to KSDE requests
- Three or more complaints reported by students and/or their families

If a diploma completion program is pulled for automatic monitoring, the program will return to its original cohort cycle afterwards. This may mean that a diploma completion program is monitored in back to back years.

Multi-Year Monitoring Cycle Cohorts

These cohorts match the Early Childhood, Special Education and Title Services Monitoring Cycle Cohorts.

Cohort 1	Cohort 2	Cohort 3
USD 259 Wichita	USD 383 Manhattan	USD 211 Norton
USD 622 ESSDACK	USD 407 Russell County	USD 253 Emporia
	USD 609 Greenbush	USD 628 SCKESC
	USD 626 SWPRSC	USD 629 Smoky Hill

*New districts will be assigned to a cohort based on the Early Childhood, Special Education and Title Services Monitoring Cycle Cohorts which can be found at: http://www.ksde.org/Default.aspx?tabid=572. Additionally, there may be diploma completion programs operating on an alternative model that KSDE is not yet aware of.

PERSONNEL REQUIREMENTS

Program Director

Program Director must be Kansas licensed/certified. The local board of education shall establish the licensure/certification requirements for the position.

Program Director is also responsible for coordinating the following services:

- Student/Family Communication: ensure ongoing and continuous communication occurs among schools, teachers, students, families, and other virtual staff members
- Technical Support: support all technical aspects of the virtual school or program, ensure student's opportunity to learn is not hindered because of technical problems and communicate technology back up plan to the parents/students during the enrollment process
- Professional Development: develop, implement, and evaluate training provided to all staff, students, and parents in the use of the online system
- Assessments: ensure that grade-level appropriate virtual students participate in all district and state assessments
- Data Entry: provide data entry services for course creation, enrollment of students in virtual courses, and processing of student grades for report cards and transcripts

Teaching Staff

The diploma completion program must employ Kansas licensed teachers to provide instruction and/or Kansas licensed virtual course monitors to provide oversight of students. If virtual course monitors are employed, the student must have access to Kansas licensed and certified content teachers to answer content specific questions for every core subject the student is enrolled in. The virtual course monitor may answer questions for elective subjects the student is enrolled in. Teachers and virtual course monitors for adult students should be licensed at the secondary level. All staff are expected to provide responses to students and families within a 24-hour turnaround during school days.

Teacher: Provides direct instruction to students and/or grades content specific assignments

- Must be licensed and certified in the appropriate content area and at the secondary level

Virtual Course Monitors: Monitors students in an online curriculum that provides the instruction and automatically grades assignments or provides rubric for monitors to grade assignments

- Must be licensed at the secondary level

The diploma completion program may also employ teaching assistants/paraprofessionals to assist with small group instruction designed by the teacher, tutoring, communication outreach with students and families, technology issues and test proctoring.

Counseling Staff

The services of a Kansas licensed counselor must be made available to all DCP students. This can be done virtually or in a face-to-face setting.

PROGRAM REQUIREMENTS

Enrollment and Attendance

Alternative Students

Alternative students must attend at least two days in order to be included in the district's enrollment count. Students must attend a single day on or before September 19 AND a single day on or after September 20, but on or before October 4.

Alternative time should be documented with sign-in/sign out sheets showing when the student was in attendance. Onsite attendance at a building within another district requires written permission from the superintendent of that other district.

Once the student has fulfilled the two-day attendance rule above, to compute minutes enrolled, find the longest day the student attended (limited to 360 minutes) on any day on or before September 19 and the longest day the student attended (limited to 360 minutes) on or after September 20, but on or before October 4. Add the two numbers together and divide by 2, rounded to a whole minute.

Courses, Credits and Assessments

Goals and objectives for all online courses must be correlated to local, state, and/or national standards to ensure quality in content. Students and parents must be provided access to the standards being taught within each online course, upon request.

Syllabus information (outlines, materials lists, communication expectations, grading policies and grading formats) and assignment completion timelines or target dates must be provided for each online course.

Students must be awarded credit when they have met all goals and objectives for each online course and demonstrated competence.

Credits must be reported to the district for immediate entry onto the student's transcript at the end of each semester.

State assessments must be provided and proctored for all grade-level appropriate students.

Communication with Student and Families

DCP staff must communicate regularly with students and their families. KSDE recommends at least weekly communication, even if the student is performing well.

Required communication includes, but is not limited to:

- Orientation sessions
- Feedback on performance before final course grades are awarded
- Graduation plan review each semester and as often as necessary

A backup plan for handling communication should be developed in the event the teacher or virtual course monitor is not available.

Student Involvement and Support Services

Opportunities for students to engage in interactive activities must be provided (e.g. field trips, district activities, study sessions, chat groups, video conferencing, online clubs, onsite celebrations and face-to-face instruction).

Students and families must be provided an academic/activity calendar for the diploma completion program.

A district policy, that aligns with federal law, must be established for the provision of special education, ESOL, migrant and homeless services for DCP students.

Student intervention plans must be developed for students, as needed, to address attendance and academic issues.

Professional Development

All staff involved with the diploma completion program must receive professional development that is appropriate for their job responsibilities, as determined by district. Professional development should be documented per district processes.

Required topics include, but are not limited to:

- Pedagogy
- Communication, classroom management and student engagement strategies
- Using the e-Learning system, as well as any other hardware/software required

School Improvement and Accreditation

Diploma completion programs must be integrated into district's strategic plan and included in district policies.

Diploma completion programs must adhere to all relevant state statutes, regulations and requirements.

Diploma completion programs must report all data as required by the Kansas State Department of Education, including Kansas Individual Data on Students (KIDS) records (ASGT, ENRL, EXIT, EOYA, TEST and STCO).

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 9

Staff Initiating:	Director:	Commissioner:	Meeting Date: 4/19/2016
Catherine Chmidling	Scott Myers	Randy Watson	

Item Title:

Act on Program Standards: Art (PreK-12), Gifted (K-6, 5-8, 6-12, PreK-12), Music (PreK-12), Instrumental Music (PreK-12), and Vocal Music (PreK-12)

Board Goals:

Provide an effective educator in every classroom

Recommended Motion:

It is moved that the Kansas State Board of Education approve the revised educator preparation program standards for Art (PreK-12), Gifted (K-6, 5-8, 6-12, PreK-12), Music (PreK-12), Instrumental Music (PreK-12), and Vocal Music (PreK-12).

Explanation of Situation Requiring Action:

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. In March, completed sets of revised standards were presented for review: Art (PreK-12), Gifted (K-6, 5-8, 6-12, PreK-12), Music (PreK-12), Instrumental Music (PreK-12), and Vocal Music (PreK-12). Approval of the standards is requested. 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.

The proposed standards, the previous standards and a crosswalk were provided at the March 2016 meeting. Staff and representatives from the respective standards revision committees will be available to answer questions.

Crosswalk: Previous versus New Art Education Standards

General Information about this Revision:

- Changed language in some standards to clarify, simplify and bring standards up to current practices in the field
- Added emphasis on collaboration, on including new technologies and artforms, on drawing on local community and global resources, and on using multiple forms of assessment to support teachers' decision making and student learning

Standard #1 Art Education Theory, History and Current Practice

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of art demonstrates a strong scholarly foundation in art education and has a clear conception of how art links students to the broad experiences of life.	**The teacher of art demonstrates a strong theoretical foundation in art education.**	Changed language to clarify, simplify and bring up to current practice in the field. Content Knowledge indicators: • Removed redundant indicator Professional Skills indicators: • No changes

Standard #2 Art Content Knowledge and Use

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of art demonstrates knowledge, competency and teaching ability in the content of art, including aesthetics, art history, art criticism, and studio performance	**The teacher of art demonstrates knowledge, competency and teaching ability in the content of art and design.**	Updated to current practices and standards in the field; Removed outdated language Content Knowledge indicators: • Simplified content areas • Made studio and art history knowledge more prominent

		• Identified the importance of having depth of knowledge in at least two art content areas Professional Skills indicators: • Recognized curriculum goals and standards must be used in a way that are appropriate and relevant to learners • Emphasized conditions, attitudes and behaviors that support creative and innovative thinking

Standard #3 Learning Environment

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of art creates an environment where individuals, art content and inquiry are held in high regard and where students can actively learn and create.	**The teacher creates a safe environment that supports individual and collaborative problem solving, and that encourages positive social interaction, active engagement in learning, and self-motivation.**	Clarified expectations; Added language that includes collaborative strategies; Recognizes increased use of information and technology Changes to: Content Knowledge indicators: • Better emphasized relationship between environment, media choices, and safety • Eliminated repetition Professional Skills indicators: • Added appropriate and safe use of information and technology

Standard #4 Curriculum

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of art selects and adapts a variety of appropriate resources, materials and technologies in order to design a	**The teacher of art selects and adapts a variety of appropriate resources, materials and technologies in order to design a curriculum, which enables**	Updated vocabulary to align with current state art standards; condensed and simplified language Content Knowledge indicators:

curriculum which enables students to learn, make, and respond to art.	**students to create, present, respond, and connect to art.**	• Added local community and global resources as source for enhancing curriculum content • Made explicit the relationship between art content, curriculum design, standards in supporting higher order thinking Professional Skills indicators: • Clarified the importance of sequential curriculum • Eliminated language more appropriately placed in other standards

Standard #5 Arts Advocacy

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of art demonstrates knowledge of collaborative and promotional strategies for working with colleagues, families and community groups to achieve common goals for enriching the art program, enhancing students' learning and improving schools.	**The teacher of art demonstrates knowledge of collaborative and promotional strategies for working with colleagues, families and community groups to achieve common goals for enriching the art program, enhancing students' learning and improving the school environment.**	Made expectations more realistic; Language edited to fit broad approaches to art and advocacy Content Knowledge indicators: • Minor editing; no content changed Professional Skills indicators: • Consolidated overlapping and repetitive language

Standard #6 Assessment

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of art understands the purposes, principles, and design of assessments, as well as the importance of regular monitoring,	**The teacher of art understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress,**	Enlarged assessment to include multiple methods; Linked assessment to students' engagement in their own growth; Added that assessment guides teachers' decision-making Content Knowledge indicators:

analysis and evaluation for assessing student and program improvement.	**and to guide the teachers' decision-making.**	• No changes Professional Skills indicators: • No changes

Standard #7 Professional Development

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of art demonstrates knowledge of professional art organizations, continues professional development, and shows responsibility to the field of art.	**The teacher of art demonstrates knowledge of professional art organizations and seeks professional growth and development opportunities to advance the profession.**	Simplified language; Increased emphasis on professional responsibility Content Knowledge indicators: • Minor editorial changes only Professional Skills indicators: • Minor editorial changes only

PROPOSED

Kansas Licensure Standards for Art Educators

****"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: The teacher of art demonstrates a strong theoretical foundation in art education.	
Content Knowledge	**Professional Skills**
1.1 CK The teacher understands the history and philosophy of art education.	1.4 PS The teacher formulates a personal teaching philosophy of art education.
1.2. CK The teacher discerns goals and purposes for art education.	1.5 PS The teacher interprets and uses current information to implement appropriate teaching practices for art education.
1.3. CK The teacher knows current trends and research in art education.	1.6 PS The teacher applies current trends and research in art education to develop curricula and classroom practices.
	1.7 PS The teacher uses relevant approaches and theories to align art education curricula and practices to the standards, goals, and policies of the state and local district.

Standard 2: The teacher of art demonstrates knowledge, competency and teaching ability in the content of art and design.	
Content Knowledge	**Professional Skills**
2.1 CK The teacher studies and engages in the process of artmaking, involving traditional, contemporary, and emerging studio approaches.	2.5. PS The teacher uses aesthetic theories to help students define art.
2.2. CK The teacher demonstrates competency in a variety of media, styles, processes, and techniques, including but not limited to 2D and 3D approaches to artmaking.	2.6. PS The teacher leads students in reflecting upon and assessing the merits of individual student work and the work of others.
2.3. CK The teacher has a thorough understanding of art history and the cultural and historical contexts surrounding works of art.	2.7 PS The teacher demonstrates how history, culture, and the arts can influence each other.
2.4. CK The teacher exhibits depth of understanding in one or more areas of art.	2.8 PS The teacher uses elements and principles of design to create and discuss artworks.
	2.9 PS The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards and are relevant to learners.
	2.10 PS The teacher creates lessons that establish the conditions, attitudes and behaviors that support creative and innovative thinking.

Standard 3: The teacher creates a safe environment that supports individual and collaborative problem solving and that encourages positive social interaction, active engagement in learning, and self-motivation.	
Content Knowledge	**Professional Skill**
3.1 CK The teacher recognizes and takes appropriate measures to ensure a safe classroom environment.	3.4 PS The teacher creates a classroom environment conducive to learning, creativity, and safety.
3.2 CK The teacher uses strategies to encourage learners to work productively and cooperatively to achieve learning goals.	3.5 PS The teacher uses a variety of effective instructional strategies to engage learners.
3.3 CK The teacher understands how the choice of media and processes impacts classroom design and arrangement.	3.6 PS The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others.
	3.7 PS The teacher implements appropriate safety practices when using and storing art tools, equipment, and other media.

Standard 4: The teacher of art selects and adapts a variety of appropriate resources, materials and technologies in order to design curriculum that enables students to create, present, respond, and connect to art.	
Content Knowledge	**Professional Skills**
4.1 CK The teacher knows media and processes for a variety of age and ability levels.	4.7 PS The teacher adapts media and processes to the age and abilities of students.
4.2 CK The teacher understands the use of various traditional and emerging instructional materials.	4.8 PS The teacher uses a variety of traditional and emerging instructional materials and strategies to create sequential lessons that enhance learning.
4.3 CK The teacher utilizes local and global community resources to enhance meaningful and relevant curriculum.	4.9 PS The teacher uses the goals and philosophy of art education to develop an art curriculum aligned to local, district, and state standards and policies.
4.4 CK The teacher understands curriculum theory and design and its effect on teaching practice.	
4.5 CK The teacher understands the relationship of curriculum design to the standards of visual art education to promote higher order thinking.	
4.6 CK The teacher knows the cost and value of materials and equipment and understands how to manage a budget.	

Standard 5: The teacher of art demonstrates knowledge of collaborative and promotional strategies for working with colleagues, families, and community groups to achieve common goals for enriching the art program, enhancing students' learning and improving the school environment.	
Content Knowledge	**Professional Skill**
5.1 CK The teacher knows collaborative teaching strategies with art colleagues and colleagues from other disciplines.	5.4 PS The teacher collaborates with peers and other members of the community to plan and implement initiatives which promote art.
5.2 CK The teacher knows entrepreneurial as well as educational initiatives that contribute to the general purpose of art education.	
5.3 CK The teacher recognizes the role of families and other community members in shaping the improvement of education as well as the enhancement of the arts.	

Standard 6: The teacher of art understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide teachers' decision-making.	
Content Knowledge	**Professional Skills**
6.1 CK The teacher understands various methods for the assessment and evaluation of students and programs.	6.4 PS The teacher conducts meaningful and appropriate assessments of programs and student progress to make quality instructional decisions.
6.2 CK The teacher understands the importance of student self-assessment.	6.5 PS The teacher creates fair and equitable assessments of works, skills and knowledge central to the content of art.
6.3 CK The teacher knows the purposes and processes for analyzing and reporting assessment data.	6.6 PS The teacher encourages student self-evaluation as a part of teaching and learning.

Standard 7: The teacher of art demonstrates knowledge of professional art organizations, and seeks professional growth and development opportunities to advance the profession.	
Content Knowledge	**Professional Skills**
7.1 CK The teacher knows the role of local, state and national art organizations.	7.4 PS The teacher seeks opportunities to engage in professional growth with local, state and national art organizations.
7.2 CK The teacher is aware of events and professional gatherings related to the arts.	7.5 PS The teacher uses strategies that advocate for the arts.
7.3 CK The teacher recognizes the responsibility of advocating for the arts.	

PREVIOUS LICENSURE STANDARDS
ART
Early Childhood through Late Adolescence/Adulthood
PreK-12

Standard #1 The teacher of art demonstrates a strong scholarly foundation in art education and has a clear conception of how art links students to the broad experiences of life.

Knowledge

1. The teacher understands the history and philosophy of art education.
2. The teacher discerns goals and purposes for art education.
3. The teacher knows current trends and research in art education.
4. The teacher compares and contrasts a variety of approaches and scholarly theories in art education.

Performance

1. The teacher formulates a personal teaching philosophy of art education.
2. The teacher interprets and uses current information to implement appropriate teaching practices for art education.
3. The teacher applies current trends and research in art education to develop curricula and classroom practices.
4. The teacher uses relevant approaches and theories to align art education curricula and practices to the standards, goals, and policies of the state and local district.

Standard #2 The teacher of art demonstrates knowledge, competency and teaching ability in the content of art, including aesthetics, art history, art criticism, and studio performance.

Knowledge

1. The teacher understands aesthetic theories as they relate to the visual arts.
2. The teacher understands methods and approaches to art criticism.
3. The teacher knows art history and understands the cultural and historical contexts surrounding works of art.
4. The teacher understands contemporary art and the art world.
5. The teacher characterizes elements and principles of design.
6. The teacher knows art involves critical thinking, emotion, and skill.
7. The teacher recognizes two- and three-dimensional problems in visual art.
8. The teacher discerns multiple solutions to visual and conceptual problems.
9. The teacher understands the process of visual perception.
10. The teacher demonstrates knowledge of drawing, painting and collage by competently using a variety of media, styles, processes, and techniques.
11. The teacher demonstrates knowledge of printmaking, photography and digital imaging by competently using various processes and techniques.
12. The teacher demonstrates knowledge of clay, metals and fibers and other three dimensional media by competently using traditional and/or creative processes and techniques.128
13. The teacher demonstrates knowledge of sculpture by competently using a variety of processes and techniques within carving, casting, modeling and constructing.
14. The teacher knows pedagogy which elicits creative behaviors.

Performance

1. The teacher uses aesthetic theories to help students define art.
2. The teacher leads students in reflecting upon and assessing the merits of individual student work and the work of others.
3. The teacher demonstrates how history, culture, and the arts can influence each other.
4. The teacher uses knowledge of art history to explain the contemporary art world.

5. The teacher uses elements and principles of design to create and discuss effective artworks.
6. The teacher plans lessons which utilize thought, expression and skill.
7. The teacher poses two and three-dimensional problems to students.
8. The teacher solicits multiple solutions to visual and conceptual problems in art.
9. The teacher relates visual perception to the aesthetic experience.
10. The teacher plans lessons and presents studio experiences in drawing, painting and collage.
11. The teacher plans lessons and presents studio experiences in printmaking, photography and digital imaging.
12. The teacher plans lessons and presents studio experiences with clay, metals, fibers and other three dimensional media.
13. The teacher plans lessons and presents studio experiences in carving, casting, modeling and constructing.
14. The teacher applies pedagogy which elicits creative behavior.

Standard #3 The teacher of art creates an environment where individuals, art content and inquiry are held in high regard and where students can actively learn and create.

Knowledge

1. The teacher recognizes the effect a classroom's environment and ambiance has upon safety, learning, and creativity.
2. The teacher knows a variety of effective instructional strategies.
3. The teacher understands how the choice of media and processes impacts classroom design and arrangement.
4. The teacher knows the various safety factors to consider when arranging a classroom.
5. The teacher understands the safety measures for using art tools and operating art equipment.
6. The teacher recognizes the health hazards associated with some art materials, such as paint thinners and other potentially toxic substances.

Performance

1. The teacher creates a classroom environment and ambiance conducive to learning, creativity, and safety.
2. The teacher uses a variety of effective instructional strategies.
3. The teacher adjusts classroom arrangement to the specific media and processes used in art.
4. The teacher arranges the art classroom according to known safety factors.
5. The teacher implements appropriate safety practices when using art tools and operating equipment.
6. The teacher practices safe measures in storing, handling and ventilating of potentially dangerous substances.

Standard #4 The teacher of art selects and adapts a variety of appropriate resources, materials and technologies in order to design a curriculum which enables students to learn, make, and respond to art.

Knowledge

1. The teacher knows media and processes for a variety of age and ability levels.
2. The teacher understands the use of various traditional and emerging instructional materials.
3. The teacher knows human and environmental resources which enhance student learning.
4. The teacher understands curriculum theory and design and its effect on teaching practice.
5. The teacher knows the various career opportunities within the art field, and is knowledgeable of portfolio preparation.
6. The teacher understands the relation of visual art to other art forms.

7. The teacher understands the relation of curriculum design to the goals of art education.
8. The teacher knows the cost and value of materials, equipment, and how to manage a budget.

Performance

1. The teacher adapts media and processes to the age and abilities of students.
2. The teacher uses a variety of traditional and emerging instructional materials to augment teaching and enhance learning.
3. The teacher uses human and environmental resources to enhance learning.129
4. The teacher implements curriculum theory to design an appropriate sequence of art lessons, art units and art curriculum.
5. The teacher includes portfolio preparation and discussions on art careers.
6. The teacher relates visual art lessons to other forms of art.
7. The teacher uses the goals and philosophy for art education to develop an art curriculum aligned to local, district and state standards and policies.
8. The teacher manages the art budget and keeps accurate records.

Standard #5 The teacher of art demonstrates knowledge of collaborative and promotional strategies for working with colleagues, families and community groups to achieve common goals for enriching the art program, enhancing students' learning and improving schools.

Knowledge

1. The teacher knows collaborative teaching strategies with art colleagues and colleagues from other disciplines.
2. The teacher knows entrepreneurial as well as educational initiatives which contribute to the general purpose of art education.
3. The teacher recognizes the role of families and other community members in shaping the improvement of education as well as the enhancement of the arts.

Performance

1. The teacher collaborates with colleagues to plan and implement initiatives which promote interdisciplinary studies and cooperative learning.
2. The teacher collaborates with families and community members to sponsor initiatives which bring communities and schools closer together.
3. The teacher develops relationships with families and other community members to gain valuable insights into students, their interests, and their ability to learn.

Standard #6 The teacher of art understands the purposes, principles, and design of assessments, as well as the importance of regular monitoring, analysis and evaluation for assessing student and program improvement.

Knowledge

1. The teacher understands various methods for the assessment and evaluation of students and programs.
2. The teacher understands the importance of student self-assessment.
3. The teacher knows the purposes and processes for analyzing and reporting assessment data.

Performance

1. The teacher conducts meaningful and appropriate assessments of programs and student progress to make quality
instructional decisions.
2. The teacher creates fair and equitable assessments of works, skills and knowledge central to the content of art.
3. The teacher encourages student self-assessment as a part of teaching and learning.

Standard #7 The teacher of art demonstrates knowledge of professional art organizations, continues professional development, and shows responsibility to the field of art.

Knowledge

1. The teacher knows local, state and national art organizations.
2. The teacher knows of events and professional gatherings related to the arts.
3. The teacher recognizes responsibility for promoting the arts.

Performance

1. The teacher communicates with local, state and national art organizations.
2. The teacher participates in events which contribute to the professional development of self and others.
3. The teacher uses strategies which advocate for the arts.

Crosswalk: Previous versus New Gifted Standards

General Information about this Revision:

- Updated standards for alignment with NAGC and INTASC Standards, and Praxis exam categories
- Rephrased standards for clarity by reducing redundancies
- References “gifted education teacher” and “learners identified as gifted”
- Adds “diversity” throughout the standards

Standard 1 Learner Development and Individual Learning Differences

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
The teacher of learners with needs for gifted curriculum understands learner diversity and provides experiences for cognitive, academic, social, and emotional development (Standard 2).	**The gifted education teacher applies understanding of cognitive and affective development and individual differences to provide appropriate learning experiences for learners identified as gifted (Standard 1).**	• **Moved content knowledge and professional skills from Standard 2 into Standard 1** • **Combined needs into “cognitive, social and emotional” categories** • **Emphasized individual differences**

Standard 2 Learning Environments

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
The teacher of learners with needs for gifted curriculum understands learning environments that accommodate diverse needs of learners and arranges learning experiences that are responsive to cognitive, academic, social, and emotional needs (Standard 5).	**The gifted education teacher creates learning environments that are responsive to the cognitive and affective needs of learners identified as gifted (Standard 2).**	• **Moved content knowledge and professional skills from Standard 5 into Standard 2** • **Combined needs into “cognitive, social and emotional” categories**

Standard 3 Instructional Planning and Strategies

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of learners with needs for gifted curriculum understands curriculum and instruction in general education, special education, and education of learners who are gifted and applies those skills in structuring advanced and expanded state and local curriculum (Standard 4). The teacher of learners with needs for gifted curriculum understands and provides experience in skill development in problem-solving, critical and creative thinking, social interaction, leadership, and service (Standard 6).	The gifted education teacher uses knowledge of general and specialized curricula by implementing evidence-based instructional strategies to advance learning of individuals identified as gifted (Standard 3).	• Moved content knowledge and professional skills from Standards 4 and 6 into Standard 3 • Combined needs into "cognitive, social and emotional" categories • Emphasized evidenced-based instructional strategies

Standard 4 Assessment

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of leaners with needs for gifted curriculum understands multiple methods of assessment and uses multiple methods of assessment to diagnose, evaluate, and monitor the learner's cognitive, academic, social, and emotional growth and development (Standard 3).	The gifted education teacher uses multiple methods of assessment to identify and monitor the progress of individuals identified as gifted (Standard 4).	• Moved content knowledge and professional skills from Standard 3 into Standard 4 • Combined needs into "cognitive, social and emotional" categories

Standard 5 Professional Learning and Ethical Practice

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
The teacher of learners with needs for gifted curriculum understands and applies philosophical, historical, and legal	The gifted education teacher uses foundational knowledge to advance	• Moved content knowledge and professional skills from Standards 1 and 8 into Standard 5

foundations of regular education, special education, and education of learners who are gifted. **Knowledge (Standard 1).** **The teacher of learners with needs for gifted learning experiences understands and practices professionalism and ethical behavior (Standard 8).**	**professional learning and inform ethical practice (Standard 5).**	

Standard 6 Communication and Collaboration

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of learner with needs for gifted learning experiences understands and uses skills in communication and collaboration in diverse societies to facilitate cognitive, academic, social and emotional development of learners who are gifted (Standard 7).	**The gifted education teacher communicates and collaborates with stakeholders to address the cognitive and affective needs of individuals identified as gifted in the school, home, and community (Standard 6).**	• **Moved content knowledge and professional skills from Standard 7 into Standard 6** • **Combined needs into "cognitive, social and emotional" categories** • **Delineated school, home and community environments**

PROPOSED

Kansas Licensure Standards for Gifted Educators

****"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: Learner Development and Individual Learning Differences. The gifted education teacher applies understanding of cognitive, social and emotional development and individual differences to provide appropriate learning experiences for diverse individuals identified as gifted.	
Function 1: Learner Development	
Content Knowledge	**Professional Skills**
1.1.1 CK The teacher describes cognitive, social and emotional development across the lifespan of diverse individuals identified as gifted in special education and general education classrooms.	1.1.4 PS The teacher responds to cognitive, social and emotional development of diverse individuals identified as gifted by providing appropriate learning experiences in special education and general education classrooms.
1.1.2 CK The teacher understands how cognitive, social and emotional development influences advanced abilities of diverse individuals identified as gifted in school, home and community settings.	1.1.5 PS The teacher applies understanding of cognitive, social and emotional developmental influences by designing experiences that advance abilities of diverse individuals identified as gifted in school, home and community settings.
1.1.3 CK The teacher knows how asynchronous development impacts relationships between diverse individuals identified as gifted and their peers in special education and general education classrooms.	1.1.6 PS The teacher provides support for the asynchronous development of diverse individuals identified as gifted by creating meaningful experiences with peers in special education and general education classrooms.
Function 2: Learner Differences	
Content Knowledge	**Professional Skills**
1.2.1 CK The teachers recognizes similarities and differences among and between diverse individuals identified as gifted and the general education student populations.	1.2.4 PS The teacher differentiates instruction to optimize learning and meet high academic standards for diverse individuals identified as gifted in special education and general education classrooms.
1.2.2 CK The teacher understands how influences across and within various cultures can impact experiences of diverse individuals identified as gifted in schools, homes and communities.	1.2.5 PS The teacher responds to influences across and within various cultures by providing inclusive, challenging learning experiences for diverse individuals identified as gifted in schools, homes and communities.
1.2.3 CK The teacher knows how academic underachievement affects diverse individuals identified as gifted in special education and general education classrooms.	1.2.6 PS The teacher uses strategies to reverse academic underachievement of diverse individuals identified as gifted in special education and general education classrooms.

Standard 2: Learning Environments. The gifted education teacher creates learning environments that are responsive to the cognitive, social and emotional needs of diverse individuals identified as gifted.	
Function 1: Cognitive Environment	
Content Knowledge	**Professional Skills**
2.1.1 CK The teacher knows the importance of providing meaningful and interest-based activities to challenge diverse individuals identified as gifted, including the advantages and disadvantages in a variety of learning environments.	2.1.3 PS The teacher adapts instruction to offer culturally responsive experiences for diverse individuals identified as gifted in small group, whole group and independent learning environments.
2.1.2 CK The teacher recognizes stereotypes that impact learning environments of diverse individuals identified as gifted across a continuum of services.	2.1.4 PS The teacher challenges myths about diverse individuals identified with gifts to create positive learning environments in special education and general education classes.
Function 2: Social and Emotional Environment	
Content Knowledge	**Professional Skills**
2.2.1 CK The teacher understands how to create challenging learning environments that promote resiliency and well-being for diverse individuals identified as gifted.	2.2.3 PS The teacher manages safe and inclusive learning experiences that empower diverse individuals identified as gifted by adapting to expectations in special education and general education classrooms.
2.2.2 CK The teachers knows the role of intrinsic motivation and self-efficacy related to learning environments that address the abilities and needs of diverse individuals identified as gifted.	2.2.4 PS The teacher promotes positive social interactions and leadership skills for diverse individuals identified as gifted in schools, homes and communities.

Standard 3: Curricular Content and Instruction Planning. The gifted education teacher uses knowledge of general and specialized curricula by implementing evidence-based instructional strategies to advance learning of diverse individuals identified as gifted.	
Function 1: Curriculum	
Content Knowledge	**Professional Skills**
3.1.1 CK The teacher understands structures of the discipline, tools of inquiry and cross-disciplinary skills in curriculum for diverse individuals identified as gifted including differentiated goals, learning progression, conceptually challenging content with depth and complexity and alignment with state and national standards, benchmarks and regulations.	3.1.8 PS The teacher selects and adapts conceptually challenging curricula in specialized domains to promote thinking with depth and complexity and engage learning for diverse individuals identified as gifted.
3.1.2 CK The teacher knows the major models for development of a curriculum for diverse individuals identified as gifted including content mastery (subject based), process-product (skill based), and concept-based models (theme based).	3.1.9 PS The teacher integrates creative, social, emotional, leadership, and career skills with academic curricula for diverse learners identified as gifted.
3.1.3 CK The teacher understands the need to differentiate general education curriculum for diverse individuals identified as gifted based on academic needs, abilities, readiness, interests, and learning profiles.	3.1.10 PS The teacher uses research-based methods of differentiation to modify the general education curriculum for diverse individuals identified as gifted.

3.1.4 CK The teacher knows how to select, adapt and create differentiated materials and strategies that advance the learning of diverse individuals identified as gifted.	3.1.11 PS The teacher uses technologies to accomplish instructional objectives and integrates their use in the cognitive, social and emotional domains for diverse individuals identified as gifted.
3.1.5 CK The teacher understands the unique social and emotional and career guidance needs of diverse individuals identified as gifted that must be integrated into instruction.	3.1.12 PS The teacher assists learners in developing skills to evaluate their own learning and performance towards meeting cognitive, social, emotional and career goals of diverse individuals identified as gifted.
3.1.6 CK The teacher knows the importance of involving diverse individuals identified as gifted in planning, implementing, and evaluating their own learning.	3.1.13 PS The teacher provides opportunities for diverse individuals identified as gifted to explore, develop, or research their areas of interest and/or talent.
3.1.7 CK The teacher understands the types of assessment data that are used to inform instruction: formal and informal; summative and formative; pre- and post-assessment; and performance-based for diverse individuals identified as gifted.	3.1.14 PS The teacher interprets and uses assessment data for instructional planning in the cognitive, social and emotional domain for diverse individuals identified as gifted.
Function 2: Instructional Planning and Strategies	
Content Knowledge	**Professional Skills**
3.2.1 CK The teacher understands the variables that may affect how diverse individuals identified as gifted learn and perform including cultural and socioeconomic diversity, prior knowledge and experiences, self-confidence and self-esteem, developmental readiness, and other exceptionalities.	3.2.7 PS The teacher selects, adapts, and uses instructional strategies and materials based upon learner characteristics and needs of diverse individuals identified as gifted.
3.2.2 CK The teacher knows how to develop instructional objectives for complex products and performances of diverse individuals identified as gifted.	3.2.8 PS The teacher implements and evaluates learning differentiated goals and objectives of diverse individuals identified as gifted for complexity and depth.
3.2.3 CK The teacher knows a variety of strategies for instructing diverse individuals identified as gifted including higher-level questioning, problem-based learning, inquiry-based learning, and differentiated learning.	3.2.9 PS The teacher uses a variety of research-based instructional strategies to develop critical and creative thinking with depth and complexity, and problem-solving skills of diverse individuals identified as gifted.
3.2.4 CK The teacher knows how to pace instruction with depth and complexity to meet the individual needs of diverse individuals identified as gifted.	3.2.10 PS The teacher addresses the specific needs of diverse individuals identified as gifted using enrichment, flexible pacing, grouping options, and acceleration within and across grade levels.
3.2.5 CK The teacher understands how to develop metacognitive thinking processes in diverse individuals identified as gifted.	3.2.11 PS The teacher uses appropriate techniques and strategies for promoting social and emotional development and leadership skills of diverse individuals identified as gifted.

3.2.6 CK The teacher knows strategies for teaching diverse individuals identified as gifted self-advocacy and self-regulatory skills.	3.2.12 PS The teacher uses student responses and performance to evaluate and modify differentiated learning goals and objectives of diverse individuals identified as gifted.

Standard 4: Assessment. The gifted education teacher uses multiple methods of assessment to identify and monitor the progress of diverse individuals identified as gifted.	
Function 1: Identification	
Content Knowledge	**Professional Skills**
4.1.1 CK The teacher knows the processes and procedures for nominating and identifying gifted individuals using differentiated assessments.	4.1.6 PS The teacher selects and administers differentiated assessments that minimize bias during the identification process.
4.1.2 CK The teacher knows the basic terminology and types of quantitative and qualitative differentiated assessments used for identifying giftedness.	4.1.7 PS The teacher interprets and reports differentiated assessment data to stakeholders.
4.1.3 CK The teachers understands the importance of using multiple criteria for identifying giftedness.	4.1.8 PS The teacher collaborates with an interdisciplinary team and families to review intervention and differentiated assessment results, and determine appropriate services for individuals.
4.1.4 CK The teacher understands factors that can lead to the over-, under-, or misidentification of diverse individuals identified as gifted.	4.1.9 PS The teacher uses alternative differentiated assessments for identifying giftedness in special populations of diverse individuals identified as gifted.
4.1.5 CK The teacher understands the legal and ethical practices related to the identification and placement of diverse individuals identified as gifted.	
Function 2 : Progress Monitoring	
Content Knowledge	**Professional Skills**
4.2.1 CK The teacher understands the strengths and limitations of a variety of formal and informal assessment techniques to evaluate progress of diverse individuals identified as gifted.	4.2.3 PS The teacher develops and uses appropriate measures to assess the learning and progress of diverse individuals identified as gifted.
4.2.2 CK The teacher understands the various purposes of assessment to monitor progress of diverse individuals identified as gifted.	4.2.4 PS The teacher uses differentiated grading and feedback procedures to communicate progress to diverse individuals identified as gifted and their families in a timely, regular, and ethical manner.

Standard 5: Professional Learning and Ethical Practice. The gifted education teacher uses foundational knowledge to advance professional learning and inform ethical practice.	
Function 1 : Professional Learning	
Content Knowledge	**Professional Skills**
5.1.1 CK The teacher knows professional organizations, publications, and current issues related to the field of gifted education.	5.1.4 PS The teacher actively participates in professional development activities and learning communities that benefit stakeholders in the field of gifted education.
5.1.2 CK The teacher recognizes resources, opportunities and activities that enhance strengths and increase skills through professional growth and development in gifted education.	5.1.5 PS The teacher evaluates professional growth as a lifelong learner who reflects on and adjusts experiences using evidence-based practices in gifted education.
5.1.3 CK The teacher understands how foundational knowledge, perspectives, historical trends, and legal issues impact the education of diverse individuals identified as gifted.	5.1.6 PS The teacher advances the profession through leadership activities such as advocacy for diverse individuals identified as gifted and mentoring colleagues.
Function 2: Ethical Behavior	
Content Knowledge	**Professional Skills**
5.2.1 CK The teacher knows the standards, policies, laws, and regulations that guide ethical practice in the field of gifted education.	5.2.4 PS The teacher provides delivery of services inclusive of special populations of diverse individuals identified as gifted such as English Language Learners, Economically Disadvantaged and Twice-Exceptional.
5.2.2 CK The teacher understands how ethical and legal practices safeguard the rights of parents and the confidentiality of diverse individuals identified as gifted.	5.2.5 PS The teacher practices ethical behaviors sensitive to complex issues of diversity for diverse individuals identified as gifted and their families.
5.2.3 CK The teacher recognizes how implications of giftedness impact learning and the continuum of services for diverse individuals identified as gifted in special education and regular education classrooms.	5.2.6 PS The teacher implements ethical practices and services related to schools, organizations and agencies that support diverse individuals identified as gifted.

Standard 6: Communication and Collaboration. The gifted education teacher communicates and collaborates with stakeholders to address the cognitive, social and emotional needs of diverse individuals identified as gifted in the school, home, and community.	
Function 1: Communication	
Content Knowledge	**Professional Skills**
6.1.1 CK The teacher understands the role of technology in effective communication to promote awareness of the needs of diverse individuals identified as gifted.	6.1.3 PS The teacher uses effective written and oral techniques to communicate with stakeholders regarding the needs of diverse individuals identified as gifted.
6.1.2 CK The teacher understands how diversity impacts communication regarding giftedness within the school, home, and community.	6.1.4 The teacher adjusts communication for language proficiency, cultural and linguistic differences of diverse individuals identified as gifted.
Function 2: Collaboration	
Content Knowledge	**Professional Skills**
6.2.1 CK The teacher is aware of resources and opportunities to support the needs of diverse individuals identified as gifted in the school, home, and community.	6.2.2 PS The teacher applies elements of effective collaboration within special education and general education classrooms to benefit diverse individuals identified as gifted.
	6.2.3 PS The teacher develops partnerships that benefit the education experience of diverse individuals identified as gifted across the lifespan.
	6.2.4 PS The gifted teacher serves as a resource and advocate to promote the field of gifted education within the school, home, and community.

PREVIOUS LICENSURE STANDARDS

GIFTED

K-6, 5-8, 6-12, PreK-12

Standard #1 The teacher of learners with needs for gifted curriculum understands and applies philosophical, historical, and legal foundations of regular education, special education, and education of learners who are gifted.

Knowledge

1. The teacher understands the historical background of the foundations, classic studies, and current research related to regular education, special education, and education for learners who are gifted.
2. The teacher understands the effects of historical background on current perspectives and practices in education for learners who are gifted.
3. The teacher understands theories, philosophies, and models that form the foundation for practices in education of learners who are gifted.
4. The teacher understands commonly used definitions and identification procedures for individuals who need advanced and expanded curriculum.
5. The teacher understands rights and responsibilities of parents, students, teachers, and schools as they relate to individuals who need advanced and expanded curriculum.
6. The teacher understands policies and issues at the national, state, and local levels that affect education of individuals with need for advanced and expanded curriculum.

Performance

1. The teacher articulates a personal philosophy, knowledge base, and goals of education related to instruction of learners with needs for advanced and expanded curriculum.
2. The teacher safeguards due process rights related to assessment, eligibility, and placement for all students with needs for advanced and expanded curriculum, including those whose potential may be overlooked due to effects of multiple exceptionalities, cultural and linguistic diversity, and/or socioeconomic disadvantages.
3. The teacher conducts instruction and other professional activities in accordance with historical and theoretical foundations, and requirements of federal and state laws, local district policies and procedures.

Standard #2 The teacher of learners with needs for gifted curriculum understands learner diversity and provides experiences for cognitive, academic, social, and emotional development.

Knowledge

1. The teacher understands principles of human development and nature of individual differences, particularly as applied to individuals who are gifted and their need for advanced and expanded curriculum.
2. The teacher understands differences in approaches to learning, and how these approaches relate to performance.
3. The teacher understands effects of various instructional methods on the education and cognitive, social, and emotional development of individuals with needs for advanced and expanded curriculum.
4. The teacher understands how learning is influenced by individual differences and experiences, including abilities, prior learning, language, culture, family, social, and community variables.
5. The teacher understands the impact of multiple exceptionalities that result in additional sensory, motor, and/or learning needs.
6. The teacher understands how cultural, ecological, and demographic variables affect the performance and functioning of learners with needs for advanced and expanded curriculum.
7. The teacher understands variations in beliefs, traditions, and values across and within cultures and their effects upon relationships among the learner, the family, and the school.
8. The teacher understands realities of how one's own culture, use of language and ways in which these may differ can affect learning.
9. The teacher understands behaviors and communication patterns among cultures that may result in misinterpretation and misunderstanding of the learner.
10. The teacher understands the impact of various educational settings and program options on individual learners with regard to cultural identity or economic class and physical, linguistic, academic, social, and emotional development.

Performance

1. The teacher identifies and describes learners' stages of development, learning abilities, strengths, styles, and needs for advanced and expanded curriculum.
2. The teacher uses information and appropriate resources to understand the cognitive, academic, cultural, social, and emotional needs of individuals with needs for advanced and expanded curriculum.
3. The teacher describes the effects of giftedness upon the learner's cognitive, social, emotional, and academic development, and upon the learner's acquisition, maintenance, and generalization of knowledge and skills.
4. The teacher demonstrates sensitivity to the effects of diverse culture, language, religion, gender, abilities, disabilities, socioeconomic status, and sexual orientation on learner need for advanced and expanded curriculum.
5. The teacher demonstrates awareness of own culture and use of language and ways in which these can differ from other cultures and uses of language.
6. The teacher demonstrates sensitivity to the impact of various educational placement options on learners who need advanced and expanded curriculum, with regard to cultural identity or economic class, and cognitive, linguistic, academic, social, and emotional development.

Standard #3 The teacher of learners with needs for gifted curriculum understands multiple methods of assessment and uses multiple methods of assessment to diagnose, evaluate, and monitor the learner's cognitive, academic, social, and emotional growth and development.

Knowledge

1. The teacher understands psychometric terms and principles used in assessment and evaluation.
2. The teacher understands a variety of assessment instruments and procedures used for screening, general education interventions, placement, evaluation, and re-evaluation.
3. The teacher understands construction and use of teacher-made objective tests, product assessments, and performance measures.
4. The teacher understands construction and administration of standardized tests, and product and performance measures.
5. The teacher understands legal provisions, regulations, and guidelines regarding unbiased assessment and ethical concerns related to use of assessment measures for learners who are gifted.
6. The teacher understands alignment of assessment with curriculum and instruction.
7. The teacher understands appropriate interpretation and applications of assessment results.
8. The teacher understands limitations and contributions of assessment instruments and procedures.
9. The teacher understands influences of cultural, linguistic, and socioeconomic diversity on assessment.
10. The teacher understands appropriate assessment procedures and instrumentation for learners with other exceptionalities.
11. The teacher understands scoring, grading, and reporting issues related to learners who are gifted.

Performance

1. The teacher selects, administers, and interprets formative and summative assessment procedures and norm-and criterion-referenced tests for needs of individuals who are gifted.
2. The teacher uses formal and informal observation and interview techniques in a variety of educational settings to identify learner needs.
3. The teacher uses multiple methods of assessment for determining appropriate services (if any) to meet identified needs.
4. The teacher applies comprehensive, systematic, objective, and equitable procedures for identifying and placing learners who are gifted in appropriate programming and services, and evaluating the match of those services with learner needs.
5. The teacher uses assessment and evaluation results to plan learning options and alternatives.
6. The teacher uses assessment and evaluation results to guide instruction and to make educational decisions.
7. The teacher interprets assessment results and reports as a member of the interdisciplinary team.
8. The teacher uses assessment and evaluation results to determine learner readiness for advanced and extended learning options and alternatives.
9. The teacher uses electronic technology for effective measurement, assessment, and evaluation.
10. The teacher develops rubrics, checklists, and other appropriate measures for assessing products and performances.

11. The teacher monitors and evaluates learner products, performances, and portfolios appropriately.
12. The teacher applies appropriate grading and feedback procedures to products and performances.
13. The teacher gathers information, creates, and maintains evaluation records confidentially, ethically, and professionally.
14. The teacher provides parents of identified students with progress reports toward goals at a frequency that coincides with reports provided in general education.

Standard #4 The teacher of learners with needs for gifted curriculum understands curriculum and instruction in general education, special education, and education of learners who are gifted and applies those skills in structuring advanced and expanded state and local curriculum.

Knowledge

1. The teacher understands a variety of specific, research-supported strategies for addressing individual needs for learning that include, but are not limited to, accelerated content, enriched material, flexible pace for learning, and opportunity for intellectual risk-taking.
2. The teacher understands learning theory, subject matter and related processes, curriculum, learner development stages within general education and education of learners who are gifted, and the impacts of multi-exceptionality, underachievement, and/or under-performance.
3. The teacher understands various appropriate learning environments related to effective instruction of individuals with needs for advanced and expanded curriculum.
4. The teacher understands a variety of research-supported instructional methods, techniques, and curricula that are appropriate for learners who are gifted.
5. The teacher understands a variety of techniques for modifying instructional methods and materials for learners who are gifted in general education settings.

Performance

1. The teacher interprets and uses assessment and evaluation data for instructional planning.
2. The teacher plans for and uses learning opportunities that recognize and address variations in learning styles and performance modes.
3. The teacher plans for and uses instructional programs and practices that respond to cultural, linguistic, motivational, and gender differences of learners who are gifted.
4. The teacher selects and uses appropriate technologies to accomplish instructional objectives and integrates them into instructional options and alternatives.
5. The teacher assists learners in applying a variety of technology methods to enhance student acquisition, processing, analysis, and presentation of information.
6. The teacher conducts and uses task analysis, discrepancy analysis, ecological inventories, informal assessment, and learner input to plan appropriate instruction.
7. The teacher selects, adapts, uses, and evaluates with the planning team instructional strategies and materials based upon learner characteristics and needs.
8. The teacher sequences, implements, and evaluates individual learning goals and objectives.
9. The teacher designs cognitively complex discussion questions, learning activities, projects, and assignments that promote complex thinking and engagement in learning.
10. The teacher assists learners in developing skills to evaluate their own thinking, learning, projects, and performances toward goals for cognitive, affective, social, and emotional development.
11. The teacher integrates creative, affective, social/leadership, and career or vocational skills with academic curricula.
12. The teacher uses strategies for facilitating transfer and application of knowledge and skills across learning environments.
13. The teacher uses techniques and strategies that promote successful transition to post-secondary learning programs by learners who are gifted.
14. The teacher models, teaches, and facilitates application of problem-solving strategies and critical and creative thinking skills appropriate for learners with needs for advanced and expanded curriculum.

Standard #5 The teacher of learners with needs for gifted curriculum understands learning environments that accommodate diverse needs of learners and arranges learning experiences that are responsive to cognitive, academic, social, and emotional needs.

Knowledge

1. The teacher understands research concerning best practices for managing learning experiences in the diverse classroom.
2. The teacher understands theories, methods, techniques, and strategies for teaching and facilitating learning.
3. The teacher understands research-supported grouping practices and programs, including team projects, career/vocational transition, internships, and mentorships.
4. The teacher understands use of technology for planning, teaching, guiding, and evaluating learning.
5. The teacher understands research-based models that are effective for accelerated programming.
6. The teacher understands responsibilities and duties of paraeducators in programming for learners who are gifted.
7. The teacher understands role in arranging and coordinating services of related services and support personnel in programming for learners who are gifted.

Performance

1. The teacher establishes and maintains learning environments supportive of diversity.
2. The teacher creates learning environments that promote love of learning, self-advocacy, independence, creativity, educational productivity, and desire for lifelong learning.
3. The teacher evaluates the manner in which different environments, teaching procedures, and classroom opportunities support and encourage educational productivity.
4. The teacher creates a safe, positive, supportive environment for learning and achieving individual education planning goals.
5. The teacher implements classroom opportunities for learners with needs for advanced and expanded curriculum in a variety of learning environments.
6. The teacher uses evaluation, planning, management, and assessment procedures to match learner needs with instructional environments, methods, and materials.
7. The teacher designs learning environments that enable learners to participate effectively in a variety of appropriate individual and group learning activities.
8. The teacher manages instruction of individuals alone and in small and large groups.
9. The teacher identifies, locates, develops, organizes, and presents teaching materials to implement lesson plans.
10. The teacher assists learners who are gifted in their involvement with identifying, creating, organizing, and processing learning materials to enhance their own learning.
11. The teacher assists learners who are gifted in evaluating their own thinking, learning, projects, and performances.
12. The teacher plans as a collaborative team member appropriate placement and instruction of individuals in a comprehensive continuum of instructional environments.
13. The teacher facilitates problem solving to guide the activities and involvement of paraeducators, aides, parents, volunteers, and peer tutors in instructional activities and support services.
14. The teacher directs, observes, evaluates, and provides feedback to paraeducators who assist with the advanced and expanded curriculum of learners who are gifted.

Standard #6 The teacher of learners with needs for gifted curriculum understands and provides experience in skill development in problem-solving, critical and creative thinking, social interaction, leadership, and service.

Knowledge

1. The teacher understands state and federal laws and regulations, and corresponding policies and procedures, that relate to instruction in thinking skills, problem-solving, social skills, and leadership skills.
2. The teacher understands the importance of multidisciplinary and collaborative decision-making related to developing problem solving, leadership, and social skills.
3. The teacher knows a variety of techniques and strategies for developing problem solving, thinking, social, and leadership skills in learners who are gifted.
4. The teacher understands how to use appropriate techniques and strategies for promoting and developing social, leadership, and service skills.

5. The teacher understands how to integrate individual and group curricula as well as programs that promote independence and self-actualization, self-monitoring, self-control, self-esteem, self-advocacy, and own self-direction in learning.
6. The teacher understands a variety of techniques for identifying one's own feelings and a variety of appropriate strategies for dealing with and expressing feelings.
7. The teacher understands the importance and effects of cultural, gender, linguistic, and other diversity-related influences upon behavior, problem solving, and social skill development as well as the importance of these variables for guiding and promoting social skill development.

Performance

1. The teacher uses a variety of techniques and strategies that encourage appropriate behavior and decrease inappropriate behavior by learners who are gifted in a variety of settings.
2. The teacher uses strategies that enable learners who are gifted to identify their own feelings and apply appropriate strategies for dealing with and expressing those feelings.
3. The teacher uses individual and group curricula and environmental variables to teach and facilitate self-management, problem solving, social, and leadership skills.
4. The teacher uses appropriate assessment and evaluation procedures to plan and implement programs that develop self-management, leadership, and social skills.
5. The teacher uses problem-solving and social skill intervention programs based on ethical and proven methods of best practices in accordance with federal, state, and district laws, regulations, policies, and procedures.
6. The teacher attends to cultural, gender, linguistic, and other diversity-related influences in planning and implementing programs that develop self-management, leadership, and social skills.
7. The teacher involves general education personnel, peers, parents, or families, students, and others in planning and implementing programs that develop self-management, social, leadership, and service skills.
8. The teacher uses methods of best practices for crisis prevention and intervention.
9. The teacher works with family and community organizations to promote learning of students who are gifted.

Standard #7 The teacher of learners with needs for gifted learning experiences understands and uses skills in communication and collaboration in diverse societies to facilitate cognitive, academic, social, and emotional development of learners who are gifted.

Knowledge

1. The teacher recognizes concerns of parents, families, and others involved with learners who need gifted curriculum.
2. The teacher knows roles and responsibilities shared by students, parents, general education teachers, related services and support personnel, and other school and community personnel in collaborative planning of individual learning programs.
3. The teacher understands effective verbal, non-verbal, and written techniques for communication with diverse populations to identify needs of learners who are gifted, and plan, implement, and evaluate programming for growth and development.
4. The teacher recognizes the role of technology in effective, efficient communication.
5. The teacher understands the interdependent relationships between general education and education for learners who are gifted in order to foster collaborative learning environments for excellence in learning.

Performance

1. The teacher uses effective verbal, non-verbal, and written techniques for communicating with and about learners who are gifted.
2. The teacher demonstrates effective consultation and problem-solving strategies in working with students, parents, general education teachers, mentors, and other school and community personnel.
3. The teacher assists learners with communication needs by modeling and teaching verbal and non-verbal communication strategies.
4. The teacher explains parental rights and responsibilities as described in state and federal statutes and guidelines regulating policies and procedures for special education.
5. The teacher encourages and assists families in becoming partners in the educational process.
6. The teacher communicates and collaborates with families, paraeducators, other teachers and school personnel, and community members in providing appropriate learning environments for learners who are gifted.

7. The teacher plans and conducts collaborative conferences with learners who are gifted and their families.
8. The teacher uses appropriate technology to communicate effectively with others for the advanced and expanded curriculum needs of learners who are gifted.
9. The teacher collaborates with others to obtain appropriate resources for learning needs.
10. The teacher develops organizational and management plans for effective use of time and resources in providing learning options and alternatives.
11. The teacher participates as a team member in various teaming models and collaborative activities related to planning, implementing, and evaluating instructional and related programs for advanced and expanded curriculum.
12. The teacher identifies sources of unique services, networks, and organizations for serving learners who are gifted who need advanced and expanded curriculum.
13. The teacher provides professional development to promote understanding of learners who are gifted, and learning environments necessary for serving those needs.

Standard #8 The teacher of learners with needs for gifted learning experiences understands and practices professionalism and ethical behavior.

Knowledge

1. The teacher knows standards and policies of the profession, and laws, regulations, and policies governing the practice of the profession.
2. The teacher knows best practices in educational methods and strategies and understands the differences between controversial, non-validated practices, and valid methods and strategies.
3. The teacher understands ethical practice for confidential communication with others about learners with exceptional learning needs.
4. The teacher understands that some attitudes and perceptions may facilitate or may interfere with professional and ethical practice for learners who are gifted.
5. The teacher knows about consumer and professional organizations, publications, and journals relevant to the field of gifted education.
6. The teacher recognizes opportunities and activities that enhance professional growth and development.

Performance

1. The teacher practices within codes of ethics and other standards of professionalism adopted by learned societies within the profession.
2. The teacher maintains a positive classroom and school climate that helps all learners grow and develop.
3. The teacher practices professional activities that foster maximum growth and development of all learners and their families.
4. The teacher demonstrates for others the professional and ethical behaviors appropriate for practice in the profession.
5. The teacher engages in activities that develop and advance one's own professional and ethical skills and knowledge.
6. The teacher engages in activities that develop and advance ethics and professionalism in the field.
7. The teacher uses research-based, best practices methods while analyzing and evaluating the potential of innovative and promising methods.
8. The teacher uses appropriate written and oral communication related to advocacy and educational programming for individuals with needs for advanced and expanded curriculum.
9. The teacher applies codes and standards of learned societies and professional organizations to one's own behaviors and attitudes.
10. The teacher practices systematic self-evaluation for professional growth and development.
11. The teacher uses relevant feedback from others to facilitate professional growth and development.

Crosswalk: Previous versus New Music PreK-12 Standards

General Information about this Revision:

» After careful consideration and discussion, the 9 standards as previously adopted were amended and refined to align with accreditation standards of both the National Association of Schools of Music (NASM) and the Council for Accreditation of Educator Preparation (CAEP). Furthermore, the new InTASC Standards were consulted to ensure that meeting the newly revised standards would provide a smooth transition into the classroom.

» Careful consideration was given to aligning all three areas of licensure to make them more consistent.

» After deliberation, the consensus of the committee was to reduce the current 9 standards to a total of 7. Redundant material was removed, while other knowledge and performance indicators were moved to standards that were more relevant.

» Standards 2 and 3 were merged to encompass the composition, arrangement, and improvisation music within the classroom.

» Standard 6 was merged with Standard 5 to create a comprehensive approach to musical analysis within the context of music teaching.

» The new Standard 6 addresses assessment of student learning in the music classroom.

» Standard 7 was integrated throughout musical pedagogy, listening, and analysis (Standards 1 and 4).

» Knowledge and Performance Expectations from Standard 8 were found in Standards 1,4, & 6 and were summarily moved to their respective standards. Those that did not fit were included in the new Standard 7.

» Finally, the new Standard 7 was recreated to encompass professionalism and reflective practice. Most of old standards 8 and 9 were refined and regrouped to better reflect the expectations of our future educators. The document below will highlight the main points of interest when comparing the new standards with the old.

Standard 1		
PREVIOUS STANDARD	**NEW STANDARD**	**WHAT CHANGED?**
Standard 1: The teacher of general music has skills in teaching and evaluation techniques for vocal, instrumental, and general music.	Standard 1: The teacher of PK-12 music has skills in pedagogy (planning, delivering instruction, and assessment) for vocal, instrumental, and general music.	Use of the term pedagogy which is more inclusive of the entire instructional process. Also, subcategories were listed to delineate types of pedagogy skills (planning, delivering instruction and assessment). **Additions to:** Content Knowledge indicators: 1.3 The teacher utilizes a variety of pedagogies appropriate to teaching singing, performing, listening, moving, creating, and reading/writing. Professional Skills indicators:

		1.7 The teacher develops pedagogy appropriate for various developmental stages, and models/implements musical skills, such as singing, performing, listening, moving, creating, and reading/writing.

Standard 2		
PREVIOUS STANDARD	**NEW STANDARD**	**WHAT CHANGED?**
Standard 2: The teacher of general music has skills in improvising melodies, variations, and accompaniments.	Standard 2: The teacher of PK-12 music has skills in creating, arranging, and improvising.	Change of terminology from general to PK-12. and revision of skill terms (create, arrange, improvise) to better align with state music standards.

Standard 3		
PREVIOUS STANDARD	**NEW STANDARD**	**WHAT CHANGED?**
Standard 3: The teacher of general music has skills in composing and arranging music.	Standard 3: The teacher of PK-12 music has skills in reading and writing music.	Formerly Standard 4 **Additions to:** Professional Skills indicators: 3.5 The teacher can develop and use criteria for evaluating and selecting materials for reading and writing musical compositions. 3.6 The teacher selects, maintains, and integrates technology to facilitate music reading and writing.

Standard 4		
PREVIOUS STANDARD	**NEW STANDARD**	**WHAT CHANGED?**
Standard 4: The teacher of general music has skills in reading and writing music.	Standard 4: The teacher of PK-12 music has skills in listening to, analyzing, describing, and performing music.	Formerly Standard 5 **Additions to:** Professional Skills indicators:

		4.5 The teacher describes and models relevant performance practices, techniques, and compositional devices.

Standard 5		
PREVIOUS STANDARD	**NEW STANDARD**	**WHAT CHANGED?**
Standard 5: The teacher of general music has skills in listening to, analyzing, and describing music.	Standard 5: The teacher of PK-12 music has skills in selecting, analyzing, interpreting, presenting, and evaluating music and music performance within the context of music education.	**Additions to:** Professional Skills indicators: 5.2 The teacher evaluates a varied repertoire of music through planning, engaged instruction, performance, and assessment. 5.3 The teacher demonstrates effective strategies for student exploration of the music of various historical periods and cultures as appropriate for various developmental stages.

Standard 6		
PREVIOUS STANDARD	**NEW STANDARD**	**WHAT CHANGED?**
Standard 6: The teacher of general music has skills in evaluating music and music performances.	Standard 6: The teacher of PK-12 music can assess musical knowledge and skills.	Old Standard 6 has been incorporated into Standard 5. New Standard addressing student assessment. **Additions to:** Content Knowledge indicators: 6.1 The teacher understands and uses multiple methods of assessment to measure student growth, monitor student progress, and inform both student and teacher decisions. Professional Skills indicators: 6.2 The teacher selects, designs, and applies music assessment strategies that evaluate the program to ensure students' learning, skill, and artistic development.

Standard 7		
PREVIOUS STANDARD	**NEW STANDARD**	**WHAT CHANGED?**
Standard 7: The teacher of general music has an understanding of music in relation to various historical periods and cultures.	Standard 7: The teacher of PK-12 music demonstrates professional responsibility and reflective practice.	New standard addressing professional and reflective practice in education. **Additions to:** Content Knowledge indicators: 7.1. The teacher understands cognitive, affective, and psychomotor aspects of music education to meet the needs of each learner. 7.2. The teacher is aware of the impact of a music program within a community. 7.3. The teacher understands appropriate professional, ethical, administrative (financial, management, organizational, and operational) aspects of an overall music program. Professional Skills indicators: 7.4. The teacher articulates a philosophy of music education. 7.5. The teacher provides musical experiences that enhance students' intellectual, personal, emotional, social, and career development. 7.6. The teacher acknowledges the unique musical contributions of cultural diversity. 7.7. The teacher manages instructional time effectively through appropriately structured learning-activities, efficient transitions and pacing, balanced presentations of music education materials, and music for performance. 7.8. The teacher operates and maintains musical instruments and equipment. 7.9. Teachers seek leadership roles and collaborative opportunities to ensure learner growth and to advance the profession.

		7.10 The teacher demonstrates abilities in knowledge of technology and its pedagogical application within the classroom to deepen the students' understandings of musical content.

Standard 8 (OLD - Now Omitted)		
PREVIOUS STANDARD	**NEW STANDARD**	**WHAT CHANGED?**
Standard 8: The teacher of general music has skills in establishing effective music-learning environments.	incorporated into Standards 1,4, 6, & 7	Standard 8 was assessed for redundancy and redundant material was omitted, while information that fit with other standards were added above.

Standard 9 (OLD - Now Omitted)		
PREVIOUS STANDARD	**NEW STANDARD**	**WHAT CHANGED?**
Standard 9: The teacher of general music advocates for the school music program in the community at large.	incorporated into Standard 7	Standard 9 was assessed for redundancy and redundant material was omitted, while information that fit with other standards were added above.

PROPOSED

Kansas Licensure Standards for Music PreK-12 Educators[1]

***"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: The teacher of PK-12 music has skills in pedagogy (planning, delivering instruction, and assessment) for vocal, instrumental, and general music. *[Modified to align with InTASC Learner and Learning Standard 1, InTASC Instructional Strategies Standards 6,7,8]*	
Content Knowledge	**Professional Skills**
1.1 CK The teacher understands repertoire and pedagogy appropriate for various developmental stages.	1.4 PS The teacher performs alone with musical understanding and technical proficiency sufficient to interpret and model representative works of the past and present.
1.2 CK The teacher knows representative works of the past and present from the solo, small, and large ensemble literature.	1.5 PS The teacher performs alone and in small and large ensembles (vocal and instrumental).
1.3 CK The teacher utilizes a variety of pedagogies appropriate to teaching singing, performing, listening, moving, creating, and reading/writing.	1.6 PS The teacher demonstrates the ability to access musical and literary resources for vocal and/or instrumental music.
	1.7 PS The teacher develops pedagogy appropriate for various developmental stages, and models/implements musical skills, such as singing, performing, listening, moving, creating, and reading/writing.
	1.8 PS The teacher demonstrates singing effective for instructional purposes.
	1.9 PS The teacher demonstrates functional knowledge of various instruments and musical technologies.

[1] Modifications of the current standards have been informed by the recent revisions of the national music standards (NA*f*ME, 2014).

Standard 2: The teacher of PK-12 music has skills in creating, arranging, and improvising. *[Aligned with Anchor Standards 1,2,3] [Modified to align with InTASC Content Standards 4,5; merged KSDE Music Standards 2 and 3]*	
Content Knowledge	**Professional Skills**
2.1 CK The teacher knows the characteristics, ranges and traditional usages of various musical sound sources to make the discipline accessible and meaningful for learners to assure mastery of content.	2.2 PS The teacher improvises melodies and accompaniments that are stylistically appropriate over various harmonic progressions for modeling and teaching improvisation.
	2.3 PS The teacher performs written accompaniments on the music keyboard or chord instrument and transposes accompaniments to developmentally appropriate keys and ranges.
	2.4 PS The teacher creates music appropriate for various developmental stages.
	2.5 PS The teacher transcribes or arranges selected music for voices and instruments other than those for which the pieces were written in ways that preserve or enhance musical expression.

Standard 3: The teacher of PK-12 music has skills in reading and writing music. *[Modified to align with InTASC Content Standards 4,5]*	
Content Knowledge	**Professional Skills**
3.1 CK The teacher understands the aural and notational skills required for creating and recreating music for instruction.	3.2 PS The teacher conducts from a variety of scores, reading multiple staves, transpositions, clefs, and contemporary notation.
	3.3 PS The teacher performs music notation at sight vocally and instrumentally.
	3.4 PS The teacher notates music from aural sources.
	3.5 PS The teacher can develop and use criteria for evaluating and selecting materials for reading and writing musical compositions.
	3.6 PS The teacher selects, maintains, and integrates technology to facilitate music reading and writing.

Standard 4: The teacher of PK-12 music has skills in listening to, analyzing, describing, and performing music. *[Aligned with Responding Anchor Standards 4,5,6; Aligned with Connecting Anchor Standards 10,11; Modified to align with InTASC Content Standards 4,5]*	
Content Knowledge	**Professional Skills**
4.1 CK The teacher knows technical and symbolic vocabulary of music.	4.4 PS The teacher identifies, through visual and aural analysis, composers and music representing diverse styles, periods, cultures, genres, and techniques of musical organization.
4.2 CK The teacher understands the organization of sound in musical forms.	4.5 PS The teacher describes and models relevant performance practices, techniques, and compositional devices.
4.3 CK The teacher understands the common elements of music and their interaction through aural and visual analysis.	4.6 PS The teacher demonstrates effective strategies for developing students' growth through a variety of active musical experiences.

Standard 5: The teacher of PK-12 music has skills in selecting, analyzing, interpreting, presenting, and evaluating music and music performance within the context of music education. *[Aligned with Responding Anchor Standards 7,8,9; Modified to align with InTASC Learner and Learning Standards 1,2,3; InTASC Instructional Practice Standards 7,8]*	
Content Knowledge	**Professional Skills**
5.1 CK The teacher understands criteria for evaluating the quality and effectiveness of teaching materials (i.e. compositions, arrangements, improvisations) and performances.	5.2 PS The teacher evaluates a varied repertoire of music through planning, engaged instruction, performance, and assessment.
	5.3 PS The teacher demonstrates effective strategies for student exploration of the music of various historical periods and cultures as appropriate for various developmental stages.
	5.4 PS The teacher facilitates student self-evaluation of music and musical performances.
	5.5 PS The teacher develops, plans and implements music classroom instruction and performance at all developmental levels (i.e. inclusive, solo, chamber, auditioned).

Standard 6: The teacher of PK-12 music can assess musical knowledge and skills. *[Aligns with InTASC Instructional Practice Standards 6]*	
Content Knowledge	**Professional Skills**
6.1 CK The teacher understands and uses multiple methods of assessment to measure student growth, monitor student progress, and inform both student and teacher decisions.	6.2 PS The teacher selects, designs, and applies music assessment strategies that evaluate the program to ensure students' learning, skill, and artistic development.

Standard 7: The teacher of PK-12 music demonstrates professional responsibility and reflective practice. *[Aligns with InTASC Professional Responsibility Standards 9,10]*	
Content Knowledge	**Professional Skills**
7.1 CK The teacher understands cognitive, affective, and psychomotor aspects of music education to meet the needs of each learner.	7.4 PS The teacher articulates a philosophy of music education.
7.2 CK The teacher is aware of the impact of a music program within a community.	7.5 PS The teacher provides musical experiences that enhance students' intellectual, personal, emotional, social, and career development.
7.3 CK The teacher understands appropriate professional, ethical, administrative (financial, management, organizational, and operational) aspects of an overall music program.	7.6 PS The teacher articulates the unique musical contributions of cultural diversity.
	7.7 PS The teacher manages the classroom and instructional time effectively through appropriately structured learning activities, efficient transitions and pacing, balanced presentations of music education materials, and music for performance.
	7.8 PS The teacher operates and maintains musical instruments and equipment.
	7.9 PS Teachers seek leadership roles and collaborative opportunities to ensure learner growth and to advance the profession.
	7.10 PS The teacher demonstrates abilities in knowledge of technology and its pedagogical application within the classroom to deepen the students' understandings of musical content.

PREVIOUS LICENSURE STANDARDS

MUSIC

Early Childhood through Late Adolescence/Adulthood

PreK-12

Standard #1 The teacher of general music has skills in teaching and evaluation techniques for vocal, instrumental, and general music.

Knowledge

1. The teacher understands repertoire appropriate for various developmental stages.
2. The teacher knows representative works of the past and present from the solo, small ensemble, and large ensemble literature.

Performance

1. The teacher performs alone with musical understanding and technical proficiency sufficient to interpret representative works of the past and present.
2. The teacher performs in small and large vocal ensembles or instrumental ensembles.
3. The teacher demonstrates the ability to access musical and literary resources for vocal and/or instrumental music.
4. The teacher develops instrumental pedagogy appropriate for various developmental stages.
5. The teacher demonstrates singing effective for instructional purposes.
6. The teacher demonstrates functional knowledge of various band and orchestra instruments.

Standard #2 The teacher of general music has skills in improvising melodies, variations, and accompaniments.

Knowledge

1. The teacher understands how to perform written accompaniments on the music keyboard or chord instrument and how to transpose accompaniments to appropriate keys.

Performance

1. The teacher improvises accompaniments that are stylistically appropriate.
2. The teacher improvises original melodies in a variety of styles, over given harmonic progression each in a consistent style, meter, and tonality.
3. The teacher uses resources to illustrate and teach improvisation.
4. The teacher performs simple accompaniments appropriate for classroom use.
5. The teacher transposes on musical instruments at sight.

Standard #3 The teacher of general music has skills in composing and arranging music.

Knowledge

1. The teacher knows the ranges and traditional usages of various musical sound sources.

Performance

1. The teacher composes music appropriate for various developmental stages.
2. The teacher uses imagination and technical skill in applying the principles of composition.
3. The teacher transcribes or arranges selected music for voices and instruments other than those for which the pieces were written in ways that preserve or enhance musical expression.

Standard #4 The teacher of general music has skills in reading and writing music.

Knowledge

1. The teacher can develop and use criteria for evaluating and selecting materials for reading and writing musical compositions.

Performance

1. The teacher conducts from a variety of scores, reading multiple staves, transpositions, clefs, and contemporary notation.

2. The teacher performs music notation at sight vocally and instrumentally.
3. The teacher notates music from aural sources.

Standard #5 The teacher of general music has skills in listening to, analyzing, and describing music.
Knowledge
1. The teacher knows technical and symbolic vocabulary of music.
2. The teacher understands the organization of sound in musical forms.
3. The teacher understands the common elements of music and their interaction through aural and visual analysis.
Performance
1. The teacher identifies, through visual and aural analysis, composers and music representing diverse styles, periods, cultures, genres, and techniques of musical organization.
2. The teacher describes compositional devices and techniques.
3. The teacher demonstrates effective strategies for developing students' growth through a variety of active musical experiences.

Standard #6 The teacher of general music has skills in evaluating music and music performances.
Knowledge
1. The teacher understands criteria for evaluating the quality and effectiveness of performances, compositions, arrangements, improvisations, and teaching materials.
Performance
1. The teacher facilitates student self-evaluation of music and musical performances.
2. The teacher demonstrates techniques for evaluating music and musical performances.

Standard #7 The teacher of general music has an understanding of music in relation to various historical periods and cultures.
Knowledge
1. The teacher understands musical events and characteristics of various historical periods and cultures.
Performance
1. The teacher demonstrates effective strategies for developing student exploration of the music of various historical periods and cultures as appropriate for various developmental stages.

Standard #8 The teacher of general music has skills in establishing effective music-learning environments.
Knowledge
1. The teacher understands appropriate administrative, financial, management, organizational, and operational aspects of an overall music program.
2. The teacher understands planning and implementation skills for music classroom instruction and performance at all developmental levels.
3. The teacher understands use and implementation of appropriate technology for the music classroom.
Performance
1. The teacher manages instructional time effectively through appropriately structured learning-activities, efficient transitions and pacing, balanced presentations of music education materials, and music for performance.
2. The teacher develops strategies for a balance of auditioned and all-inclusive musical participation.
3. The teacher incorporates technology in instruction.
4. The teacher applies music assessment strategies that evaluate the program and ensure students' continual improvement.
5. The teacher operates and maintains musical instruments and equipment.

Standard #9 The teacher of general music advocates for the school music program in the community at large.

Knowledge

1. The teacher understands cognitive, affective, and psychomotor aspects of the functions of music.
2. The teacher is aware of the audience/performer/composer interaction.

Performance

1. The teacher articulates a philosophy of music education.
2. The teacher provides musical experiences that enhance students' intellectual, personal, emotional, social, and career development.
3. The teacher acknowledges the unique musical contributions of cultural diversity.

Crosswalk: Previous versus New Instrumental Music Standards

General Information about this Revision:

» After careful consideration and discussion, the 9 standards as previously adopted were amended and refined to align with accreditation standards of both the National Association of Schools of Music (NASM) and the Council for Accreditation of Educator Preparation (CAEP). Furthermore, the new InTASC Standards were consulted to ensure that meeting the newly revised standards would provide a smooth transition into the classroom.

» Careful consideration was given to aligning all three areas of licensure to make them more consistent.

» After deliberation, the consensus of the committee was to reduce the current 9 standards to a total of 7. Redundant material was removed, while other knowledge and performance indicators were moved to standards that were more relevant.

» Standards 2 and 3 were merged to encompass the composition, arrangement, and improvisation music within the classroom.

» Standard 6 was merged with Standard 5 to create a comprehensive approach to musical analysis within the context of music teaching.

» The new Standard 6 addresses assessment of student learning in the music classroom.

» Standard 7 was integrated throughout musical pedagogy, listening, and analysis (Standards 1 and 4).

» Knowledge and Performance Expectations from Standard 8 were found in Standards 1,4, & 6 and were summarily moved to their respective standards. Those that did not fit were included in the new Standard 7.

» Finally, the new Standard 7 was recreated to encompass professionalism and reflective practice. Most of old standards 8 and 9 were refined and regrouped to better reflect the expectations of our future educators. The document below will highlight the main points of interest when comparing the new standards with the old.

Standard 1		
PREVIOUS STANDARD	**NEW STANDARD**	**WHAT CHANGED?**
Standard 1: The teacher of instrumental music has skills in teaching and evaluation techniques.	Standard 1: The teacher of instrumental music has skills in has skills in pedagogy (planning, delivering instruction, and assessment) techniques.	**Additions to:** Content Knowledge indicators: · [what's been added in Content Knowledge] Professional Skills indicators: · [what's been added in Professional Skills]

Standard 2		
PREVIOUS STANDARD	**NEW STANDARD**	**WHAT CHANGED?**
Standard 2: The teacher of instrumental music has skills in improvising melodies, variations, and accompaniments.	Standard 2: The teacher of instrumental PK-12 music has skills in creating, arranging, and improvising.	**Additions to:** Content Knowledge indicators: · [what's been added in Content Knowledge] Professional Skills indicators: · [what's been added in Professional Skills]

Standard 3		
PREVIOUS STANDARD	**NEW STANDARD**	**WHAT CHANGED?**
Standard 3: The teacher of instrumental music has skills in composing and arranging music.	Standard 3: The teacher of instrumentalPK-12 music has skills in reading and writing music.	**Additions to:** Content Knowledge indicators: · [what's been added in Content Knowledge] Professional Skills indicators: · [what's been added in Professional Skills]

Standard 4		
PREVIOUS STANDARD	**NEW STANDARD**	**WHAT CHANGED?**
Standard 4: The teacher of instrumental music has skills in reading and writing music.	Standard 4: The teacher of instrumentalPK-12 music has skills in listening to, analyzing, describing, and performing music.	**Additions to:** Content Knowledge indicators: · [what's been added in Content Knowledge] Professional Skills indicators: · [what's been added in Professional Skills]

Standard 5		
PREVIOUS STANDARD	**NEW STANDARD**	**WHAT CHANGED?**
Standard 5: teacher of instrumental music has skills in listening to, analyzing, and describing music.	Standard 5: The teacher of instrumentalPK-12 music has skills in selecting, analyzing, interpreting, presenting, and evaluating	**Additions to:** Content Knowledge indicators: · [what's been added in Content Knowledge] Professional Skills indicators:

	music within the context of music education.	· [what's been added in Professional Skills]

Standard 6		
PREVIOUS STANDARD	**NEW STANDARD**	**WHAT CHANGED?**
Standard 6: The teacher of instrumental music has skills in evaluating music and music performances.	Standard 6: The teacher of instrumentalPK-12 music can assess musical knowledge and skills.	**Additions to:** Content Knowledge indicators: · [what's been added in Content Knowledge] Professional Skills indicators: · [what's been added in Professional Skills]

Standard 7		
PREVIOUS STANDARD	**NEW STANDARD**	**WHAT CHANGED?**
Standard 7: The teacher of instrumental music has an understanding of music in relation to various historical periods and cultures.	Standard 7: The teacher of instrumentalPK-12 music demonstrates professional responsibility and reflective practice.	**Additions to:** Content Knowledge indicators: · 1. The teacher understands cognitive, affective, and psychomotor aspects of music education to meet the needs of each learner. 2. The teacher is aware of the impact of a music program within a community. 3. The teacher understands appropriate professional, ethical, administrative (financial, management, organizational, and operational) aspects of an overall music program. [what's been added in Content Knowledge] Professional Skills indicators: ·1. The teacher articulates a philosophy of music education. 2. The teacher provides musical experiences that enhance students' intellectual, personal, emotional, social, and career development.

		3. The teacher acknowledges the unique musical contributions of cultural diversity. 4. The teacher manages instructional time effectively through appropriately structured learning-activities, efficient transitions and pacing, balanced presentations of music education materials, and music for performance. 5. The teacher operates and maintains musical instruments and equipment. 6. Teachers seek leadership roles and collaborative opportunities to ensure learner growth and to advance the profession. 7. The teacher demonstrates abilities in knowledge of technology and its pedagogical application within the classroom to deepen the students' understandings of musical content. [what's been added in Professional Skills]

Standard 8 (OLD - Now Omitted)		
PREVIOUS STANDARD	**NEW STANDARD**	**WHAT CHANGED?**
Standard 8: The teacher of instrumental music has skills in establishing effective music-learning environments.	incorporated into Standards 1,4, 6, & 7	Standard 8 was assessed for redundancy and redundant material was omitted, while information that fit with other standards were added above.

Standard 9 (OLD - Now Omitted)		
PREVIOUS STANDARD	**NEW STANDARD**	**WHAT CHANGED?**
Standard 9: The teacher of instrumental music advocates for the school music program in the community at large.	incorporated into Standard 7	Standard 9 was assessed for redundancy and redundant material was omitted, while information that fit with other standards were added above.

PROPOSED
Kansas Licensure Standards for Instrumental Music PreK-12 Educators[2]

***"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: The teacher of instrumental music has skills in pedagogy (planning, delivering instruction, and assessment) for vocal, instrumental, and general music. *[Modified to align with InTASC Learner and Learning Standard 1, InTASC Instructional Strategies Standards 6,7,8]*	
Content Knowledge	**Professional Skills**
1.1 CK The teacher understands instrumental repertoire appropriate for various developmental stages.	1.4 PS The teacher performs on a single instrument with musical understanding and technical proficiency sufficient to interpret and model representative works of the past and present in solos, small ensembles, and large ensembles.
1.2 CK The teacher knows representative works of the past and present from the solo, small ensemble, and large ensemble literature.	1.5 PS The teacher demonstrates the ability to access musical and literary resources for instrumental music.
1.3 CK The teacher utilizes a variety of pedagogies appropriate to teaching singing, performing, listening, moving, creating, and reading/writing.	1.6 PS The teacher develops instrumental pedagogy appropriate for various developmental stages, and models/implements musical skills, such as singing, performing, listening, moving, creating, and reading/writing.
	1.7 PS The teacher demonstrates singing effective for instructional purposes.
	1.8 PS The teacher performs on all band and orchestra instruments sufficient to demonstrate appropriate tone production and techniques.

[2] Modifications of the current standards have been informed by the recent revisions of the national music standards (NA*f*ME, 2014).

Standard 2: The teacher of instrumental PK-12 music has skills in creating, arranging, and improvising. *[Aligned with Anchor Standards 1,2,3; Modified to align with InTASC Content Standards 4,5; merged KSDE Music Standards 2 and 3]*	
Content Knowledge	**Professional Skills**
2.1 CK The teacher knows the characteristics, ranges and traditional usages of various musical sound sources to make the discipline accessible and meaningful for learners to assure mastery of content.	2.2 PS The teacher improvises melodies and accompaniments that are stylistically appropriate over various harmonic progressions for modeling and teaching improvisation.
	2.3 PS The teacher performs written accompaniments on the music keyboard or chord instrument and transposes accompaniments to developmentally appropriate keys and ranges.
	2.4 PS The teacher creates music appropriate for various developmental stages.
	2.5 PS The teacher transcribes or arranges selected music for voices and instruments other than those for which the pieces were written in ways that preserve or enhance musical expression.

Standard 3: The teacher of instrumental music has skills in reading and writing music. *[Modified to align with InTASC Content Standards 4,5]*	
Content Knowledge	**Professional Skills**
3.1 CK The teacher understands the aural and notational skills required for creating and recreating music for instruction.	3.2 PS The teacher conducts from a variety of scores, reading multiple staves, transpositions, clefs, and contemporary notation.
	3.3 PS The teacher performs music notation at sight vocally and instrumentally.
	3.4 PS The teacher notates music from aural sources.
	3.5 PS The teacher can develop and use criteria for evaluating and selecting materials for reading and writing musical compositions.
	3.6 PS The teacher selects, maintains, and integrates technology to facilitate music reading and writing.

Standard 4: The teacher of instrumental music has skills in listening to, analyzing, describing, and performing music. *[Aligned with Responding Anchor Standards 4,5,6; Aligned with Connecting Anchor Standards 10,11; Modified to align with InTASC Content Standards 4,5]*	
4.1 CK The teacher knows technical and symbolic vocabulary of music.	4.4 PS The teacher identifies, through visual and aural analysis, composers and music representing diverse styles, periods, cultures, genres, and techniques of musical organization.
4.2 CK The teacher understands the organization of sound in musical forms.	4.5 PS The teacher describes and models relevant performance practices, techniques, and compositional devices.
4.3 CK The teacher understands the common elements of music and their interaction through aural and visual analysis.	4.6 PS The teacher demonstrates effective strategies for developing students' growth through a variety of active musical experiences.

Standard 5: The teacher of instrumental music has skills in selecting, analyzing, interpreting, presenting, and evaluating music and music performance within the context of music education. *[Aligned with Responding Anchor Standards 7,8,9; Modified to align with InTASC Learner and Learning Standards 1,2,3; InTASC Instructional Practice Standards 7,8]*	
Content Knowledge	**Professional Skills**
5.1 CK The teacher understands criteria for evaluating the quality and effectiveness of teaching materials (i.e. compositions, arrangements, improvisations) and performances.	5.2 PS The teacher evaluates a varied repertoire of music through planning, engaged instruction, and assessment.
	5.3 PS The teacher demonstrates effective strategies for developing student exploration of the music of various historical periods and cultures as appropriate for various developmental stages.
	5.4 PS The teacher facilitates student self-evaluation of music and musical performances.
	5.5 PS The teacher develops, plans and implements music classroom instruction and performance at all developmental levels (i.e. inclusive, solo, chamber, auditioned).

Standard 6: The teacher of instrumental music can assess musical knowledge and skills. *[Aligns with InTASC Instructional Practice Standards 6]*	
Content Knowledge	**Professional Skills**
6.1 CK The teacher understands and uses multiple methods of assessment to measure student growth, monitor student progress, and inform both student and teacher decisions.	6.2 PS The teacher selects, designs, and applies music assessment strategies that evaluate the program to ensure students' learning, skill, and artistic development.

Standard 7: The teacher of instrumental music demonstrates professional responsibility and reflective practice. *[Aligns with InTASC Professional Responsibility Standards 9,10]*	
Content Knowledge	**Professional Skills**
7.1 CK The teacher understands cognitive, affective, and psychomotor aspects of music education to meet the needs of each learner.	7.4 PS The teacher articulates a philosophy of music education.
7.2 CK The teacher is aware of the impact of a music program within a community.	7.5 PS The teacher provides musical experiences that enhance students' intellectual, personal, emotional, social, and career development.
7.3 CK The teacher understands appropriate professional, ethical, administrative (financial, management, organizational, and operational) aspects of an overall music program.	7.6 PS The teacher acknowledges the unique musical contributions of cultural diversity.
	7.7 PS The teacher manages the classroom and instructional time effectively through appropriately structured learning activities, efficient transitions and pacing, balanced presentations of music education materials, and music for performance.
	7.8 PS The teacher operates and maintains musical instruments and equipment.

	7.9 PS Teachers seek leadership roles and collaborative opportunities to ensure learner growth and to advance the profession.
	7.10 PS The teacher demonstrates abilities in knowledge of technology and its pedagogical application within the classroom to deepen the students' understandings of musical content.

PREVIOUS LICENSURE STANDARDS

INSTRUMENTAL MUSIC
Early Childhood through Late Adolescence/Adulthood
PreK-12

Standard #1 The teacher of instrumental music has skills in teaching and evaluation techniques.

Knowledge

1. The teacher understands instrumental repertoire appropriate for various developmental stages.
2. The teacher knows representative works of the past and present from the solo, small ensemble, and large ensemble literature.

Performance

1. The teacher performs on a single instrument with musical understanding and technical proficiency sufficient to interpret representative works of the past and present in solos, small ensembles, and large ensembles.
2. The teacher demonstrates the ability to access musical and literary resources for instrumental music.
3. The teacher develops instrumental pedagogy appropriate for various developmental stages.
4. The teacher demonstrates singing effective for instructional purposes.
5. The teacher performs on all band and orchestra instruments sufficient to demonstrate appropriate tone production and techniques.

Standard #2 The teacher of instrumental music has skills in improvising melodies, variations, and accompaniments.

Knowledge

1. The teacher understands how to perform written accompaniments on the music keyboard or chord instrument and how to transpose accompaniments to appropriate keys.

Performance

1. The teacher improvises accompaniments that are stylistically appropriate.
2. The teacher improvises original melodies in a variety of styles, over given harmonic progression each in a consistent style, meter, and tonality.
3. The teacher uses resources to illustrate and teach improvisation.
4. The teacher performs simple accompaniments appropriate for classroom use.
5. The teacher transposes on musical instruments at sight.

Standard #3 The teacher of instrumental music has skills in composing and arranging music.

Knowledge

1. The teacher knows the ranges and traditional usage of various musical sound sources.

Performance

1. The teacher composes music appropriate for various developmental stages.
2. The teacher uses imagination and technical skill in applying the principles of composition.
3. The teacher transcribes or arranges selected music for instruments other than those for which the pieces were written in ways that preserve or enhance musical expression.

Standard #4 The teacher of instrumental music has skills in reading and writing music.

Knowledge

1. The teacher can develop and use criteria for evaluating and selecting materials for reading and writing musical compositions.

Performance

1. The teacher conducts from a variety of scores, reading multiple staves, transpositions, clefs, and contemporary notation.
2. The teacher performs music notation at sight instrumentally.

3. The teacher notates music from aural sources.

Standard #5 The teacher of instrumental music has skills in listening to, analyzing, and describing music.

Knowledge

1. The teacher knows technical and symbolic vocabulary of music.
2. The teacher understands the organization of sound in musical forms.
3. The teacher understands the common elements of music and their interaction through aural and visual analysis.

Performance

1. The teacher identifies, through visual and aural analysis, composers and music representing diverse styles, periods, cultures, genres, and techniques of musical organization.
2. The teacher describes compositional devices and techniques.
3. The teacher demonstrates effective strategies for developing students' growth through a variety of active musical experiences.

Standard #6 The teacher of instrumental music has skills in evaluating music and music performances.

Knowledge

1. The teacher understands criteria for evaluating the quality and effectiveness of performances, compositions, arrangements, improvisations, and teaching materials.

Performance

1. The teacher facilitates student self-evaluation of music and musical performances.
2. The teacher demonstrates techniques for evaluating music and musical performances.

Standard #7 The teacher of instrumental music has an understanding of music in relation to various historical periods and cultures.

Knowledge

1. The teacher understands musical events and characteristics of various historical periods and cultures.

Performance

1. The teacher demonstrates effective strategies for developing student exploration of the music of various historical periods and cultures as appropriate for various developmental stages.

Standard #8 The teacher of instrumental music has skills in establishing effective music-learning environments.

Knowledge

1. The teacher understands appropriate administrative, financial, management, organizational, and operational aspects of an overall music program.
2. The teacher understands planning and implementation skills for music classroom instruction and performance at all developmental levels.
3. The teacher understands use and implementation of appropriate technology for the music classroom.

Performance

1. The teacher manages instructional time effectively through appropriately structured learning activities, efficient transitions and pacing, balanced presentations of music education materials, and music for performance.
2. The teacher develops strategies for a balance of auditioned and all-inclusive musical participation.
3. The teacher incorporates technology in instruction.
4. The teacher applies music assessment strategies that evaluate the program and ensure students' continual improvement.
5. The teacher operates and maintains musical instruments and equipment.

Standard #9 The teacher of instrumental music advocates for the school music program in the community at large.

Knowledge

1. The teacher understands cognitive, affective, and psychomotor aspects of the functions of music.
2. The teacher is aware of the audience/performer/composer interaction.

Performance

1. The teacher articulates a philosophy of music education.
2. The teacher provides musical experiences that enhance students' intellectual, personal, emotional, social, and career development.
3. The teacher acknowledges the unique musical contributions of cultural diversity.

Crosswalk: Previous versus New Vocal Music Standards

General Information about this Revision:

» After careful consideration and discussion, the 9 standards as previously adopted were amended and refined to align with accreditation standards of both the National Association of Schools of Music (NASM) and the Council for Accreditation of Educator Preparation (CAEP). Furthermore, the new InTASC Standards were consulted to ensure that meeting the newly revised standards would provide a smooth transition into the classroom.

» Careful consideration was given to aligning all three areas of licensure to make them more consistent.

» After deliberation, the consensus of the committee was to reduce the current 9 standards to a total of 7. Redundant material was removed, while other knowledge and performance indicators were moved to standards that were more relevant.

» Standards 2 and 3 were merged to encompass the composition, arrangement, and improvisation music within the classroom.

» Standard 6 was merged with Standard 5 to create a comprehensive approach to musical analysis within the context of music teaching.

» The new Standard 6 addresses assessment of student learning in the music classroom.

» Standard 7 was integrated throughout musical pedagogy, listening, and analysis (Standards 1 and 4).

» Knowledge and Performance Expectations from Standard 8 were found in Standards 1,4, & 6 and were summarily moved to their respective standards. Those that did not fit were included in the new Standard 7.

» Finally, the new Standard 7 was recreated to encompass professionalism and reflective practice. Most of old standards 8 and 9 were refined and regrouped to better reflect the expectations of our future educators. The document below will highlight the main points of interest when comparing the new standards with the old.

Standard 1		
PREVIOUS STANDARDS	**NEW STANDARDS**	**WHAT CHANGED?**
Standard 1: The teacher of vocal music has skills in teaching and evaluation techniques for vocal music.	Standard 1: The teacher of vocal music has skills in pedagogy (planning, delivering instruction, and assessment) for vocal music.	**Additions to:** Content Knowledge indicators: · [what's been added in Content Knowledge] Professional Skills indicators: · [what's been added in Professional Skills]

Standard 2		
PREVIOUS STANDARDS	**NEW STANDARDS**	**WHAT CHANGED?**
Standard 2: The teacher of vocal music has skills in improvising melodies, variations, and accompaniments.	Standard 2: The teacher of vocal music has skills in creating, arranging, and improvising.	**Additions to:** Content Knowledge indicators: · [what's been added in Content Knowledge] Professional Skills indicators: · [what's been added in Professional Skills]

Standard 3		
PREVIOUS STANDARDS	**NEW STANDARDS**	**WHAT CHANGED?**
Standard 3: The teacher of vocal music has skills in composing and arranging music.	Standard 3: The teacher of vocal music has skills in reading and writing music.	**Additions to:** Content Knowledge indicators: · [what's been added in Content Knowledge] Professional Skills indicators: · [what's been added in Professional Skills]

Standard 4		
PREVIOUS STANDARDS	**NEW STANDARDS**	**WHAT CHANGED?**
Standard 4: The teacher of vocal music has skills in reading and writing music.	Standard 4: The teacher of vocal music has skills in listening to, analyzing, describing, and performing music.	**Additions to:** Content Knowledge indicators: · [what's been added in Content Knowledge] Professional Skills indicators: · [what's been added in Professional Skills]

Standard 5		
PREVIOUS STANDARDS	**NEW STANDARDS**	**WHAT CHANGED?**
Standard 5: The teacher of vocal music has skills in listening to, analyzing, and describing music.	Standard 5: The teacher of vocal music has skills in selecting, analyzing, interpreting, presenting, and evaluating music within the context of music education.	**Additions to:** Content Knowledge indicators: · [what's been added in Content Knowledge] Professional Skills indicators: · [what's been added in Professional Skills]

Standard 6		
PREVIOUS STANDARDS	**NEW STANDARDS**	**WHAT CHANGED?**
Standard 6: The teacher of vocal music has skills in evaluating music and music performances.	Standard 6: The teacher of vocal music can assess musical knowledge and skills.	**Additions to:** Content Knowledge indicators: · [what's been added in Content Knowledge] Professional Skills indicators: · [what's been added in Professional Skills]

Standard 7		
PREVIOUS STANDARDS	**NEW STANDARDS**	**WHAT CHANGED?**
Standard 7: The teacher of vocal music has an understanding of music in relation to various historical periods and cultures.	Standard 7: The teacher of vocal music demonstrates professional responsibility and reflective practice.	**Additions to:** Content Knowledge indicators: · 1. The teacher understands cognitive, affective, and psychomotor aspects of music education to meet the needs of each learner. 2. The teacher is aware of the impact of a music program within a community. 3. The teacher understands appropriate professional, ethical, administrative (financial, management, organizational, and operational) aspects of an overall music program. Professional Skills indicators: ·1. The teacher articulates a philosophy of music education. 2. The teacher provides musical experiences that enhance students' intellectual, personal, emotional, social, and career development. 3. The teacher acknowledges the unique musical contributions of cultural diversity. 4. The teacher manages instructional time effectively through appropriately structured learning-activities, efficient transitions and

		pacing, balanced presentations of music education materials, and music for performance. 5. The teacher operates and maintains musical instruments and equipment. 6. Teachers seek leadership roles and collaborative opportunities to ensure learner growth and to advance the profession. 7. The teacher demonstrates abilities in knowledge of technology and its pedagogical application within the classroom to deepen the students' understandings of musical content.

Standard 8 (OLD Now Omitted)		
PREVIOUS STANDARDS	**NEW STANDARDS**	**WHAT CHANGED?**
Standard 8: The teacher of vocal music has skills in establishing effective music-learning environments.	incorporated into Standards 1,4, 6 & 7	Standard 8 was assessed for redundancy and redundant material was omitted, while information that fit with other standards were added above.

Standard 9 (OLD - Now Omitted)		
PREVIOUS STANDARDS	**NEW STANDARDS**	**WHAT CHANGED?**
Standard 9: The teacher of vocal music advocates for the school music program in the community at large.	incorporated into Standard 7	Standard 9 was assessed for redundancy and redundant material was omitted, while information that fit with other standards were added above.

PROPOSED

Kansas Licensure Standards for Vocal Music PreK-12 Educators[3]

***"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: The teacher of vocal music has skills in pedagogy (planning, delivering instruction, and assessment) for vocal, instrumental, and general music. *[Modified to align with InTASC Learner and Learning Standard 1, InTASC Instructional Strategies Standards 6,7,8]*	
Content Knowledge	**Professional Skills**
1.1 CK The teacher understands vocal repertoire appropriate for various developmental stages.	1.4 PS The teacher performs vocally with musical understanding and technical proficiency sufficient to interpret and model representative works of the past and present in solos, small ensembles, and/or large ensembles.
1.2 CK The teacher knows representative works of the past and present from the solo, small ensemble, and large ensemble literature.	1.5 PS The teacher demonstrates the ability to access musical and literary resources for vocal and/or instrumental music.
1.3 CK The teacher utilizes a variety of pedagogies appropriate to teaching singing, performing, listening, moving, creating, and reading/writing.	1.6 PS The teacher develops vocal pedagogy appropriate for various developmental stages, and models/implements musical skills, such as singing, performing, listening, moving, creating, and reading/writing.
	1.7 PS The teacher demonstrates functional knowledge of various band and orchestra instruments for instructional purposes.
	1.8 PS The teacher demonstrates singing effectively for instructional purposes.

Standard 2: The teacher of vocal music has skills in creating, arranging, and improvising. *[Aligned with Anchor Standards 1,2,3; Modified to align with InTASC Content Standards 4,5; merged KSDE Music Standards 2 and 3]*	
Content Knowledge	**Professional Skills**
2.1 CK The teacher knows the characteristics, ranges and traditional usages of various musical sound sources to make the discipline accessible and meaningful for learners to assure mastery of content.	2.2 PS The teacher improvises melodies and accompaniments that are stylistically appropriate over various harmonic progressions for modeling and teaching improvisation.
	2.3 PS The teacher performs written accompaniments on the music keyboard or chord instrument and transposes accompaniments to developmentally appropriate keys and ranges.
	2.4 PS The teacher creates music appropriate for various developmental stages.
	2.5 PS The teacher transcribes or arranges selected music for voices and instruments other than those for which the pieces were written in ways that preserve or enhance musical expression.

[3] Modifications of the current standards have been informed by the recent revisions of the national music standards (NA*f*ME, 2014).

Standard 3: The teacher of vocal music has skills in reading and writing music. *[Modified to align with InTASC Content Standards 4,5]*	
Content Knowledge	**Professional Skills**
3.1 CK The teacher understands the aural and notational skills required for creating and recreating music for instruction.	3.2 PS The teacher conducts from a variety of scores, reading multiple staves, transpositions, clefs, and contemporary notation.
	3.3 PS The teacher performs music notation at sight vocally and instrumentally.
	3.4 PS The teacher notates music from aural sources.
	3.5 PS The teacher can develop and use criteria for evaluating and selecting materials for reading and writing musical compositions.
	3.6 PS The teacher selects, maintains, and integrates technology to facilitate music reading and writing.

Standard 4: The teacher of vocal music has skills in listening to, analyzing, describing, and performing music. *[Aligned with Responding Anchor Standards 4,5,6; Aligned with Connecting Anchor Standards 10,11; Modified to align with InTASC Content Standards 4,5]*	
Content Knowledge	**Professional Skills**
4.1 CK The teacher knows technical and symbolic vocabulary of music.	4.4 PS The teacher identifies, through visual and aural analysis, composers and music representing diverse styles, periods, cultures, genres, and techniques of musical organization.
4.2 CK The teacher understands the organization of sound in musical forms.	4.5 PS The teacher describes and models relevant performance practices, techniques, and compositional devices.
4.3 CK The teacher understands the common elements of music and their interaction through aural and visual analysis.	4.6 PS The teacher demonstrates effective strategies for developing students' growth through a variety of active musical experiences.

Standard 5: The teacher of vocal music has skills in selecting, analyzing, interpreting, presenting, and evaluating music and music performance within the context of music education. *[Aligned with Responding Anchor Standards 7,8,9; Modified to align with InTASC Learner and Learning Standards 1,2,3; InTASC Instructional Practice Standards 7,8]*	
Content Knowledge	**Professional Skills**
5.1 CK The teacher understands criteria for evaluating the quality and effectiveness of teaching materials (i.e. compositions, arrangements, improvisations) and performances.	5.2 PS The teacher evaluates a varied repertoire of music through planning, engaged instruction, and assessment.
	5.3 PS The teacher demonstrates effective strategies for developing student exploration of the music of various historical periods and cultures as appropriate for various developmental stages.
	5.4 PS The teacher facilitates student self-evaluation of music and musical performances.
	5.5 PS The teacher develops, plans and implements music classroom instruction and performance at all developmental levels (i.e. inclusive, solo, chamber, auditioned).

Standard 6: The teacher of vocal music can assess musical knowledge and skills. *[Aligns with InTASC Instructional Practice Standards 6]*	
Content Knowledge	**Professional Skills**
6.1 CK The teacher understands and uses multiple methods of assessment to measure student growth, monitor student progress, and inform both student and teacher decisions.	6.2 PS The teacher selects, designs, and applies music assessment strategies that evaluate the program to ensure students' learning, skill, and artistic development.

Standard 7: The teacher of vocal music demonstrates professional responsibility and reflective practice. *[Aligns with InTASC Professional Responsibility Standards 9,10]*	
Content Knowledge	**Professional Skills**
7.1 CK The teacher understands cognitive, affective, and psychomotor aspects of music education to meet the needs of each learner.	7.4 PS The teacher articulates a philosophy of music education.
7.2 CK The teacher is aware of the impact of a music program within a community.	7.5 PS The teacher provides musical experiences that enhance students' intellectual, personal, emotional, social, and career development.
7.3 CK The teacher understands appropriate professional, ethical, administrative (financial, management, organizational, and operational) aspects of an overall music program.	7.6 PS The teacher acknowledges the unique musical contributions of cultural diversity.
	7.7 PS The teacher manages the classroom and instructional time effectively through appropriately structured learning activities, efficient transitions and pacing, balanced presentations of music education materials, and music for performance.
	7.8 PS The teacher operates and maintains musical instruments and equipment.
	7.9 PS Teachers seek leadership roles and collaborative opportunities to ensure learner growth and to advance the profession.
	7.10 PS The teacher demonstrates abilities in knowledge of technology and its pedagogical application within the classroom to deepen the students' understandings of musical content.

PREVIOUS LICENSURE STANDARDS

VOCAL MUSIC

Early Childhood through Late Adolescence/Adulthood

PreK-12

Standard #1 The teacher of vocal music has skills in teaching and evaluation techniques for vocal music.

Knowledge

1. The teacher understands vocal repertoire appropriate for various developmental stages.
2. The teacher knows representative works of the past and present from the solo, small ensemble, and large ensemble literature.

Performance

1. The teacher performs vocally with musical understanding and technical proficiency sufficient to interpret representative works of the past and present in solos, small ensembles, and/or large ensembles.
2. The teacher demonstrates the ability to access musical and literary resources for vocal and/or instrumental music.
3. The teacher develops vocal pedagogy appropriate for various developmental stages.
4. The teacher demonstrates functional knowledge of various band and orchestra instruments for instructional purposes.
5. The teacher demonstrates singing effectively for instructional purposes.

Standard #2 The teacher of vocal music has skills in improvising melodies, variations, and accompaniments.

Knowledge

1. The teacher understands how to perform written accompaniments on the music keyboard or chord instrument and how to transpose accompaniments to appropriate keys.

Performance

1. The teacher improvises accompaniments that are stylistically appropriate.
2. The teacher improvises original melodies in a variety of styles, over given harmonic progression each in a consistent style, meter, and tonality.
3. The teacher uses resources to illustrate and teach improvisation.
4. The teacher performs simple accompaniments appropriate for classroom use.
5. The teacher transposes on musical instruments at sight.

Standard #3 The teacher of vocal music has skills in composing and arranging music.

Knowledge

1. The teacher knows the ranges and traditional usage of various musical sound sources.

Performance

1. The teacher composes music appropriate for various developmental stages.
2. The teacher uses imagination and technical skill in applying the principles of composition.
3. The teacher transcribes or arranges selected music for voices other than those for which the pieces were written in ways that preserve or enhance musical expression.

Standard #4 The teacher of vocal music has skills in reading and writing music.

Knowledge

1. The teacher can develop and use criteria for evaluating and selecting materials for reading and writing musical compositions.

Performance

1. The teacher conducts from a variety of scores, reading multiple staves, transpositions, clefs, and contemporary notation.

2. The teacher performs music notation at sight vocally.
3. The teacher notates music from aural sources.

Standard #5 The teacher of vocal music has skills in listening to, analyzing, and describing music.
Knowledge
1. The teacher knows technical and symbolic vocabulary of music.
2. The teacher understands the organization of sound in musical forms.
3. The teacher understands the common elements of music and their interaction through aural and visual analysis.
Performance
1. The teacher identifies, through visual and aural analysis, composers and music representing diverse styles, periods, cultures, genres, and techniques of musical organization.
2. The teacher describes compositional devices and techniques.
3. The teacher demonstrates effective strategies for developing students' growth through a variety of active musical experiences.

Standard #6 The teacher of vocal music has skills in evaluating music and music performances.
Knowledge
1. The teacher understands criteria for evaluating the quality and effectiveness of performances, compositions, arrangements, improvisations, and teaching materials.
Performance
1. The teacher facilitates student self-evaluation of music and musical performances.
2. The teacher demonstrates techniques for evaluating music and musical performances.

Standard #7 The teacher of vocal music has an understanding of music in relation to various historical periods and cultures.
Knowledge
1. The teacher understands musical events and characteristics of various historical periods and cultures.
Performance
1. The teacher demonstrates effective strategies for developing student exploration of the music of various historical periods and cultures as appropriate for various developmental stages.

Standard #8 The teacher of vocal music has skills in establishing effective music-learning environments.
Knowledge
1. The teacher understands appropriate administrative, financial, management, organizational, and operational aspects of an overall music program.
2. The teacher understands planning and implementation skills for music classroom instruction and performance at all developmental levels.
3. The teacher understands use and implementation of appropriate technology for the music classroom.
Performance
1. The teacher manages instructional time effectively through appropriately structured learning-activities, efficient transitions and pacing, balanced presentations of music education materials, and music for performance.
2. The teacher develops strategies for a balance of auditioned and all-inclusive musical participation.
3. The teacher incorporates technology in instruction.
4. The teacher applies music assessment strategies that evaluate the program and ensure students' continual improvement.
5. The teacher operates and maintains musical instruments and equipment.

Standard #9 The teacher of vocal music advocates for the school music program in the community at large.

Knowledge

1. The teacher understands cognitive, affective, and psychomotor aspects of the functions of music.
2. The teacher is aware of the audience/performer/composer interaction.

Performance

1. The teacher articulates a philosophy of music education.
2. The teacher provides musical experiences that enhance students' intellectual, personal, emotional, social, and career development.
3. The teacher acknowledges the unique musical contributions of cultural diversity.

Higher Education Program Standards

April 2016

Program Standards

Program Standards:

- **IHEs utilize program standards to:**
  - Develop their preparation programs and submit for approval
  - Monitor and redesign programs to ensure teacher candidates have access to learning opportunities that are aligned with the needs of today's learners and expectations of teachers

Program Standards

Two types of program standards:

1. Professional Education Standards
   - Articulate a core of teaching knowledge and skills - What teachers across all content and grade levels should know and be able to do to be effective in today's learning contexts

2. Content Program Standards
   - Articulate knowledge and skills within each specific content or (endorsement) subject area: i.e. chemistry, math, elementary

Reminder

- These standards focus on the knowledge and skills educator candidates need for today's learning context.
- The Institutions of Higher Education, which are accredited by KSDE, utilize the standards to develop and improve their teacher prep programs.
- The standards do not specifically address what curriculum is to be taught in the classroom.
- The role of the revision work groups is to ensure the standards reflect new knowledge and skills educators need for effectiveness in today's world.
- The standards help to establish professional learning requirements for licensure renewal, but do not dictate licensure criteria for each specific subject area.

Five Sets of Program Standards

1. Art (PreK-12)
2. Gifted (K-6, 5-8, 6-12, PreK-12)
3. Music (PreK-12)
4. Instrumental Music (PreK-12)
5. Vocal Music (PreK-12)

Art (PreK-12)

- Changed language in some standards to clarify, simplify and bring standards up to current practices in the field.
- Added emphasis on collaboration, on including new technologies and artforms, on drawing on local community and global resources, and on using multiple forms of assessment to support teachers' decision making and student learning.
- Added language that includes collaborative strategies; Recognizes increased use of information and technology.
- Enlarged assessment to include multiple methods; Linked assessment to students' engagement in their own growth; Added that assessment guides teachers' decision-making
- Increased emphasis on professional responsibility

Gifted (K-6, 5-8, 6-12, PreK-12)

- Updated standards for alignment with NAGC and INTASC Standards, and Praxis exam categories.
- Rephrased standards for clarity by reducing redundancies.
- References "gifted education teacher" and "learners identified as gifted."
- Adds "diversity" throughout the standards.
- Combined needs into "cognitive, social and emotional" categories.
- Emphasized individual differences.
- Emphasized evidenced-based instructional strategies.

Music, Instrumental Music, and Vocal Music (all PreK-12)

- Standards were aligned with accreditation standards of the National Association of Schools of Music (NASM) and the Council for Accreditation of Educator Preparation (CAEP). The InTASC Standards were consulted to ensure a smooth transition to the classroom.
- All three areas of licensure were aligned to make them more consistent.
- The current 9 standards were reduced to 7. Redundant material was removed, while other knowledge and performance indicators were moved to standards that were more relevant.
- Standards 2 and 3 were merged to encompass the composition, arrangement, and improvisation music within the classroom.
- Standard 6 was merged with Standard 5 to create a comprehensive approach to musical analysis within the context of music teaching.

Music, Instrumental Music, and Vocal Music (all PreK-12) continued

- The new Standard 6 addresses assessment of student learning in the music classroom.
- Standard 7 was integrated throughout musical pedagogy, listening, and analysis (Standards 1 and 4).
- Knowledge and Performance Expectations from Standard 8 were found in Standards 1,4, & 6 and were summarily moved to their respective standards. Those that did not fit were included in the new Standard 7.
- Finally, the new Standard 7 was recreated to encompass professionalism and reflective practice. Most of old standards 8 and 9 were refined and regrouped to better reflect the expectations of our future educators.

Next Steps

- Addressing other program standards over the next few months, utilizing the same process steps

Agenda Number: 10
Meeting Date: 4/19/2016

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

To: Kansas State Board of Education

From: Coalition of Innovative School Districts

Subject: Biannual Report

Date: 3/18/2016

Board Goal: 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. The last formal update was given to the State Board in October.

State Board of Education and Commissioner Randy Watson,
March 31, 2016

The Coalition of Innovative School Districts will present a short power point that will provide you with an update of Coalition activities, at your meeting on April 19. Representatives from the districts will be present, if possible, to answer any questions you might have.

OVERVIEW:
As Chairman of the Board I suggested that we hold our monthly meetings in the Coalition districts during the 2015-16 school year. Our meeting schedule was built around this idea, but the option for a conference call-in was also available for most meetings. The host districts have provided very informative presentations at these monthly meetings, and Coalition members have had the opportunity to learn from their colleagues and staff members in other Coalition districts. All Coalition meetings are open meetings with the public and guests invited to attend. Monthly meeting agendas also give time for updates from each district, KSDE, and the State BOE. All meeting agenda and minutes are in a Google Drive file and I can share those with you if you are interested.

Our presentation will briefly highlight these meetings.

2015-16 Meeting Schedule

August, September, December, May – Conference Call Meetings
October – McPherson, Superintendent Mark Crawford – CCR Advocates, Monitoring Student Success, ENGAGE workshops
November – Kansas City, Superintendent Cindy Lane – Diploma+ with student perspectives, "Readiness" initiatives at the elementary and middle school levels
January – Topeka, Presenter Kent Reed on School Counseling
February – Marysville, Superintendent Bill Mullins-Individual Plans of Study, Theme around grit *From Struggle to Triumph*, Data Dashboard, Technology Initiatives
March – Hugoton, Superintendent Adrian Howie – Food Service Efficiency, Early Childhood Readiness/Services & Kinder Prep Program, Middle School "Families"
April – Blue Valley, Todd White, Superintendent – AVID Program *(Advancement Via Individual Determination)*
June – Concordia, Beverly Mortimer, Superintendent – AdvancED District Accreditation

NEW INITIATIVES:
Districts continue to make progress in the area of student success, but few new initiatives have been proposed during this year. The Coalition recognized that changes would be coming from the federal level, and that new Commissioner Randy Watson would be leading change at the state level. However, the Coalition continues to work with KSDE to explore options in the area of assessment and hopes to have the opportunity for flexibility, or relief, with assessments.

The Coalition has taken action to allow districts to make application for membership at any time during the year. We are working on a draft of a process that will meet the requirements in the statute, but will also encourage districts to join the Coalition when timing is good for the district. Currently, the process includes consideration of new applications one time a year. One district has indicated that they will submit an application for membership after local Board approval in May. **We will ask advice of the State Board of Education when working out details that involve the Board's process of approving applications.**

Finally, I want you to know that it has been my pleasure to work with the State Board, KSDE Staff and my colleagues in the Coalition. Our intentions and efforts have been focused on increasing student success for kids in Kansas. I expect the next year to bring new and exciting initiatives as a result of the collaboration between these groups, as well as collaboration with other districts in Kansas. The Coalition will be electing a new chair, due to my retirement in June. Thank you for the opportunity to work with you!

Respectfully,

Beverly Mortimer
Chair – Coalition Board

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 11**

Staff Initiating:	Director:	Commissioner:	Meeting Date: 4/19/2016
Kelli Broers	Scott Gordon	Randy Watson	

Item Title:

Act on Final Order for Ramos Case

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education issue findings of fact and conclusions of law to support the decision and Final Order of the Board to cancel and revoke the professional license of Suzette Ramos.

Explanation of Situation Requiring Action:

This case was first reviewed by the State Board at its January 13, 2016, meeting. To recap the factual history of the underlying case, Ms. Ramos entered a criminal diversion agreement after having been charged with misdemeanor theft for using a co-worker's credit card on five separate occasions. Ms. Ramos successfully completed diversion after a formal complaint was filed by the Kansas State Department of Education. Her criminal case was subsequently dismissed. A full evidentiary hearing was held on November 23, 2015, after which the Professional Practices Commission recommended Ms. Ramos be publicly censured. KSDE filed a Petition for Review and Ms. Ramos filed a response. After reviewing the evidence, the State Board remanded the matter to the Commission for findings of fact and conclusions of law consistent with the revocation of Ms. Ramos's license. Ms. Ramos objected to the remand. The Commission entered new findings of fact. Ms. Ramos objected to the new findings of fact. All evidence presented at the November 23, 2015, hearing is again provided, including a video of the hearing. Additionally, Ms. Ramos's objections to the remand and new findings of fact are included, as well as the Commission's February 19, 2016, findings of fact. The video link below is of the November 23, 2015, hearing. Ms. Ramos's hearing begins at approximately the 41st minute.

http://mediastream.ksde.org/media/Board/KSBOE%20Videos/23Nov15%20PPC.wmv

BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of
the Professional License
of Suzette Ramos

15-PPC-32
OAH No. 16 ED0003

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BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of
the Professional License
of Suzette Ramos

15-PPC-32
OAH No. 16 ED0003

PETITION FOR REVIEW

COMES NOW the Kansas State Department of Education (KSDE) by and through its attorney, Kelli M. Broers, and requests, pursuant to K.S.A. 77-527, K.S.A. 72-8506, and K.A.R. 91-22-25, that the Kansas State Board of Education (State Board) review the Initial Order entered in this matter. **Exhibit 1**. Additionally, KSDE requests that the State Board not adopt the Professional Practice Commission's (Commission) recommendations in this matter, and, instead, enter a Final Order revoking Ms. Ramos's teaching license. KSDE makes the request for the following reasons:

Introduction

Suzette Ramos is a licensed special education teacher. While licensed, she used her co-worker Gabriela Moreno's credit card five times without authorization. Though Ms. Ramos claimed she found the credit card in the school parking lot, it was undisputed Ms. Ramos had unsupervised access to Ms. Moreno's purse earlier that same day. In addition to claiming she found the card in a parking lot where she did not usually park, Ms. Moreno's card was bright yellow and Ms. Ramos's card was blue. Despite the difference in appearance and the probability of using the wrong card five times, Ms. Ramos claims to have accidently used Ms. Moreno's card instead of her own because they were in the same coat pocket. Ms. Ramos never returned the card and never reported she used Ms. Moreno's card. The theft was uncovered when Ms. Moreno realized her card was missing and contacted the bank and the police began investigating. Ms. Ramos wasn't identified as the suspect until two weeks later.

After an evidentiary hearing, and by a vote of **5 - 2**, the Commission recommended the State Board **publically censure** Ms. Ramos for her actions. This recommendation is not supported by substantial and competent evidence.

Standard of Review

The State Board exercises de novo review of the Commission's Initial Orders. K.S.A. 77-527; See also Tire Disposal Facilitators, Inc. v. State ex rel. Harder, 22 Kan.App.2d 491, 492 (1996). This includes the ability to determine witness credibility. 22 Kan.App.2d at 492.

I. The Commission's Findings and Recommendation Are Not Supported by Substantial and Competent Evidence

Substantial competent evidence is evidence which possesses both relevance and substance and which furnishes a substantial basis of fact from which the issues can reasonably be resolved." Wiles v. Am. Family Life Assur. Co. of Columbus, 302 Kan. 66, 73 (2015). The Commission's Conclusions of Law and its recommendation of public censure are not supported by substantial and competent evidence.

a. The Commissions' finding regarding a letter of recommendation was contrary to the evidence presented

The Commission stated two facts were the foundation for its recommendation that Ms. Ramos only be publicly censured. First, the Commission gave great weight to a letter of recommendation provided by Dr. Karen Johnson, Director of Special Education at USD 457 and Ms. Ramos's previous supervisor. The Initial Order states in paragraph 12, "In addition, Dr. Karen Johnson . . . was willing to provide a glowing letter of recommendation for Ms. Ramos, on district letterhead, to be presented in this matter." This is false.

Ms. Ramos testified she did **not** tell Dr. Johnson the letter would be used at the hearing. See hearing DVD 1:52:40 – 1:53:50. Had Ms. Ramos testified otherwise, KSDE had rebuttal evidence available that would demonstrate Dr. Johnson was unaware of Ms. Ramos's scheduled hearing before the Commission when she updated the letter of recommendation.

Additionally, Ms. Ramos's less that forthright request of Dr. Johnson is further evidence of her continued lack of integrity. It is not a factor in her favor.

Because the Commission gave this piece of evidence significant weight when determining Ms. Ramos's discipline and the Commission misremembered the actual nature of the evidence, the Commission's recommendation is not supported by this evidence.

b. The Commission's finding regarding USD 457's acceptance of Ms. Ramos's resignation is not supported by the evidence

As noted above, the Commission stated two facts in particular were the bases for its public censure recommendation. However, this second factor is not necessarily a "fact," but a conclusion the Commission wrongly drew from the testimony. More specifically, the Commission found compelling that USD 457 permitted Ms. Ramos to resign rather than dismissing her. Standing alone, this fact does not support Ms. Ramos.

USD 457 Deputy Superintendent, Heath Hogan,[1] testified that on May 2, 2014, he provided Ms. Ramos notice that her contract would not be renewed. He testified his decision was based on Ms. Ramos's actions, *i.e.*, he did not believe she had mistakenly used Ms. Moreno's credit card five times. Upon receiving the notice of non-renewal, Ms. Ramos submitted her resignation, which the local board accepted. Mr. Hogan testified that upon receiving a notice to non-renew, "an employee can choose to resign in lieu of termination." That is, the district policy was to permit employees who had received non-renew notices to resign

[1] Mr. Hogan was Ms. Ramos's principal/supervisor at the time of her crime.

instead of being terminated. Rather than accepting that USD 457 permits employees to resign when presented with a notice of non-renewal, the Commission erroneously inferred that the board's decision to allow Ms. Ramos to resign must signal some sort of board approval of Ms. Ramos's misconduct. This was contrary to the evidence presented and therefore the Commission's recommendation is not supported by substantial and competent evidence.

c. The Commission stated Ms. Ramos immediately tried to make restitution to Ms. Moreno, which is not supported by the evidence

In paragraph 8 of the Initial Order, the Commission notes that Ms. Ramos immediately tried to make restitution to Ms. Moreno. This is inaccurate. Ms. Ramos only offered restitution after police arrived to interview her two weeks later. To the extent this factor played a role in the Commission's recommendation, the recommendation is not supported by substantial and competent evidence.

II. The State Board Should Review All Evidence and Judge Witness Credibility

KSDE requests that the State Board review all evidence submitted at the hearing so it may judge the witnesses' credibility for itself.[2] KSDE makes that request for the following reasons:

a. The evidence shows none of the witnesses believed Ms. Ramos

Ms. Moreno testified she did not believe Ms. Ramos found her card in the parking lot nor did she believe Ms. Ramos accidently used her credit card. She testified Ms. Ramos had control of her purse the same day the unauthorized purchases were made. Additionally, the gas receipt which was with her credit card remained in her purse. Ms. Moreno also testified Ms. Ramos did not park in the same parking lot as her (thereby refuting Ms. Ramos's claim she picked up the credit card in the parking lot). Ms. Ramos's response to this allegation was that not only had she

[2] All evidence admitted and a recording of the hearing are being provided to the Board electronically. Respondent is being provided a DVD copy of the hearing.

found Ms. Moreno's unattended purse earlier in the day, but upon returning from lunch she had parked in a parking lot different from her normal routine.

Mr. Hogan testified he did not believe Ms. Ramos. More specifically, he did not believe she accidently used the wrong card five different times. He testified he believed it was "more than just a mistake," which was he provided Ms. Ramos with the notice of non-renewal and why she would not be eligible for rehire with the district in the future.

b. The Commission did not believe the witness

The Commission notes in paragraph 14 of its Initial Order that it questioned whether Ms. Ramos "fully understands the seriousness of her conduct" because she continued to call the incident "'an unfortunate accident.'" Ms. Ramos's story throughout has been that it was an accident, a result of chance and her state of mind surrounding her health. If the Commission believed Ms. Ramos, the incident was not "serious conduct" that requires her understanding. Instead, the Commission believed there was some wrong doing. But the Initial Order is unclear regarding what exactly the Commission believes Ms. Ramos did that is discipline worthy, other than it objected to Ms. Ramos categorizing the event as an "unfortunate accident."

III. Requested Action

For these reasons, KSDE requests that the State Board exercise its authority to review de novo all of the evidence presented in this case and reach its own conclusion regarding the type of discipline warranted. K.S.A. 72-8506 and K.S.A. 77-527(d). KSDE continues to believe revocation is appropriate because the evidence shows Ms. Ramos is a bad actor, she knowingly took Ms. Moreno's card, and she knowingly used it five separate times. Yes, this is the only time Ms. Ramos has been charged criminally with theft. But she also misrepresented to Dr. Johnson the circumstances for which she was requesting an updated letter of recommendation.

The question remains whether Ms. Ramos can be trusted with her co-workers' possessions, or, more importantly the possessions of the special education children with whom she works.

Alternatively, KSDE requests that the State Board remand this matter for further consideration by the Commission because its findings that were contrary to the evidence presented at the hearing, for entry of an Initial Order that is supported by substantial and competent evidence, and for clarification regarding which of Ms. Ramos's actions are subject to discipline.

Respectfully submitted,

By: Kelli M. Broers

Kelli M. Broers - #23906
Kansas State Department of Education
900 SW Jackson Street
Topeka, Kansas 66612
Phone: 785-296-3204
Fax: 785-296-7933
kbroers@ksde.org

CERTIFICATE OF SERVICE

I hereby certify that on this 18th day of December, 2015, a true and correct copy of the above and foregoing was filed with the Secretary of the Professional Practices Commission and one (1) copy mailed to:

Mike Francis
Attorney for Respondent
434 SW Topeka Boulevard
Topeka, Kansas 66603

Kelli M. Broers
Kelli M. Broers

BEFORE THE PROFESSIONAL PRACTICES COMMISSION
KANSAS STATE DEPARTMENT OF EDUCATION

In the Matter of the
Professional License of
Suzette Ramos

Case No. 15-PPC-32
OAH No. 16ED0003

INITIAL ORDER

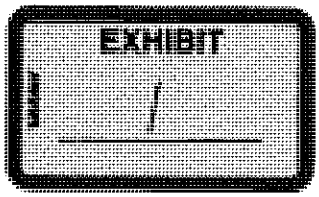
Statement of Case

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the complaint filed by the KSDE seeking revocation of Suzette Ramos' professional teaching license.

The hearing was held on November 23, 2015. Appearing for the Commission were chairperson, Linda Sieck, and members, Tavis Desormiers, Dorsey Burgess, Jessica Snider, Justin Henry, John McKinney, and Ginger Riddle. The licensee, Suzette Ramos, appeared in person and with her attorney, Mike Francis. The KSDE appeared by and through its attorney, Kelli Broers.

Findings of Fact

1. With the exception of approximately one month, Ms. Ramos has been licensed as a teacher in Kansas since 2009. Ms. Ramos was employed as a licensed teacher at USD 457 in Garden City, Kansas, from August 2010 through May 2012, and then from August 2013 through May 2014. Prior to becoming a licensed teacher, she had worked at USD 457 as a paraeducator beginning in 1997.



2. Ms. Ramos is currently employed at USD 480 in Liberal, Kansas.

3. On February 25, 2014, Ms. Ramos found a purse in the workroom/lounge at Victor Ornealas Elementary School, where she was employed.

4. Ms. Ramos took the purse to the office where the school nurse identified it as belonging to Gabriela Moreno, a paraeducator, also employed at the school.

5. Ms. Moreno, noticing she did not have her purse after returning from lunch, went to the office and was told it had been turned in by Ms. Ramos.

6. Ms. Ramos stated that later that same day as she was leaving the school, she found Ms. Moreno's credit card, a yellow Gold Plains card, in the parking lot. She stated that she was in a hurry to pick up her children so she put it in her pocket, intending to turn it in the following day. Ms. Ramos stated that her credit card, a blue Teachers Credit Union card, was also in her pocket.

7. Ms. Ramos then proceeded to use Ms. Moreno's card five times that evening; first, at Wheatlands Conoco in Garden City for $31.01; second, at Dillons in Garden City for $10.44; third, at Dillons in Garden City for $48.70; fourth, at Wal-Mart in Garden City for $298.17; and fifth, at Oasis Car Wash and Gas in Garden City for $63.00. The total of the purchases was $452.32.

8. Ms. Ramos testified that after using Ms. Moreno's card she did not know what happened to it. She testified that her coat had a hole in the pocket and that it may have fallen out. She, however, never returned the card to Ms. Moreno.

9. At around 5:00 that evening, Ms. Moreno went to buy groceries and discovered that her credit card was not in her purse. She then checked in her car and at

home. Remembering that she had put gas in her car the day before, she believed that the card was lost and contacted the company to cancel the card.

10. The next morning, Ms. Moreno went to the bank and discovered that her card had been used five times at four different places the prior day by someone other than herself.

11. The police were then contacted and Ms. Moreno provided a statement.

12. On March 11, 2014, police officers with the Garden City Police Department contacted Ms. Moreno, at school, and showed her a photo of the individual using her card at Oasis Car Wash and Gas on February 25, 2014. Ms. Moreno identified the individual as Ms. Ramos. The police also used the tag number on Ms. Ramos' vehicle to identify her as the individual using the card.

13. On March 11, 2014, Ms. Ramos met with law enforcement officers.

14. On March 12, 2014, Ms. Ramos spoke with Ms. Moreno and apologized numerous times for using the card.

15. On May 2, 2014, Ms. Ramos received a letter from Heath L. Hogan, principal at Victor Ornealas, recommending that Ms. Ramos' teaching contract not be renewed for the 2014-2015 school year. This was based on his knowledge of incident occurring on February 25, 2014. Ms. Ramos submitted a letter of resignation.

16. On May 27, 2014, Ms. Ramos submitted her application to upgrade her license. The application was granted with her new license expiring on March 2, 2020.

17. On June 4, 2014, the Board of USD 457 accepted her letter of resignation.

18. Ms. Ramos was then hired as a special education teacher at USD 480 in Liberal, Kansas, for the 2014-2015 school year.

19. In December 2014, Ms. Ramos was charged in the District Court of Finney County, Kansas, in Case No. 2014-CR-000689-MD with misdemeanor theft in violation of K.S.A. 21-5801(a)(1) and (b)(4) and misdemeanor criminal use of a financial card in violation of K.S.A. 21-5828(a)(1).

20. Ms. Ramos entered into a diversion agreement in February 2015, wherein she stipulated to the facts alleged in the complaint and the attached affidavit, *i.e.*, that she deprived the victim [Ms. Moreno] of $452.32 by using her credit card, five different times at four different locations.

21. On July 6, 2015, the Kansas Department of Education filed its complaint against Ms. Ramos seeking revocation of her license based on the above-referenced criminal conduct.

22. By order dated July 17, 2015, the criminal complaint against Ms. Ramos in Case No. 2014-CR-000689-MD was dismissed due to the fact that she successfully completed the terms and conditions of her diversion agreement.

23. On July 20, 2015, Ms. Ramos filed her request for hearing on the complaint.

Conclusions of Law and Discussion

1. K.A.R. 91-22-1a provides that "[a]ny license issued by the state board may be suspended or revoked, or the license holder may be publicly censured by the state

board for misconduct or other just cause," including entering into a diversion agreement after having been charged with a misdemeanor involving theft.

2. Educators, as licensed professionals, are held to a higher standard. Educators are in a position of public trust and are role models not only for the students but for the community.

3. For the following reasons, the Commission finds that revocation of Ms. Ramos' license is too severe under the circumstances in this matter.

4. Initially, the Commission finds that there is insufficient evidence to conclude that Ms. Ramos stole the credit card from Ms. Moreno's purse.

5. The evidence was disputed as to where Ms. Ramos typically parked, however, she testified that on February 25, 2014, she parked in the same parking lot as Ms. Moreno, and that is where she found the credit card.

6. No one saw Ms. Ramos remove the credit card from Ms. Moreno's purse and Ms. Moreno did not discover the credit card missing until after she had left the school.

7. There was no evidence presented that Ms. Ramos has ever been in any trouble or has engaged in similar conduct in the past.

8. Ms. Ramos immediately tried to make restitution to Ms. Moreno and worked to complete her diversion in only four to five months rather than the year that had been ordered.

9. Without any prior evidence that Ms. Ramos has a propensity to engage in criminal conduct such as stealing or shoplifting, the Commission does not believe that such behavior will be repeated by Ms. Ramos.

10. All of the evidence presented, with regard to her professional conduct, indicates that Ms. Ramos is a dedicated member of the teaching profession and does a good job in the classroom.

11. This was supported by USD 457 letting Ms. Ramos resign rather than immediately dismissing her.

12. In addition, Dr. Karen Johnson, the Director of Special Education for USD 457, was willing to provide a glowing letter of recommendation for Ms. Ramos, on district letterhead, to be presented in this matter. She did so, knowing about the February 25, 2014 incident.

13. These two actions were important to the Commission in its decision herein, as Ms. Ramos had been a long-time employee in the district.

14. Notwithstanding the above-mentioned, while Ms. Ramos expressed her remorse for her behavior in the letter she provided as part of her diversion to Ms. Moreno, her characterization of the incident during her hearing as "an unfortunate accident," caused the Commission to question whether Ms. Ramos fully understands the seriousness of her conduct.

15. Accordingly, the Commission finds that discipline is warranted and in this case, recommends the public censure of Ms. Ramos.

IT IS THEREFORE RECOMMENDED by the Professional Practices Commission to the Kansas State Board of Education that Ms. Ramos be disciplined by public censure.

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.

The parties may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. The legal brief must be filed with the Secretary of the Professional Practices Commission, Kansas State Department of Education, 120 SE 10th Avenue, Topeka, Kansas 66612, within ten days after service of the Initial Order for transmittal to the Kansas State Board of Education.

This Initial Order is made and entered this 8 day of December, 2015.

Linda Sieck, Chairperson
Professional Practices Commission

CERTIFICATE OF SERVICE

I hereby certify that on this 8th day of December 2015, a true and correct copy of the above and foregoing Initial Order was deposited in the U.S. Mail, postage paid, addressed to:

Suzette Ramos
207 S 7th Street
Garden City, KS 67846

Michael E. Francis
Attorney at Law
434 SW Topeka Blvd.
Topeka, KS 66603

Kelli Broers, Attorney
Kansas State Department of Education
900 SW Jackson
Topeka, KS 66612

Theresa Coté
Secretary to the Professional Practices Commission
Kansas State Department of Education
900 SW Jackson
Topeka, KS 66612

Theresa Coté
Staff Person

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the Professional License
of Suzette Ramos

15-PPC-32
OAH No. 16 ED0003

KSDE'S EXHIBITS

1. Complaint, Case No. 14CR689, in the District Court of Finney County, Kansas
2. Diversion Agreement, Case No. 14CR689, in the District Court of Finney County, Kansas
3. Motion and Order Dismissing Case, Case No. 14CR689, in the District Court of Finney County, Kansas
4. May 2, 2014, Letter from Heath Hogan regarding contract non-renewal
5. Ms. Ramos's letter of resignation
6. June 4, 2014, Letter from Steven Karlin
7. Ms. Ramos's apology letter
8. March 24, 2015, NASP letter
9. Letter from Ms. Ramos to KSDE received March 19, 2015
10. Letter from Ms. Ramos to KSDE received July 20, 2015
11. September 10, 2015, letter from Dr. Johnson
12. Ms. Ramos's interrogatory responses
13. Ms. Ramos's 2014 application for Professional License upgrade

COPY

FILED DISTRICT COURT
FINNEY COUNTY, KANSAS
CHRISTINE BLAKE, CLERK
2014 DEC 31 AM 8:12

IN THE DISTRICT COURT OF FINNEY COUNTY, KANSAS

STATE OF KANSAS, PLAINTIFF

vs

SUZETTE RAMOS, DEFENDANT
a/k/a
207 S 7th St
Garden City, KS 67846

Case No. 14CR689
FINNEY COUNTY, KANSAS

COMPLAINT/INFORMATION

Nicholas Vrana, the undersigned, Assistant Finney County Attorney, of lawful age, being first duly sworn on oath, for complaint against the above shown defendant, in the name and by the authority on behalf of the State of Kansas, gives the Court to understand and be informed:

COUNT ONE

That on or about the 25th day of February, 2014, in Finney County, Kansas, Suzette Ramos, then and there being present did unlawfully obtain or exert unauthorized control over property or services worth less than $1,000.00, to-wit: United States Currency; with the intent to permanently deprive the owner, to-wit: Gabriela Guadalupe Moreno, of the possession, use or benefit of such property or services. In violation of K.S.A. 2013 Supp. 21-5801(a)(1) & (b)(4), Theft, a class A nonperson misdemeanor. [21.5801.a.1.B4]

COUNT TWO

That on or about the 24th day of February, 2014 and the 26th day of February, 2014, in Finney County, Kansas, Suzette Ramos, then and there being present did unlawfully, knowingly and with the intent to defraud and for the purpose of obtaining money, goods, property or services, used a financial card, to wit: Golden Plains Bank Card, without the consent of the cardholder, to-wit: Gabriela Guadalupe Moreno, and within a seven day period of time, the value of the wrongfully obtained item(s), or service(s), was less than $1000.00. In violation of K.S.A. 2013 Supp. 21-5828(a)(1) & (b)(3), Criminal Use of a Financial Card, a class A nonperson misdemeanor. [21.5828.a.1.B3]

EXHIBIT
1

Witnesses: Gabriela Guadalupe Moreno, Dillons #5, Conoco, Wal-Mart, Oasis Gas & Wash, Golden Plains Credit Union, Daniel Guillermo Moreno, Gabriel Calvillo, David Gibson, Douglas Heit, and Hailey Knoll.

2014-TC-000822-

Nicholas Vrana, 26530
Assistant Finney County Attorney
409 N 9th
Garden City, KS 67846
(620) 272-3568

Subscribed and sworn to before me on this 30 day of December, 2014.

Krysta Harvey
Notary Public

Term Expires:

KRYSTA HARVEY
Notary Public - State of Kansas
My Appt. Expires 10-21-2017

State of Kansas } ss
County of Finney }
I do hereby certify the foregoing to be a true copy of the document which is on file or is of record in my office. Dated 2-25-2015.
Christine Blake
Clerk of District Court
Deputy

COPY

IN THE DISTRICT COURT OF FINNEY COUNTY, KANSAS

STATE OF KANSAS, Plaintiff

vs. Case No. 2014-CR-000689-MD

SUZETTE RAMOS, Defendant

DIVERSION AGREEMENT

THIS DIVERSION AGREEMENT, made and entered into on February 235, 2015, by and between the Finney County Attorney and the above-named Defendant, Suzette Ramos, all as provided by K.S.A. 22-2906 et.seq., as amended.

WHEREAS, the above-named Defendant has made application for Diversion to the Finney County Attorney

AND WHEREAS, it appears to the Finney County Attorney, upon careful consideration of all the factors set forth in K.S.A. 22-2908, as amended, and upon finding that the Defendant has not previously participated in a diversion agreement, that a deferred prosecution would be in the best interest of justice and to the mutual benefits of the Defendant and the community;

NOW, THEREFORE, IT IS STIPULATED AND AGREED AS FOLLOWS:

1. That a "Diversion Agreement" means the specification of formal terms and conditions which the Defendant must fulfill over a specified term in order to have the charge(s) of Theft of property or services; Value less than $1,000 Criminal use of a financial card; W/o consent of owner less than $1,000 against him/her dismissed.
2. That the term of this Diversion Agreement shall be for a period of 12 months beginning on February 25 and ending on February 25, 2016, or until all conditions have been completed whichever is later.
3. That if the Defendant fulfills the obligations set forth herein, as determined by the County Attorney, the charges against said Defendant shall be dismissed with prejudice. However, should it come to the attention of the County Attorney that Defendant, during the term of this Agreement or extension thereof, has failed to fulfill the terms or obligations as set forth herein, then, and in that event, the County Attorney shall consider the Agreement breached, and shall so inform the Defendant and the District Court. The Court may resume the criminal proceedings on the complaint against the Defendant, upon finding the Defendant has failed to fulfill the terms of this Agreement.
4. Upon execution of this Agreement, the same shall be filed with the Clerk of the District Court of Finney County, Kansas, and shall serve to stay and [illegible] further proceedings on the complaint until further order of the Court.

EXHIBIT 2

IT SHALL BE THE SPECIFIC CONDITIONS OF THIS AGREEMENT THAT:

1. Defendant shall not violate any federal, state or local laws. Provided further that Defendant shall immediately contact his/her Diversion Supervisor if arrested, charged or have any contact with Law Enforcement Officers.
2. Defendant shall continue to live in the State of Kansas or his/her state of residence. If the Defendant intends to move out of his or her state of residence, Defendant shall inform the Diversion Supervisor in writing and obtain permission before moving. Defendant shall notify the Diversion Supervisor of any change of address in writing, within five (5) days of any such change. Any mail addressed to the Defendant at the last known address as shown on the most recent reporting document, returned to the Supervisor as not deliverable, no forwarding address on file, etc., will be considered prima facie evidence that he/she has failed to meet this condition of his Diversion Agreement.
3. Defendant shall report to his/her Diversion Supervisor in person, by telephone, or by mail **BETWEEN THE 15TH AND 21ST DAY OF EACH MONTH. FAILURE TO DO SO WILL RESUL.T IN THE AUTOMATIC REVOCATION OF THIS DIVERSION AGREEMENT.**

The Defendant Shall Pay the following amounts:

1. The Diversion fee of $175.00 less the $40.00 application fee shall be due within thirty (30) days of signing this Agreement. NO EXTENSIONS WILL BE GRANTED.
2. The Defendant shall pay Court costs of $158.00 the day of the conference.
3. Defendant shall contribute $225.00 to a non-profit organization in Garden City, due the day of the Diversion Conference and payable to the Finney County Attorney's Office, who in turn will pay out the contribution to the designated agency.
4. The Defendant shall pay a $10.00 Community Service Fee and then complete forty (40) hours of community service work to be monitored by the Diversion Supervisor. Said work is to be completed within the time allotted by the Diversion Supervisor. Defendant shall follow the rules as outlined in the community service agreement which is attached and incorporated herein. All hours shall be provided to the Diversion Supervisor in writing.
5. The Defendant shall pay restitution in the amount of ~~$519.00~~ $452.32 with monthly payments of at least $100.00 due by the 15th day of each month. The first payment shall be due by March 15, 2015, payable to the Finney County Attorney's Office for distribution to the appropriate party.

The Defendant shall further abide by the following special conditions imposed by the Finney County Attorney:

1. The Defendant shall complete the Larceny Program through Community Corrections and provide proof of competition of said program to the Diversion Supervisor in writing.

2. The Defendant shall write an apology letter to the victim and submit it to the Diversion Supervisor for review. Once approved, the Diversion Supervisor will forward the apology letter to the victim.

DEFENDANTS WAIVER OF RIGHTS & STIPULATIONS

I, the Defendant named above, by agreeing to this Diversion Agreement, do hereby waive all my rights to a speedy arraignment, preliminary examination and hearings and a speedy trial under the laws and statutes of Kansas and under the Constitutions of Kansas and the United States, and I further waive my right to trial by jury under the Constitutions of the United States and the State of Kansas and the laws and statutes of the State of Kansas. If I do not have retained or appointed counsel, then I hereby waive my right to counsel evidenced by my signature below.

I understand and agree that if I violate the terms and conditions of this agreement, this case will proceed to trial based solely upon the charge and facts stipulated to as shown above in the attached exhibit(s), including all evidence attached to this Agreement, if any, which attached exhibit(s) or evidence is hereby incorporated herein by reference; and I will not be entitled to present additional evidence concerning guilt or innocence at that trial. Therefore, in return for acceptance into the diversion program, I hereby stipulate and agree to the facts stated in the attached exhibit and all evidence attached to this Agreement and the facts alleged in the complaint filed in this case.

I do hereby state that I have read and reviewed the above Diversion Agreement, including the above waiver of rights and stipulations and the same have been explained to me. I understand this Diversion Agreement and will comply with its terms.

Suzette Ramos
Divertee – Defendant

Linda McVey
Attorney for Divertee – Defendant

Linda McVey
Finney County Attorney's Office
Diversion Supervisor

IN THE DISTRICT COURT OF FINNEY COUNTY, KANSAS

STATE OF KANSAS, **Plaintiff**

vs. **Case No. 2014-CR-000689-MD**

SUZETTE RAMOS, **Defendant**

EXHIBIT

DEFENDANTS STIPULATION OF FACTS

The Defendant, Suzette Ramos stipulates to the facts in the attached Affidavit submitted by Officer H. Knoll of the Garden City Police Department. Said events occurred on or about the 25th day of February, 2015 in Finney County, Kansas. Said Affidavit is attached hereto and labeled as Exhibit A.

** SEE EXHIBIT A **

Suzette Ramos
Defendant

Linda McVey
Diversion Supervisor

FINNEY COUNTY LAW ENFORCEMENT CENTER

IN JAIL: **NO** GCPD #: **14-0570168**

LAW ENFORCEMENT AFFIDAVIT FOR ARREST WARRANT

STATE OF KANSAS, COUNTY OF FINNEY, ss:

I, **Hailey Knoll** , a duly sworn and authorized law enforcement officer of the Garden City Police Department, having served in law enforcement for **10.9** years, in support of the criminal Complaint to which this affidavit is attached, do under oath allege and state as follows:

1. NAME OF ACCUSED: **Suzette Ramos**
   ADDRESS: **207 S. 7th Garden City Ks 67846**
   DOB: [redacted]

2. If the accused is a juvenile, list parents:

   FATHER: **N/A**
   ADDRESS: **N/A**

   MOTHER: **N/A**
   ADDRESS: **N/A**

3.

	Statute Number(s)	Local Number(s)	Specific Offenses(s)
KSA:	**21-5801 (a2B4)**	---	**Theft (F)**
KSA:	**21-5828 (a1B3)**	---	**Unlawful use of credit card x6**
KSA:			
KSA:			
KSA:			
KSA:			

4. Date of alleged offense(s): **02242014/02262014**

5. Location of occurrence: **3401 E Spruce (Victor Ornealeas)** , **Garden City, Finney County, Kansas.**

6. VICTIM'S NAME: **Gabriela Moreno**
   ADDRESS: [redacted] **Finney County Ks 67846**
   DOB: [redacted]

(Affiant's Initials)

EXHIBIT tabbies A

ACCUSED: **Suzette Ramos**

I, **Hailey Knoll** , being duly sworn, depose and state that I am an Officer with the Garden City Police Department (GCPD) and have been in law enforcement for **10.9** years. Routine duties of my employment include the investigation of violations of federal and state laws. The following information set forth in this affidavit is known to me personally, or was reported to me by other law enforcement officers.

1. On February 26th, 2014 officers were dispatched to [redacted] Garden City Finney County Ks, 67846, in reference to a theft of a credit card, that had also been found to have been used six times, at different locations.
2. Officers met with the victim, Gabriela Moreno (Gabriela) who stated her credit card had been missing for approximately two days and she discovered on her Golden Plains Bank statement the card had been used six times.
3. The first unauthorized purchase was at Wheatlands Conoco in Garden City Finney County Ks, 67846 for the amount of $32.01 on February 25th, 2014.
4. The second unauthorized purchase was at Dillons in Garden City Finney County Ks, 67846 for the amount of $10.44 on February 25th, 2014.
5. The third unauthorized purchase was also at Dillons in Garden City Finney County Ks, 67846 for the amount of $48.70 on February 25th, 2014.
6. ~~The fourth unauthorized purchase was at Sams Club in Garden City Finney County Ks, 67846 for the amount of $67.58 on February 25th, 2014.~~
7. The fifth unauthorized purchase was at Wal-Mart in Garden City Finney County Ks, 67846 for the amount of $298.17 on February 25th, 2014.
8. The sixth and final unauthorized purchas was at Oasis Car Wash and Gas in Garden City Finney County Ks, 67846 for the amount of $63.00 on February 25th, 2014.
9. On March 11th, 2014 Officers were able to identify Suzette Ramos (Suzette) through video footage of her using the car wash and fuel at Oasis Car Wash and Gas in Garden City Finney County Ks, 67846 on February 25th, 2014. She was identified with the assistance of the vehicle bearing 892FLH on a white Dodge Pick-up.
10. Officers met with Suzette at the Law Enforcement Center on March 11th, 2014 at approximately 3:45PM. Suzette was advised of the case and advised of her rights pursuant to Miranda. Suzette stated she understood her rights and she would answer officers questions.

(Affiant)

11. Suzette stated she located a credit card in the parking lot of the school she works at, Victor Omealas Garden City Finney County Ks, 67846. Suzette stated she put the card in her pocket as she was in a hurry, to pick up her children.
12. Suzette stated after she picked up her children she went to "The Conoco, Dillons then Wal-Mart". Suzette stated she repeatedly used the credit card from her pocket, thinking it was hers, forgetting she had picked up one earlier and placed it in her pocket. Suzette stated her bank card is a blue Teachers Credit Union Card, and the one she used was a yellow Golden Plains Card. $452.32
13. The estimated total loss is $[redacted] Due to the fact of Suzette using the card over three consecutive times at different locations, charges of Theft (F) and Criminal Use of a Financial Card (F) are requested

(Affiant)

Number of Attachments: 0

SUBSCRIBED AND SWORN TO before me on this 4 Day of April, 2014.

ANDREW M. ROUSH
State of Kansas
My Appt. Exp. 05/21/17

(Notary Public)

STATE OF KANSAS

COUNTY OF FINNEY

JUDICIAL DISTRICT NO. 25

CASE NO. 2014-CR-000689-MD

DIVERSION CONDITIONS

TO: Suzette Ramos, 207 S. 7th St., Garden City, KS 67846

In accordance with authority conferred by the laws of Kansas, you have been placed on Diversion this date, February 23, 2015, for a period of 12 months.

In order to avoid further prosecution, you have agreed to follow these conditions:

1. Refrain from violating the law.
2. Avoid persons of disreputable or harmful character as designated by your Diversion Supervisor.
3. Work faithfully at suitable employment.
4. Remain within the area specified by the Diversion Supervisor.
5. Support your dependents, if any, to the best of your ability.
6. Pay fines, costs, contributions or restitution applicable to the offense in one or several sums as directed by this office.
7. Refrain from using or possessing any firearms or other dangerous weapons.
8. Refrain from using and/or possessing any illegal drugs.
9. Refrain from using and/or possessing marijuana in ANY State.
10. Obtain the Diversion Supervisor's advice before changing employment or residence.
11. Report to the Diversion Supervisor between the 15th and 21st day of each month.
12. Attend and complete the Larceny Program through Community Corrections and provide proof of completion to the Diversion Supervisor.
13. Perform community service as designated by the Diversion Supervisor.

This office has placed you on Diversion, believing that if you sincerely try to live up to the conditions of your diversion, your attitude and conduct will improve both for the benefit of society and yourself.

Linda McVey
Diversion Supervisor

I have read and understand the foregoing conditions and I will abide by them.

Date 2-25-15

Suzette Ramos
Signature of Defendant

Date

Signature of Attorney

Ramos PPC 026

RULES AND REGULATIONS FOR COMMUNITY SERVICE WORKERS

1. **AVOID DANGEROUS ACTIVITIES:** Community Service workers shall not participate in any dangerous activities while performing community service work for the Finney County Attorney Office Diversion Program.

2. **POWER TOOLS FORBIDDEN:** Community Service workers shall not use power tools of any kind while performing community service work for the Finney County Attorney Office Diversion Program.

3. **TRANSPORTATION:** Each community service worker shall be responsible for his/her transportation to and from the site where his/her community service work shall be performed.

4. **SATISFACTORY QUALITY SERVICE IS NECESSARY CREDIT:** All community service workers shall perform their task in a satisfactory and workman-like manner, and failure to do so shall result in the volunteer not receiving credit for hours worked by said volunteer. Firing from any Community Service work placement due to unsatisfactory behavior by you will be grounds for immediate motion to revoke Diversion.

5. As part of this agreement, you understand that you are not considered in any way to be an employee or agent of the Finney County Attorney's Office. Nor will you receive or make claim for wages from any source because of work done. Furthermore, you assume all liability for any bodily or personal injury that may arise from involvement in the voluntary service.

6. **TIME SHEETS:** Each community service worker is responsible for his/her time sheets and is responsible for having said time sheets turned into their Diversion Supervisor within a timely manner. It is required to be turned in by the end of every month with a minimum of 10 hours a month. WORKED HOURS MUST BE INITIALED BY A REPRESENTATIVE OF WHOMEVER YOU ARE COMPLETING YOUR HOURS FOR. THIS CANNOT BE AN INDIVIDUALS FAMILY MEMBER.

7. **OBLIGATION TO BE RELIABLE:** If you make arrangements to work somewhere, it is your responsibility to BE THERE. If a problem develops where it is impossible to be present, you must notify the Community Service provider you are working for.

8. **FORBIDDEN WORK ACTIVITIES:** Because of their nature, the following work activities will not be done by any volunteer: **Operation of Heavy Equipment, this also includes the grading of land, excavating, burrowing, filling or back filling, pile driving, coffer dam work, calsson work, tunneling move building, underpinning buildings, raising buildings, demolishing buildings.**

9. **Community Service Providers:** Community Service work must be completed at a location approved by your Diversion Supervisor. You will be given a list of approved places with this packet. It is your responsibility to contact any of them and set up a time for you to complete your hours. You may work at as many places as you like. Just make sure to turn in the required amount of hours per month.

10. **TIME LIMITS:** The below time guideline MUST be followed:

HOURS TO COMPLETE	TIME LIMIT
• 40 hours	4 months (120 days)
50 hours	5 months (150 days)
60 hours	6 months (180 days)
80 hours	8 months (240 days)
100 hours	10 months (300 days)

NOTE: **YOU MUST TURN IN A MINIMUM OF 10 HOURS A MONTH.**

*I have read and understand the Rules and Regulations for me to follow.

Suzette Ramos
Defendant

Linda McVey
Diversion Supervisor

Counsel for Defendant

Pd

Receipt #: 299172

Received Date/Time: 2/25/2015
02:45 PM

Received of:
RAMOS, SUZETTE
207 S 7TH ST
GARDEN CITY, KS 67846

Nine Hundred Eighty and 32/100 Dollars $980.32

For: State of Kansas vs.Suzette Ramos
Case #: 2014-CR-000689-MD

Diversion Fee	$135.00
Humane Society	$225.00
Clerk of the Court - Court Costs	$158.00
Community Service Fee	$10.00
Victim Restitution	$452.32

LM
LINDAM

Payment by: Cash
Next Payment: n/a
Balance Due: .00

FILED
FINNEY COUNTY, KANSAS
CHRISTINE BLAETTNER
2015 JUL 17 AM 10:

IN THE DISTRICT COURT OF FINNEY COUNTY, KANSAS

STATE OF KANSAS,	Plaintiff
vs.	Case No. 2014-CR-000689-MD
SUZETTE RAMOS,	Defendant

MOTION

COMES NOW, the Plaintiff, on this 17th day of July, 2015, by and through Susan H. Richmeier, Finney County Attorney, and respectfully moves the Court for its order dismissing the complaint in the above-captioned cause.

In support of said motion, Plaintiff would show the Court that the Defendant freely and voluntarily, entered into a Diversion Agreement with the Plaintiff; that the Defendant has now successfully completed the terms and conditions of said Agreement and that in accordance with the diversion program, said complaint should be dismissed, costs assessed to the Defendant.

Susan H Richmeier
SUSAN H. RICHMEIER, #16758
Finney County Attorney

EXHIBIT
abbies
3

ORDER

NOW, on this 17th day of July, 2015, Plaintiff's motion is hereby granted and the above-captioned complaint is dismissed with costs assessed to the Defendant.

Honorable Ricklin R. Pierce
District Magistrate Judge

CERTIFICATE OF MAILING

I hereby certify that a true and correct copy of the above and foregoing Motion and Order was deposited in the United States mail, postage prepaid on this 17th day of July, 2015, and properly addressed to:

Suzette Ramos
207 S. 7th St
Garden City KS 67846

Linda McVey
Finney County Attorney's Office

Victor Ornelas Elementary
3401 E. Spruce Street
Garden City, KS 67846
(620) 805-7900
Fax (620) 805-7998

SUPER STARS!

5-2-14

Suzette Ramos,

I am recommending the non-renewal of your teaching contract for the 2014-2015 school year.

Heath L. Hogan

Heath L. Hogan
Principal- Victor Ornelas Elementary School

Suzette Ramos

Employee Signature

EXHIBIT
4

May 2, 2014

To whom it may concern:

I Suzette Ramos resign from my position as special education teacher at Victor Ornelas Elementary.

Thank you,
Suzette Ramos

Suzette Ramos

RECEIVED
MAY 05 2014
BY: .....

EXHIBIT
5

Garden City Public Schools

U.S.D. 457

Personnel Department

June 4, 2014

Suzette Ramos
207 S 7th St
Garden City, KS 67846

Dear Suzette,

The Board of Education, Unified School District No. 457, meeting in an open session on May 5, 2014, voted to accept your letter of resignation effective May 23, 2014 and release you from your contract.

Enclosed is an Exit Interview Form that we would like for you to complete and return to the Personnel Office. We appreciate you taking the time to complete the form. We find the responses to the questions informative in evaluating the district.

The Board of Education and USD 457 administration wish you the very best in any future career which you choose to pursue.

Sincerely,

Steven R. Karlin, Ed.D.
Deputy Superintendent

Enc
/rp

1205 Fleming Street * Garden City, KS 67846 * 620-805-7020 * FAX 620-805-7
An EEO/AA Employer

EXHIBIT
6

OFFICE OF THE COUNTY ATTORNEY
FINNEY COUNTY, KANSAS

SUSAN H. RICHMEIER, COUNTY ATTORNEY
William C. Votypka, Deputy County Attorney
Brian R. Sherwood, Assistant County Attorney
Tamara S. Hicks, Assistant County Attorney
Mandy L. Johnson, Assistant County Attorney
Cathleen Abell, Assistant County Attorney
Nicholas C. Vrana, Assistant County Attorney
Denise Kitch, Victim/Witness Coordinator

409 N. Ninth Street
Garden City, Kansas 67846
Telephone (620) 272-3568
Facsimile (620) 272-3584
E-Mail: attorney@finneycounty.org

February 26, 2015

Gabriela Moreno
617 N. Sarah St.
Garden City, KS 67846

Re: State of Kansas vs. Suzette Ramos
Finney County Case No. 2014 CR 689

Dear Ms. Moreno:

Suzette Ramos signed a Diversion Agreement on February 26, 2015 for the above captioned matter. One of the conditions of her diversion was to write an apology letter to you. Ms. Ramos has completed this letter and I am forwarding it to you. You will find it enclosed, attached to this letter.

Should you have any questions or concerns, please do not hesitate to contact me at the number listed above.

Sincerely,

Linda McVey

Linda McVey
Criminal Diversion Supervisor

Cc: File

EXHIBIT 7

Abby,

I would like to take this time to apologize again. I did not intentionally mean to use your credit card. It was a horrible mistake. I did not mean to cause you any harm. I had been struggling with some side effects of my surgery and was just not myself. I was having a very stressful day and I wasn't paying attention and for that I am deeply sorry. I know this does not make it okay, but I needed to explain. Again - I am sorry for the stress this caused you and I hope all is forgiven.

- Lisette

NATIONAL ASSOCIATION FOR SHOPLIFTING PREVENTION®

...because shoplifting steals from all of us

March 24, 2015

Ms. Suzette Ramos
207 S 7th Street
Garden City, KS 67846

Dear Suzette:

We are pleased to inform you that you satisfactorily completed the Home-Study segment of the Shoplifters Alternative Course (SA Course) on 03/24/2015 and received a grade of "B".

From your responses to the questions asked during the course, it appears that your shoplifting behavior may be less related to criminal intent and more the result of personal stress or other factors that are or were affecting your life at the time of the incident. In our experience, others in the same situation have been helped by short-term counseling or psychotherapy. Therefore, we recommend that you enter some form of counseling for evaluation and additional help with this issue. If you cannot find a psychotherapist on your own, we will be pleased to assist you in finding a qualified psychotherapist in your area.

Remember to review your NASP Wallet Card/Support Summary which was at the end of your program. It contains recommendations regarding what to do:

1) Before You Enter A Store 2) After You Enter A Store 3) When In The Store

We also recommend the following for your future rehabilitation:
1. Review any portion of the program again whenever you feel the need.
2. Contact us directly if you need assistance.
3. Visit our website for access to support services such as Telephone Coaching, Online Self-Help Groups and a Referral to a Psychotherapist at www.ShopliftingPrevention.org/WhatNASPOffers/NSHC.htm.

You have taken a big step toward taking responsibility for your actions by completing the SA Course. We now encourage you to pay any outstanding fees to the court and/or civil fines that you owe to the store. By satisfying all criminal and civil sanctions associated with this event, you will avoid any further action against you and move on with your life knowing this incident and shoplifting are behind you.

Please accept our best wishes for your future and remember that we are always here for you.

Sincerely,

Gina Hoelderlin
Program Administrator

Be Sure To Keep This Letter As Verification That You Have Completed Your SA Course Requirements.

INITIATIVES:

NATIONAL SHOPLIFTING PREVENTION COALITION

EDUCATION

NATIONAL LEARNING & RESOURCE CENTER

PREVENTION

Honest to Goodness Project
PREVENTING SHOPLIFTING, BUILDING CHARACTER

JUSTICE

SA VRS Online
OFFENDER EDUCATION PROGRAMS

REHABILITATION

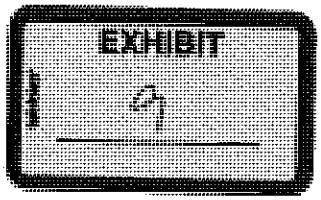
SHOPLIFTERS ANONYMOUS®
NATIONAL SELF-HELP & SUPPORT CENTER
www.shopliftersanonymous.org

EXHIBIT
tabbies
8

To whom it may concern:

I would first like to start off by saying thank you for taking the time to read this letter. I am truly mortified by what happened. I am NOT, nor have EVER been, a thief. I have apologized numerous times for my actions on that day. I had tried to make it right ever since I found out what happened. I called the police department every week trying to rectify my wrong. I cannot tell you how very sorry I am. I talked with Gabby and apologized to her and told her how ashamed I was the very next day. I had been going through some very emotional things in my life. I had just had my second cancer scare and just came back to work from my second major surgery within two years. I had been having panic attacks, felt anxious all the time, I had insomnia and wasn't sleeping more than 3 hours a night and I was battling with depression. I was wrong and I am not trying to justify my actions. I just want you to know the circumstances of my actions on that day. I was having a very demanding day. There were a lot of things going on at work. I was very late picking up my daughter, I should have paid closer attention to what I was doing and for that I am so truly sorry. I am so embarrassed by my actions on that day! I can't take it back. I wished I could. I did do everything I could to fix my wrong.

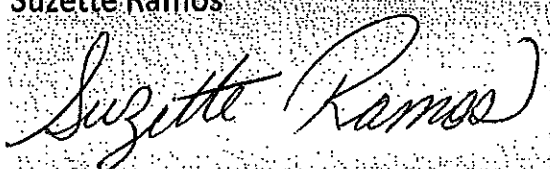
I have been in education for 18 years. I started out as a Para-educator. I absolutely loved working with children so I went back to school. I worked during the day and went to school at night. I had two small children and a husband at home to take care of. I am an honest, hard-working woman who would NEVER intentionally hurt anyone. I am a teacher, a mother, and I'm a wife. I help others; I don't hurt them. I ask that you please not revoke my teaching license. I love my job and I love being a teacher there is nothing else I'd rather be doing with my life! I am a very dedicated teacher not only to my student's, but to all staff members as well.



Linda McVey from the county attorney's office gave me permission to give you her number. She said please feel free to call her and she will let you know how cooperative I've been through this whole ordeal. She then stated she would help me file a petition for expungement when this is over. Again, I am so truly sorry for my actions. I did not mean to hurt anyone.

Sincerely,

Suzette Ramos



Tell me and I forget. Teach me and I remember. Involve me and I learn.

- Benjamin Franklin

Linda McVey

Finney County Attorney's office

620-272-3568

Suzette Ramos
207 S. 7th St.
Garden City, KS
67846

ATTN: Cheryl Austin
KSDE
900 S.W. Jackson st.
Suite 102
Topeka, KS
66612

RECEIVED
MAR 19 2015
General Counsel
State Department of Education

15-PPC-82

To Whom it May Concern:

Linda McVey, from the Finney County Attorney's Office, wanted me to let you know you can call her with any questions. She reminded me that this was not a conviction and she is willing to speak with you on my behalf.

Linda McVey 620-272-3508 lmcvey@finneycounty.org

Enclosed you will find a letter stating I have been dismissed from Diversion and a family picture. I thought it might be nice for you to put a face to the name.

Sincerely,

Suzette Ramos

Suzette Ramos

RECEIVED
JUL 20 2015
LEARNING SERVICES
KSBE

EXHIBIT
12

Suzette Ramos
15 July 2015

I am writing this letter today to ask that my teaching license not be revoked. I had been going through a very tough time when this incident took place back in February 2013. I had just had my second cancer scare. I just returned back to work from my second major surgery in two years. I'd been battling with depression, anxiety, and panic attacks for quite some time as well. This was a very difficult time in my life. I was brought up in a Christian home with Christian values. I would never intentionally hurt anyone or take things that don't belong to me. I was truly devastated when I found out what had happened.

I was charged with misdemeanor theft, but I did not steal anything. I don't dispute the fact that I used the card, but I do dispute the fact that I stole it. I found a credit card in the parking lot while I was leaving work. In a hurry to pick my daughter up from school I put the card in my coat pocket with every intention of taking it into work the next day to find out whose it was. While at the gas station my daughter got into my purse and handed me my credit card. I put it in my pocket. I used the wrong card. I made a huge mistake and was clearly not paying attention to what I was doing. It was not done maliciously or with cruel intentions to hurt anyone. Gabriella and I talked. I had told her how truly sorry I was. She forgave me. We both stated how we

needed to be more careful. I thought that was the end of it. Until a year later when I received a letter stating I was being charged.

My family and I need my income. We will not survive without it. I am supporting one child in college and another in 9th grade. I would never jeopardize my career over $400.00. I absolutely love my job. I love those I work with and most of all I love coming to work every day to see my students. I beg you please have mercy in your hearts and do not revoke my license. Teaching is all I have ever wanted to do. I have so much love and passion for my job. I don't know what I'd do if I could not teach anymore.

I don't envy your job. I know it must be difficult at times to try and judge someone through their words on a piece of paper. But I beg you please don't judge me because of this one act. I am a good and decent person who deserves to keep her teaching license. Please don't revoke my license. I have worked way too hard to get to where I'm at, not only for myself, but for my children as well.

Sincerely,

Suzette Ramos

Suzette Ramos

JUDY SCHWEER
Notary Public - State of Kansas
My Appt. Expires 2/23/17
Finney County

Linda McVey
Finney County Attorney's Office
Admin. Assistant/Diversion Coordinator
409 N. Ninth Street
Garden City, Kansas 67846
Phone: 620-272-3568
Fax: 620-272-3584
E-mail: lmcvey@finneycounty.org
Website: www.finneycounty.org

Garden City Public Schools

U.S.D. #457

Special Education

September 10, 2015

To Whom It May Concern:

It is my privilege to write this letter of recommendation for Ms Suzette Ramos. I have worked with Ms Ramos off and on for the past 15 years. She was a special education para educator, for several years, and then switched to general education para as she worked on her elementary education degree. After completing her degree, she became an early childhood special education teacher for a year. She left the district for a year and when she returned, she was an elementary special education resource teacher.

During the time I have worked with Ms Ramos, I have found her to be a very conscious employee. She quickly learned new paperwork and routines. She has been a responsible teacher in all ways from service to students to completing her paperwork promptly and correctly. She has taken changes in processes and procedures over the years in stride and implemented student programs with fidelity. She deals with parents in a positive and respectful manner.

Ms Ramos is always concerned about the students she works with and uses a variety of strategies to work with students needing assistance. She does a good job of keeping the students involved and learning through the use of multiple activities that address different learning styles. The students respond to her sense of humor, discipline, expectations, and caring. Ms Ramos has established specific routines for her students and they understand and follow those routines. When students get off task or are not behaving appropriately, Ms Ramos brings them back to task and has consequences established if they are needed.

Ms Ramos is a very organized and responsive teacher. She is perceptive, and able to delve beyond the surface to see the ultimate source of concerns or problems. She is not afraid to take risks, when she believes it will lead to improvement for her students. She is willing to ask questions and takes suggestions and implements them ably.

Sincerely,

Dr. Karen Johnson

Dr. Karen Johnson
Director Special Education
Garden City Public Schools
Garden City, KS 67846
620-805-7141

EXHIBIT

MICHAEL E. FRANCIS, KS. #6783
434 SW Topeka Boulevard
TOPEKA, KS 66603
Phone: (785) 235-3415
Fax: (785) 235-8089
ATTORNEY FOR LICENSEE

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION

IN THE MATTER OF	)	
THE PROFESSIONAL LICENSE	)	
Of Suzette Ramos	)	**Case No. 15-PPC-32**
License No. 13-115907-071	)	**OAH No. 16ED0003**

LICENSEE'S ANSWERS TO INTERROGATORIES

1. Provide your full name and contact information including telephone number and e-mail address.
   Answer:
   Suzette Ramos
   207 S. 7th St.
   Garden City, Ks 67846
   Suzette.ramos@usd480.net
   (620) 640-4772

2. Describe in detail your educational background, and include the names and addresses af all institutions that you have attended, the dates of attendance and a description of the degrees or certificates that you have obtained.

Answer:
I feel it is important to let you know that I had been working for the Garden City School District since 1997. I began as a para professional. I loved my job and working with kids so much that I went back to school to obtain my teaching license. I worked as a para professional during the day and went to school at night while raising children and taking care of my family as well.

Garden city community college -school of cosmetology Fall 1992-1993
801 Campus Dr, Garden City, KS 67846
(620) 276-7611

Garden city community college-2007 associates degree
801 Campus Dr, Garden City, KS 67846
(620) 276-7611

Newman University fall 2008-2010 bachelor's degree
3100 McCormick St, Wichita, KS 67213
(316) 942-4291

EXHIBIT
14

Dodge City community college 2009 classes
taken for Newman
2501 N 14th Ave, Dodge City, KS 67801
(620) 225-1321

Fort Hays state university-spring 2011 working towards masters in special education
600 Park St #1, Hays, KS 67601
(785) 628-4000

3.Identify all jurisdiction where you previously held or currently hold a teaching license. Provide dates for when each license was obtained and for when each license lapsed or was revoked, if applicable Explain any lapses in licensure or revocations.

Answer
State of Kansas
08/13/2010-06/30/2011 1 yr. non-renewal
5/12/2012- expiration 5/21/2014 initial teaching license
05/27/2014 through 03/02/2020 professional teaching license

State of Wisconsin
1-year initial educator license 7/1/2012 through 6/30/2013

3. Identify any other profession al licenses you hold or have held.
Answer:

None

5. List all places of employment from the tim you matriculated from undergraduate school to present. Include the name and address of each employer, the dates of employment for each and the reason for leaving each position.

Answer:
Unified school district 457 August 2010/May 2012
1205 Fleming
Garden City, Ks 67846

Reason for leaving: I moved back home to Wisconsin to help take care of my father. He was gravely ill and almost dying.

School District of Beloit October 2012/June 2013
Kodak Education Center
1633 Keeler Avenue
Beloit, Wisconsin 53511

Reason for leaving: I came back to Kansas after my father's health improved.

Unified School District 457 August 2013/May 2014
1205 Fleming
Garden City, Ks 67846

Reason for leaving: I felt it would be best if I resigned due to the circumstances at hand.

Unified School District 480 August 2014 to current
401 N. Kansas Ave.
Liberal, Kansas 67901

6. If you are no longer employed by the School District that was y ou employer during the 2013-2014 school year, explain the circumstances under which y our employment there ended.

Answer:
I was very mortified and ashamed by what had happened by what I had unknowingly done. I had brought shame to my family and myself. I felt that it would just be best if I resigned and started over if at all possible.

7. Identify all supervisors, including name, title, work address and work telephone number during the 2013-2014 school year.

Answer.
Heath Hogan- principal
Unified School District 457
1205 Fleming
Garden City, Ks 67846
(620) 276-5270

Mercedes Ramos-Assistant Principal
Unified School District 457
1205 Fleming
Garden City, Ks 67846
(620) 276-5270

Dr. Karen Johnson-Director of Special Education
Unified School District 457
1205 Fleming
Garden City, Ks 67846
(620) 805-7000

Phyllis McVey- Cooperating Teacher
address unknown
(620)272-6137

8. Identify all law enforcement agencies that investigated the criminal misconduct that led to you charged in the District Court of Finney County, Kansas, in Case No. 14 CR 689.
Garden City Police Department
9th St #2, Garden City, KS 67846
(620) 276-1300

9. Identify each location where y ou used Ms. Moreno's credit card. For each location, provide a list of items you purchased.
Answer.
First, let me start off by stating that I DID NOT knowingly use Gabby's card. I thought that it was mine I was using. This was not done with malicious intent or to harm her. It was an unfortunate accident on my part. One I tried to rectify as soon as I found out what I had done. I called the Garden City Police Department every other day to find out what I could do. They told me if they needed me they would contact me.

I had told Linda McVey, my diversion supervisor that I did not agree with all the places Gabby said I had used her card. She had put Sam's club gas station. I did not have a Sam's Club card, therefore could not use it there. I did not agree with a few other purchases that were on the complaint either. I was informed that if I did not agree, I could just go to court. I thought it would be easier if I just signed the diversion agreement so this nightmare could be over. I never imagined all this happening.

First, the Oasis gas station where I purchased gas.

Then I went to Dillons. I cannot recall what I had gotten. I believe they were having a sale on paper towels. It has been almost 3 years. A lot has happened since then.

Next was Wal-Mart. I purchased groceries and again a long time has passed and I cannot recall everything I had gotten.

Lastly, I believe I stopped at the station before heading home.

10. For each fact witness, other than yourself, whom you intend to call at the time of your hearing before the Professional practices Commission to testify, please state:

a. Name, address and telephone number of witness
b. The relationship between you and the witness; and
c. The substance of the expected testimony for each witness.
Answer:

A. Linda McVey
409 N. 9th
Garden City, Ks
67846
(620)272-3568
LMCVEY@FINNEYCOUNTY.ORG

B. Diversion Coordinator

C. My attitude towards what happened and how cooperative I was throughout the whole process. My early release from the diversion program ...did 7 months.

A. Karen Hyman
908 Howerton Pl
Garden City, Kansas
67846
(620) 277-8937
khyman@gcnet.com

B. Character Witness- Friend of 22 years.

C. How distraught and sorry I felt after I found out what I had done. Frame of mind before, during and after the incident.

A. Traci Mettlen
840 N Washington Ave
Liberal, KS 67901
(620) 604-2100
Traci.mettlen@usd480.net

A. Current Principal

B. Work Ethic

A. Clairinda Weatherwax
840 N Washington Ave
Liberal, KS 67901
(620) 604-2100
Clairinda.weatherwax@usd480.net

A. Current Assistant Principal

B. Work Ethic

A. Dr. Karen Johnson
Unified School District 457
1205 Fleming
Garden City, Ks 67846
(620) 805-7000
kjohnson@gckschools.com

B. Director of Special Education

C. Work Ethic

A.

11. Please list the name, address, and telephone number and the employer's name, address, and telephone number of each expert witness you expect to call as a witness at trial, and with respect to each individual please state:

Answer:

I do not anticipate calling any expert witnesses.

12. Please identify each document or other item which you intend to offer as an exhibit at trial, and if such exhibit is a document, please attach a copy to your answers.

Answer:
Licensee's Performance Evaluations
Complaint filed in Finney County District Court case no. 2014CR689
Diversion Agreement filed in Finney County District Court case no. 2014CR689
Motion to Dismiss the above case filed by the Finney County Attorney
Letter of apology from Ms. Ramos to theft victim
Certificate of Completion of NASP course
Letters from colleagues concerning Licensee's abilities as a teacher.
Garden City USD 457 2013 teacher evaluation

VERIFICATION

STATE OF KANSAS)
)SS:
COUNTY OF SHAWNEE)

I, Suzette Ramos, being of lawful age, being first duly sworn on oath, state that I am one of the defendants in the above entitled action, that I have read the above and foregoing Interrogatories and the answers thereto, and that said answers are true and correct to the best of my knowledge and belief.

Suzette Ramos

Subscribed and sworn to before me this 4th day of November, 2015.

Notary Public State of Kansas
Terry L Chrisenbery
My Appt Exp 10-15-18

Notary Public
My appointment expires: Oct 15 2018

CERTIFICATE OF SERVICE

I do hereby certify that I have served a true and correct copy of the above and foregoing document on counsel of record by (__) placing the same in the U.S. mail, postage prepaid, (_X_) facsimile to the phone number(s) listed below, and that the transmission was reported as complete and without error and that the facsimile machine complied with Supreme Court Rule 119(b)(3), or (__) hand delivery, on November 4, 2015, to:

Michelle Tunnell
Administrative Law Judge/Presiding Officer
Office of Administrative Hearings
1020 S. Kansas Avenue
Topeka, KS 66612-1327
Fax: 785/296-4848
And
Kelli Broers, Attorney
Kansas State Department of Education
900 Jackson, Suite 1051
Topeka, Kansas 66612
Fax: 785/296-7933
And
Theresa Cole'
Kansas State Department of Education
900 Jackson, Suite 1051
Topeka, Kansas 66612

MICHAEL E. FRANCIS, KS. #8783

FORM 21

Application for Kansas
Upgrade to
PROFESSIONAL LICENSE

RECEIVED
MAY 27 2014
KS State Department of Education
Teacher Ed and Licensure (TEAL)

SECTION A – TO BE COMPLETED BY APPLICANT

1. Social Security Number [redacted] . 0572

2. Legal Name (First) Suzette (Middle) Lee (Last) Ramos

3. List all prior names (maiden, alias, previous married, etc.) Hawkins

4. Mailing Address 207 S. 7th St. | City Garden City | State KS | Zip Code 67846

5. Birthdate (MM/DD/YYYY) [redacted] 1972 | 6. Gender ☐ Male ☒ Female | 7. Phone: 620 [redacted] Alternate Phone: 580

8. Ethnicity (Mark only if applicable) ☐ Hispanic/Latino

9. Race (Choose one or more) ☐ American Indian or Alaska Native ☐ Black or African American ☑ White ☐ Asian ☐ Native Hawaiian or Other Pacific Islander ☐ Refuse to Designate

10. Have you honorably served in any brand of the US Armed Forces, including the National Guard and Reserves? ☑ No ☐ Yes
If Yes, please enter total years below in a and b.
a. Total years of active duty service in any branch of the US Armed Forces (if none enter "0") _____
b. Total years of national guard/reserve service (if none enter "0") _____

11. Email Address (Please provide an email address that will be active throughout the application process so that we may notify you of the changing status of your application.) _____

12. a. Have you ever been convicted of a felony?
☑ NO ☐ YES If yes, please attach a copy of the court documents regarding conviction.

b. Have you ever been convicted of ANY crime involving theft, drugs, or a child?
☑ NO ☐ YES If yes, please attach a copy of the court documents regarding conviction.

c. Have you entered into a criminal diversion agreement after being charged with any offense described in question 8a or 8b?
☑ NO ☐ YES If yes, please attach a copy of the diversion agreement.

d. Are criminal charges pending against you in any state involving any of the offenses described in question 8a or 8b?
☑ NO ☐ YES If yes, please attach a copy of the court documents regarding your case.

e. Have you had a teacher's or school administrator's certificate or license denied, suspended, revoked or been the subject of other disciplinary action in any state?
☑ NO ☐ YES If yes, please indicate the action taken: ☐ denied, ☐ suspended or ☐ revoked.
Which state(s)? _____
Please attach a copy of the documents regarding the official action taken.

f. Is disciplinary action pending against you in any state regarding a teacher's or administrator's certificate or license?
☑ NO ☐ YES If yes, please attach a copy of the official documents regarding the action pending against you.

g. Have you ever been disbarred or had a professional license or state issued certificate denied, suspended, revoked or been the subject of other disciplinary action regarding any profession in Kansas or any other state?
☑ NO ☐ YES If yes, please indicate the action taken: ☐ denied, ☐ suspended or ☐ revoked.
Which state(s)? _____
Please attach a copy of the documents regarding the official action taken.

h. Have you ever been terminated, suspended, or otherwise disciplined by a local Board of Education for falsifying or altering student tests or student test scores?
☑ NO ☐ YES If yes, which district(s)? _____ When? _____

i. Have you ever falsified or altered assessment data, documents, or test score reports required for licensure?
☑ NO ☐ YES If yes, what state(s)? _____ When? _____

13. List all degrees earned: (example: BA, MS, EDS, etc.) If you earned a new degree since your initial license, attach official transcripts.
Institution: Newman Degree: BA Year Earned: 2010 Institution: _____ Degree: _____ Year Earned: _____
Institution: _____ Degree: _____ Year Earned: _____ Institution: _____ Degree: _____ Year Earned: _____

ARCHIVE NUMBER 1183072

EXHIBIT 13

14. I certify that I am of good moral character and that the information on this application is true and complete to the best of my knowledge. I understand that any misrepresentation of facts may result in the denial or revocation of my license.

Brigitte L. Ramos — 5-14-14

Signature of Applicant — Date

Include a **$45.00 Application Fee** made payable to the Kansas State Department of Education.
Money order or cashier's check preferred. Personal checks accepted.
DO NOT SEND CASH.
Mail to: **Teacher Education and Licensure, KSDE, Landon State Office Building, 900 SW Jackson Street, Suite 106, Topeka, KS 66612-1212.**
Processing fee **CANNOT** be refunded and does not guarantee a license will be issued.

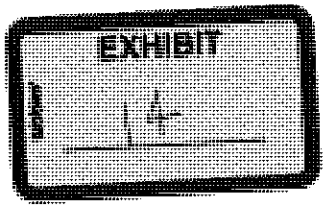
KSDE is no longer printing and mailing paper licenses

You can view, save or print a copy of your license online at License Look-up at https://svapp15586.ksde.org/TLL/SearchLicense.aspx. Enter the requested information and hit "search". When the search is completed, your license information page will display and you will see a button to "Print License". You may save a PDF and/or print a copy of your newly issued license using the Print License button.

You may also track your application processing through License Look-up. As soon as your status goes to "Issued" or "Not Active", the Print License button will become available and will remain available to you throughout the validity of your license. A license or certificate printed from the License Look-up website may be considered an "official copy" for district files.

On that day at around 1:45 p.m., I was in my office heading to the intercom to contact a teacher. At that time Suzette Ramos came to the office holding a white purse, and stated that she found that purse in the lounge. Lora Aguilera, the school secretary grabbed it, and I immediately recognized it as Gabriela Moreno's purse. Lora grabbed the purse and placed it on the back counter, and she said she will contact Gabriela about it. I normally eat lunch from 1:00 to 1:30 p.m. in the teacher's lounge. Gabriela usually comes into the lounge at about 1:20 p.m. from her lunch. That's how I know it was her purse.

LGaleano, R.N.
Luz Galeano
V.O. School Nurse



On February 25th I forgot my purse in the workroom for about one hour. When I came back there I couldn't find my purse. I went to the office and I was going to ask about it when Lora told me "we have your purse". I thanked her and asked who brought my purse in? She responded Suzette Ramos.

That evening when I tried to pay with my credit card I couldn't find it anywhere. I checked my car, my house and every possible place. I thought I lost my credit card in the last place that I used it which was Sam's gas station.

It was around 7p.m. when I called the credit card company to notify them that I had lost my credit card and they cancelled it. The next morning February 26th, I went to my bank to let them know and to confirm that my credit card was actually cancelled.

The bank clerk gave me an updated statement to check for any fraudulent charges. I found five unauthorized purchases. There were five different purchases from four different places and totaled $452.32.

I notified the police and gave police officer Gibson a statement and a copy of the unauthorized charges. He said they will start an investigation.

On March 11th the police officer Heit visited me at Victor Ornelas Elementary School. He showed a photo from his cell phone to see if I can recognize the woman in the image. At first instance I responded no, then he expanded the image and he said "are you sure? She has a school district ID." I recognized it was Suzette but I couldn't believe it. Officer Heit went into the office and asked Lora who was that person and she immediately responded Suzette Ramos.

On the morning of March 12th, Mrs. Mcvey approached me and said that Mrs. Ramos wanted talked to me if I would agree to speak to her. She also said that Mrs. Ramos told her that the police officer said she could contact me (later on I found out that the police officer told her do not contact me). Mrs. Mcvey stayed in the classroom as a witness.

Mrs. Ramos said to me "I couldn't sleep last night. I'm sorry that I used your credit card by mistake. That was a stupid mistake; she doesn't want jeopardize her job". I asked her did you take my credit card from my purse. She responded "no, I'd never do that. I found it in the VO parking lot. I put it in my purse because I was in a hurry and then I accidentally used it to pay for my purchase". She repeated several times" I'm sorry, I'm so sorry". I first asked her do you have a yellow Golden Plains Credit Card? She responded, "no, I don't have that kind." Next I asked her where my credit card is at. She replied she is looking for it but so far she can't find it. She said that she was going to ask her husband to help her find it. That is what Mrs. Ramos said to me the last time she spoke to me.

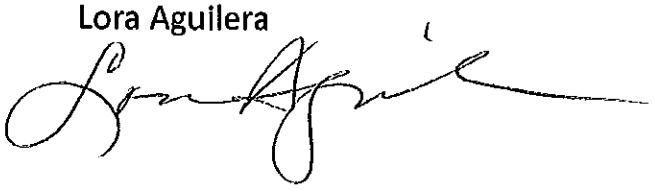
Gabriela Moreno

To whom it may concern,

It was about 1:45 almost 2:00pm, when Suzette Ramos brought a white purse in with black letters on it, she said someone had left it by the microwave in the lounge. I thanked her for bringing it in, as I was taking it from Suzette, Luz Galeano our school nurse seen the purse and said that it belonged to Gabriela Moreno.

I looked for Gabriela's schedule to see where she would be at to call her down to office to come and get it and by that time Gabriela was already coming to the office to look for her purse.

Lora Aguilera



Dear Mr. Hogan and Dr. Johnson,

I just received the e-mail about the meeting. I have been doing everything in my power to get this situation resolved. I have contacted the officer in charge several times, but she has told me that she will get a hold of me if she needs to. I have shared with her the urgency of getting this resolved because of its affect on my employment.

I would like to address both of you and say a few things before you make your final decision about my employment here at VO and with the school district. I would first like to start out by saying that I will not make any excuses for my foolishness. However, I would like for you both to know a few things that I have been dealing with before you make up your mind about me. I have not been myself since my surgery. I have been battling with depression, insomnia, and I get panic attacks, just to name a few. I tried self medicating myself, but it has not helped. I finally made a conscious decision and went and seen my Doctor. I am on the right track hopefully, but feel that might be too late. I want you both to know how truly sorry I am. I cannot apologize enough for what has happened. This was not a malicious act, but merely a huge mistake on my part, one that I have been deeply and truly sorry for. I should have paid closer attention to what I was doing and been more responsible. Anyone who knows me knows that I am a very honest and heart felt person. This act of cruelty is not in my nature. This was NOT intentional nor did I mean to hurt anyone. I LOVE my job and working with students is my passion. I have been with USD #457 for almost 20 years. I would never do anything to jeopardize that purposely. Thank you for taking the time to read this.

My deepest apologizes,
Suzette Ramos

MICHAEL E. FRANCIS, KS. #8783
434 SW Topeka Boulevard
TOPEKA, KS 66603
Phone: (785) 235-3415
Fax: (785) 235-8089
ATTORNEY FOR LICENSEE

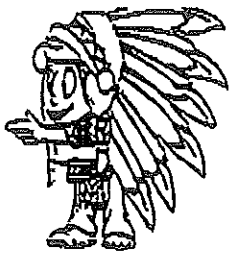
BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION

IN THE MATTER OF	)	
THE PROFESSIONAL LICENSE	)	
Of Suzette Ramos	)	Case No. 15-PPC-32
License No. 13-115907-071	)	OAH No. 16ED0003

LICENSEE'S EXHIBITS

Melten Letter - 9/6/15	A
Weatherwax Letter – 9/10/15	B
USD 480 Evaluation 10/14/14	C
USD 457 Evaluation 10/30/13	D
USD 480 Evaluation 11/4/15	E

Washington Elementary School
840 N. Washington
Liberal, Ks. 67901
(620) 604-2100



September 9, 2015

Dear Sir or Madam,

Mrs. Suzette Ramos has been employed as a pre-k teacher at USD 480 for the past year. I have been very impressed with her dedication and performance in her work at Washington Elementary. Suzette is very professional in her duties and rarely absent. She is always willing to do what is asked of her.

Suzette's work with children is exceptional. During her experience at Washington Elementary, Suzette has worked with children with various learning styles, socioeconomic backgrounds and cultures. Suzette treats all students in a warm, caring and empathic manner, and students respond to her well. She is very responsible and reliable with all children.

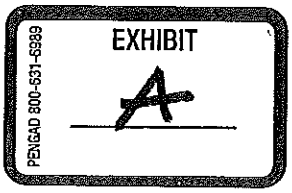
Suzette's enthusiasm and enjoyment of teaching serve as strong student motivators. I would recommend Suzette to work in any capacity especially with children and parents.

Suzette shows many positive professional qualities. She is enthusiastic, motivated, creative, warm, caring and committed to the teaching profession. Each of these qualities makes Suzette a wonderful candidate for a Kansas teaching license.

Sincerely,

Traci L. Mettlen

Traci Mettlen, Principal



Washington Elementary School
840 N. Washington
Liberal, Ks 67901
(620) 604-2100 Fax (620) 604-2101

September 10, 2015

To whom it may concern:

It is my pleasure to be writing a letter of recommendation on behalf of Suzette Ramos. I have known Mrs. Ramos since last school year. I have observed her classroom teaching on multiple occasions and she is always prepared for her students and takes great pride in making sure she is organized for her students.

Mrs. Ramos is a wonderful asset to the Washington staff. She is always open to learning and wants the best for her students. She is a team player amongst her colleagues. In the classroom, she enlightens her students and wants to see every student succeed. She uses our data, in regards to Literacy First, and uses that data to guide her instructions to the students' need and where to push them academically.

I am confident in Mrs. Ramos's teaching ability and her ability to work with any type of student. If you have any further questions, please feel free to contact me with the information below.

Best regards,

Clairinda Weatherwax

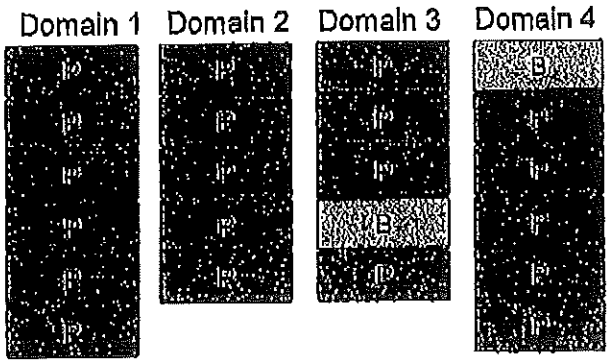
Clairinda Weatherwax
Assistant Principal
Washington Elementary
Liberal, KS 67901
(602)629-3469
Clairinda.weatherwax@usd480.net

EXHIBIT
13

PENGAD 800-631-6989

USD 490
Teacher Evaluation

Domain Summaries



Teacher	Ramos, Suzette
Building	WASHINGTON ES
Year	2014-2015
Eval #	1
Years Employed	1
Number of Evaluations this year:	2

Summary Ratings

Domain 1: Planning and Preparation	Unsatisfactory	Basic	Proficient	Distinguished
TOTALS	0	0	6	0
Summary Rating:				

Domain 2: Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
TOTALS	0	0	5	0
Summary Rating:				

Domain 3: Instruction	Unsatisfactory	Basic	Proficient	Distinguished
TOTALS	0	1	4	0
Summary Rating:				

Domain 4: Professional Responsibilities	Unsatisfactory	Basic	Proficient	Distinguished
TOTALS	0	1	5	0
Summary Rating:				

Summary Rating for Domains 1 - 4	Unsatisfactory	Basic	Proficient	Distinguished
TOTALS	0	2	20	0
Summary Rating:				

Administrator	[signature]	10-29-14
Teacher*	Suzette Ramos	10-29-14
	Signature	Date

* A signature notes your evaluator has reviewed the evaluation with you. It does no necessarily mean agreement.

EXHIBIT C

ENGAD 800-631-6989

Domain 1 Notes

Mrs. Ramos aligns her lessons with the standards. The lessons are motivating and engage most students. Lessons are adjusted to meet the needs of all students. Mrs. Ramos is familiar with resources and materials available. She frequently checks for understanding and gives students helpful information if they seem confused.

Domain 2 Notes

Mrs. Ramos is fair and respectful toward students and builds positive relationships. She fosters positive interactions among students and teaches useful social skills. Mrs. Ramos maximizes student learning through smooth transitions. The room environment creates an inviting climate that maximizes learning.

Domain 3 Notes

Mrs. Ramos presents material clearly and explicitly, with examples and appropriate language. Mrs. Ramos is flexible and takes advantage of teachable moments. Students are actively engaged in the lesson.

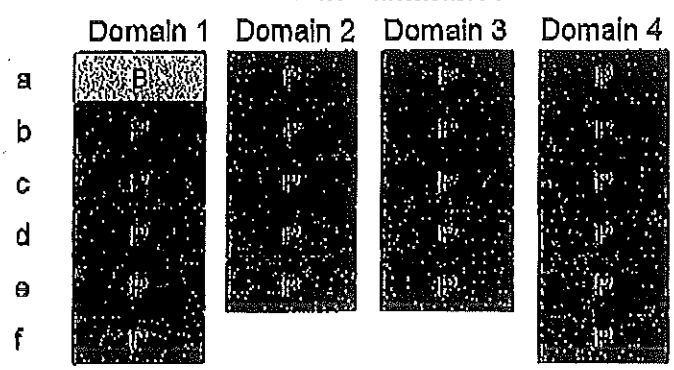
Something to consider: Have students think about and actively discuss the skills being taught.

Domain 4 Notes

Mrs. Ramos communicates respectfully with parents and is sensitive to different families' cultures and values. Mrs. Ramos uses conferences and report cards to give parents feedback of their child's progress. She is a positive team player and contributes ideas and expertise to the team.

USD 480
Teacher Evaluation

Domain Summaries



Teacher	Ramos, Suzette
Building	WASHINGTON ES
Year	2014-2015
Eval #	2
Years Employed	0
Number of Evaluations this year:	2

Summary Ratings

Domain 1: Planning and Preparation	Unsatisfactory	Basic	Proficient	Distinguished
TOTALS	0	1	5	0
Summary Rating:				

Domain 2: Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
TOTALS	0	0	6	0
Summary Rating:				

Domain 3: Instruction	Unsatisfactory	Basic	Proficient	Distinguished
TOTALS	0	0	5	0
Summary Rating:				

Domain 4: Professional Responsibilities	Unsatisfactory	Basic	Proficient	Distinguished
TOTALS	0	0	6	0
Summary Rating:				

Summary Rating for Domains 1 - 4	Unsatisfactory	Basic	Proficient	Distinguished
TOTALS	0	1	21	0
Summary Rating:				

Administrator	Signature	2.13.15
Teacher*	Signature	2-13-15
		Date

* A signature notes your evaluator has reviewed the evaluation with you. It does no necessarily mean agreement.

Domain 1 Notes

Mrs. Ramos designs lessons that are motivating and likely to engage all students. Miss Ramos occasionally misses deadlines for lesson plans. She designs lessons that target several learning needs, styles and interests.

Domain 2 Notes

Mrs. Ramos teaches routines and has students maintain them all year. She fosters positive interactions among students. Mrs. Ramos clearly communicates and consistently enforces high standards for student behavior.

Domain 3 Notes

Mrs. Ramos is flexible about modifying lessons to take advantage of teachable moments. She uses clear expectations and appropriate language.

Domain 4 Notes

Mrs. Ramos collaborates with colleagues to share teaching ideas. She demonstrates professional demeanor and maintains appropriate boundaries. Mrs. Ramos is a positive team player.

GARDEN CITY USD 457
Summative Evaluation (Teacher)

Teacher	Suezette Ramos	Evaluator	Heath L. Hogan
Assignment	SPED resource	Evaluation Conf. Date	10-30-13
Observation Dates		Conference Dates	
10-15-13		10-25-13	
10-29-13		10-30-13	

Please check here if the teacher completed a portfolio: ☐

Explanation of Ratings

E – Exceeds Expectations
Note: All E ratings require a comment.

M – Meets the High Quality Standards Established by the District

B – Below Expectations
Note: All B ratings require a comment.

Criteria	Rating	Comments
I. PROFESSIONAL PERFORMANCE		
A. *Planning and Preparation*		
1. Demonstrates effective planning for all students	M	
2. Develops coherent instruction	M	
3 Assesses student learning	M	Continue to use the tools available to you to check the progress of the students towards their goals.
4. Demonstrates knowledge of students	M	
B. *Instruction*		
1. Demonstrates appropriate instructional skills	M	Ms. Ramos uses a variety of instructional stratigies to keep her students on task
2. Communicates clearly and accurately	M	
3. Uses effective questioning and discussion techniques	M	Continue to push higher level questions
4. Engages students in learning	M	The use of visuals and hands-on materials helps with this.
5. Provides feedback to students	M	
C. *Classroom Environment*		
1. Creates an environment of rapport and respect	E	Ms. Ramos treats all of her students with respect.
2. Establishes a culture for learning	M	

EXHIBIT D

PENGAD 800-631-6989

3. Manages the classroom	M	Ms. Ramos does a good job with classroom management. She has all of her materials out and ready to go.
4. Delegates appropriate responsibilities and tasks to students	M	
II. PROFESSIONAL RESPONSIBILITY		
1. Grows and develops professionally	M	Ms. Ramos is willing to take instructional feedback from the administration
2. Shows professionalism	M	
3. Communicates effectively about the instructional program	M	
4. Student Achievement (as defined by staff member goal)	M	
III. PORTFOLIO (Teacher Option)		

NOTE: Renewal/non-renewal recommendations to be completed by the Supervisor after the second Summative Evaluation for non-tenured employees.

☐ Recommended Renewal ☐ Recommended Renewal with Plan of Assistance ☐ Recommended Non-renewal

Suzette Ramos
Teacher Signature

Heidi J. Hu
Evaluator Signature

Signature does not necessarily indicate agreement. Teacher comments may be made within 2 weeks.

USD 480
Teacher Evaluation

Domain Summaries

	Domain 1	Domain 2	Domain 3	Domain 4
a	P	P	P	P
b	D	P	P	P
c	P	P	P	P
d	P	P	P	P
e	P	P	P	P
f	P			P

Teacher: RAMOS, SUZETTE
Building: WASHINGTON ES
Year: 2015-2016 Eval #: 1
Years Employed: 1
Number of Evaluations this year: 2

Summary Ratings

Domain 1: Planning and Preparation	Unsatisfactory	Basic	Proficient	Distinguished
TOTALS	0	0	5	1
Summary Rating:				

Domain 2: Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
TOTALS	0	0	5	0
Summary Rating:				

Domain 3: Instruction	Unsatisfactory	Basic	Proficient	Distinguished
TOTALS	0	0	5	0
Summary Rating:				

Domain 4: Professional Responsibilities	Unsatisfactory	Basic	Proficient	Distinguished
TOTALS	0	0	6	0
Summary Rating:				

Summary Rating for Domains 1 - 4	Unsatisfactory	Basic	Proficient	Distinguished
TOTALS	0	0	21	1
Summary Rating:				

Administrator	Rhonda Weatherwax	11/4/15
Teacher*	Suzette Ramos	11/4/2015

Signature Date

* A signature notes your evaluator has reviewed the evaluation wit[illegible] necessarily mean agreement.

EXHIBIT E

USD 480
Teacher Evaluation

Domain 1 Notes

Mrs. Ramos is organized and has lessons geared towards her students. She usually has some type of lessons with actions and movement for the students to enhance the learning.

Domain 2 Notes

Mrs. Ramos' classroom is clean and student friendly. The students know the procedures and follow her directions. There are routines that she has taught at the beginning of the year and the students know and understand those routines. She is polite and friendly with the parents, staff and students at Washington Elementary.

USD 480
Teacher Evaluation

Domain 3 Notes

Mrs. Ramos gives clear expectations of her students. She walks around and makes sure her students are understanding and learning the material. The way she interacts with the students makes them want to learn. They seem to enjoy her class and her para. Whenever admin asks her to complete something she is on top of it and is usually the first one to say we can do this.

Domain 4 Notes

Mrs. Ramos is in constant contact with her parents. For the most part she is on time and ready to work. She works well with her colleagues and staff at Washington Elementary/ She does attend PD days and even attends parent engagement nights.

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Phone: (785) 235-3415
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ATTORNEY FOR LICENSEE

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION

IN THE MATTER OF	)	
THE PROFESSIONAL LICENSE	)	
Of Suzette Ramos	)	**Case No. 15-PPC-32**
License No. 13-115907-071	)	**OAH No. 16ED0003**

LICENSEE'S RESONSE TO PETITION FOR REVIEW

For her response to the Petition for Review filed herein, Licensee requests that the Kansas State Board of Education (State Board) adopt the recommendations of the Professional Practice Commission (Commission) and enter a Final Order of public censure for the following reasons:

BACKGROUND

This matter arises out of the unlawful use of another's credit card.

The evidence, as accepted by the Commission, was that Licensee, Suzette Ramos, found a purse in the workroom or lounge at the elementary school at which she was employed on February 25, 2014. She immediately took the purse to the school office, where the school nurse identified it as belonging to a paraeducator, Gabriella Moreno.

When Ms. Moreno discovered her purse was missing, she went to the office recovered the purse turned in by Licensee.

Later, Ms. Moreno discovered her credit card was missing from the purse.

Ms. Ramos found a credit card on school property later that day in a parking lot and as she was in a hurry to pick up her children after school, put the card in her pocket.

Her own credit card was in her pocket.

Ms. Ramos made five purchase that day with Ms. Moreno's card, totaling $452.32.

When Ms. Moreno discovered the card missing, she had her card company cancel the card and contacted the police.

On March 11, 2014, the police showed Ms. Moreno a photo of a person using her card on February 25, 2014. The person in the photo was Ms. Ramos. Thereafter, the police met with Ms. Ramos on that day and the next day, Ms. Ramos apologized to Ms. Moreno for using the card.

Ms. Ramos submitted a letter of resignation from her position, as she was advised by her school principal, Heath Hogan, on May 2, that he was not going to recommend renewal of her contract. The letter of resignation was accepted by the USD 457 Board on June 4.

On May 27, 2014, Ms. Ramos applied to upgrade her license, which was granted.

Subsequently, Ms. Ramos was hired as a special education teacher by USD 480 for the 2014-2015 school year.

In December, 2014, Ms. Ramos was charged with misdemeanor theft and misdemeanor criminal use of a financial card in the District Court of Finney County, Kansas.

Ms. Ramos entered into and successfully completed a diversion program and repaid the $452.32.

ARGUMENT

Was the Commission recommendation supported by substantial, competent evidence, that is: was there such evidence presented that was relevant and of substance

that furnished a substantial basis of fact from which the issues could be resolved in the manner in which the Commission resolved them? The answer is yes.

Here, the Commission found a complete lack of evidence that Ms. Ramos has some propensity to commit theft or other criminal conduct and based on the observations at the hearing also found such behavior as occurred would not be repeated.

As to Board Counsel's comments regarding the letter of recommendation written by Dr. Johnson that Dr. Johnson was unaware the scheduled hearing before the Commission when the letter was written, there is absolutely no evidence to suggest that anything different would have been stated by Dr. Johnson than what appears in the letter. If this issue was crucial to counsel's case, counsel should have produced Dr. Johnson and give Licensee and the members of the Commission the opportunity to examine Dr. Johnson.

Indeed, Dr. Johnson's letter was identified as KSDE exhibit 11 at the hearing and was not included in the exhibits submitted to the Commission by Licensee.

Board Counsel also argues that none of the witnesses believed Licensee. However, the question is not whether other witnesses believed licensee, but what weight did the members of the Commission give to the testimony of the witness who appeared and testified.

When the members retired to consider their recommendation, they came to the conclusion that public censure is appropriate, under the evidence produced by both parties.

CONCLUSION

Based on the forgoing, it is respectfully submitted that the State Board adopt the

recommendations of the Commission and publicly censure Licensee.

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ATTORNEY FOR LICENSEE

CERTIFICATE OF SERVICE

I do hereby certify that I have served a true and correct copy of the above and foregoing document on counsel of record by (__) placing the same in the U.S. mail, postage prepaid, (_X_) facsimile to the phone number(s) listed below, and that the transmission was reported as complete and without error and that the facsimile machine complied with Supreme Court Rule 119(b)(3), or (__) hand delivery, on December 22, 2015, to:

Kelli Broers, Attorney
Kansas State Department of Education
900 Jackson, Suite 1051
Topeka, Kansas 66612
Fax: 785/296-7933

And

Theresa Cote'
Kansas State Department of Education
900 Jackson, Suite 1051
Topeka, Kansas 66612
Fax: 785/291-3791

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ATTORNEY FOR LICENSEE

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION

IN THE MATTER OF THE PROFESSIONAL LICENSE Of Suzette Ramos License No. 13-115907-071	))))	**Case No. 15-PPC-32 OAH No. 16ED0003**

LICENSEE'S OBJECTION TO REMAND TO PROFESSIONAL PRACTICES COMMITTEE FOR PREPARATION OF FINDINGS OF FACT CONTRARY TO FINDINGS OF FACT ALREADY FOUND BY THE COMMITTEE

Licensee objects to the remand by the State Board to the Professional Practices Committee to prepare findings of fact in support of revocation of Licensee's license, when the Committee has adopted findings of fact supporting public censure in its Initial Order entered on December 8, 2016.

Licensee's counsel submits that since the State Board takes the position that Licensee's license should be revoked, then the Board should make its own findings to support such a result. The Professional Practices Committee heard the witnesses and weighed the evidence by the Department of Education's counsel and by Licensee and, after deliberation, concluded that public censure was the appropriate sanction.

Licensee understands that the Initial Order was subject to Board approval. What the Board now asks is to prepare an order, which from the letter of the Executive Secretary to the undersigned dated January 27, 2016, would make it appear that the Committee in fact found facts to support the Committee's conclusion that revocation is

the appropriate sanction.

WHEREFORE, it is respectfully submitted that because it is the Board's decision that revocation is appropriate and not the Professional Practices Committee's decision, it is the Board that should prepare such findings as it sees fit to support the Board's decision, in the event further proceedings arise in this matter. The Board is in a better position to know the facts upon which it relied to support its decision rather than the Committee.

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CERTIFICATE OF SERVICE

I do hereby certify that I have served a true and correct copy of the above and foregoing document on counsel of record by (__) placing the same in the U.S. mail, postage prepaid, (_X_) facsimile to the phone number(s) listed below, and that the transmission was reported as complete and without error and that the facsimile machine complied with Supreme Court Rule 119(b)(3), or (__) hand delivery, on February 3, 2016, to:

Kelli Broers, Attorney
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And

Theresa Cote'
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Fax: 785/291-3791

MICHAEL E. FRANCIS, KS. #8783

BEFORE THE PROFESSIONAL PRACTICES COMMISSION
KANSAS STATE DEPARTMENT OF EDUCATION

In the Matter of the
Professional License of
Suzette Ramos

Case No. 15-PPC-32
OAH No. 16ED0003

Professional Practices Commission's Findings of Fact

On February 15, 2016, the Professional Practices Commission (Commission) convened by telephone conference call to deliberate on this matter. Appearing for the Commission were chairperson, Linda Sieck, and members, Bradley Nicks, Tavis Desormiers, Kimberly Groom, Dorsey Burgess, Jessica Snider, Ginger Riddle, and John McKinney.

As directed by the Kansas State Board of Education (Board), the Commission has again reviewed the evidence and enters the following findings of fact consistent with the Board's decision to revoke Suzette Ramos's professional teaching license.

Findings of Fact

1. With the exception of approximately one month, Ms. Ramos has been licensed as a teacher in Kansas since 2009.

2. As a licensed teacher, Ms. Ramos is in a position of public trust, including the trust of those with whom she works.

3. As a licensed teacher, Ms. Ramos is, at all times, to be a role model to her students.

4. Ms. Ramos was employed as a licensed teacher at USD 457 in Garden City, Kansas, from August 2010 through May 2012, and then from August 2013 through May 2014. Prior to becoming a licensed teacher, she had worked at USD 457 as a paraeducator beginning in 1997.

5. Ms. Ramos is currently employed at USD 480 in Liberal, Kansas.

6. On February 25, 2014, Ms. Ramos found a purse in the workroom/lounge at Victor Ornealas Elementary School, where she was employed.

7. Ms. Ramos took the purse to the office where the school nurse identified it as belonging to Gabriela Moreno, a paraeducator, also employed at the school.

8. Ms. Moreno, noticing she did not have her purse after returning from lunch, went to the office and was told it had been turned in by Ms. Ramos.

9. Ms. Ramos claimed that later that same day as she was leaving the school, she found Ms. Moreno's credit card, a yellow Gold Plains card, in the parking lot. This was the parking lot where Ms. Moreno typically parked but not the parking lot where Ms. Ramos typically parked. Ms. Ramos's claim that she just happened to find a credit card in a parking lot of the same person who she had earlier found the purse is certainly plausible but doubtful.

10. Ms. Ramos stated that she was in a hurry to pick up her children so she put Ms. Moreno's credit card in her coat pocket rather than go back into the school to turn it in. She claimed that her credit card, a blue Teachers Credit Union card, was also in the same pocket.

11. There was no explanation as to why, if Ms. Ramos did not have the time to take Ms. Moreno's credit card back in the school, she did not, at least, call the school to report that she had found Ms. Moreno's credit card.

12. Ms. Ramos then proceeded to use Ms. Moreno's yellow credit card, without noticing it was not her blue credit card, five times that evening; first, at Wheatlands Conoco in Garden City for $31.01; second, at Dillons in Garden City for $10.44; third, at Dillons in Garden City for $48.70; fourth, at Wal-Mart in Garden City for $298.17; and fifth, at Oasis Car Wash and Gas in Garden City for $63.00. The total of the purchases was $452.32.

13. Ms. Ramos testified that after using Ms. Moreno's credit card she did not know what happened to it. She testified that her coat pocket had a hole in it and that Ms. Moreno's credit card may have fallen out, but her credit card did not.

14. At around 5:00 that evening, Ms. Moreno went to buy groceries and discovered that her credit card was not in her purse. She then checked in her car and at home. Remembering that she had put gas in her car the day before, she believed that the credit card was lost and contacted the company to cancel the credit card.

15. The next morning, Ms. Moreno went to the bank and discovered that her credit card had been used five times at four different places the prior day by someone other than herself.

16. The police were then contacted and Ms. Moreno provided a statement.

17. The next morning, Ms. Ramos did not tell Ms. Moreno or anyone else at the school that she had found Ms. Moreno's credit card and then had lost it.

18. On March 11, 2014, police officers with the Garden City Police Department contacted Ms. Moreno, at school, and showed her a photo of the individual using her credit card at Oasis Car Wash and Gas on February 25, 2014. Ms. Moreno identified the individual as Ms. Ramos. The police also used the tag number on Ms. Ramos' vehicle to identify her as the individual using the credit card.

19. On March 11, 2014, Ms. Ramos met with law enforcement officers and provided her version of what happened.

20. On March 12, 2014, Ms. Ramos spoke with Ms. Moreno and apologized numerous times for using her credit card. Ms. Ramos offered no explanation as to why between February 25, 2014 and March 12, 2014, she did not tell Ms. Moreno that she had found her credit card, that she had "accidently" used her credit card five times, and that she had then lost her credit card.

21. On May 2, 2014, Ms. Ramos received a letter from Heath L. Hogan, principal at Victor Ornealas, recommending that Ms. Ramos' teaching contract not be renewed for the 2014-2015 school year. This was based on his knowledge of incident occurring on February 25, 2014. Ms. Ramos submitted a letter of resignation.

22. On May 27, 2014, Ms. Ramos submitted her application to upgrade her license. The application was granted with her new license expiring on March 2, 2020.

23. On June 4, 2014, the Board of USD 457 accepted her letter of resignation.

24. Ms. Ramos was then hired as a special education teacher at USD 480 in Liberal, Kansas, for the 2014-2015 school year.

25. In December 2014, Ms. Ramos was charged in the District Court of Finney County, Kansas, in Case No. 2014-CR-000689-MD with misdemeanor theft in violation of K.S.A. 21-5801(a)(1) and (b)(4) and misdemeanor criminal use of a financial card in violation of K.S.A. 21-5828(a)(1).

26. Ms. Ramos entered into a diversion agreement in February 2015, wherein she stipulated to the facts alleged in the complaint and the attached affidavit, *i.e.*, that she deprived the victim [Ms. Moreno] of $452.32 by using her credit card, five different times at four different locations.

27. On July 6, 2015, the Kansas Department of Education filed its complaint against Ms. Ramos seeking revocation of her license based on the above-referenced criminal conduct.

28. By order dated July 17, 2015, the criminal complaint against Ms. Ramos in Case No. 2014-CR-000689-MD was dismissed due to the fact that she successfully completed the terms and conditions of her diversion agreement.

29. On July 20, 2015, Ms. Ramos filed her request for hearing on the complaint.

30. In a letter to the Department of Education, dated July 15, 2015, and during the hearing, Ms. Ramos claimed that she had just had a second cancer scare at the time of the incident and was battling depression, anxiety and panic attacks. However, there was no evidence offered in support.

31. At the hearing held on November 23, 2015, Ms. Ramos demonstrated her lack of recognition of the wrongfulness and seriousness of her conduct by characterizing

her use of Ms. Moreno's credit card was an "unfortunate accident." This testimony calls in to question Ms. Ramos's credibility and veracity.

32. Ms. Ramos' actions in this matter call in to question her character and fitness to be in a position of public trust as a licensed teacher.

Submitted to the Kansas State Board of Education this 19 day of February, 2016.

Linda Sieck, Chairperson
Professional Practices Commission

CERTIFICATE OF SERVICE

I hereby certify that on this 19th day of February 2016, a true and correct copy of the above Professional Practices Commission's Proposed Findings of Fact was deposited in the U.S. Mail, postage paid, addressed to:

Suzette Ramos
207 S 7th Street
Garden City, KS 67846

Michael E. Francis
Attorney at Law
434 SW Topeka Blvd.
Topeka, KS 66603

Kelli Broers, Attorney
Kansas State Department of Education
900 SW Jackson
Topeka, KS 66612

Kansas State Board of Education
c/o Mark Ferguson
Gates Shields Ferguson Hammond, P.A.
10900 Quivira, Suite 200
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Teresa Coté
Staff Person

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ATTORNEY FOR LICENSEE

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION

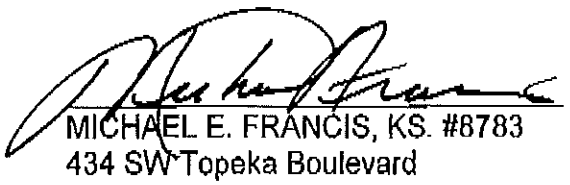
IN THE MATTER OF	)	
THE PROFESSIONAL LICENSE	)	
Of Suzette Ramos	)	**Case No. 15-PPC-32**
License No. 13-115907-071	)	**OAH No. 16ED0003**

LICENSEE'S OBJECTION TO PROFESSIONAL PRACTICES COMMISSION'S FEBRUARY 19, 2016, FINDINGS OF FACT

Licensee objects the Professional Practices Commission's February 19, 2016, Findings of Fact in support of revocation of Licensee's license, for the reason the Commission had adopted findings of fact supporting public censure in its Initial Order entered on December 8, 2016, after and evidentiary hearing.

The February 19, 2016, "Findings of Fact" are not the findings of fact found by the Commission, but are a result of a directive of the Kansas State Board of Education's (Board) imposition of its will on the Commission, after a hearing found that revocation of Licensee's license was not called for under the evidence submitted.

WHEREFORE, it is respectfully submitted the February 19, 2016, Findings of Fact are not in fact the findings of the Commission. The Commission's findings conclude that Licensee should be censured.



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ATTORNEY FOR LICENSEE

CERTIFICATE OF SERVICE

I do hereby certify that I have served a true and correct copy of the above and foregoing document on counsel of record by (__) placing the same in the U.S. mail, postage prepaid, (_X_) facsimile to the phone number(s) listed below, and that the transmission was reported as complete and without error and that the facsimile machine complied with Supreme Court Rule 119(b)(3), or (__) hand delivery, on February 26, 2016, to:

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And

Theresa Cote'
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900 Jackson, Suite 1051
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MICHAEL E. FRANCIS, KS. #8783

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 12 (a)**

Staff Initiating:	Director:	Commissioner:	Meeting Date: 4/19/2016
Kelli Broers	Scott Gordon	Randy Watson	

Item Title:

Act on the Recommendations of the Professional Practices Commission (Breach of Contract)

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of the Professional Practices Commission and its recommendation for licensure suspension.

Explanation of Situation Requiring Action:

The following individuals had complaints filed against them for breach of contract. After reviewing the evidence, the Professional Practices Commission recommended suspension of each individual's license. If an individual submitted a voluntary suspension in lieu of hearing, it is noted below.

1. Sarah Futrell 15-PPC-44
2. Qawiy Ali 15-PPC-45
3. Sherbert Harvey 15-PPC-46
4. Amanda Bracket 15-PPC-47 (voluntary suspension submitted)
5. Jamie Kelsey 15-PPC-60 (voluntary suspension submitted)
6. Lisa Fowles 15-PPC-61 (voluntary suspension submitted)
7. Cynthia Moore 15-PPC-62 (voluntary suspension submitted)
8. Michael Forbis 15-PPC-64 (voluntary suspension submitted)
9. Susan Gamby 15-PPC-65(voluntary suspension submitted)
10. Ryan Haggerty 15-PPC-66 (voluntary suspension submitted)
11. Seth Snyder 15-PPC-67 (voluntary suspension submitted)
12. Kristen Ledesma 15-PPC-68

BEFORE THE PROFESSIONAL PRACTICES COMMISSION
KANSAS STATE DEPARTMENT OF EDUCATION

Dr. Cynthia Lane, Superintendent of Schools,
Unified School District No. 500
Wyandotte County, Kansas City, KS
Complainant,

Case No. 15-PPC-44
OAH No. 16ED0005

v.

Sarah Futrell,
Respondent.

INITIAL ORDER

Statement of Case

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the complaint filed against the respondent, Sarah Futrell, by Dr. Cynthia Lane, Superintendent of Schools, Unified School District No. 500, Kansas City, Kansas, (USD 500) for breach of contract.

The hearing in this matter was convened on January 20, 2016. Appearing for the Commission were chairperson, Linda Sieck, and members, Tavis Desormiers, Dorsey Burgess, Bradley Nicks, Ginger Riddle, and Jessica Snider.

Appearing on behalf of USD 500 was its attorney, Gregory P. Goheen. The respondent did not appear.

Findings of Fact

1. The respondent and USD 500 are parties to a contract of employment for the 2015-2016 school year.

2. On or about July 29, 2015, the respondent requested, in writing, that she be released from her contract.

3. USD 500's Board of Education denied the respondent's request and informed the respondent by letter dated August 11, 2015, that her resignation constituted a breach of her teaching contract.

4. On September 25, 2015, USD 500 filed a complaint against the respondent requesting that the respondent's teaching license be canceled pursuant to K.S.A. 72-1383 or suspended pursuant to K.S.A. 72-5412, as a consequence of the breach of her employment contract with USD 500.

5. On October 12, 2015, a telephone prehearing conference was convened. Robert Turner appeared as counsel for USD 500. The respondent appeared *pro se*.

6. During the prehearing conference, the hearing in this matter was scheduled for January 20, 2016 at 9:30 a.m. The Prehearing Order memorializing the hearing date was served on the respondent on October 14, 2015 and was not returned as undeliverable. The Prehearing Order also provided that, "Any party who fails to attend or participate in a prehearing conference, hearing, or other stage of an adjudicative proceeding may be held in default pursuant to K.S.A. 77-520 of the Kansas Administrative Procedure Act."

7. The respondent did not appear at the hearing and, therefore, is in default.

Conclusions of Law and Discussion

1. K.S.A. 77-520(a) provides, in pertinent part:

> If a party fails to attend or participate in a prehearing conference, hearing or other stage of an adjudicative proceeding, the presiding officer may serve upon all parties written notice of a proposed default order, including a statement of the grounds.

2. While the Commission could make its recommendations based solely on the fact that the respondent did not appear at the hearing, the Commission will address the merits of the complaint.

3. K.S.A. 72-1383 provides:

> Any license issued by the state board of education or institutions under the state board of regents may be canceled by the state board of education in the manner provided by law, on the grounds of immorality, gross neglect of duty, annulling of written contracts with boards of education without the consent of the board which is a party to the contract, or for any cause that would have justified the withholding thereof when the same was granted.

4. K.S.A. 72-5412 provides:

> All contracts shall be binding on both the teacher and board of education of the school district until the teacher has been legally discharged from such teacher's teaching position or until released by the board of education from such contract. Until such teacher has been discharged or released, such teacher shall not have authority to enter into a contract with the board of education of any school district for any period of time covered in the original

> contract. If upon written complaint, signed by 2/3 of the members of the board of education of the school district, any teacher who is reported to have entered into a contract with another school or board of education without having been released from such former contract, or for other reasons fails to fulfill the provisions of such contract, such teacher, upon being found guilty of such charge at a hearing held before the state board of education, shall have such teacher's license suspended for the remainder of the term for which such contract was made.

5. The respondent has failed or refused to fulfill the provisions of her employment contract with USD 500. Therefore, the respondent is in breach of her contractual commitment to USD 500.

IT IS THEREFORE RECOMMENDED by the Professional Practices Commission to the Kansas State Board of Education that Sarah Futrell's license be suspended until June 30, 2016.

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.

The parties may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. The legal brief must be filed with the Secretary of the Professional Practices Commission, Kansas State Department of Education, 900 SW Jackson Street, Topeka, Kansas 66612, within ten days after service of the Initial Order for transmittal to the Kansas State Board of Education.

This Initial Order is entered this 5 day of February, 2016.

Linda Sieck

Linda Sieck, Chairperson
Professional Practices Commission

CERTIFICATE OF SERVICE

On February 8, 2016, I mailed a copy of this document to:

Sarah Futrell
615 Davis Street
Liberty, MO 64068

Dr. Cynthia Lane, Superintendent
USD 500
2010 N 59th Street
Kansas City, KS 66104

Gregory P. Goheen
Robert L. Turner
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Kansas City, KS 66103

Theresa Coté, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street, Suite 656
Topeka, KS 66612-1182

Kelli Broers, Staff Attorney
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, KS 66612-1182

Theresa Coté
Staff Person

BEFORE THE PROFESSIONAL PRACTICES COMMISSION
KANSAS STATE DEPARTMENT OF EDUCATION

Dr. Cynthia Lane, Superintendent of Schools,
Unified School District No. 500
Wyandotte County, Kansas City, KS
Complainant,

Case No. 15-PPC-45
OAH No. 16ED0006

v.

Qawiy Ali,
Respondent.

INITIAL ORDER

Statement of Case

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the complaint filed against the respondent, Qawiy Ali, by Dr. Cynthia Lane, Superintendent of Schools, Unified School District No. 500, Kansas City, Kansas, (USD 500) for breach of contract.

The hearing in this matter was convened on January 20, 2016. Appearing for the Commission were chairperson, Linda Sieck, and members, Tavis Desormiers, Dorsey Burgess, Bradley Nicks, Ginger Riddle, and Jessica Snider.

Appearing on behalf of USD 500 was its attorney, Gregory P. Goheen. The respondent did not appear.

Findings of Fact

1. The respondent and USD 500 are parties to a contract of employment for the

2015-2016 school year.

2. On or about August 4, 2015, the respondent requested, in writing, that she be released from her contract.

3. USD 500's Board of Education denied the respondent's request and informed the respondent by letter dated August 8, 2015, that her resignation constituted a breach of her teaching contract.

4. On September 25, 2015, USD 500 filed a complaint against the respondent requesting that the respondent's teaching license be canceled pursuant to K.S.A. 72-1383 or suspended pursuant to K.S.A. 72-5412, as a consequence of the breach of her employment contract with USD 500.

5. On September 29, 2015, a Notice of Prehearing Conference was sent to the respondent setting a prehearing conference for October 12, 2015.

6. On October 12, 2015, a telephone prehearing conference was convened. Robert Turner appeared as counsel for USD 500. The respondent did not appear.

7. On October 16, 2015, the respondent's Notice of Prehearing Conference was returned as undeliverable. The label indicated that the notice could not be forwarded.

8. During the prehearing conference, the hearing in this matter was scheduled for January 20, 2016 at 9:30 a.m. The Prehearing Order memorializing the hearing date was sent to the respondent at the last known address and was also returned as undeliverable.

9. The respondent did not appear at the hearing.

Conclusions of Law
and
Discussion

1. K.S.A. 72-1383 provides:

> Any license issued by the state board of education or institutions under the state board of regents may be canceled by the state board of education in the manner provided by law, on the grounds of immorality, gross neglect of duty, annulling of written contracts with boards of education without the consent of the board which is a party to the contract, or for any cause that would have justified the withholding thereof when the same was granted.

2. K.S.A. 72-5412 provides:

> All contracts shall be binding on both the teacher and board of education of the school district until the teacher has been legally discharged from such teacher's teaching position or until released by the board of education from such contract. Until such teacher has been discharged or released, such teacher shall not have authority to enter into a contract with the board of education of any school district for any period of time covered in the original contract. If upon written complaint, signed by 2/3 of the members of the board of education of the school district, any teacher who is reported to have entered into a contract with another school or board of education without having been released from such former contract, or for other reasons fails to fulfill the provisions of such contract, such teacher, upon being found guilty of such charge at a hearing held before the state board of education, shall have such teacher's license suspended for the remainder of the term for which such contract was made.

3. The respondent has failed or refused to fulfill the provisions of her employment

contract with USD 500. Therefore, the respondent is in breach of her contractual commitment to USD 500.

IT IS THEREFORE RECOMMENDED by the Professional Practices Commission to the Kansas State Board of Education that Qawiy Ali's license be suspended until June 30, 2016.

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.

The parties may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. The legal brief must be filed with the Secretary of the Professional Practices Commission, Kansas State Department of Education, 900 SW Jackson Street, Topeka, Kansas 66612, within ten days after service of the Initial Order for transmittal to the Kansas State Board of Education.

This Initial Order is entered this 5 day of February, 2016.

Linda Sieck, Chairperson
Professional Practices Commission

CERTIFICATE OF SERVICE

On February 8, 2016, I mailed a copy of this document to:

Qawiy Ali
1203 Ash Street, #18
Leawood, KS 66209

Dr. Cynthia Lane, Superintendent
USD 500
2010 N 59th Street
Kansas City, KS 66104

Gregory P. Goheen
Robert L. Turner
McAnany, Van Cleave & Phillips, P.A.
10 E Cambridge Circle Drive, Suite 300
Kansas City, KS 66103

Theresa Coté, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street, Suite 656
Topeka, KS 66612-1182

Kelli Broers, Staff Attorney
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, KS 66612-1182

Theresa Cote
Staff Person

BEFORE THE PROFESSIONAL PRACTICES COMMISSION
KANSAS STATE DEPARTMENT OF EDUCATION

Dr. Cynthia Lane, Superintendent of Schools,
Unified School District No. 500
Wyandotte County, Kansas City, KS
Complainant,

Case No. 15-PPC-46
OAH No. 16ED0007

v.

Sherbert Harvey,
Respondent.

INITIAL ORDER

Statement of Case

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the complaint filed against the respondent, Sherbert Harvey, by Dr. Cynthia Lane, Superintendent of Schools, Unified School District No. 500, Kansas City, Kansas, (USD 500) for breach of contract.

The hearing in this matter was convened on January 20, 2016. Appearing for the Commission were chairperson, Linda Sieck, and members, Tavis Desormiers, Dorsey Burgess, Bradley Nicks, Ginger Riddle, and Jessica Snider.

Appearing on behalf of USD 500 was its attorney, Gregory P. Goheen. The respondent did not appear.

Findings of Fact

1. The respondent and USD 500 are parties to a contract of employment for the

2015-2016 school year.

2. On or about September 14, 2015, the respondent requested, in writing, that he be released from his contract.

3. USD 500's Board of Education denied the respondent's request and informed the respondent by letter dated September 22, 2015, that his resignation constituted a breach of his teaching contract.

4. On September 30, 2015, USD 500 filed a complaint against the respondent requesting that the respondent's teaching license be canceled pursuant to K.S.A. 72-1383 or suspended pursuant to K.S.A. 72-5412, as a consequence of the breach of his employment contract with USD 500.

5. On October 19, 2015, a telephone prehearing conference was convened. Robert Turner appeared as counsel for USD 500. The respondent did not appear notwithstanding notice was sent to him and not returned as undeliverable.

6. During the prehearing conference, the hearing in this matter was scheduled for January 20, 2016 at 9:30 a.m. The Prehearing Order memorializing the hearing date was served on the respondent on October 20, 2015 and was not returned as undeliverable. The Prehearing Order also provided that, "Any party who fails to attend or participate in a prehearing conference, hearing, or other stage of an adjudicative proceeding may be held in default pursuant to K.S.A. 77-520 of the Kansas Administrative Procedure Act."

7. The respondent did not appear at the hearing and, therefore, is in default.

Conclusions of Law
and
Discussion

1. K.S.A. 77-520(a) provides, in pertinent part:

> If a party fails to attend or participate in a prehearing conference, hearing or other stage of an adjudicative proceeding, the presiding officer may serve upon all parties written notice of a proposed default order, including a statement of the grounds.

2. While the Commission could make its recommendations based solely on the fact that the respondent did not appear at the prehearing conference and the hearing, the Commission will address the merits of the complaint.

3. K.S.A. 72-1383 provides:

> Any license issued by the state board of education or institutions under the state board of regents may be canceled by the state board of education in the manner provided by law, on the grounds of immorality, gross neglect of duty, annulling of written contracts with boards of education without the consent of the board which is a party to the contract, or for any cause that would have justified the withholding thereof when the same was granted.

4. K.S.A. 72-5412 provides:

> All contracts shall be binding on both the teacher and board of education of the school district until the teacher has been legally discharged from such teacher's teaching position or until released by the board of education from such contract. Until such teacher has been discharged or released, such teacher shall not have authority to enter into a contract with the board of education of any school district for any period of time covered in the original contract. If upon written complaint, signed by 2/3 of the members of the board of education of the school district,

> any teacher who is reported to have entered into a contract with another school or board of education without having been released from such former contract, or for other reasons fails to fulfill the provisions of such contract, such teacher, upon being found guilty of such charge at a hearing held before the state board of education, shall have such teacher's license suspended for the remainder of the term for which such contract was made.

5. The respondent has failed or refused to fulfill the provisions of his employment contract with USD 500. Therefore, the respondent is in breach of his contractual commitment to USD 500.

IT IS THEREFORE RECOMMENDED by the Professional Practices Commission to the Kansas State Board of Education that Sherbert Harvey's license be suspended until June 30, 2016.

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.

The parties may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. The legal brief must be filed with the Secretary of the Professional Practices Commission, Kansas State Department of Education, 900 SW Jackson Street, Topeka, Kansas 66612, within ten days after service of the Initial Order for transmittal to the Kansas State Board of Education.

This Initial Order is entered this 5 day of February, 2016.

Linda Sieck

Linda Sieck, Chairperson
Professional Practices Commission

CERTIFICATE OF SERVICE

On February 8, 2016, I mailed a copy of this document to:

Sherbert Harvey
1277 NW Vivion Road
Kansas City, MO 64118

Dr. Cynthia Lane, Superintendent
USD 500
2010 N 59th Street
Kansas City, KS 66104

Gregory P. Goheen
Robert L. Turner
McAnany, Van Cleave & Phillips, P.A.
10 E Cambridge Circle Drive, Suite 300
Kansas City, KS 66103

Theresa Coté, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street, Suite 656
Topeka, KS 66612-1182

Kelli Broers, Staff Attorney
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, KS 66612-1182

Theresa Coté

Staff Person

BEFORE THE PROFESSIONAL PRACTICES COMMISSION
KANSAS STATE DEPARTMENT OF EDUCATION

Board of Education, Unified School District No. 308, Hutchinson, Kansas	Case No.	15-PPC-47
	OAH No.	16ED0009

Complainant,

v.

Amanda Brackett,

Respondent.

INITIAL ORDER

Statement of Case

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the complaint filed against the respondent, Amanda Brackett, by the Board of Education, Unified School District No. 308, Hutchinson, Kansas, (USD 308) for breach of contract.

The hearing in this matter was convened on January 20, 2016. Appearing for the Commission were chairperson, Linda Sieck, and members, Tavis Desormiers, Dorsey Burgess, Bradley Nicks, Ginger Riddle, and Jessica Snider. There were no appearances on behalf of USD 308 or the respondent.

Findings of Fact

1. The respondent and USD 308 are parties to a contract of employment for the 2015-2016 school year.

2. On August 19, 2015, the respondent delivered a letter of resignation to USD 308.

3. The respondent's letter was submitted to the USD 308's Board of Education on September 14, 2015 for consideration. The resignation was not accepted by the Board of Education.

4. On October 5, 2015, USD 308 filed a complaint against the respondent, pursuant to K.A.R. 91-22-1a(9) and K.S.A. 72-1383, requesting that the respondent's teaching license be canceled as a consequence of the breach of her employment contract with USD 308.

5. On December 11, 2015, the respondent signed a Voluntary Suspension of Teaching License in which she agreed that her teaching license be suspended for the remainder of the contract year, that being May 25, 2016.

Conclusions of Law and Discussion

1. K.S.A. 72-1383 provides:

> Any license issued by the state board of education or institutions under the state board of regents may be canceled by the state board of education in the manner provided by law, on the grounds of immorality, gross neglect of duty, annulling of written contracts with boards of education without the consent of the board which is a party to the contract, or for any cause that would have justified the withholding thereof when the same was granted.

2. K.S.A. 72-5412 provides:

> All contracts shall be binding on both the teacher and board of education of the school district until the teacher has been legally discharged from such teacher's teaching position or until released by the board of education from such contract. Until

> such teacher has been discharged or released, such teacher shall not have authority to enter into a contract with the board of education of any school district for any period of time covered in the original contract. If upon written complaint, signed by 2/3 of the members of the board of education of the school district, any teacher who is reported to have entered into a contract with another school or board of education without having been released from such former contract, or for other reasons fails to fulfill the provisions of such contract, such teacher, upon being found guilty of such charge at a hearing held before the state board of education, shall have such teacher's license suspended for the remainder of the term for which such contract was made.

3. K.A.R. 91-22-1a(9) provides, in pertinent part:

> Any license issued by the state board may be suspended . . . for . . . breach of an employment contract with an education agency by abandonment of the position.

4. As stated above, the respondent has agreed to suspension of her teaching license until May 25, 2016.

IT IS THEREFORE RECOMMENDED by the Professional Practices Commission to the Kansas State Board of Education that Amanda Brackett's license be suspended until May 25, 2016.

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.

The parties may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. The legal brief must be filed with the Secretary of the Professional Practices Commission, Kansas State Department of Education,

900 SW Jackson Street, Topeka, Kansas 66612, within ten days after service of the Initial Order for transmittal to the Kansas State Board of Education.

This Initial Order is entered this 2 day of February, 2016.

Linda Sieck, Chairperson
Professional Practices Commission

CERTIFICATE OF SERVICE

On February 2, 2016, I mailed a copy of this document to:

Amanda Brackett
3209 N Walnut
Hutchinson, KS 67502

Jeff Nichols, President
USD 308
1520 North Plum
Hutchinson, KS 67501

John E. Caton
Martindell Swearer Shaffer Ridenour LLP
20 Compound Drive
P.O. Box 1907
Hutchinson, KS 67504-1907

Theresa Coté, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street, Suite 656
Topeka, KS 66612-1182

Kelli Broers, Attorney
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, KS 66612-1182

Theresa Coté
Staff Person

BEFORE THE PROFESSIONAL PRACTICES COMMISSION
KANSAS STATE DEPARTMENT OF EDUCATION

Dr. Cynthia Lane, Superintendent of Schools,
Unified School District No. 500
Wyandotte County, Kansas City, KS
Complainant,

Case No. 15-PPC-60
OAH No. 16ED0016

v.

Jamie Kelsey,
Respondent.

INITIAL ORDER

Statement of Case

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the complaint filed against the respondent, Jamie Kelsey, by Dr. Cynthia Lane, Superintendent of Schools, Unified School District No. 500, Kansas City, Kansas, (USD 500) for breach of contract.

The hearing in this matter was convened on January 20, 2016. Appearing for the Commission were chairperson, Linda Sieck, and members, Tavis Desormiers, Dorsey Burgess, Bradley Nicks, Ginger Riddle, and Jessica Snider.

Appearing on behalf of USD 500 was its attorney, Gregory P. Goheen. The respondent did not appear.

Findings of Fact

1. The respondent and USD 500 are parties to a contract of employment for the

2015-2016 school year.

2. On or about October 15, 2015, the respondent requested, in writing, that she be released from her contract.

3. USD 500's Board of Education denied the respondent's request and informed the respondent by letter dated October 27, 2015, that her resignation constituted a breach of her teaching contract.

4. On Deeember 4, 2015, USD 500 filed a complaint against the respondent requesting that the respondent's teaching license be canceled pursuant to K.S.A. 72-1383 or suspended pursuant to K.S.A. 72-5412, as a consequence of the breach of her employment contract with USD 500.

5. On or about January 8, 2016, the respondent signed a Voluntary Suspension of Teaching License in which she agreed that her teaching license be suspended for the remainder of the contract year, that being June 30, 2016.

Conclusions of Law and Discussion

1. K.S.A. 72-1383 provides:

> Any license issued by the state board of education or institutions under the state board of regents may be canceled by the state board of education in the manner provided by law, on the grounds of immorality, gross neglect of duty, annulling of written contracts with boards of education without the consent of the board which is a party to the contract, or for any cause that would have justified the withholding thereof when the same was granted.

2. K.S.A. 72-5412 provides:

> All contracts shall be binding on both the teacher and board of education of the school district until the teacher has been legally discharged from such teacher's teaching position or until released by the board of education from such contract. Until such teacher has been discharged or released, such teacher shall not have authority to enter into a contract with the board of education of any school district for any period of time covered in the original contract. If upon written complaint, signed by 2/3 of the members of the board of education of the school district, any teacher who is reported to have entered into a contract with another school or board of education without having been released from such former contract, or for other reasons fails to fulfill the provisions of such contract, such teacher, upon being found guilty of such charge at a hearing held before the state board of education, shall have such teacher's license suspended for the remainder of the term for which such contract was made.

3. As stated above, the respondent has agreed to suspension of her teaching license until June 30, 2016.

IT IS THEREFORE RECOMMENDED by the Professional Practices Commission to the Kansas State Board of Education that Jamie Kelsey's license be suspended until June 30, 2016.

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.

The parties may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the

above recommendation should not be accepted. The legal brief must be filed with the Secretary of the Professional Practices Commission, Kansas State Department of Education, 900 SW Jackson Street, Topeka, Kansas 66612, within ten days after service of the Initial Order for transmittal to the Kansas State Board of Education.

This Initial Order is entered this 5 day of February, 2016.

Linda Sieck, Chairperson
Professional Practices Commission

CERTIFICATE OF SERVICE

On February 8, 2016, I mailed a copy of this document to:

Jamie Kelsey
7229 Hasbrook Avenue
Kansas City, KS 66111

Dr. Cynthia Lane, Superintendent
USD 500
2010 N 59th Street
Kansas City, KS 66104

Gregory P. Goheen
Robert L. Turner
McAnany, Van Cleave & Phillips, P.A.
10 E Cambridge Circle Drive, Suite 300
Kansas City, KS 66103

Theresa Coté, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street, Suite 656
Topeka, KS 66612-1182

Kelli Broers, Staff Attorney
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, KS 66612-1182

Theresa Coté
Staff Person

BEFORE THE PROFESSIONAL PRACTICES COMMISSION
KANSAS STATE DEPARTMENT OF EDUCATION

Dr. Cynthia Lane, Superintendent of Schools,
Unified School District No. 500
Wyandotte County, Kansas City, KS
Complainant,

Case No. 15-PPC-61
OAH No. 16ED0017

v.

Lisa Fowles,
Respondent.

INITIAL ORDER

Statement of Case

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the complaint filed against the respondent, Lisa Fowles, by Dr. Cynthia Lane, Superintendent of Schools, Unified School District No. 500, Kansas City, Kansas, (USD 500) for breach of contract.

The hearing in this matter was convened on January 20, 2016. Appearing for the Commission were chairperson, Linda Sieck, and members, Tavis Desormiers, Dorsey Burgess, Bradley Nicks, Ginger Riddle, and Jessica Snider.

Appearing on behalf of USD 500 was its attorney, Gregory P. Goheen. The respondent did not appear.

Findings of Fact

1. The respondent and USD 500 are parties to a contract of employment for the 2015-2016 school year.

2. On or about October 19, 2015, the respondent requested, in writing, that she be released from her contract.

3. USD 500's Board of Education denied the respondent's request and informed her by letter dated October 27, 2015, that her resignation constituted a breach of her teaching contract.

4. On December 4, 2015, USD 500 filed a complaint against the respondent requesting that the respondent's teaching license be canceled pursuant to K.S.A. 72-1383 or suspended pursuant to K.S.A. 72-5412, as a consequence of the breach of her employment contract with USD 500.

5. On or about January 8, 2016, the respondent signed a Voluntary Suspension of Teaching License in which she agreed that her teaching license be suspended for the remainder of the contract year, that being June 30, 2016.

Conclusions of Law and Discussion

1. K.S.A. 72-1383 provides:

> Any license issued by the state board of education or institutions under the state board of regents may be canceled by the state board of education in the manner provided by law, on the grounds of immorality, gross neglect of duty, annulling of written contracts with boards of education without the consent of the board which is a party to the contract, or for any cause that would have justified the withholding thereof when the same was granted.

2. K.S.A. 72-5412 provides:

> All contracts shall be binding on both the teacher and board of education of the school district until the teacher has been legally discharged from such teacher's teaching position or until released by the board of education from such contract. Until such teacher has been discharged or released, such teacher shall not have authority to enter into a contract with the board of education of any school district for any period of time covered in the original contract. If upon written complaint, signed by 2/3 of the members of the board of education of the school district, any teacher who is reported to have entered into a contract with another school or board of education without having been released from such former contract, or for other reasons fails to fulfill the provisions of such contract, such teacher, upon being found guilty of such charge at a hearing held before the state board of education, shall have such teacher's license suspended for the remainder of the term for which such contract was made.

3. As stated above, the respondent has agreed to suspension of her teaching license until June 30, 2016.

IT IS THEREFORE RECOMMENDED by the Professional Practices Commission to the Kansas State Board of Education that Lisa Fowles' license be suspended until June 30, 2016.

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.

The parties may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the

above recommendation should not be accepted. The legal brief must be filed with the Secretary of the Professional Practices Commission, Kansas State Department of Education, 900 SW Jackson Street, Topeka, Kansas 66612, within ten days after service of the Initial Order for transmittal to the Kansas State Board of Education.

This Initial Order is entered this 2 day of February, 2016.

Linda Sieck

Linda Sieck, Chairperson
Professional Practices Commission

CERTIFICATE OF SERVICE

On February 2, 2016, I mailed a copy of this document to:

Lisa Fowles
6012 Rosehill Road
Shawnee, KS 66216

Dr. Cynthia Lane, Superintendent
USD 500
2010 N 59th Street
Kansas City, KS 66104

Gregory P. Goheen
Robert L. Turner
McAnany, Van Cleave & Phillips, P.A.
10 E Cambridge Circle Drive, Suite 300
Kansas City, KS 66103

Theresa Coté, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street, Suite 656
Topeka, KS 66612-1182

Kelli Broers, Staff Attorney
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, KS 66612-1182

Theresa Cote
Staff Person

BEFORE THE PROFESSIONAL PRACTICES COMMISSION
KANSAS STATE DEPARTMENT OF EDUCATION

Dr. Cynthia Lane, Superintendent of Schools,
Unified School District No. 500
Wyandotte County, Kansas City, KS
Complainant,

Case No. 15-PPC-62
OAH No. 16ED0018

v.

Cynthia Moore,
Respondent.

INITIAL ORDER

Statement of Case

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the complaint filed against the respondent, Cynthia Moore, by Dr. Cynthia Lane, Superintendent of Schools, Unified School District No. 500, Kansas City, Kansas, (USD 500) for breach of contract.

The hearing in this matter was convened on January 20, 2016. Appearing for the Commission were chairperson, Linda Sieck, and members, Tavis Desormiers, Dorsey Burgess, Bradley Nicks, Ginger Riddle, and Jessica Snider.

Appearing on behalf of USD 500 was its attorney, Gregory P. Goheen. The respondent did not appear.

Findings of Fact

1. The respondent and USD 500 are parties to a contract of employment for the

2015-2016 school year.

2. On or about October 13, 2015, the respondent requested, in writing, that she be released from her contract.

3. USD 500's Board of Education denied the respondent's request and informed the respondent by letter dated October 27, 2015, that her resignation constituted a breach of her teaching contract.

4. On December 4, 2015, USD 500 filed a complaint against the respondent requesting that the respondent's teaching license be canceled pursuant to K.S.A. 72-1383 or suspended pursuant to K.S.A. 72-5412, as a consequence of the breach of her employment contract with USD 500.

5. On or about January 19, 2016, the respondent signed a Voluntary Suspension of Teaching License in which she agreed that her teaching license be suspended for the remainder of the contract year, that being June 30, 2016.

Conclusions of Law and Discussion

1. K.S.A. 72-1383 provides:

> Any license issued by the state board of education or institutions under the state board of regents may be canceled by the state board of education in the manner provided by law, on the grounds of immorality, gross neglect of duty, annulling of written contracts with boards of education without the consent of the board which is a party to the contract, or for any cause that would have justified the withholding thereof when the same was granted.

2. K.S.A. 72-5412 provides:

> All contracts shall be binding on both the teacher and board of education of the school district until the teacher has been legally discharged from such teacher's teaching position or until released by the board of education from such contract. Until such teacher has been discharged or released, such teacher shall not have authority to enter into a contract with the board of education of any school district for any period of time covered in the original contract. If upon written complaint, signed by 2/3 of the members of the board of education of the school district, any teacher who is reported to have entered into a contract with another school or board of education without having been released from such former contract, or for other reasons fails to fulfill the provisions of such contract, such teacher, upon being found guilty of such charge at a hearing held before the state board of education, shall have such teacher's license suspended for the remainder of the term for which such contract was made.

3. As stated above, the respondent has agreed to suspension of her teaching license until June 30, 2016.

IT IS THEREFORE RECOMMENDED by the Professional Practices Commission to the Kansas State Board of Education that Cynthia Moore's license be suspended until June 30, 2016.

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.

The parties may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the

above recommendation should not be accepted. The legal brief must be filed with the Secretary of the Professional Practices Commission, Kansas State Department of Education, 900 SW Jackson Street, Topeka, Kansas 66612, within ten days after service of the Initial Order for transmittal to the Kansas State Board of Education.

This Initial Order is entered this 5 day of February, 2016.

Linda Sieck, Chairperson
Professional Practices Commission

CERTIFICATE OF SERVICE

On February 8, 2016, I mailed a copy of this document to:

Cynthia Moore
1952 N. 12th St.
Kansas City, KS 66104

Dr. Cynthia Lane, Superintendent
USD 500
2010 N 59th Street
Kansas City, KS 66104

Gregory P. Goheen
Robert L. Turner
McAnany, Van Cleave & Phillips, P.A.
10 E Cambridge Circle Drive, Suite 300
Kansas City, KS 66103

Theresa Coté, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street, Suite 656
Topeka, KS 66612-1182

Kelli Broers, Staff Attorney
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, KS 66612-1182

Theresa Coté
Staff Person

BEFORE THE PROFESSIONAL PRACTICES COMMISSION
KANSAS STATE DEPARTMENT OF EDUCATION

Dr. Cynthia Lane, Superintendent of Schools,
Unified School District No. 500
Wyandotte County, Kansas City, KS
Complainant,

Case No. 15-PPC-64
OAH No. 16ED0020

v.

Michael Forbis,
Respondent.

INITIAL ORDER

Statement of Case

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the complaint filed against the respondent, Michael Forbis, by Dr. Cynthia Lane, Superintendent of Schools, Unified School District No. 500, Kansas City, Kansas, (USD 500) for breach of contract.

The hearing in this matter was convened on January 20, 2016. Appearing for the Commission were chairperson, Linda Sieck, and members, Tavis Desormiers, Dorsey Burgess, Bradley Nicks, Ginger Riddle, and Jessica Snider.

Appearing on behalf of USD 500 was its attorney, Gregory P. Goheen. The respondent did not appear.

Findings of Fact

1. The respondent and USD 500 are parties to a contract of employment for the

2015-2016 school year.

2. On or about November 11, 2015, the respondent requested, in writing, that he be released from his contract.

3. USD 500's Board of Education denied the respondent's request and informed the respondent by letter dated November 19, 2015, that his resignation constituted a breach of his teaching contract.

4. On December 4, 2015, USD 500 filed a complaint against the respondent requesting that the respondent's teaching license be canceled pursuant to K.S.A. 72-1383 or suspended pursuant to K.S.A. 72-5412, as a consequence of the breach of his employment contract with USD 500.

5. On or about January 5, 2016, the respondent signed a Voluntary Suspension of Teaching License in which he agreed that his teaching license be suspended for the remainder of the contract year, that being June 30, 2016.

Conclusions of Law and Discussion

1. K.S.A. 72-1383 provides:

> Any license issued by the state board of education or institutions under the state board of regents may be canceled by the state board of education in the manner provided by law, on the grounds of immorality, gross neglect of duty, annulling of written contracts with boards of education without the consent of the board which is a party to the contract, or for any cause that would have justified the withholding thereof when the same was granted.

2. K.S.A. 72-5412 provides:

> All contracts shall be binding on both the teacher and board of education of the school district until the teacher has been legally discharged from such teacher's teaching position or until released by the board of education from such contract. Until such teacher has been discharged or released, such teacher shall not have authority to enter into a contract with the board of education of any school district for any period of time covered in the original contract. If upon written complaint, signed by 2/3 of the members of the board of education of the school district, any teacher who is reported to have entered into a contract with another school or board of education without having been released from such former contract, or for other reasons fails to fulfill the provisions of such contract, such teacher, upon being found guilty of such charge at a hearing held before the state board of education, shall have such teacher's license suspended for the remainder of the term for which such contract was made.

3. As stated above, the respondent has agreed to suspension of his teaching license until June 30, 2016.

IT IS THEREFORE RECOMMENDED by the Professional Practices Commission to the Kansas State Board of Education that Michael Forbis's license be suspended until June 30, 2016.

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.

The parties may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the

above recommendation should not be accepted. The legal brief must be filed with the Secretary of the Professional Practices Commission, Kansas State Department of Education, 900 SW Jackson Street, Topeka, Kansas 66612, within ten days after service of the Initial Order for transmittal to the Kansas State Board of Education.

This Initial Order is entered this 5 day of February, 2016.

Linda Sieck, Chairperson
Professional Practices Commission

CERTIFICATE OF SERVICE

On February 8, 2016, I mailed a copy of this document to:

Michael Forbis
1154 Cree Drive
Colorado Springs, CO 80915

Dr. Cynthia Lane, Superintendent
USD 500
2010 N 59th Street
Kansas City, KS 66104

Gregory P. Goheen
Robert L. Turner
McAnany, Van Cleave & Phillips, P.A.
10 E Cambridge Circle Drive, Suite 300
Kansas City, KS 66103

Theresa Coté, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street, Suite 656
Topeka, KS 66612-1182

Kelli Broers, Staff Attorney
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, KS 66612-1182

Theresa Coté
Staff Person

BEFORE THE PROFESSIONAL PRACTICES COMMISSION
KANSAS STATE DEPARTMENT OF EDUCATION

Dr. Cynthia Lane, Superintendent of Schools,
Unified School District No. 500
Wyandotte County, Kansas City, KS
Complainant,

Case No. 15-PPC-65
OAH No. 16ED0021

v.

Susan Gamby,
Respondent.

INITIAL ORDER

Statement of Case

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the complaint filed against the respondent, Susan Gamby, by Dr. Cynthia Lane, Superintendent of Schools, Unified School District No. 500, Kansas City, Kansas, (USD 500) for breach of contract.

The hearing in this matter was convened on January 20, 2016. Appearing for the Commission were chairperson, Linda Sieck, and members, Tavis Desormiers, Dorsey Burgess, Bradley Nicks, Ginger Riddle, and Jessica Snider.

Appearing on behalf of USD 500 was its attorney, Gregory P. Goheen. The respondent did not appear.

Findings of Fact

1. The respondent and USD 500 are parties to a contract of employment for the

2015-2016 school year.

2. On or about November 11, 2015, the respondent requested, in writing, that she be released from her contract.

3. USD 500's Board of Education denied the respondent's request and informed the respondent by letter dated November 19, 2015, that her resignation constituted a breach of her teaching contract.

4. On December 4, 2015, USD 500 filed a complaint against the respondent requesting that the respondent's teaching license be canceled pursuant to K.S.A. 72-1383 or suspended pursuant to K.S.A. 72-5412, as a consequence of the breach of her employment contract with USD 500.

5. On or about January 14, 2016, the respondent signed a Voluntary Suspension of Teaching License in which she agreed that her teaching license be suspended for the remainder of the contract year, that being June 30, 2016.

Conclusions of Law and Discussion

1. K.S.A. 72-1383 provides:

> Any license issued by the state board of education or institutions under the state board of regents may be canceled by the state board of education in the manner provided by law, on the grounds of immorality, gross neglect of duty, annulling of written contracts with boards of education without the consent of the board which is a party to the contract, or for any cause that would have justified the withholding thereof when the same was granted.

2. K.S.A. 72-5412 provides:

> All contracts shall be binding on both the teacher and board of education of the school district until the teacher has been legally discharged from such teacher's teaching position or until released by the board of education from such contract. Until such teacher has been discharged or released, such teacher shall not have authority to enter into a contract with the board of education of any school district for any period of time covered in the original contract. If upon written complaint, signed by 2/3 of the members of the board of education of the school district, any teacher who is reported to have entered into a contract with another school or board of education without having been released from such former contract, or for other reasons fails to fulfill the provisions of such contract, such teacher, upon being found guilty of such charge at a hearing held before the state board of education, shall have such teacher's license suspended for the remainder of the term for which such contract was made.

3. As stated above, the respondent has agreed to suspension of her teaching license until June 30, 2016.

IT IS THEREFORE RECOMMENDED by the Professional Practices Commission to the Kansas State Board of Education that Susan Gamby's license be suspended until June 30, 2016.

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.

The parties may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the

above recommendation should not be accepted. The legal brief must be filed with the Secretary of the Professional Practices Commission, Kansas State Department of Education, 900 SW Jackson Street, Topeka, Kansas 66612, within ten days after service of the Initial Order for transmittal to the Kansas State Board of Education.

This Initial Order is entered this 5 day of February, 2016.

Linda Sieck, Chairperson
Professional Practices Commission

CERTIFICATE OF SERVICE

On February 8, 2016, I mailed a copy of this document to:

Susan Gamby
8609 W. 88th Terr.
Overland Park, KS 66212

Dr. Cynthia Lane, Superintendent
USD 500
2010 N 59th Street
Kansas City, KS 66104

Gregory P. Goheen
Robert L. Turner
McAnany, Van Cleave & Phillips, P.A.
10 E Cambridge Circle Drive, Suite 300
Kansas City, KS 66103

Theresa Coté, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street, Suite 656
Topeka, KS 66612-1182

Kelli Broers, Staff Attorney
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, KS 66612-1182

Theresa Coté
Staff Person

BEFORE THE PROFESSIONAL PRACTICES COMMISSION
KANSAS STATE DEPARTMENT OF EDUCATION

Dr. Cynthia Lane, Superintendent of Schools,
Unified School District No. 500
Wyandotte County, Kansas City, KS
Complainant,

Case No. 15-PPC-66
OAH No. 16ED0022

v.

Ryan Haggerty,
Respondent.

INITIAL ORDER

Statement of Case

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the complaint filed against the respondent, Ryan Haggerty, by Dr. Cynthia Lane, Superintendent of Schools, Unified School District No. 500, Kansas City, Kansas, (USD 500) for breach of contract.

The hearing in this matter was convened on January 20, 2016. Appearing for the Commission were chairperson, Linda Sieck, and members, Tavis Desormiers, Dorsey Burgess, Bradley Nicks, Ginger Riddle, and Jessica Snider.

Appearing on behalf of USD 500 was its attorney, Gregory P. Goheen. The respondent did not appear.

Findings of Fact

1. The respondent and USD 500 are parties to a contract of employment for the

2015-2016 school year.

2. On or about December 6, 2015, the respondent requested, in writing, that he be released from his contract.

3. USD 500's Board of Education denied the respondent's request and informed the respondent by letter dated December 8, 2015, that his resignation constituted a breach of his teaching contract.

4. On December 14, 2015, USD 500 filed a complaint against the respondent requesting that the respondent's teaching license be canceled pursuant to K.S.A. 72-1383 or suspended pursuant to K.S.A. 72-5412, as a consequence of the breach of his employment contract with USD 500.

5. On or about January 4, 2016, the respondent signed a Voluntary Suspension of Teaching License in which he agreed that his teaching license be suspended for the remainder of the contract year, that being June 30, 2016.

Conclusions of Law and Discussion

1. K.S.A. 72-1383 provides:

> Any license issued by the state board of education or institutions under the state board of regents may be canceled by the state board of education in the manner provided by law, on the grounds of immorality, gross neglect of duty, annulling of written contracts with boards of education without the consent of the board which is a party to the contract, or for any cause that would have justified the withholding thereof when the same was granted.

2. K.S.A. 72-5412 provides:

> All contracts shall be binding on both the teacher and board of education of the school district until the teacher has been legally discharged from such teacher's teaching position or until released by the board of education from such contract. Until such teacher has been discharged or released, such teacher shall not have authority to enter into a contract with the board of education of any school district for any period of time covered in the original contract. If upon written complaint, signed by 2/3 of the members of the board of education of the school district, any teacher who is reported to have entered into a contract with another school or board of education without having been released from such former contract, or for other reasons fails to fulfill the provisions of such contract, such teacher, upon being found guilty of such charge at a hearing held before the state board of education, shall have such teacher's license suspended for the remainder of the term for which such contract was made.

3. As stated above, the respondent has agreed to suspension of his teaching license until June 30, 2016.

IT IS THEREFORE RECOMMENDED by the Professional Practices Commission to the Kansas State Board of Education that Ryan Haggerty's license be suspended until June 30, 2016.

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.

The parties may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the

above recommendation should not be accepted. The legal brief must be filed with the Secretary of the Professional Practices Commission, Kansas State Department of Education, 900 SW Jackson Street, Topeka, Kansas 66612, within ten days after service of the Initial Order for transmittal to the Kansas State Board of Education.

This Initial Order is entered this 5 day of February, 2016.

Linda Sieck, Chairperson
Professional Practices Commission

CERTIFICATE OF SERVICE

On February 8, 2016, I mailed a copy of this document to:

Ryan Haggerty
3131 N 89th Terrace
Kansas City, KS 66109

Dr. Cynthia Lane, Superintendent
USD 500
2010 N 59th Street
Kansas City, KS 66104

Gregory P. Goheen
Robert L. Turner
McAnany, Van Cleave & Phillips, P.A.
10 E Cambridge Circle Drive, Suite 300
Kansas City, KS 66103

Theresa Coté, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street, Suite 656
Topeka, KS 66612-1182

Kelli Broers, Staff Attorney
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, KS 66612-1182

Theresa Coté
Staff Person

)
)

BEFORE THE PROFESSIONAL PRACTICES COMMISSION
KANSAS STATE DEPARTMENT OF EDUCATION

Dr. Cynthia Lane, Superintendent of Schools,
Unified School Distriet No. 500
Wyandotte County, Kansas City, KS
Complainant,

Case No. 15-PPC-67
OAH No. 16ED0023

v.

Seth Snyder,
Respondent.

INITIAL ORDER

Statement of Case

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the complaint filed against the respondent, Seth Snyder, by Dr. Cynthia Lane, Superintendent of Schools, Unified School District No. 500, Kansas City, Kansas, (USD 500) for breach of contract.

The hearing in this matter was convened on January 20, 2016. Appearing for the Commission were chairperson, Linda Sieck, and members, Tavis Desormiers, Dorsey Burgess, Bradley Nicks, Ginger Riddle, and Jessica Snider.

Appearing on behalf of USD 500 was its attorney, Gregory P. Goheen. The respondent did not appear.

Findings of Fact

1. The respondent is a licensed teacher in the State of Missouri.

2. On July 7, 2015, the respondent and USD 500 entered in to a contract of employment for the 2015-2016 school year.

3. On October 9, 2015, the respondent submitted an out-of-state application for a teaching license in Kansas.

4. On October 16, 2015, the respondent was sent a memo requesting additional documentation to process the highest level license available with all applicable endorsements. He did not respond to the memo, so his license was processed January 20, 2016, based on the documentation submitted with his application. The license was backdated to October 9, 2015.

5. On or about December 4, 2015, the respondent requested, in writing, that he be released from his contract.

6. USD 500's Board of Education denied the respondent's request and informed the respondent by letter dated December 8, 2015, that his resignation constituted a breach of his teaching contract.

7. On December 14, 2015, USD 500 filed a complaint against the respondent requesting that the respondent's teaching license be canceled pursuant to K.S.A. 72-1383 or suspended pursuant to K.S.A. 72-5412, as a consequence of the breach of his employment contract with USD 500.

8. On or about January 11, 2016, the respondent signed a Voluntary Suspension of Teaching License in which he agreed that his teaching license be suspended for the remainder of the contract year, that being June 30, 2016.

Conclusions of Law
and
Discussion

1. K.S.A. 72-1383 provides:

> Any license issued by the state board of education or institutions under the state board of regents may be canceled by the state board of education in the manner provided by law, on the grounds of immorality, gross neglect of duty, annulling of written contracts with boards of education without the consent of the board which is a party to the contract, or for any cause that would have justified the withholding thereof when the same was granted.

2. K.S.A. 72-5412 provides:

> All contracts shall be binding on both the teacher and board of education of the school district until the teacher has been legally discharged from such teacher's teaching position or until released by the board of education from such contract. Until such teacher has been discharged or released, such teacher shall not have authority to enter into a contract with the board of education of any school district for any period of time covered in the original contract. If upon written complaint, signed by 2/3 of the members of the board of education of the school district, any teacher who is reported to have entered into a contract with another school or board of education without having been released from such former contract, or for other reasons fails to fulfill the provisions of such contract, such teacher, upon being found guilty of such charge at a hearing held before the state board of education, shall have such teacher's license suspended for the remainder of the term for which such contract was made.

3. As stated above, the respondent has agreed to suspension of his teaching license until June 30, 2016.

IT IS THEREFORE RECOMMENDED by the Professional Practices Commission to the Kansas State Board of Education that Seth Snyder's license be suspended until June 30, 2016.

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.

The parties may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. The legal brief must be filed with the Secretary of the Professional Practices Commission, Kansas State Department of Education, 900 SW Jackson Street, Topeka, Kansas 66612, within ten days after service of the Initial Order for transmittal to the Kansas State Board of Education.

This Initial Order is entered this 5 day of February, 2016.

Linda Sieck

Linda Sieck, Chairperson
Professional Practices Commission

CERTIFICATE OF SERVICE

On February 8, 2016, I mailed a copy of this document to:

Seth Snyder
1840 Harvard Avenue
Independence, MO 64052

Dr. Cynthia Lane, Superintendent
USD 500
2010 N 59th Street
Kansas City, KS 66104

Gregory P. Goheen
Robert L. Turner
McAnany, Van Cleave & Phillips, P.A.
10 E Cambridge Circle Drive, Suite 300
Kansas City, KS 66103

Theresa Coté, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street, Suite 656
Topeka, KS 66612-1182

Kelli Broers, Staff Attorney
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, KS 66612-1182

Theresa Cote
Staff Person

BEFORE THE PROFESSIONAL PRACTICES COMMISSION
KANSAS STATE DEPARTMENT OF EDUCATION

Board of Education, Unified School District No. 353, Wellington, Kansas, Complainant,	Case No. 15-PPC-68 OAH No. 16ED0014

v.

Kristen Ledesma,
Respondent.

INITIAL ORDER

Statement of Case

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the complaint filed against the respondent, Kristen Ledesma, by the Board of Education, Unified School District No. 353, Wellington, Kansas (USD 353), for breach of contract.

The hearing in this matter was convened on January 20, 2016. Appearing for the Commission were chairperson, Linda Sieck, and members, Tavis Desormiers, Dorsey Burgess, Bradley Nicks, Ginger Riddle, and Jessica Snider.

Appearing on behalf of USD 353 was Superintendent Rick Weiss. The respondent did not appear.

Findings of Fact

1. The respondent and USD 353 are parties to a contract of employment for the 2015-2016 school year.

2. At the August 13, 2015, regularly scheduled meeting of the USD 353 Board of Education, the respondent submitted a letter of resignation which the Board did not accept.

3. On September 22, 2015, USD 353 advised the respondent by letter that her resignation constituted a breach of her teaching contract.

4. On November 25, 2015, USD 353 filed a complaint against the respondent requesting that the respondent's teaching license be suspended pursuant to K.S.A. 72-5412, as a consequence of the breach of her employment contract with USD 353.

5. On December 16, 2015, a telephone prehearing conference was convened. Rick Weiss appeared on behalf of USD 353. The respondent did not appear notwithstanding notice was sent to her and not returned as undeliverable.

6. During the prehearing conference, the hearing in this matter was scheduled for January 20, 2016 at 9:30 a.m. The Prehearing Order memorializing the hearing date was served on the respondent on December 17, 2015, and was not returned as undeliverable. The Prehearing Order also provided that, "Any party who fails to attend or participate in a prehearing conference, hearing, or other stage of an adjudicative proceeding may be held in default pursuant to K.S.A. 77-520 of the Kansas Administrative Procedure Act."

7. The respondent did not appear at the hearing and, therefore, is in default.

Conclusions of Law and Discussion

1. K.S.A. 77-520(a) provides, in pertinent part:

> If a party fails to attend or participate in a prehearing conference, hearing or other stage of an adjudicative

> proceeding, the presiding officer may serve upon all parties written notice of a proposed default order, including a statement of the grounds.

2. While the Commission could make its recommendations based solely on the fact that the respondent did not appear at the prehearing conference and the hearing, the Commission will address the merits of the complaint

3. K.S.A. 72-5412 provides:

> All contracts shall be binding on both the teacher and board of education of the school district until the teacher has been legally discharged from such teacher's teaching position or until released by the board of education from such contract. Until such teacher has been discharged or released, such teacher shall not have authority to enter into a contract with the board of education of any school district for any period of time covered in the original contract. If upon written complaint, signed by 2/3 of the members of the board of education of the school district, any teacher who is reported to have entered into a contract with another school or board of education without having been released from such former contract, or for other reasons fails to fulfill the provisions of such contract, such teacher, upon being found guilty of such charge at a hearing held before the state board of education, shall have such teacher's license suspended for the remainder of the term for which such contract was made.

4. The respondent has failed or refused to fulfill the provisions of her employment contract with USD 353. Therefore, the respondent is in breach of her contractual commitment to USD 353.

IT IS THEREFORE RECOMMENDED by the Professional Practices Commission to the Kansas State Board of Education that Kristen Ledesma's license be suspended until June 1, 2016.

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.

The parties may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. The legal brief must be filed with the Secretary of the Professional Practices Commission, Kansas State Department of Education, 900 SW Jackson Street, Topeka, Kansas 66612, within ten days after service of the Initial Order for transmittal to the Kansas State Board of Education.

This Initial Order is entered this 5 day of February, 2016.

Linda Sieck, Chairperson
Professional Practices Commission

CERTIFICATE OF SERVICE

On February 8, 2016, I mailed a copy of this document to:

Kristen Ledesma
#17 Crestview
Wellington, KS 67152

Rick Weiss
Superintendent
USD 353, Wellington
221 S. Washington
P.O. Box 648
Wellington, KS 67152

Theresa Coté, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street, Suite 656
Topeka, KS 66612-1182

Kelli Broers, Staff Attorney
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, KS 66612-1182

Theresa Coté
Staff Person

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 12 (b)**

Staff Initiating:	Director:	Commissioner:	Meeting Date: 4/19/2016
Kelli Broers	Scott Gordon	Randy Watson	

Item Title:

Act on the Recommendations of the Professional Practices Commission (Breach of Contract II)

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of the Professional Practices Commission and its recommendation for licensure suspension.

Explanation of Situation Requiring Action:

USD 500 filed a complaint against Alisha Shipley for breach of contract. After reviewing the evidence, the Professional Practices Commission recommended suspension of her license. After receiving the Initial Order entered in this matter, Ms. Shipley contacted KSDE and alerted them she had executed a voluntary suspension and provided it to USD 500 prior to the Commission considering her case. USD 500 contends it did not receive an executed voluntary suspension from Ms. Shipley until after the Initial Order was made. Ms. Shipley has requested the final order entered in this matter reflect that she executed the voluntary suspension.

BEFORE THE PROFESSIONAL PRACTICES COMMISSION
KANSAS STATE DEPARTMENT OF EDUCATION

Dr. Cynthia Lane, Superintendent of Schools,
Unified School District No. 500
Wyandotte County, Kansas City, KS
Complainant,

Case No. 15-PPC-63
OAH No. 16ED0019

v.

Alisha Shipley,
Respondent.

INITIAL ORDER

Statement of Case

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the complaint filed against the respondent, Alisha Shipley, by Dr. Cynthia Lane, Superintendent of Schools, Unified School District No. 500, Kansas City, Kansas, (USD 500) for breach of contract.

The hearing in this matter was convened on January 20, 2016. Appearing for the Commission were chairperson, Linda Sieck, and members, Tavis Desormiers, Dorsey Burgess, Bradley Nicks, Ginger Riddle, and Jessica Snider.

Appearing on behalf of USD 500 was its attorney, Gregory P. Goheen. The respondent did not appear.

Findings of Fact

1. The respondent and USD 500 are parties to a contract of employment for the 2015-2016 school year.

2. On or about November 11, 2015, the respondent requested, in writing, that she be released from her contract.

3. USD 500's Board of Education denied the respondent's request and informed the respondent by letter dated November 19, 2015, that her resignation constituted a breach of her teaching contract.

4. On December 4, 2015, USD 500 filed a complaint against the respondent requesting that the respondent's teaching license be canceled pursuant to K.S.A. 72-1383 or suspended pursuant to K.S.A. 72-5412, as a consequence of the breach of her employment contract with USD 500.

5. On December 21, 2015, a telephone prehearing conference was convened. Robert Turner appeared as counsel for USD 500. The respondent appeared *pro se*.

6. During the prehearing conference, the hearing in this matter was scheduled for January 20, 2016 at 9:30 a.m. The Prehearing Order memorializing the hearing date was served on the respondent on December 22, 2015, and was not returned as undeliverable. The Prehearing Order also provided that, "Any party who fails to attend or participate in a prehearing conference, hearing, or other stage of an adjudicative proceeding may be held in default pursuant to K.S.A. 77-520 of the Kansas Administrative Procedure Act."

7. The respondent did not appear at the hearing and, therefore, is in default.

Conclusions of Law
and
Discussion

1. K.S.A. 77-520(a) provides, in pertinent part:

> If a party fails to attend or participate in a prehearing conference, hearing or other stage of an adjudicative proceeding, the presiding officer may serve upon all parties written notice of a proposed default order, including a statement of the grounds.

2. While the Commission could make its recommendations based solely on the fact that the respondent did not appear at the hearing, the Commission will address the merits of the complaint.

3. K.S.A. 72-1383 provides:

> Any license issued by the state board of education or institutions under the state board of regents may be canceled by the state board of education in the manner provided by law, on the grounds of immorality, gross neglect of duty, annulling of written contracts with boards of education without the consent of the board which is a party to the contract, or for any cause that would have justified the withholding thereof when the same was granted.

4. K.S.A. 72-5412 provides:

> All contracts shall be binding on both the teacher and board of education of the school district until the teacher has been legally discharged from such teacher's teaching position or until released by the board of education from such contract. Until such teacher has been discharged or released, such teacher shall not have authority to enter into a contract with the board of education of any school district for any period of time covered in the original

> contract. If upon written complaint, signed by 2/3 of the members of the board of education of the school district, any teacher who is reported to have entered into a contract with another school or board of education without having been released from such former contract, or for other reasons fails to fulfill the provisions of such contract, such teacher, upon being found guilty of such charge at a hearing held before the state board of education, shall have such teacher's license suspended for the remainder of the term for which such contract was made.

5. The respondent has failed or refused to fulfill the provisions of her employment contract with USD 500. Therefore, the respondent is in breach of her contractual commitment to USD 500.

IT IS THEREFORE RECOMMENDED by the Professional Practices Commission to the Kansas State Board of Education that Alisha Shipley's license be suspended until June 30, 2016.

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.

The parties may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. The legal brief must be filed with the Secretary of the Professional Practices Commission, Kansas State Department of Education, 900 SW Jackson Street, Topeka, Kansas 66612, within ten days after service of the Initial Order for transmittal to the Kansas State Board of Education.

This Initial Order is entered this 5 day of February, 2016.

Linda Sieck, Chairperson
Professional Practices Commission

CERTIFICATE OF SERVICE

On February 8, 2016, I mailed a copy of this document to:

Alisha Shipley
5028 Lydia Avenue
Kansas City, MO 64110

Dr. Cynthia Lane, Superintendent
USD 500
2010 N 59th Street
Kansas City, KS 66104

Gregory P. Goheen
Robert L. Turner
McAnany, Van Cleave & Phillips, P.A.
10 E Cambridge Circle Drive, Suite 300
Kansas City, KS 66103

Theresa Coté, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street, Suite 656
Topeka, KS 66612-1182

Kelli Broers, Staff Attorney
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, KS 66612-1182

Theresa Coté

Staff Person

BEFORE THE STATE OF KANSAS DEPARTMENT OF EDUCATION

Board of Education, Unified School District No. 500 Wyandotte County, Kansas City, KS Complainant, v. Alisha Shipley Respondent.	)))))))))	Case No. 16ED0019

VOLUNTARY SUSPENSION OF TEACHING LICENSE

I, Alisha Shipley, voluntarily agree to the suspension of my professional license for the remainder of the 2015-16 school year for the breach of my employment contract with the Board of Education of Unified School District No. 500, Wyandotte County, Kansas.

I understand that, in accordance with K.S.A. 72-5412, my license will be suspended for the remainder of the term of the 2015-16 contract year – or until June 30, 2016.

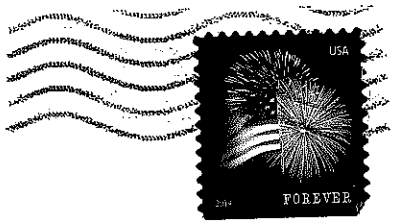
I also understand that the surrender of my license is subject to findings by and the recommendation of the Professional Practices Commission and approval by the Kansas State Board of Education and I waive any objection to the findings made by the Professional Practices Commission or the Kansas State Board of Education.

Alisha M. Shipley

Alisha Shipley
5028 Lydia Avenue
Kansas City, MO 64110

Alisha Shipley
4425 Harrison St.
KC, MO 64110

KANSAS CITY 640
08 MAR 2016 PM 2 L



Kansas State Department of Ed.
Professional Practices Commission
Theresa Coté, Secretary
900 SW Jackson, St, Ste 656
Topeka, KS 66612-1182

Kelli

66612127599

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 4/19/2016
Dale Dennis	Dale Dennis	Randy Watson	

Item Title:

Act on renewal of State Board Attorney Contract

Board Goals:

Board Matters

Recommended Motion:

It is moved that the Kansas State Board of Education approve renewal of Contract ID 40370 with Gates, Shields & Ferguson, P.A. for providing legal services for the period July 1, 2016 through June 30, 2017 with no increase in rates.

Explanation of Situation Requiring Action:

In May 2015, the Kansas State Board of Education approved a contract with Gates, Shields and Ferguson, P.A. for providing legal services to the Kansas State Board of Education for the period July 1, 2015 to June 30, 2016 with the option of four one-year extensions. This month, the State Board will act upon the first one-year extension for continued legal services with no increase in rates.

If approved, the extension period is effective from July 1, 2016 through June 30, 2017.

The letter of intent to renew and costing sheet are provided.

GATES SHIELDS FERGUSON HAMMOND, P.A.

A PROFESSIONAL CORPORATION
Attorneys at Law
10990 QUIVIRA, SUITE 200
OVERLAND PARK, KS 66210-1284
(913) 661-0222

LAWRENCE C. GATES
ELDON J. SHIELDS
MARK A. FERGUSON*
THOMAS E. HAMMOND II*
STEVEN R. SMITH7
JENNIFER L. ROBINSON*
COURT T. KENNEDY*
ROSS A. BODEN*
*ALSO ADMITTED TO PRACTICE IN MISSOURI

MISSOURI OFFICE:
1500 NE CORONADO DRIVE
BLUE SPRINGS, MISSOURI 64014

FACSIMILE NO. (913) 491-6398
E-MAIL: MARKFERGUSON@GSFHLEGAL.COM

February 29, 2016

Via Electronic Mail

Linda Norris
Kenna R. Lierz
Procurement Officer III
Office of Procurement and Contracts
Kansas Department of Administration
800 SW Jackson Street, Suite 600
Topeka, KS 66612
Linda.Norris@da.ks.gov
Kenna.Lierz@da.ks.gov

Re: Legal Services Contract Renewal: Through June 30, 2017
Contract No. 40370

Dear Ms. Norris and Ms. Lierz:

I am writing to request an extension of Contract No. 40370. This Contract is between Contractor: Gates Shields Ferguson Hammond, P.A., and Agency: The Kansas Department of Education. I am writing to confirm our Firm's intent to extend this Contract for another year, through June 30, 2017. Enclosed is the fully executed paperwork that you sent to support the extension request.

If you have any questions, please do not hesitate to contact me.

Very truly yours,

GATES SHIELDS FERGUSON
HAMMOND, P.A.

By: Mark A. Ferguson

cc (w/enclosures): Peggy Hill:

Office of Procurement & Contracts
900 S.W. Jackson St., Room 451 South
Topeka, KS 66612

Kansas
Department of Administration

Phone: (785) 296-2376
Fax: (785) 296-7240
http://admin.ks.gov/offices/procurement-and-contracts

Sarah Shipman, Acting Secretary

Sam Brownback, Governor

AMENDMENT

Amendment Date: February 11, 2016

Amendment Number: 1

Contract ID: 40370
Event ID: EVT0003630

Procurement Officer: Kenna R Lierz
Telephone: 785/296-1171
E-Mail Address: kenna.lierz@da.ks.gov
Web Address: http://admin.ks.gov/offices/procurement-and-contracts

Item: Attorney Services

Agency/Business Unit: Department of Education

Period of Contract: July 01, 2016 through June 30, 2017
(With the option to renew for three (3) additional one (1) year periods)

Contractor:
GATES SHIELDS & FERGUSON PA
10990 QUIVIRA RD STE 200
OVERLAND PARK, KS 66210-1284

Vendor ID:	0000052376
FEIN:	48-0958768
Contact Person:	Mark Ferguson
E-Mail:	MarkFerguson@gsflegal.com
Local Telephone:	913-661-0222
Cell Phone Number:	913-707-5125
Fax:	913-491-6398

Conditions:

By mutual agreement of both parties, this contract is renewed for the period July 1, 2016 through June 30, 2017.

Contractor: **Gates Shields & Ferguson PA**

By: MAF

Printed Name: Mark A. Ferguson

Title: Attorney, Partner

Agency: **Department of Education**

By: _____

Printed Name: _____

Title: _____

I hereby certify that the competitive bid/procurement laws of the State of Kansas have been followed.

State of Kansas

By: _____
TRACY DIEL
DIRECTOR OF PURCHASES

1. Costing Sheet

Vendor Name: Gates, Shields, & Ferguson, P.A.

Reimbursement costs (includes all support services)	Actual Cost
Hourly rate for attorney (Partner/member)	$225.00
Hourly rate for attorney (Associates/Of Counsel)	$200.00
Hourly rate for Legal Assistant/Paralegal	$85.00
Travel Rates (half of regular hourly rates)	Yes
Mileage (cost/mile)	State Rate
In-house photocopying (cost/copy)	Actual Cost
Attendant at board meetings	$900.00 per meeting per day

Flat rate of $900.00 per day per meeting of the KSBE, plus tolls and mileage expense. Lodging expenses extra (if necessary based upon inclement weather, additional duties related to Board meetings or if economically feasible rather than charge for toll/mileage expense). This flat rate fee includes travel time to/from meetings in Topeka. Any meetings at location further than Topeka will be at travel rate (one-half of regular hourly rate).

Actual costs will be reimbursed for the following types of expenses when receipts and/or detailed statements are provided and charges are approved by the Board:

Long Distance Calls
Fax Transmittals
Postage and Shipping Expenses
Overnight Delivery
Publication Expenses
Court Reporting/Transcription Fees
Recording/Filing Fees
State Agency Fees
Outside Reproductions
Outside Printing for large or non-standard copy projects
Exhibit Preparation by outside providers
Tolls/Parking
Taxis or other transportation
Meals
Lodging
Travel and attendance at NABSE and NCOSEA Conferences and education related seminars

Agenda Number: 14

Meeting Date: 4/19/2016

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: Randy Watson

From: Phyllis Farrar

Subject: Proposal for a State Seal of Biliteracy diploma credential

Date: 3/18/2016

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

In support of the Board's Vision: "Kansas leads the world in the success of each student" and in order to realize the Board's 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," the KSDE World Language Advisory Council proposes that Kansas should award a State Seal of Biliteracy to Kansas graduates.

It is proposed that a Seal of Biliteracy be awarded by the Kansas State Department of Education or a local district to recognize a student who has attained proficiency in English and one or more other world languages upon completion of high school. The recognition for attaining biliteracy becomes part of a student's high school transcript and diploma. It explicitly addresses the Career and Technical Education foundational skill of communicating "respectfully and effectively with people of different cultures and diverse perspectives." The Seal is a statement of accomplishment that recognizes a student's readiness for career and college, and for engagement as a global citizen. This would align with state seals of biliteracy that have now been adopted by 15 states. Once incorporated into the Individual Plan of Study, it would provide clearly defined proficiency goals for students and their teachers.

Phyllis Farrar, Education Program Consultant for World Languages, CSAS, and Julie Ewing, Education Program Consultant for Title III and ESOL, will explain the proposal, provide current enrollment data as context for implementation, and answer any questions that Board members might have.

Proposal for Kansas Seal of Biliteracy

Purpose

It is proposed that a Seal of Biliteracy be awarded by Kansas State Department of Education or a local district to recognize a student who has attained proficiency in English and one or more other world languages upon completion of high school. The recognition for attaining biliteracy becomes part of a student's high school transcript and diploma. It explicitly addresses the Career and Technical Education foundational skill of communicating "respectfully and effectively with people of different cultures and diverse perspectives." The Seal is a statement of accomplishment that recognizes a student's readiness for career and college, and for engagement as a global citizen.

> "Monolingualism is the illiteracy of the 21st century." (Gregg Roberts, Utah State Office of Education)

Four national organizations collaborated to draft recommendations for the implementation of the Seal of Biliteracy: American Council on the Teaching of Foreign Languages (ACTFL), National Association of Bilingual Education (NABE), National Council of State Supervisors for Languages (NCSSFL), and TESOL International Association (2015). To ensure consistency in the significance of this recognition, the KSDE World Language Advisory Council recommends following these national guidelines with appropriate additions and guidance for implementation in our state.

What is Biliteracy?

Biliteracy refers to having a functional level of proficiency in two or more languages. The level of proficiency is not necessarily identical for all languages, but must include both social and academic language skills.

Who Qualifies for the Seal of Biliteracy?

Upon completion of high school all students are eligible to attain the Seal of Biliteracy. Students must demonstrate the state-determined level of proficiency in English, as well as one or more additional languages, be they native languages, heritage languages, or languages learned in school and other settings.

Level of Language Proficiency Required

English: Both native and non-native speakers of English need to provide comparable evidence of English Proficiency, as determined by the state guidelines.

Other Languages: Native and non-native users of a language other than English need to provide evidence of proficiency in that language. The ***minimum*** target level should be Intermediate Mid based on the ACTFL Proficiency Guidelines or equivalent.

Kansas should adopt a two-tier Seal of Biliteracy awarding a Kansas **Gold** Seal of Biliteracy for "Intermediate Mid" (ACTFL) and Kansas **Platinum** Seal of Biliteracy for "Advanced Low" (ACTFL). The latter is especially appropriate for students graduating from bilingual or dual language programs.

Due to unique characteristics of certain languages, special allowances may need to be made. Examples include, but are not limited to American Sign Language, Classical Greek, Latin, and Native American Languages.

Evidence of Language Proficiency Required

For many languages, including English, specific assessments exist and provide a valid and reliable means of measuring students' language performance. The evidence needs to evaluate students' use of the language, not knowledge about the language. In cases where valid assessments of specific languages are not available, a process will be outlined through which comparable proficiency may be determined.

English: We recommend demonstrating English proficiency by completing language arts requirements for high school graduation or by achieving a benchmark score on a validated test such as:

- Kansas English Language Arts Assessment at high school level "career and college ready" [3]
- Kansas English Language Proficiency Assessment for English Language Learners "proficient [4]" or higher
- Other assessments identified by the state as appropriate for demonstrating English proficiency equivalent to meeting high school graduation requirements.

Other Languages: We recommend demonstrating proficiency in the language other than English through a validated test, such as:

- Advanced Placement Exam
- International Baccalaureate Exam
- Oral Proficiency Interview, Reading Proficiency Test, and Writing Proficiency Test (ACTFL)
- Standards-based Measurement of Proficiency (STAMP4S)
- ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)
- Tribal language validation by tribal officials
- Signed Language Proficiency Interview (SLPI) for American Sign Language
- ACTFL Latin Interpretive Reading Exam (ALIRA)
- Other assessments correlated to the required minimum level of language proficiency.

Equitable Access

"All students" means all, regardless of language background or any documented condition that may exclude demonstration of language proficiency in one of the modes of communication. Accommodations, such as those already in place for state-required assessments of language, should be included for assessments and requirements used to qualify for the Seal of Biliteracy. All students should receive information on the Seal of Biliteracy upon entering middle and high school settings so that they are able to organize their Individual Plan of Study to meet the requirements of this honor.

State/District Process to Award the Seal of Biliteracy, beginning May 2017.

The Seal of Biliteracy will be awarded upon high school graduation. The district will identify which students will receive this honor, based on the evidence described above. KSDE will provide guidance concerning documentation of those receiving the Seal of Biliteracy.

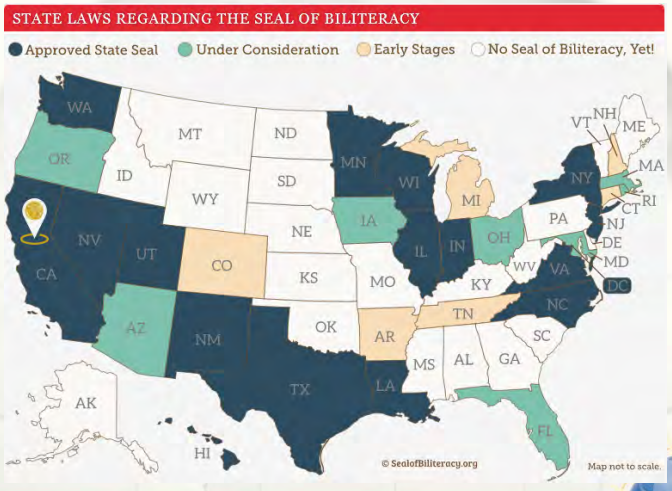
State Seal of Biliteracy proposal to Kansas Board of Education

Phyllis Farrar
World Language & ESOL, CSAS
Julie Ewing
Title III/State Bilingual & ESOL, ECSETS

Purpose

- Award made by a district
- Recognize proficiency in English and one or more additional languages
- Certify biliteracy for student, employers, and universities
- Statement of accomplishment by high school graduation, on diploma, transcript
- Readiness for competitive job market

www.sealofbiliteracy.org

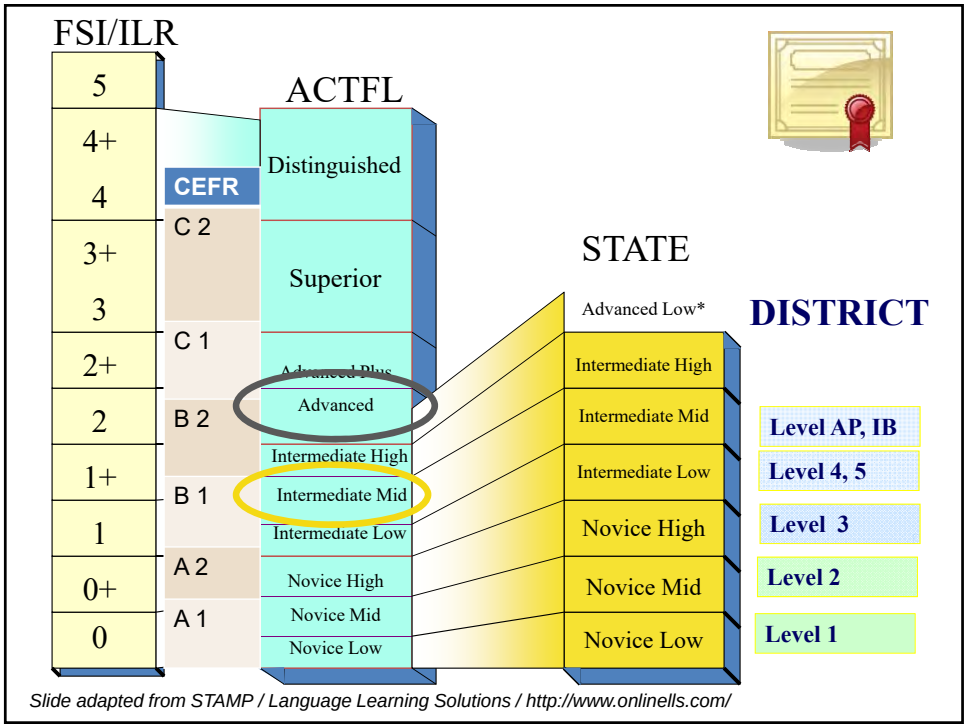


Arguments to support

- America's $15 billion high-tech STEM industry depends on languages to reach foreign markets worth 1.5 Trillion.
- Learning a world language makes students more marketable, opens the door for higher pay, and prepares them to join the global workforce.
- "Monolingualism is the illiteracy of the 21st Century" – Greg Roberts, Utah

Requirements

- Level of proficiency
  - Gold - Intermediate Mid (ACTFL) proficiency
  - Platinum – Advanced Low (ACTFL) proficiency
- Acceptable Evidence
- All students eligible
- Equitable access
- District process, State guidance



Slide adapted from STAMP / Language Learning Solutions / http://www.onlinells.com/

Potential in 2015

	Spanish	French	German	Chinese	Latin	Japanese	Russian	Arabic
Level IV	1913	347	120	8	23	19	2	
Level V	339	49						2
Heritage*	1015							
IB (A & B)	354	100	2		36			
AP	411	85	7		14			
Field Experience	18							
Conversation & Culture	13	4	17					
Literature	23	6						3
TOTALS	**4086**	**591**	**146**	**8**	**73**	**19**	**1**	**5**

English Language Learners in KS

- 54,000+ students in Kansas
- 10% of student population
- Population doubled in past 10 years
- More than 40 languages

- Spanish 44,000
- Vietnamese 2000
- Chinese 800
- Arabic 600
- Khmer 600
- Lao 500
- German 500
- Korean, French, Hmong, Tagalog > 300
- ASL, Russian, Somali, Burmese, Hindu, Urdu, Swahili, Nepali, Burmese, Bosnian……

Assessments

English

- State ELA Assessment (CCR)
- State ELPA Assessment (Proficient)
- Other criteria equivalent to meeting HS graduation requirements

World Languages

- Advanced Placement Exam (3, 4, 5)
- International Baccalaureate Exam
- Oral Proficiency Interview, Reading, Writing Proficiency Tests (ACTFL)
  - ❖ Assessment of Performance toward Proficiency (AAPPL)
  - ❖ OPIc
  - ❖ STAMP
- SLPI (for ASL)
- Latin Interpretive Reading Exam (ALORA)
- Linguafolio (Tribal)

Challenges?/Obstacles?

- Assessing less commonly taught languages
- Possible costs
- Being culturally isolated
- Finding performance based assessments
- All 4 modes at “Intermediate Mid” level or above
- Lack of curriculum to develop literacy of native speakers

Benefits/Consequences?

- Give students a goal
- Proof/evidence of proficiency
- Employers have evidence
- Colleges have evidence
- Value native languages
- Value language learning outside of school
- Value learning language to support career
- State seal provides consistency across districts
- And more…..

How to …

- Adopt by **Board of Education**
- Provide guidance to districts
  - Acceptable evidence (recommend assessments)
  - System for documentation
- Set date to begin (Spring of 2017)

QUESTIONS?

Thanks for your attention!

Phyllis Farrar
Education Program Consultant
World Languages & ESOL
CSAS
pfarrar@ksde.org
785-296-1891

Julie Ewing
Education Program Consultant
Title III/State Bilingual & ESOL
ECSET
jewing@ksde.org
785-296-4906

Agenda Number: **15**
Meeting Date: **4/19/2016**

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
Subject:	Update on Language Assessment for Deaf or Hard of Hearing Students (formerly Senate Bill 444)
Date:	3/23/2016
Board Goals:	Develop active communication and partnerships with families, communities, business stakeholders, constituents and policy partners

At the March meeting, Board members requested an update this month on activities surrounding the language assessment for deaf or hard of hearing students, which was introduced as Senate Bill 444. KSDE staff members Laura Jurgensen and Vera Stroup-Rentier along with Board member Ken Willard will give a status report on this proposed legislation.

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www.ksde.org

From:	Commissioner Randy Watson
Subject:	Receive non-accreditation request from St. John's Military School
Date:	3/28/2016
Board Goals:	Board Matters

St. John's Military School, Salina, has notified the Kansas State Department of Education of its decision to discontinue accreditation through the Kansas State Board of Education and seek accreditation through AdvanceED. The request letter is attached. The State Board will consider this as a receive item this month.

Currently, St. John's Military School is an accredited private secondary school with a student headcount of 105 (2015-16).

All public schools in Kansas are required to participate in the state accreditation process. Private schools are not required to do so. However, all private schools are required to register with KSDE per Kansas Statute 72-53, 101(a).

Private schools operating in Kansas that do participate in the state's accreditation are referred to as "Accredited Private Schools." Private schools that do not participate in the state accreditation process are referred to as "Non-Accredited Private Schools."

St. John's Military School
FOUNDED IN 1887

RECEIVED
APR 06 2015
COMMISSIONER'S OFFICE
KSDE

March 31, 2016

Mr. Randy Watson, Commissioner
Kansas State Department of Education
900 SW Jackson
Topeka, KS 66612

Dear Commissioner Watson:

On behalf of the St. John's Military School Board of Trustees, I wish to notify you of our intention to discontinue our accreditation through the Kansas Department of Education. We remain committed to our mission of providing each of our cadets with the opportunity to grow spiritually, morally, intellectually and physically. We also remain committed to school improvement and maintaining our accreditation with AdvancEd.

We appreciate the support we have received from KSDE, and expect our faculty and staff will continue to learn from the expertise of the individuals within KSDE. In time, we may determine it is in our best interest to return to KSDE for accreditation and hope that may be an option in the future.

Sincerely,

Larry Britegam
Chairman of the Board of Trustees
St. John's Military School

785.823.7231
785.309.5489 FAX
P.O. Box 5020
Salina, KS 67402-5020
www.sjms.org

Agenda Number: **17**
Meeting Date: **4/19/2016**

Kansas State Department of Education
Landon State Office Building
900 SW Jackson Street, Suite 307
Topeka, Kansas 66612-1212
(785) 296-3201
(785) 296-6659 - *fax*
www.ksde.org

To:	Commissioner Randy Watson
From:	Dale Dennis
Subject:	Legislative Matters
Date:	3/23/2016
Board Goals:	Governmental Responsibility

REVIEW EDUCATION LEGISLATION

A report on the status of education legislation, following the first adjournment of the 2016 Kansas Legislature, will be reviewed with the State Board.

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: 3/21/2016
Board Goals: Governmental Responsibility

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total New Hires	**4**	**1**	**3**	**5**	**2**	**1**	**1**	**0**	**1**			
Classified	0	1	1	0	0	0	1	0	0			
Unclassified Special Project	4	0	2	5	2	1	0	0	1			
Unclassified Regular (leadership)	0	0	0	0	0	0	0	0	0			
Total Separations	**2**	**6**	**0**	**3**	**1**	**1**	**3**	**1**	**3**			
Classified	2	2	0	2	1	0	2	0	0			
Unclassified Special Project	0	3	0	1	0	1	1	1	3			
Unclassified Regular (leadership)	0	1	0	0	0	0	0	0	0			
Recruiting (data on 1st day of month)	**7**	**14**	**14**	**9**	**5**	**2**	**2**	**8**	**9**			
Classified	1	5	5	2	1	0	0	0	0			
Unclassified Special Project	6	8	8	7	5	2	2	8	9			
Unclassified Regular (leadership)	0	1	1	0	0	0	0	0	0			

Total Employees 224* as of 3/12/2016. 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: 18 b.**

Staff Initiating:	Director:	Commissioner:	Meeting Date: 4/19/2016
Gwen Kramer	Wendy Fritz	Randy Watson	

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:
Sean Hoffman to the position of Consultant on the Child Nutrition and Wellness Team, effective May 23, 2016, at an annual salary of $48,848.80. This position is funded by the Nutrition Services State Administration (SAE) and Child and Adult Food Programs (CACFP) funds.

Explanation of Situation Requiring Action:

Sean Hoffman will manage the federally required compliance reviews of the Child and Adult Care Food Program (CACFP) sponsoring organizations as assigned. The consultant conducts classes on a regular basis to meet staff turnover at child care centers. The consultant provides on-going technical assistance via phone and email to CACFP personnel. The consultant's work helps to increase access and assure that local CNPs operate with integrity while providing high quality nutrition and wellness programs for Kansas children.

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 18 c.**

Staff Initiating:	Director:	Commissioner:	Meeting Date: 4/19/2016
Susan Helbert	Scott Myers	Randy Watson	

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 18 c. Attachment**

District	Name	Enroll.	First Name	Last Name	Subject	Recomm.
D0385	Andover	17782	Lee	Elder	Math - Extension on the number of days on an emergency substitute license	Approved
D0453	Leavenworth	7830	Cole	Cannon	Physical Education - Extension on the number of days on an emergency substitute license	Approved
D0479	Crest	418	Joanna	Smith	English Language Arts - Extension on the number of days on an emergency substitute license	Approved
D0489	Hays	6117	Kelsey	Schowengerdt-Marquez	High Incidence Special Ed.	Approved

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 18 d.**

Staff Initiating:	Director:	Commissioner:	Meeting Date: 4/19/2016
Doug Boline	Colleen Riley	Randy Watson	

Item Title:

Act on Education Flexibility Partnership (Ed-Flex) Waiver

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 approve the Education Flexibility Partnership (Ed-Flex) Waiver request for USD 265 Goddard.

Explanation of Situation Requiring Action:

Kansas has the authority under the Education Flexibility Partnership Act of 1999, amended by the No Child Left Behind Act of 2001, to waive certain federal requirements. USD 265 Goddard is seeking waivers from Title I, Part A, Section 1114 Schoolwide Programs which requires Title I schools to have at least 40 percent poverty in order to become a Title I schoolwide. Amelia Earhart Elementary has a poverty rate of 29.09 percent, Clark Davidson Elementary has a poverty rate 33.77 percent, and Oak Street Elementary has a poverty rate of 30 percent. The district is requesting permission to have these schools become Title I Schoolwide schools in 2016-2017. These schools would have to be identified as a Title I school and have their Title I schoolwide plan approved by the Kansas State Department of Education Schoolwide Review Team in order to implement the waiver.

The Kansas State Department of Education staff recommends the Ed-Flex waiver be granted.

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 18 e. (1)**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 4/19/2016
Dale Dennis	Dale Dennis	Randy Watson	

Item Title:

Request from USD 233, Olathe, Johnson County, to hold a bond election

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 233, Olathe, Johnson County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 75-2315 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 233, Olathe, Johnson County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 233 plans to use the bond proceeds to pay the costs to: (1) purchase and improve sites; and (2) acquire, construct, furnish, equip, repair, remodel and make additions to buildings used for school district purposes including a new middle school, safety and security improvements, upgraded computer and communications technology.

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

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

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

Unified School District 233 Olathe	County: Johnson

1. Current equalized assessed tangible valuation *	$2,152,667,402	
2. Percentage of bond debt limit	14%	
3. Amount of bond debt limit	$301,373,436	
4. State Aid Percentage	11%	

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$430,989,112	20.0
6. Amount of bond indebtedness requested	$156,000,000	7.3
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$586,989,112	27.3
8. Estimated amount of bond indebtedness authorized without approval	$301,373,436	14.0
9. Amount of bond indebtedness above bond debt limit requested	$285,615,676	13.3

Forms Requested

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

March 22, 2016
Date

Craig Neuenswander
Director, School Finance

March 22, 2016
Date

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 18 e. (2)**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 4/19/2016
Dale Dennis	Dale Dennis	Randy Watson	

Item Title:

Request from USD 462, Central, Cowley County, to hold a bond election

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 462, Central, Cowley County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 75-2315 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 462, Central, Cowley County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 462 plans to use the bond proceeds to pay the costs to construct, furnish, equip and acquire improvements, renovations and additions to Central Junior/Senior High School and Central Elementary School including: (1) a tornado safe room at Central Junior/Senior High School including restrooms, concession stand, locker rooms, music room and wrestling room; (2) controlled entry security improvements and renovations; (3) phone and intercom replacement and security camera system update at Central Junior/Senior High School; (4) existing gymnasium renovations at Central Junior/Senior High School; (5) technology and equipment improvements; (6) HVAC, window, flooring, roof and ADA compliance improvements; (7) school bus and related transportation equipment and vehicles including security cameras; and (8) track resurfacing and ADA compliant bleachers.

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

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

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

Unified School District 462 Central	County: Cowley

1. Current equalized assessed tangible valuation *	$16,232,565	
2. Percentage of bond debt limit	14%	
3. Amount of bond debt limit	$2,272,559	
4. State Aid Percentage	32%	

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$1,655,000	10.2
6. Amount of bond indebtedness requested	$4,875,000	30.0
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$6,530,000	40.2
8. Estimated amount of bond indebtedness authorized without approval	$2,272,559	14.0
9. Amount of bond indebtedness above bond debt limit requested	$4,257,441	26.2

Forms Requested

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

March 24, 2016
Date

Craig Neuenswander
Director, School Finance

March 24, 2016
Date

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 18 e. (3)**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 4/19/2016
Dale Dennis	Dale Dennis	Randy Watson	

Item Title:

Request from USD 489, Hays, Ellis County, to hold a bond election

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 489, Hays, Ellis County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 75-2315 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 489, Hays, Ellis County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 489 plans to use the bond proceeds to pay the costs to:
Proposition 1--Construct, furnish and equip improvements, renovations and additions including storm shelters, deferred maintenance and technology to district facilities including Hays High School, Hays Middle School, Lincoln Elementary, O'Loughlin Elementary, Roosevelt Elementary, Wilson Elementary and Early Childhood Connections--Washington Site (collectively, the "improvements") -- $85,135,000.

Proposition 2--Construct, furnish and equip improvements, renovations and additions to gymnasium facilities at Hays High School and Hays Middle School (the "Gymnasium improvements") -- $8,900,000.

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

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

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

Unified School District 489 Hays **County: Ellis**

1. Current equalized assessed tangible valuation *	$328,514,672
2. Percentage of bond debt limit	14%
3. Amount of bond debt limit	$45,992,054
4. State Aid Percentage	0%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$0	0.0
6. Amount of bond indebtedness requested	$94,035,000	28.6
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$94,035,000	28.6
8. Estimated amount of bond indebtedness authorized without approval	$45,992,054	14.0
9. Amount of bond indebtedness above bond debt limit requested	$48,042,946	14.6

Forms Requested

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

March 24, 2016
Date

Craig Neuenswander
Director, School Finance

March 24, 2016
Date

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 18 e. (4)**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 4/19/2016
Dale Dennis	Dale Dennis	Randy Watson	

Item Title:

Request from USD 490, El Dorado, Butler County, to hold a bond election

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 490, El Dorado, Butler County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 75-2315 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 490, El Dorado, Butler County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 490 plans to use the bond proceeds to pay the costs to: (1) construct, furnish and equip two new PreK-5 elementary schools within the district to replace the existing Grandview, Jefferson and Lincoln Elementary Schools; (2) construct, furnish and equip additions and make renovations and other improvements including expanded parking to the existing former El Dorado Middle School to convert the facility to a district/community Performing Arts Center and education space; (3) acquire and/or improve a site for one of the planned new elementary schools; and (4) raze the existing Grandview, Jefferson and Lincoln Elementary Schools as well as a portion of the former Middle School Building.

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

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

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

Unified School District 490 El Dorado **County: Butler**

1. Current equalized assessed tangible valuation *	$178,007,168
2. Percentage of bond debt limit	14%
3. Amount of bond debt limit	$24,921,003
4. State Aid Percentage	0%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$51,270,000	28.8
6. Amount of bond indebtedness requested	$36,000,000	20.2
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$87,270,000	49.0
8. Estimated amount of bond indebtedness authorized without approval	$24,921,003	14.0
9. Amount of bond indebtedness above bond debt limit requested	$62,348,997	35.0

Forms Requested

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

March 16, 2016
Date

Craig Neuenswander
Director, School Finance

March 16, 2016
Date

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 f.

Staff Initiating:	Director:	Commissioner:	Meeting Date: 4/19/2016
Beth Fultz	Scott Smith	Randy Watson	

Item Title:

Act to continue contract for Istation (Statewide Kansas Reading Success 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 exercise the option to renew the contract with Istation for the purpose of providing a reading intervention program for all PK - 8 students in Kansas, with a contract amount not to exceed $2,100,000 per fiscal year through June 30, 2021.

Explanation of Situation Requiring Action:

In 2015, the Kansas Legislature appropriated funds for a statewide Kansas Reading Success Program to provide academic support to help ensure achievement on grade level reading. Per the guidelines submitted by the Kansas Department of Administration, Purchasing Division, a contract was awarded to Istation on Sept. 8, 2015 with an option to renew for five additional 12-month periods. The renewal option is to be exercised annually if funds are appropriated by the legislature and signed by the Governor.

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 18 g.**

Staff Initiating:	Director:	Commissioner:	Meeting Date: 4/19/2016
Beth Fultz	Scott Smith	Randy Watson	

Item Title:

Act to continue contract with the Center for Educational Testing and Evaluation

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 continue a state assessment contract with the Center for Educational Testing and Evaluation (CETE) with the contract amount not to exceed $7,000,000, for the period June 2016 through December 2017.

Explanation of Situation Requiring Action:

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

Assessment activities for 2016-17 are as follows: (1) continue development of interim assessments in mathematics and language arts and calculate a predictive model; (2) further enhance, administer, score and report the summative assessment for General Education in grades 3-8 and high school for mathematics and language arts; (3) further enhance, administer, score, and report the summative science assessment for General Education in grades 5, 8 and 11; (4) implement test development protocols and procedures pursuant to federal peer review requirements (e.g., facilitate meetings with the Kansas Technical Advisory Committee, facilitate focus groups for item test design, post hoc psychometric analysis of field test data, facilitate a cut score setting process); (5) provide the Alternate Assessment in English Language Arts and mathematics for Special Education students for Grades 3-8 and high school and science in grades 5, 8, and 11 by utilizing the Dynamic Learning Maps assessment; (6) administer, score and report the English Language Learner assessment in grades K –12; (7) continue development, administer, score and report cPass assessments available to Kansas Technical education students; (8) further develop assessment infrastructure modifications necessary for the implementation of the Kansas College and Career Ready Standards.

The 2017 not-to-exceed contract request reflects a decrease from the total contract with CETE in 2016. The English Language Learner assessment is an expensive assessment to administer, score and report. Previous long-term projection expenses from CETE did not include the ELL assessment. Primarily federal funds or otherwise identified funds from existing sources are available for the above-mentioned activities. Staff recommends State Board approval of the continuation of the contract with CETE for the purposes mentioned and authorization of the Commissioner of Education to sign the contract on behalf of the Board.

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 18 h.**

Staff Initiating:	Director:	Commissioner:	Meeting Date: 4/19/2016
Karen Maddox	Colleen Riley	Randy Watson	

Item Title:

Act to initiate contract bid process for mentoring of school-based sign language interpreters

Board Goals:

Provide an effective educator in every classroom

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate a contract bid process for selecting a vendor to mentor educational interpreters who serve western Kansas public schools, with the contract amount not to exceed $30,000 per year. Vendor to be determined.

Explanation of Situation Requiring Action:

The Early Childhood, Special Education and Title Services team requests approval to award federal funds for the period July 1, 2016 through June 30, 2021, not to exceed $30,000 per year. Total for five-year period is $150,000.

A qualified vendor will operate a system of classroom-based mentoring, coaching, training and individualized support for education interpreters in areas of the state that have shortages of qualified educational interpreters and limited access to professional development. By approving this contract, the necessary federal funds will continue the provision of intensive job-embedded mentoring for at least 8-10 education interpreters each year. Additional workshops will be offered to mentees with follow up. The vendor also is expected to provide resources and consultation to individual educational interpreters via online two-way video, email and phone.

As a result, critical educational interpreting needs of students who are deaf and hard of hearing in western Kansas schools will be supported. The provision of this support is essential to increasing the quality of interpreting services for children who are deaf in public schools located throughout western Kansas. This program also assists in retaining qualified educational interpreters, which is critical in light of existing shortages.

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 18 i.**

Staff Initiating:	Director:	Commissioner:	Meeting Date: 4/19/2016
Karen Maddox	Colleen Riley	Randy Watson	

Item Title:

Act to initiate contract bid process with a vendor to operate a statewide program for the identification and training of education advocates for children with disabilities.

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate a contract bid process for selecting a vendor to operate a statewide program for the identification and training of education advocates for children with disabilities, in an amount not to exceed $265,000 per year. The procurement process is under way and a vendor is not able to be named at this time.

Explanation of Situation Requiring Action:

The Early Childhood, Special Education and Title Services team requests approval to award federal funds for the period July 1, 2016 through June 30, 2021, in an annual amount not to exceed $265,000. Annual renewal is contingent upon successful completion and approval by KSDE through June 30, 2021 by written agreement of the parties. Total for five-year period is $1,325,000.

A Kansas Education Advocate system has been in operation for nearly three decades. The Education Advocate Program cannot be interrupted and as such the Department seeks approval to contract with a recommended vendor to operate a program which recruits, trains, and assigns qualified individuals to serve as Educational Advocates, to act as a surrogate for the parents. This will enable the State of Kansas and the Kansas Department of Education to continue to meet its legal responsibilities for ensuring children are afforded the rights specified in the Individuals with Disabilities Education Act (IDEA).

The qualified vendor will ensure children with disabilities, who are required to have an Education Advocate, have a qualified educational decision maker assigned. The Education Advocate must be identified and appointed within 30 days of notification. The qualified vendor will train persons to become Education Advocates, receive referrals for students, match advocates to children, cancel appointments, develop training curriculum, provide assistance, problem solve situations, collaborate with other state agencies such as the Department of Children and Families and the Juvenile Justice authority, survey needs, and keep current records of appointments and cancellations as well as persons serving as advocates and trainers.

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

Agenda Number: 19
Meeting Date: 4/19/2016

To: Kansas State Board of Education

From: Peggy Hill

Subject: Monthly Board Reports & Requests for Future Agenda Items

These updates will include:

1. Committee Reports
2. Board Attorney's Report
3. Individual Board Member Reports and Requests for Future Agenda Items
4. Chairman's Report
    a. Designate Board member to attend KSSB graduation 1 p.m. May 19
    b. Designate Board member to attend KSSD graduation 6 p.m. May 25
    c. Update on Community Service Award

KANSAS SCHOOLS FOR THE DEAF AND THE BLIND
STATEWIDE RESOURCES ON DEAFNESS AND BLINDNESS
www.KSSDB.org

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

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

Subject: Graduation Dates

Kansas State School for the Blind
1 p.m. Thursday, May 19
KSSB

Kansas State School for the Deaf
6 p.m. Wednesday, May 25
Olathe North High School, 600 East Prairie St.

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

Agenda Number: 20
Meeting Date: 4/19/2016

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
03/27/2016	04/09/2016	04/07/2016	04/22/2016
04/10/2016	04/23/2016	04/21/2016	05/06/2016
04/24/2016	05/07/2016	05/05/2016	05/20/2016