KANSAS STATE BOARD OF EDUCATION
Great students. Great teachers. Great leaders. Great citizens.

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

TUESDAY, APRIL 18, 2017
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 7**
10:05 a.m.	(IO)	6.	Commissioner's Report	
10:30 a.m.	(IO)	7.	Citizens' Open Forum	**page 23**
10:45 a.m.	(RI)	8.	Receive Kansas Curricular Standards for World Language	**page 25**
11:00 a.m.	(RI)	9.	Receive Kansas Curricular Standards for Dance and Creative Movement	**page 67**
11:15 a.m.			Break	
11:25 a.m.	(AI)	10.	Act on recommendations of the Professional Practices Commission	**pg 69**
11:35 a.m.	(AI)	11.	Act on Consent Agreement and Order regarding Behind the Wheel Defensive Driving School	**page 127**
11:45 a.m.	(IO)	12.	Information on Kansas Career Technical Education Scholar Program	**pg 143**
Noon			Lunch	
1:30 p.m.	(IO)	13.	Presentation on student digital citizenship in schools	**page 147**
1:55 p.m.	(RI)	14.	Receive Coalition of Innovative School Districts biannual report	**page 149**
2:15 p.m.	(AI)	15.	Act on renewal of one-year Coalition of Innovative School Districts Specialized Certificates	**page 151**
2:25 p.m.	(RI)	16.	Receive higher education preparation program standards for ESOL (English for Speakers of Other Languages)	**page 153**

2:40 p.m.	(IO)	17.	Kansas School Mental Health Model Update	**page 171**
3:05 p.m.	(AI)	18.	Act on next steps for implementation of kindergarten readiness developmental snapshot tool	**page 173**
3:15 p.m.			Break	
3:25 p.m.	(AI)	19.	Act on Board Attorney contract renewal	**page 175**
3:30 p.m.	(DI/ AI)	20.	Legislative Matters a. Review education legislation b. Review budget recommendations c. Possible Board action	**page 177**
3:50 p.m.		21.	Consent Agenda **Routine Items**	
	(RI)		a. Receive monthly personnel report	**page 179**
	(AI)		b. Act on appointments to unclassified special project positions	**page 181**
	(AI)		c. Act on recommendations for licensure waivers	**page 183**
	(AI)		d. Act on recommendation for a commercial driver training school	**pg 185**
	(AI)		e. Act on request to contract with the Office of Administrative Hearings	
	(AI)		f. Act on request to continue assessment services contract with Center for Educational Testing and Evaluation (CETE)	**page 189**
3:55 p.m.	(IO)	22.	Board Reports and Requests for Future Agenda Items a. Designate Board member to attend graduation at KSSB, May 18 b. Designate Board member to attend graduation at KSSD, May 24 c. Possible update on School for the Deaf NEA negotiation process	**page 191**
4:35 p.m.	(AI)	23.	Act on Board Travel	**page 193**
4:45 p.m.			**ADJOURN**	

April 19 Meeting

Wednesday, April 19 — Annual Visits

9 a.m. at Kansas State School for the Deaf, Olathe
1 p.m. at Kansas State School for the Blind, Kansas City

KANSAS SCHOOLS FOR THE DEAF AND THE BLIND
STATEWIDE RESOURCES ON DEAFNESS AND BLINDNESS
www.KSSDB.org

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

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

KANSAS STATE BOARD OF EDUCATION ANNUAL VISIT

KANSAS STATE SCHOOL FOR THE DEAF
Wednesday, April 19, 2017
9:00 – 11:30 AM
Roth West Wing First Floor Conference Room

AGENDA

WELCOME AND INTRODUCTORY REMARKS..... *Madeleine Burkindine, Superintendent*

STUDENT PRESENTATIONS.....*Facilitator, Kevin Milner, Secondary Principal*

- Individual Plan of Study and Work Experience
- One-on-one Initiative: Chromebooks
- National Anthem at the Big 12 Championship Game
- "Our Year as Champions" – SBC President
- Missing Children Poster Winner
- Sixth Graders Transitioning to Middle School

POST SECONDARY COMPLETION/ATTENDANCE..... *Graduates*

PARENT PRESENTATIONS

FOLTZ GYM TOUR

LUNCH IN CAFETERIA

DEPART FOR KSSB

KANSAS SCHOOLS FOR THE DEAF AND THE BLIND
STATEWIDE RESOURCES ON DEAFNESS AND BLINDNESS
www.KSSDB.org

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

KANSAS STATE BOARD OF EDUCATION ANNUAL VISIT

KANSAS STATE SCHOOL FOR THE BLIND
Wednesday, April 19, 2017
1:00 – 3:30 PM
Brighton Hall

AGENDA

WELCOME
Madeleine Burkindine, Superintendent

PARENT PERSPECTIVE
John Ramsey, Parent

WHY BRAILLE IS IMPORTANT/BRAILLE CHALLENGE
Aundrayah Shermer, Field Services Director

STUDENT PRESENTATIONS INCLUDING TECHNOLOGY
Chris Mancillas, Teacher

BREAK – 10 MINUTES

DEAF-BLIND PROJECT: PARENT PLAYGROUP & PARENT/PROFESSIONAL WORKSHOP
Jon Harding, Director of Instruction

KANSAS INSTRUCTIONAL RESOURCE CENTER
Toni Harrell, Director

ACCESSIBLE ARTS
Diana Bryant, Director

SELF DETERMINATION
Jon Harding, Director of Instruction

LOW VISION CLINIC WITH TECHNOLOGY
Dr. Jeffry Gerson, Low Vision Optometrist
Anne Nielsen, Outreach Coordinator

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 14, 2017

3/14/2017
A.M. Session
(00:00:10)

CALL TO ORDER
Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, March 14, 2017, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. He welcomed guests in attendance from the Kansas Educational Leadership Institute program.

ROLL CALL
The following Board members were present:

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

Member Ken Willard participated in the meeting by phone.

STATE BOARD MISSION STATEMENT, MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE
Chairman Porter read both the Board's Mission Statement and *Kansans Can* Vision Statement. He then asked for a moment of silence after which the Pledge of Allegiance was recited.

APPROVAL OF AGENDA
Mrs. Busch moved to approve the Tuesday agenda. Mr. McNiece seconded. Motion carried 9-0-1 with Mr. Roberts abstaining.

MOTION
(00:04:01)

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
(00:04:40)

COMMISSIONER'S REPORT
(00:05:00)
Commissioner Randy Watson commented on his most recent school visits in the state. He also shared correspondence he's received from educators in support of the ongoing vision work. Dr. Watson primarily focused on information from the National Student Clearinghouse that provides a multi-year look at students' postsecondary enrollment and progress. He used the high school graduating class of 2010 for the illustration. While the data he showed was statewide aggregate averages, each school district will be receiving high school specific data. This will serve as a resource for measuring postsecondary completion and attendance, which is one of the five *Kansans Can* vision outcomes. Dr. Watson answered questions about communicating the information with school districts and others.

CITIZENS' OPEN FORUM
(00:31:51)
Chairman Porter declared the Citizens' Forum open at 10:32 a.m. Speakers and their topics were: John Richard Schrock, Emporia — academic need for school consolidation; Katie Mazos, Kansas wing of Civil Air Patrol — Cadet programs and aviation exploration; Linette Lahan, Civil Air Patrol — aerospace education for youth. Chairman Porter declared the Citizens' Forum closed at 10:47 a.m.

ACTION ON HIGHER EDUCATION PREPARATION PROGRAM STANDARDS FOR CHEMISTRY, PHYSICS AND FOREIGN LANGUAGE
Last month, Board members reviewed the proposed revisions to licensure program standards for Chemistry 6-12, Physics 6-12 and Foreign Language PreK-12. These content program standards help

establish what is taught in higher education teacher preparation programs. During discussion, Board members inquired about determining which practices are labeled "content knowledge" and which are considered "professional skills," particularly in the chemistry and physics standards. Board members stressed the importance of giving consistent and clear direction to educators. Revision committee members and KSDE staff were present to answer questions. Mrs. Waugh moved to approve the new educator preparation program standards for Chemistry (6-12), Physics (6-12), and Foreign Language (PreK-12). Mr. McNiece seconded. Motion carried 7-2-1 with Mr. Roberts and Mr. Bacon in opposition, and Mr. Willard abstaining.

MOTION
(01:00:59)

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

EDUCATION SUPERHIGHWAY REPORT ON KANSAS CONNECT AND LEARN INITIATIVE

(01:01:57)

EducationSuperHighway (ESH) is a non-profit organization working with multiple states, including Kansas, to ensure students have high capacity Internet access for digital learning. The goal is to improve broadband infrastructure and close the fiber gap. Jack Lynch, state engagement manager with ESH, reported on the Connect and Learn Initiative for Kansas. He described the current state of connectivity in Kansas schools as related to bandwidth, fiber, infrastructure and WiFi connectivity. He also explained the work his organization is doing with K-12 public schools and providers to leverage federal E-rate funding and discounts. There was discussion about bandwidth consumption, the economic rationale for fiber in rural areas, involvement of service centers, and E-rate funding.

ACTION ON APPOINTMENT TO KSHSAA BOARD OF DIRECTORS

Two Kansas State Board of Education members serve on the Board of Directors for the Kansas State High School Activities Association (KSHSAA). Current representatives from the State Board are Kathy Busch (2015-17) and Jim Porter (2016-18). The position held by Mrs. Busch expires June 30, 2017. Mr. McNiece moved to reappoint Mrs. Busch to an additional two-year term on the KSHSAA Board of Directors. Mrs. Cauble seconded. Motion carried 10-0. This term is from July 1, 2017 to June 30, 2019. Mrs. Busch also currently serves on the KSHSAA Executive Board.

MOTION
(01:40:51)

LUNCH

At 11:55 a.m., Chairman Porter recessed the meeting for lunch until 1:30 p.m. The Board's Policy Committee met during the lunch break.

REPORT FROM KANSAS ASSOCIATION OF HEALTH PHYSICAL EDUCATION RECREATION AND DANCE ON BENEFITS OF PHYSICAL ACTIVITY ON STUDENT PERFORMANCE

P.M. SESSION
(01:41:23)

Shelly Swartz and Meggin DeMoss are members of the Kansas Association of Health Physical Education Recreation and Dance (KAHPERD). They engaged Board members in activities as examples of how intentional movement prepares the brain for learning. During the presentation, they shared research linking physical activity with cognitive function as well as described the benefits of movement classrooms in schools. Other methods currently in use are active learning labs, aerobic brain breaks before testing and physical activity before homework. The different categories of physical education, specific physical activity, exercise, recess and creative play were outlined.

KANSAS EDUCATION SYSTEMS ACCREDITATION ZERO YEAR UPDATE

(02:30:42)

Transition to the new Kansas Education Systems Accreditation (KESA) is ongoing and is labeled the "Zero Year." Dr. Scott Myers, Director of Teacher Licensure and Accreditation, updated the Board on preparations for the first full year of implementation. Next steps include quarter four statewide training on KESA, training models for organizing Outside Visitation Teams, further development of the OVT trainee pool and assembly of the Accreditation Review Council. Suggestions were made to add a Board member, a legislator and community members to the Accreditation Review Council. It was also recommended to clearly define the categories of accredited, conditionally accredited, and not accredited. There was discussion on accountability and charting school improvement/growth.

ACTION ON RENEWING ACCREDITATION STATUS OF SCHOOLS FOR 2017-18

Deputy Commissioner Brad Neuenswander explained that until the Kansas Education Systems Accreditation regulations are in place, school districts are still under QPA (Quality Performance Accreditation) regulations and therefore individual schools must be granted a rating. Schools are currently accredited through June 30, 2017. The State Board of Education has authority to change accreditation status any time. Mr. McNiece moved to retain each school's accreditation rating until that status is superseded by the first system-level status granted under KESA to the education system to which the school belongs or to the school itself in the case of an independent private school and unless that status is changed by official action of the Board. Mrs. Busch seconded. Motion carried 10-0.

MOTION (03:27:44)

Board members took a break until 3:30 p.m.

TEACHER VACANCY AND SUPPLY COMMITTEE RECOMMENDATION AND REPORT

Teacher mentoring/induction support is one of the first issues being addressed by the Teacher Vacancy and Supply Committee, a standing subcommittee of the Professional Standards Board. Dr. Laurie Curtis, committee co-chair, presented mentoring recommendations to help with educator retention. The committee created program guidelines that would be mentee-driven, supportive and based on the needs of the new educator. There were questions about the cost of implementation, rigidness of the guidelines and potential overlap with existing district mentoring programs. Mrs. Waugh moved to authorize implementation of proposed mentoring guidelines and requirements for new teachers as presented as a State Board of Education pilot program for the 2017-2018 and 2018-2019 school years. Mrs. Busch seconded. Motion carried 7-3 with Mr. Roberts, Mr. Bacon and Mr. Willard in opposition.

MOTION (03:53:15)

ACTION ON NEW APPOINTMENT TO LICENSURE REVIEW COMMITTEE

Mr. Willard moved to appoint Jean Rush to serve on the Licensure Review Committee as a representative of Chief School Administrators. Ms. Rush, Superintendent at USD 363, would first serve a partial term effective from March 14, 2017 through June 30, 2017, followed by a full three-year term effective July 1, 2017 through June 30, 2020. Mrs. Cauble seconded. Motion carried 9-0, with Mrs. Busch absent for the vote.

MOTION (03:55:57)

DISCUSSION ON HB 2048 AND TRAUMA-INFORMED CARE IN SCHOOLS

Education Program Consultant Kent Reed reviewed elements of House Bill 2048, referred to as Erin's Law, that would require public school teachers to have annual training and education on the topic of child sexual abuse. He noted that child sexual abuse is covered in school counseling standards. Next, guest presenter Cherie Blanchat, systems coordinator working with KSDE and TASN (Technical Assistance Systems Network), talked about the School Mental Health Initiative. She explained the correlation between adverse childhood experiences and school performance. Staff attorney Laura Jurgensen highlighted what KSDE is doing to address this topic. There are several other groups studying student mental health. Board members assigned KSDE staff to outline a school-based comprehensive mental health approach that includes trauma-informed care and training. It would also address current legislative mandates and Erin's law. The outline would be presented to legislators.

(03:57:26)

CONSENT AGENDA

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

MOTION (04:49:44)

- received the monthly Personnel Report for February.
- confirmed the unclassified special projects personnel appointments of Susie Wilbur as Education Program Consultant on the Early Childhood, Special Education, and Title Services team, effective Feb. 6, 2017, at an annual salary of $56,118.40; Denise Davis as Quality Assurance Technician on

the Information Technology team, effective Feb. 6, 2017, at an annual salary of $46,192.80; Phillip Salyer as Applications Developer on the Information Technology team, effective Feb. 6, 2017, at an annual salary of $44,990.40; Robyn Meinholdt as Administrative Specialist on the Teacher Licensure and Accreditation team, effective Feb. 13, 2017, at an annual salary of $29,744; Debra Smith as Public Service Administrator on the Fiscal Services and Operations team, effective Feb. 20, 2017, at an annual salary of $37,440; Jordan Christian as Public Service Executive on the Early Childhood, Special Education, and Title Services team, effective Feb. 27, 2017, at an annual salary of $53,414.40.

- accepted the following recommendations for licensure waivers valid for one school year: *Art – Extension on the number of days on an Emergency Substitute License* -- Corbie Leiker, USD 385. *Early Childhood Special Education* -- Shauna Young, C0036; Hailey Gifford, USD 244; Theresa Santangelo, USD 253; Leanna Keller, USD 293; Jocelyn Dease, USD 345; Melissa Howe, USD 475; Tori Garrison, USD 480; Gale Grable, D0608; Allison Dollins, D0637. *Early Childhood/Preschool* -- Kayla Smith, USD 259. *English Language Arts* -- Loretta Williams, USD 259. *General Science* -- Tricia Nicks, USD 259. *Gifted* -- Shari Norman, USD 382. *High Incidence Special Education* -- Elizabeth Weilert, Brittny Kiedrowski, Winnie Hagenah, USD 200; Melissa Townsend, USD 232; Kristi McMillen, USD 244; Mark Manbeck, USD 253; James Roberts, Robert Castleberry, USD 259; Breetta Moe, USD 273; Amy Trostle, USD 305; Andrea Jordan, USD 345; Jeanie Fulmer, USD 418; Kelly Gorham, Lauren Yamashita, USD 475; Joseph McGann, Alyssa Burket, Amanda Tucker, USD 501; Alicia Barnett, D0605; Danielle Torres, D0608; Diana McDaniel, D0610; Gustaf Lindstrom, Angela Tremain, Hannah Elliott, Jo Ann Cline, Kathryn Fields, Katy Gerke, Lorena Carrillo, D0613; Helen White, Jolene Chapin, D0618; David Hughes, D0619; Alexia Wells, D0620; Sheryl Wiele, Hillary Raple, D0638; Tara Gruver, D0702; Tiffani Knowles, D0718. *High Incidence Special Education – Extension on the number of days on an Emergency Substitute License* -- Jody Unruh, USD 418; Charles Jean-Baptiste, Karen Demster, Danisha Roach, USD 500; Nicole Van Der Weg, D0718. *Kansas History – Extension on the number of days on an Emergency Substitute License* -- Eric Adams, USD 353. *Library Media Specialist* -- Emily Seaman, USD 497. *Low Incidence Special Education – Extension on the number of days on an Emergency Substitute License* -- Denis Kavanagh, D0637. *Low Incidence Special Education* -- William Pruett, Dana Olsen, Jessica Lopez, USD 259; Ellie Wingert, USD 418; Tera Ingalsbe, USD 480; Jennifer Melloway, USD 512; Helen White, D0618; Amber Kloster, D0637; Jennifer Martin, D0607. *Math* -- Mary Hernandez-Blada, Julie Bullard, Tenia Green, USD 259. *Math – Extension on the number of days on an Emergency Substitute License* -- Kimberly Whiteside, D0385. *Physical Science – Extension on the number of days on an Emergency Substitute License* -- Katharine Grant, USD 500.
- approved continued funding of Title II Part B Math and Science Partnership Grants for 2017-18 as follows, contingent upon demonstration that applicants are meeting grant requirements: Topeka USD 501 $149,027 in partnership with Fort Hays State University and Westar Energy; Newman University $123,000 in partnership with USD 461, USD 264, USD 490, USD 357, Diocese of Wichita Catholic Schools, Westar Energy and IBM; Wichita USD 259 $145,960 in partnership with Fort Hays State University and Exploration Place (all third year funding), plus Kansas State University $200,000 in partnership with USD 475, USD 427, USD 383 and USD 320 (second year funding)
- 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 204 Bonner Springs, USD 252 Southern Lyon County, USD 385 Andover, USD 475 Geary County, USD 497 Lawrence.
- authorized the following school districts to receive capital improvement (bond and interest) state aid as authorized by law: USD 204 Bonner Springs, USD 252 Southern Lyon County, USD 385 Andover, USD 475 Geary County, USD 497 Lawrence.
- accepted recommendations of the Licensure Review Committee as follows: *Approved Cases* — 3109 Linda Bell (extension for a full additional two years of the provisional license), 3119 Brandy

Thornton, 3120 Carey Walker Jr., 3129 Shanie Perez-Paul, 3132 Joseph Clay (middle level 5-8 mathematics), 3133 Michelle Reber, 3134 Carli Stiller, 3135 Pamela Donald, 3137 Mary Schrag, 3138 Bruce Humphrey, 3139 Avery Miller. *Denied Cases* — 3132 Joseph Clay (secondary 6-12 biology).

LEGISLATIVE MATTERS

(04:50:53)

Deputy Commissioner Dale Dennis shared the current status of selected House and Senate bills. He particularly mentioned ones that would affect KPERS licensed school retirants working after retirement and another that would establish a school district employee health care benefits program. Mr. Dennis noted that most of the major bills before the legislature are still being discussed, such as school finance. He distributed a summary of other bills being monitored by the agency.

There was a 10-minute break at 5:22 p.m. Mr. Bacon did not return after the break.

BOARD REPORTS AND REQUESTS FOR FUTURE AGENDA ITEMS

COMMITTEE REPORTS (05:19:42)

Student Voice — Mrs. Horst provided a summary of themes and suggestions that were pulled from student comments gathered to date. The plan is to continue meeting with student groups for input.

Policy — Mrs. Waugh reported that the committee is working to prepare recommendations. There will be no Policy Committee meeting in April.

Juvenile Justice Oversight—Mrs. Waugh reported on the March 9 meeting and will attend a graduation ceremony March 17. She also attended a meeting on functional family therapy in Pittsburg.

Confidence in Kansas Public Education Task Force — Mrs. Waugh announced that the Challenge Award lists were ready. Board members were asked to notify the winners in their Board districts by April 5. She explained the process for making award presentations.

Board Attorney Mark Ferguson offered to answer questions about his monthly report.

INDIVIDUAL MEMBER REPORTS (05:32:20)

Individual Board member reports: Mr. McNiece plans to attend the NASBE Annual Legislative Conference next week in D.C. He participated in a tour of schools with Lt. Governor Jeff Colyer listening to students and promoting a new Citizenship Award, plus attended a 125th anniversary event for Security Benefit. Mr. Roberts attended a Louisburg USD 416 Board meeting. Mrs. Busch will participate in the KSHSAA Executive Board meeting next week. Mrs. Waugh toured CTE programs at Ottawa High School and attended local legislative meetings. Mrs. Cauble visited schools with Commissioner Watson in her district. Mrs. Horst attended a presentation on the math standards, a presentation about the Lt. Governor's Citizenship Award, and visited schools with Commissioner Watson. Mrs. Mah attended signing day at Washburn Tech and attended several local school board meetings.

Chairman Porter attended legislative meetings, traveled with the Commissioner to visit schools, and attended a meeting of the Kansas Alliance for Educational Advocacy. He reminded members of the format for the next day's meeting and work session.

Requests for Future Agenda Items:
Mrs. Horst and Mrs. Waugh asked to have a presentation on functional family therapy. Mr. Roberts suggested that the math standards committee create a list of standards that students should meet before advancing.

BOARD MEMBER TRAVEL

Additions to the travel requests were: Mrs. Busch, Mr. Roberts and Mr. Porter—April 7 Association of Teacher Educators-Kansas Conference; Mrs. Mah—April 10 Marais Des Cygnes USD 456 Board meeting; Mr. McNiece—April 22 Security Benefit Banquet; Mr. McNiece and Mr. Porter—May 7 Governor's Awards Ceremony; Mrs. Waugh—April 7 KACEE Annual Banquet; Challenge Award presentations for all Board members. Mrs. Waugh moved to approve the travel requests and additions. Mr. McNiece seconded. Motion carried 8-0 with Mr. Bacon and Mr. Willard absent for the vote.

MOTION
(05:59:28)

RECESS

At 6:10 p.m., Chairman Porter recessed the meeting until 9 a.m. Wednesday.

_____ _____

Jim Porter, Chairman Peggy Hill, Secretary

KANSAS STATE BOARD OF EDUCATION

Meeting Minutes
March 15, 2017

3/15/2017
A.M. Session
(00:00:04)

CALL TO ORDER
Chairman Jim Porter called the Wednesday meeting of the State Board of Education to order at 9 a.m. on March 15, 2017 in the Board Room at the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

ROLL CALL
The following Board members were present:

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

Members John Bacon and Ken Willard were absent.

APPROVAL OF AGENDA
Mrs. Busch moved to approve the day's agenda. Mr. McNiece seconded. Motion carried 8-0.

MOTION
(00:00:29)

DISCUSSION - KINDERGARTEN READINESS
(00:00:58)

Board members received an update on multiple aspects of the work surrounding kindergarten readiness, which is one of the state level *Kansans Can* vision outcomes. Speakers were KSDE Assistant Director Tammy Mitchell, Director of Student Support Services for Greenbush Monica Murnan, kindergarten teachers Shawna Jones and Sandy Rempel, USD 309 Assistant Superintendent Penny Stoss and Early Childhood Director with the Children's Cabinet and Trust Fund Amy Blosser. A main focus was on the Ages and Stages Questionnaires Pilot that occurred in 37 school districts this past school year. Families and caregivers were engaged in gathering information about their child's development and early childhood experiences prior to kindergarten. The kindergarten readiness "snapshot" considered the areas of communication, problem solving, gross/fine motor and social emotional areas of development. Aggregate pilot data results were shared. Pilot participants talked about what they learned and what could be improved upon in the process. There were opportunities for questions throughout the presentations. These included inquiries about the usefulness of the data and a proposed implementation timeline. The kindergarten readiness workgroup recommended continuation of the Ages and Stages Questionnaires. If approved, the first statewide data collection would occur in the fall of 2018.

ACTION ON UNIVERSAL KINDERGARTEN SNAPSHOT
Mrs. Cauble moved to temporarily suspend Board practice to allow for a vote this month on a receive item. Mrs. Horst seconded. Motion carried 7-1 with Mr. Roberts in opposition. Discussion followed with questions about the cost of using Ages and Stages as a universal kindergarten screener, using the program as a state model or allowing schools flexibility to use their own processes, the importance of allowing kids to play or parents to homeschool, and qualitative versus quantitative data. Mrs. Busch moved to approve the Ages and Stages Questionnaires to become the measurement tools used annually to collect kindergarten entry data in every district. Mrs. Cauble seconded. Motion carried 7-1 with Mr. Roberts in opposition.

MOTIONS
(01:14:11)
(01:15:47)

Board members took a break from 10:38 to 10:45 a.m.

CONTINUATION OF KINDERGARTEN READINESS DISCUSSION

Tammy Mitchell described other work occurring in regards to kindergarten readiness. Among the goals are to align KSDE early learning programs, extend Parents as Teachers to serve prenatal to age 6, conduct six Early Learning Roadshows throughout the state to help school districts plan early learning services and address implementation challenges. There was discussion about the coordination among the many partner agencies that serve early learners and facility licensing requirements.

There was a 15-minute break to reassemble the room for a working lunch and discussion time.

BOARD DISCUSSION

Chairman Porter asked each Board member to speak for no more than 10 minutes about the role of the State Board, ways to increase efficiencies as they work on the *Kansans Can* vision, opportunities to build relationships and provide leadership. The session concluded at 1:50 p.m.

_____ _____

Jim Porter, Chairman Peggy Hill, Secretary

APPROVED

KANSAS STATE BOARD OF EDUCATION

Meeting Minutes
February 14, 2017

2/14/2017
A.M. Session
(00:00:05)

CALL TO ORDER
Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, Feb. 14, 2017, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. He welcomed those in attendance.

ROLL CALL
The following Board members were present:

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

Member Ken Willard was absent.

STATE BOARD MISSION STATEMENT, MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE
Chairman Porter read both the Board's Mission Statement and *Kansans Can* Vision Statement. He then asked for a moment of silence after which the Pledge of Allegiance was recited.

APPROVAL OF AGENDA
Chairman Porter announced that Item 20 concerning cultural diversity and ethnic studies would be postponed until a future time because the presenters had afternoon conflicts arise. There were no other changes. Mrs. Busch moved to approve the Tuesday agenda as amended. Mrs. Horst seconded. Motion carried 9-0.

MOTION
(00:02:53)

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

MOTION
(00:03:24)

COMMISSIONER'S REPORT
In his monthly report to the Board, Commissioner Watson discussed how data now available from the National Student Clearinghouse will help track students' postsecondary enrollment and progress. He illustrated statewide data using the graduating class of 2010 to show the number of students who entered postsecondary institutions, finished or were no longer enrolled. He noted that the NSC data coupled with graduation data will help drive the *Kansans Can* vision. Commissioner Watson answered several questions on such topics as college transfers, military enlistments and training school personnel on how to use the information as a growth tool. He also commented on the following:

(00:03:45)

- the previous evening's dinner with the State Board and committee members from House and Senate Education and K-12 budget
- meetings with legislators on various bills
- the informational *Kansans Can* videos and postcards sent weekly to legislators
- ongoing work with higher education

Human Resource Director Wendy Fritz briefed Board members on the process of selecting a new superintendent for the Kansas State Schools for the Deaf and Blind. The application deadline is March 17, after which formal interviews and stakeholder meetings will be conducted. A recommendation will be made to the Board no later than May.

CITIZENS' OPEN FORUM

Chairman Porter declared the Citizens' Forum open at 10:36 a.m. There was one speaker: John Morton, Emporia State University, who invited members to the April 7 conference sponsored by the Association of Teacher Educators-Kansas. Chairman Porter declared the Citizens' Forum closed at 10:39 a.m.

DISCUSSION AND ACTION ON THE COALITION OF INNOVATIVE SCHOOL DISTRICTS' RECOMMENDATIONS FOR ISSUING SPECIALIZED CERTIFICATES

(00:39:46) Coalition Chairman Bill Mullins, USD 364 Marysville, reminded members of the Specialized Certificate approval process. He then presented recommendations for issuing Specialized Certificates to five applicants in USD 500 Kansas City Kansas. He stated that applicants have been approved by the local school district and the Coalition. USD 500 continues to implement a multi-step vetting process and extensive training schedule. Shelly Beech, USD 500 Director of Professional Workforce Development, commented on the educator vacancies candidates would be filling, adding that all are participating in the Teaching Fellows Program through Pittsburg State University. She answered questions about the

MOTION (00:47:58) 15 Specialized Certificates approved last June for USD 500. Mr. McNiece moved to suspend Board practice to allow for a vote this month on a receive item. Mr. Roberts seconded. Motion carried 9-0. Mr. McNiece moved to approve the five Specialized Certificate applications as presented for use in USD 500. Mrs. Busch seconded. Motion carried 9-0. Specialized Certificates are good for one year and are non-transferrable to any other Kansas school district.

BREAK Board members took a break until 11:05 a.m.

ACTION ON KANSAS EDUCATOR PREPARATION PROGRAM STANDARDS FOR ELEMENTARY EDUCATION UNIFIED K-6

(00:55:26) Susan Helbert, Assistant Director of Teacher Licensure and Accreditation, along with standards writing committee chair Dr. Sally Roberts from the University of Kansas, presented the final proposed standards for Elementary Education Unified K-6, which would serve as a direct entry special education program for teacher candidates. Institutions of Higher Education would utilize these program standards to develop their educator preparation programs. Dr. Roberts informed the Board that the document now reflects recent updates in the elementary science standards as well as feedback from the public comment period. Board members inquired about categorical aid reimbursement, anticipated reduction in issuance of special education waivers, pedagogical training, and a future report on the interest

MOTION (01:17:05) of students and higher ed in this license. Mrs. Busch moved to approve the new educator preparation program standards for Elementary Education Unified K-6. Mrs. Cauble seconded. Motion carried 7-2, with Mr. Bacon and Mr. Roberts in opposition.

ACTION ON REQUIREMENT TO DETERMINE AND CERTIFY HARD-TO-FILL POSITIONS

(01:17:47) K.S.A. 74-4937, Section 5(b), requires the State Board of Education to annually certify the top five types of licensed positions that are hard to fill. Once determined, a school district would be allowed to hire retirees in those positions, plus special education, for up to 36 months if districts are willing to pay the KPERS surcharge. Deputy Commissioner Dale Dennis presented the top five list which was a result of vacancies reported by school districts through the Fall Vacancy Report for 2016-17. There was discussion about whether it was acceptable to further broaden the position categories. Mrs.

MOTION (01:26:00) Cauble moved to approve the following positions as hard to fill for the 2016-17 school year: Elementary Classroom Teacher, Mathematics (5-12), Life and Physical Sciences (5-12), English Language Arts (5-12), and Fine and Performing Arts (PreK-12). Mrs. Horst seconded. Motion carried 9-0.

UPDATE ON REVIEW OF ENGLISH LANGUAGE ARTS STANDARDS

(01:30:10) Suzy Myers, English Language Arts Consultant, informed the Board about progress made in the review of the English Language Arts standards by the three workgroups. She described proposed changes.

The full committee will meet March 9 to prepare the document for public review. The next steps are to conduct regional feedback meetings and incorporate any additional changes. Chairman Porter recommended filling the legislator vacancy on the review committee.

RECOGNITION OF NATIONAL AWARD RECIPIENT DR. KELLY GILLESPIE FOR DESIGN OF DIGITAL OBSERVATION SYSTEM FOR INSTRUCTIONAL LEADERS

(01:49:44)

Dr. Kelly Gillespie is CEO of the Southwest Plains Regional Service Center in Sublette. She recently received the E. Roberts Stephens Award from the Association of Educational Service Agencies for her design of the Digital eWalk Through® System as a formative feedback tool for use by principals. She spoke to the Board about the importance of providing educators with support to improve practices through feedback, coaching and mentoring.

LUNCH

At 12:05 p.m., Chairman Porter recessed the meeting for lunch until 1:30 p.m. The Board's Policy Committee met during the lunch break.

RECOGNITION OF 2017 KANSAS TEACHER OF THE YEAR TEAM

P.M. SESSION
(01:56:45)

Chairman Porter reconvened the meeting and welcomed the first afternoon presenters. Following opening remarks by Deputy Commissioner Dale Dennis, members of the 2017 Kansas Teacher of the Year team introduced themselves and each one talked about a specific aspect of education. They shared stories about meeting a student's individual needs, advocacy, innovative classroom projects, building foundational relationships, and improving students' soft skills. A question and answer period followed.

Those presenting were Kansas Teacher of the Year Jason Sickel, a vocal music teacher at Blue Valley North High School (USD 229), and team members Crystal May, a fourth grade mathematics, science and social studies teacher at Pray-Woodman Elementary in Maize (USD 266), Jonathan Ferrell, a sixth grade science teacher at Briarwood Elementary in Overland Park (USD 512), Lori Stratton, an English and reading teacher at Wamego High School (USD 320), Brent Wolf, a sixth grade English language arts teacher at Derby North Middle School (USD 260), Maret Schrader, a language arts teacher at Seaman High School in Topeka (USD 345), Kristi Bruce, a fourth grade teacher at Auburn Elementary School (USD 437), and Jennifer Farr, a fifth grade teacher at Lincoln Elementary in Junction City (USD 475).

RECOGNITION OF SECURITY BENEFIT AS CHIEF CORPORATE PARTNER FOR KANSAS TEACHER OF THE YEAR PROGRAM

(02:44:58)

The State Board of Education recognized Security Benefit, Topeka, for its longtime partnership with the Kansas State Department of Education's Kansas Teacher of the Year program. Doug Wolff, President of Security Benefit Life, accepted the inscribed recognition plaque presented by Chairman Porter commemorating 18 years of serving as chief corporate partner for the KTOY program. Mr. Dennis commented on the level of Security Benefit's involvement stretching beyond monetary support. Security Benefit associates serve on the Kansas Foundation for Excellence in Education's Board of Directors, the KTOY state steering committee and state selection committee, in addition to participating in regional and state awards banquets. Mr. Wolff introduced colleagues in attendance and briefly addressed the Board.

EXECUTIVE SESSION

MOTION
(02:56:02)

Mrs. Busch moved to enter into Executive Session for 15 minutes for the purpose of consultation with an attorney which would be deemed privileged in the Attorney-Client relationship, in order to protect the privilege and the Board's communications with its attorney on legal matters. The session would begin at 2:50 p.m. following a break for photos with Security Benefit representatives and the KTOY

team. Mark Ferguson, Randy Watson and Scott Gordon were invited to join the session. Mr. McNiece seconded. Motion carried 9-0.

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

Open session resumed at 3:07 p.m. Linda Sieck represented the Professional Practices Commission. Mrs. Busch asked Board Attorney Mark Ferguson to clarify the conflict between the statute and regulation pertaining to the Madison Beckman breach of contract case. Discussion followed, including comments about the contents of the Final Order and the local board of education's decision. Mrs. Busch moved to take the recommended action of the Professional Practices Commission and suspend Ms. Beckman's license for the remainder of the 2016-17 contract year. Mr. Bacon seconded. Motion carried 8-0. Mr. Roberts recused himself from the vote.

MOTION (03:17:52)

MOTION (03:19:27)

Ms. Sieck then presented the next set of cases. Mrs. Horst moved to adopt the findings of the PPC and revoke the licenses of Troy Smith and Karen Marshall. Mrs. Busch seconded. Motion carried 9-0.

MOTION (03:21:55)

The next action was on a petition for reconsideration of the State Board's Final Order revoking the license of Ansel Barngrover. Mrs. Horst moved to reject the Petition for Reconsideration submitted by Ansel Barngrover and reaffirm the findings of fact and conclusions of the Board in its Order signed Jan. 11, 2017, which adopted the recommendation of the PPC after a 9-0 vote of the Board on Jan. 10, 2017. Mrs. Cauble seconded. Motion carried 9-0.

RECEIVE HIGHER EDUCATION PREPARATION PROGRAM STANDARDS FOR CHEMISTRY, PHYSICS AND FOREIGN LANGUAGE

(03:23:32)

Education Program Consultant Catherine Chmidling introduced the three committee members who individually summarized proposed revisions to licensure program standards for Chemistry 6-12, Physics 6-12 and Foreign Language PreK-12. These content program standards help establish what is taught in higher education teacher preparation programs. Presenters were Dorothy Hanna from Kansas Wesleyan for chemistry, Eryn Norton Moland from USD 343 for physics, and Leah Ward from USD 259 for foreign language. Board members received the revised standards for review, the previous standards and a comparison of the two versions. Each committee representative answered questions. The Board is expected to vote on the standards in March.

BREAK

Board members took a break from 4 to 4:10 p.m.

LEGISLATIVE MATTERS

(03:49:17)

Deputy Commissioner Dale Dennis provided an update on recent legislative activity and specifically addressed a number of bills concerning education. He reviewed selected House and Senate bills that are being tracked, including Senate Bill 138 (exempting KPERS licensed school retirants from the working after retirement earnings limitation), Senate Bill 146 (continuation of 20 mill statewide levy for schools), and House Bill 2048 (school district plan addressing child sexual abuse). He provided information on a House Tax Plan and a proposed school finance plan. He answered questions throughout his presentation.

CONSENT AGENDA

MOTION (04:40:17)

Mrs. Cauble moved to approve the Consent Agenda as presented. Mrs. Busch seconded. Motion carried 9-0. In the Consent Agenda, the Board:

- received the monthly Personnel Report for January.
- confirmed the unclassified special projects personnel appointment of Jason Howe as Applications Developer on the Information Technology team, effective Jan. 17, 2017, at an annual salary of $44,990.40.

- received second quarter reports (FY 2017) 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 264 Clearwater, USD 265 Goddard, USD 423 Moundridge.
- authorized the following school districts to receive capital improvement (bond and interest) state aid as authorized by law: USD 264 Clearwater, USD 265 Goddard, USD 298 Lincoln, USD 423 Moundridge.
- accepted the following recommendations for licensure waivers valid for one school year: *Art – extension on number of days on an emergency substitute license* -- Tiffany Ray, USD 260. *Early Childhood Special Education* -- Gwendolyn Dunwiddie, USD 500; Emily Warner, D0605. *Early Childhood Special Education – extension on number of days on an emergency substitute license* - Fabiola Gutierrez-Mendoza, USD 457. *English as a Second Language – extension on number of days on an emergency substitute license* -- Amanda Burress, USD 500. *Gifted* -- Molly Kysar, USD 260; Jennifer Taylor, USD 336. *High Incidence Special Education* -- Christopher Richards, Brian Arnold, Natalie Post, USD 202; Madeline Fowler, USD 253; Bailee Jablonowski, Travis Malone, USD 260; Jennifer Taylor, USD 336; Brandon Callahan, Laura Ehler, USD 345; Jamie Slupianek, USD 364; Eric Winters, USD 418; Cristen Bray, USD 453; Raul Silva Sr., Dustin Hopkins, USD 457; Stephanie Sykes, Bruce Lapham, Matthew Fearing, Paul Vaillancourt, Audrey Boring, Brandon Goodwin, Connie Shirley-Olson, Daniel Borger, Destinee Eubank, Janis Tolly, Makayla Sejkora, Shannon Powell, Michael Fredette, USD 500; Sherece Huddlin, USD 501; Margaret Porter, D0602; Adam Sallee, D0609; Traci Pearce, D0620. *High Incidence Special Education – extension on number of days on an emergency substitute license* -- Michael Garrison, Dena Walck, Alesa Meschberger, USD 457; John Hendricks, USD 500. *Library Media Specialist* -- Jason Jones, USD 497. *Low Incidence Special Education* -- Jennifer Nagel, Nicole Richardson, Taluia Pentecost, USD 259; Emily Freeman, Jessica Schmidt, Vicki Tharp, USD 453; Adam Sallee, D0609. *Math* -- Robert Zimmerman, USD 259; Melanie McGinn, USD 439. *Physical Education – extension on number of days on an emergency substitute license* -- Dylan Weaver, USD 404.
- issued Calendar Year 2017 licenses to these recommended commercial driver training schools: Harder Performance Driving School, Overland Park; and Double Team Driving School, Olathe.
- approved recommendations of the Mathematics Partnership Review Committee for funding Title II Part B Mathematics and Science Partnership Grants for 2017-18 as follows: Kansas State University $155,242; University of Saint Mary $179,869 in partnership with USD 378, USD 323, USD 379, USD 429, USD 438, USD 233 and USD 416; and Emporia State University $194,605 in partnership with Pittsburg State University, USD 443, USD 461, USD 484 and USD 446.
- accepted recommendations of the Evaluation Review Committee for higher education accreditations and program reviews as follows: **Kansas State University** — accreditation through Dec. 31, 2023; **Kansas Wesleyan University** — accreditation through Dec. 31, 2023; **Friends University** — Innovative/Experimental Elementary Education (I, K-6) new program approved through Dec. 31, 2018; **Fort Hays State University** — History, Government and Social Studies (I, 6-12), Gifted (A, PreK-12), Library Media Specialist (A, PreK-12), School Psychology (A, B-3, PreK-12) all continuing programs approved through Dec. 31, 2024; **Pittsburg State University** — Biology (I, 6-12), Early Childhood Unified (ECU) (I, B-3), English for Speakers of Other Languages (ESOL) (A, PreK-12), Mathematics (I, 5-8), Mathematics (I, 6-12), Physics (I, 6-12), Restricted (I, 6-12), and Innovative/Experimental SPED High Incidence (I, 6-12), all continuing programs approved through Dec. 31, 2024; **Wichita State University —** Gifted (A, PreK-12) continuing program approved through Dec. 31, 2024; Innovative/Experimental (I, B-3, K-6) new program approved through Dec. 31, 2018.

authorized the Commissioner of Education to negotiate and

- enter into a contract with the Kansas Department of Agriculture for the purpose of completing on-site health inspections of unlicensed Summer Food Service Program meal preparation and service sites at the rate of $180 per inspection, not to exceed $39,600, effective May 15, 2017 and not to exceed four months duration;
- continue a contract with the Kansas Board of Regents to fund the services of a Career Pathways Coordinator position in an amount not to exceed $50,000 for the period July 1, 2017 to June 30, 2018;
- 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, 2017 to June 30, 2018.

BOARD REPORTS AND REQUESTS FOR FUTURE AGENDA ITEMS

COMMITTEE REPORTS (04:40:48)

Legislative — Mrs. Horst compiled information on various bills in her "Capitol Observations," which she shared with the group. Mr. McNiece regarded the Monday night dinner with legislators as very positive and thanked Board members for their participation.

Communications — Mr. McNiece and Mrs. Horst met earlier in the day to discuss communications strategies.

Coalition of Innovative School Districts — Mrs. Horst noted that there would be a video conference meeting Feb. 16.

Student Voice — Mrs. Horst announced that two sets of student responses were being shared. One was from group conversations with students in Career and Technical Student Organizations and the other was Board meeting observations from Baker University student teachers.

Policy — Mrs. Waugh reported that the Policy Committee met at lunch and considered future agenda items, such as social media usage and PPC guidelines. The group will meet again in March.

Juvenile Justice Oversight — Mrs. Waugh commented on topics of discussion at a recent meeting. These included a reduction in juvenile incarcerations, reporting of truancy, and recidivism.

Teacher Vacancy and Supply — Mrs. Busch reported on the February meeting during which the committee talked about alternative elementary, comprehensive science and special education licenses.

ATTORNEY'S REPORT

Board Attorney Mark Ferguson briefed Board members on the status of lawsuits and offered to answer questions from his monthly written report.

INDIVIDUAL MEMBER REPORTS (04:52:36)

Mr. McNiece toured schools with Lt. Gov. Jeff Colyer to hear about student community service projects and promote the Lt. Governor's Citizenship Award. Mr. Roberts attended the Career and Technical Education Conference in Manhattan and the KEEN Conference in Topeka. Mrs. Busch reported on KSHSAA's study of a proposal on classifications. Mrs. Waugh attended her first Board meeting with the Kansas Alliance for Arts in Education. She also attended legislative committee meetings and is working with the Confidence in Public Education Task Force on this year's Challenge Awards. Mrs. Cauble participated in the Interstate Migrant Education Council conference in San Diego and talked about the various presentations. Mrs. Horst attended the KEEN awards luncheon and spent several days at the legislature. Mrs. Mah reported on attending the Kansas Workforce Summit and signing day at Washburn Tech.

During his Chairman's Report, Mr. Porter appointed Janet Waugh and John Bacon to serve on the interview team for the Kansas State School for the Blind and Kansas State School for the Deaf superintendent candidates. He commented on attendance at a breakfast sponsored by the Kansas Association of Independent and Religious Schools, discussed recent meetings with legislators and shared an overview of the next day's work session.

Requests for Future Agenda Items:
Mrs. Cauble requested a future status report on the Elementary Education Unified K-6 license, including higher education program interest and student obtainment.

BOARD MEMBER TRAVEL

Additions to the travel requests were: Mrs. Mah - March 8 school visits with Commissioner Watson; Mr. Porter Feb. 24 Functional Family Therapy presentation in Pittsburg, March 13 KAEA meeting in Topeka. Mr. McNiece moved to approve the travel requests and additions. Mrs. Horst seconded. Motion carried 9-0.

RECESS

At 5:45 p.m., Chairman Porter recessed the meeting until 9 a.m. Wednesday.

_____ _____

Jim Porter, Chairman Peggy Hill, Secretary

WORK SESSION — WEDNESDAY, FEB. 15, 2017

The Kansas State Board of Education convened at 9 a.m. on Wednesday, Feb. 15, for a work session, which was held in Room 509 of the Landon Building. Board members in attendance were: Chairman Porter, Vice Chair Busch, Mr. Bacon, Mrs. Cauble, Mrs. Horst, Mrs. Mah, Mr. McNiece, Mr. Roberts, Mrs. Waugh.

Chairman Porter and Vice Chair Busch led the first part of the day's agenda addressing the question, "How do you as an individual see yourself and the Board as a whole, working to implement the State Board's vision?" Board members divided in small groups and reported on the conversations, citing the following recommendations:

- Support the vision in multiple settings
- Use applied resources
- Connect with the public, not just schools
- Enhance the business/education alliance
- Establish a subcommittee to reach out to businesses
- Create a PowerPoint to be used in presentations to civic groups
- Identify successful models and show benefits of the vision

The next discussion centered on the questions, "What is our role in the Legislative Process and how do we develop or improve relationships to enhance that role? Also, what areas can we all support?" Board members considered when they should take a position on legislative bills.

Following a break, Jay Scott began the presentation on the next round of Individual Plan of Study (IPS) activity, noting that the work surrounding an IPS will leverage the other vision outcomes. Jeff MacLeod with Career Cruising, the state preferred IPS vendor, said currently 180 school districts are using Career Cruising. He demonstrated such features as career matchmaker, resume builder and course planner. He also talked about the data integration with various school software systems.

Next, Travis Riebel and Shirley Yoder from Hutchinson described how USD 308 and the Career and Technical Education Academy are utilizing the Career Cruising model. The IPS process starts there in sixth grade. They showed a sample student portfolio and talked about what they've learned during the implementation process. Board members had the opportunity to ask questions throughout the presentations.

The work session concluded at 1 p.m.

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) The speaker's card should be completed prior to 10:30 a.m.

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

Agenda Number: 8

Meeting Date: 4/18/2017

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: Jeannette Nobo

Subject: Receive Kansas Curricular Standards for World Language

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

Jeannette Nobo, KSDE Assistant Director-Standards, will introduce co-chairs of the World Language Standards Review process Elke Lorenz, Manhattan-Ogden USD 383, and Phyllis Farrar, retired KSDE World Language Consultant, who will be presenting information on the process and changes taking place with World Language Standards.

Following this presentation, the World Language Standards draft will be made available for feedback and public comments for approximately 30 days from mid-April through mid-May. Once all the feedback is analyzed, the final draft will be brought back to the State Board for approval.

The World Language Curricular Standards are currently in a second draft. A copy of the draft standards is attached. Also attached is a copy of the Power Point that will be used during this presentation.

The World Language Standards will be ready for State Board approval this summer. The expected date is the July 2017 State Board meeting.

GOAL AREA	STANDARDS
COMMUNICATION ***Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes***	**1.1 Interpersonal:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. **1.2 Interpretive:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. **1.3 Presentational:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES ***Interact with cultural competence and understanding***	**2.1 Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. **2.2 Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
CONNECTIONS ***Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations***	**3.1 Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. **3.2 Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
COMPARISONS ***Develop insight into the nature of language and culture in order to interact with cultural competence***	**4.1 Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. **4.2 Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
COMMUNITIES ***Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world***	**5.1 School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. **5.2 Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

DRAFT

Goal Area: COMMUNICATION
Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standard 1.1 Interpersonal
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Novice Range

Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.

Performance Descriptors	*Indicators*
Novice Low Learners can communicate on some very familiar topics using single words and phrases that they have practiced and memorized.	**Novice Low Learners can...** • greet peers. • introduce self to someone. • answer a few simple questions.
Novice Mid Learners can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized.	**Novice Mid Learners can...** • greet and leave people in a polite way. • introduce self and others. • answer a variety of simple questions. • make some simple statements in a conversation. • ask some simple questions. • communicate basic information about self and people they know. • communicate some basic information about their everyday lives.
Novice High Learners can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. They can usually handle short social interactions in everyday situations by asking and answering simple questions.	**Novice High Learners can...** • exchange some personal information. • exchange information using texts, graphs, or pictures. • ask for and give simple directions. • make plans with others. • interact with others in everyday situations.

Sample Performance Tasks – Novice Range

- Learners give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities.
- Learners ask and answer questions about topics such as family, school events, and celebrations in person or via letters, email, voice chats, video-chat, or instant messages.

- Learners share likes and dislikes with one another.
- Learners exchange descriptions of people and tangible products of the culture such as toys, clothing, types of dwellings, foods, with classmates.
- Learners exchange greetings, leave takings, and common classroom interactions using culturally appropriate gestures and oral expressions.

Intermediate Range

Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.

Performance Descriptors	*Indicators*
Intermediate Low Learners can participate in conversations on a number of familiar topics using simple sentences. They can handle short social interactions in everyday situations by asking and answering simple questions.	**Intermediate Low Learners can…** • have a simple conversation on a number of everyday topics. • ask and answer questions on factual information that is familiar to them. • use the language to meet their basic needs in familiar situations.
Intermediate Mid Learners can participate in conversations on familiar topics using sentences and series of sentences. They can handle short social interactions in everyday situations by asking and answering a variety of questions. They can usually say what they want to say about self and their everyday lives.	**Intermediate Mid Learners can...** • start, maintain, and end a conversation on a variety of familiar topics. • talk about their daily activities and personal preferences. • use their language to handle tasks related to their personal needs. • exchange information about subjects of special interest to them.
Intermediate High Learners can participate with ease and confidence in conversations on familiar topics. They can usually talk about events and experiences in various time frames. They can usually describe people, places, and things. They can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.	**Intermediate High Learners can…** • exchange information related to areas of mutual interest. • use their language to do a task that requires multiple steps. • use their language to handle a situation that may have a complication.

Sample Performance Tasks- Intermediate Range

- Learners follow and give directions for participating in age-appropriate cultural activities and investigating the function of products of the foreign culture. They ask and respond to questions for clarification.
- Learners exchange information about personal events, memorable experiences, and other school subjects with peers and/or members of their target cultures.

- Learners compare, contrast, and express opinions and preferences about the information gathered regarding events, experiences, and other school subjects.
- Learners acquire goods, services, or information orally and /or in writing.
- Learners develop and propose solutions to uses and problems related to the school or community through group work.

Advanced Range

Expresses self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Can communicate in paragraph-length conversation about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions.

Performance Descriptors	*Indicators*
Advanced Low Learners can participate in conversations about familiar topics that go beyond their everyday lives. They can talk in an organized way and with some detail about events and experiences in various time frames. They can describe people, places, and things in an organized way and with some detail. They can handle a familiar situation with an unexpected complication.	**Advanced Low Learners can…** • participate in conversations on a wide variety of topics that go beyond their everyday lives. • compare and contrast life in different locations and in different times. • resolve an unexpected complication has arises in a familiar situation. • conduct or participate in interviews.
Advanced Mid Learners can express themselves fully not only on familiar topics but also on some concrete social, academic, and professional topics. They can talk in detail and in an organized way about events and experiences in various time frames. They can confidently handle routine situations with an unexpected complication. They can share their points of view in discussions on some complex issues.	**Advanced Mid Learners can…** • communicate effectively on a wide variety of present, past, and future events. • exchange general information on topics outside their fields of interest. • handle an complication or unexpected turn of events.
Advanced High Learners can express themselves freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues. They can usually support their opinion and develop hypotheses on topics of particular interest or personal experience.	**Advanced High Learners can…** • exchange complex information about academic and professional tasks. • exchange detailed information on topics within and beyond their fields of interest. • support their opinion and construct hypotheses.

Sample Performance Tasks- Advanced Range

- Learners discuss, orally or in writing, current or past events that are of significance in the target culture or that are being studied in another subject.
- Learners develop and propose solutions to issues and problems that are of concern to members of their own and the target cultures through group work.

- Learners share their analyses and personal reactions to expository and literary texts with peers and/or speakers of the target language.
- Learners exchange, support, and discuss their opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary and historical issues.

Superior Range

Performance Descriptors

Superior Learners can communicate with ease, accuracy, and fluency. They can participate fully and effectively in discussions on a variety of topics in formal and informal settings. They can discuss at length complex issues by structuring arguments and developing hypotheses.

Indicators

Superior Learners can…

- support opinions clearly and precisely.
- discuss complex information in debates or meetings.
- participate with ease in complex discussions with multiple participants on a wide variety of topics.

DRAFT

Goal Area: COMMUNICATION
Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes.

Standard 1.2 Interpretive Communication
Learners understand, interpret, and analyze what is heard, read, or viewed in the target language on a variety of topics.

1.2.A Listening

Novice Range	
Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral or written texts with strong visual support.	
Performance Descriptors	***Indicators***
Novice Low Learners can recognize a few memorized words and phrases when they hear them spoken.	**Novice Low Learners can...** • occasionally identify the sound of a character or a word. • occasionally understand isolated words that they have memorized, particularly when accompanied by gestures or pictures.
Novice Mid Learners can recognize some familiar words and phrases when they hear them spoken.	**Novice Mid Learners can...** • understand a few courtesy phrases. • recognize and sometimes understand basic information in words and phrases that they have memorized. • recognize and sometimes understand words and phrases that they have learned for specific purposes.
Novice High Learners can often understand words, phrases, and simple sentences related to everyday life. They can recognize pieces of information and sometimes understand the main topic of what is being said.	**Novice High Learners can...** • sometimes understand simple questions or statements on familiar topics. • understand simple information when presented with pictures and graphs. • sometimes understand the main topic of conversations that they overhear.

Sample Performance Tasks – Novice Range

- Learners list key actions from developmentally appropriate narratives such as personal anecdotes, familiar fairy tales, and narratives based on familiar themes.
- Learners identify people and objects in their environment or from other school subjects, based on oral and written descriptions.
- Learners report out the content of brief, written messages and short personal notes on familiar topics such as family, school events, and celebrations.
- Learners identify the principal characters of stories or children's literature and dramatize the main themes and ideas.

- Learners identify the principal message contained in various media such as illustrated texts, posters, or advertisements.
- Learners interpret the meaning of gestures, intonation, and other visual or auditory cues.

Intermediate Range

Understands main ideas and some supporting details on familiar topics from a variety of texts.

Performance Descriptors	*Indicators*
Intermediate Low Learners can understand the main idea in short, simple messages and presentations on familiar topics. They can understand the main idea of simple conversations that they overhear.	**Intermediate Low Learners can…** • understand the basic purpose of a message. • understand messages related to their basic needs. • understand questions and simple statements on everyday topics when they are part of the conversation.
Intermediate Mid Learners can understand the main idea messages and presentations on a variety of topics related to everyday life and personal interests and studies. They can understand the main idea in conversations that they overhear.	**Intermediate Mid Learners can...** • understand basic information in ads, announcements, and other simple recordings. • understand the main idea of what they listen to for personal enjoyment. • understand messages related to their everyday life.
Intermediate High Learners can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. They can usually understand a few details of what they overhear in conversations, even when something unexpected is expressed. They can sometimes follow what they hear about events and experiences in various time frames.	**Intermediate High Learners can…** • easily understand straightforward information or interactions. • understand a few details in ads, announcements, and other simple recordings. • sometimes understand situations with complicating factors.

Sample Performance Tasks - Intermediate Range

- Learners restate information from short articles and postings related to other school subjects.
- Learners react to messages in video clips from the target culture on current issues of interest to peers.
- Learners locate key information from announcements and messages connected to daily activities in the target culture.
- Learners relate the main themes and significant details on topics from other subjects and products of the cultures as presented on TV, radio, video, or live presentations.
- Learners describe the main themes and significant details on topics from other subjects and products of the cultures as found in newspapers, magazines, websites, or other printed sources for target language audiences.
- Learners identify the principal characters and discuss the main ideas and themes in selected literary texts.
- Learners use knowledge acquired in other setting sand from other subject areas to comprehend spoken and written messages in the target languages.

Advanced Range	
Understands main ideas and supporting details on familiar and some new concrete topics from a variety of more complex texts that have a clear, organized structure.	
Performance Descriptors	***Indicators***
Advanced Low Learners can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. They can follow stories and descriptions of some length and in various time frames. They can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.	**Advanced Low Learners can…** • understand descriptions and stories of events that have happened or will happen. • understand the main idea of popular genres.
Advanced Mid Learners can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest. They can follow stories and descriptions of some length and in various time frames. They can understand information presented in most genres, even when not familiar with the topic.	**Advanced Mid Learners can…** • understand the main idea and many details of descriptions or interviews. • understand accounts of events. • understand directions and instructions on everyday tasks.
Advanced High Learners can easily follow narrative, informational, and descriptive speech. They can understand discussions on most topics that deal with special interests, unfamiliar situations, and abstract concepts. They can sometimes follow extended arguments and different points of view.	**Advanced High Learners can…** • easily understand detailed reports and exposés. • often understand various viewpoints in extended arguments. • understand discussions and presentations on many concrete and abstract topics.

Sample Performance Tasks - Advanced Range

- Learners discuss the main ideas and significant details of live and recorded discussions, lectures, and presentations on current or past events from the target culture or that are being studied in another class.
- Learners summarize the principal elements of nonfiction articles in newspapers, magazines, and websites on topics of current and historical importance to members of the culture.
- Learners analyze the main plot, subplot, characters, their descriptions, roles, and significance in authentic literary texts.
- Learners compare and contrasts cultural nuances of meaning in written and spoken language as expressed by speakers of the target language in formal and informal setting.

- Learners describe cultural nuances of meaning in expressive products of the culture; including selections from various literary genres and the visual arts.

Superior Range	
Performance Descriptors	***Indicators***
Superior Learners can follow a wide range of academic and professional discourse on abstract and specialized topics. They can understand all standard dialects. They can sometimes infer complex meaning that requires deep understanding of the culture.	**Superior Learners can…** • understand a variety of abstract and technical topics within their field of expertise. • understand discussions on various issues of general interest. • understand implications and inferences in discussions or presentations.

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Goal Area: COMMUNICATION
Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes.

Standard 1.2 Interpretive Communication
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.2.B. Reading

Novice Range

Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral or written texts with strong visual support.

Performance Descriptors	*Indicators*
Novice Low Learners can recognize a few letters or characters. They can identify a few memorized words and phrases when they read.	**Novice Low Learners can...** • recognize a few letters or characters. • connect some words, phrases, or characters to their meanings.
Novice Mid Learners can recognize some letters or characters. They can understand some learned or memorized words and phrases when they read.	**Novice Mid Learners can...** • recognize words, phrases, and characters with the help of visuals. • recognize words, phrases, and characters when they associate them with things they already know.
Novice High Learners can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. They can sometimes understand the main idea of what they have read.	**Novice High Learners can...** • usually understand short, simple messages on familiar topics. • sometimes understand short simple descriptions with the help of pictures or graphs. • sometimes understand the main idea of published materials. • understand simple everyday notices in public places on topics that are familiar to them.

Sample Performance Tasks – Novice Range

- Learners list key actions from developmentally appropriate narratives such as personal anecdotes, familiar fairy tales, and narratives based on familiar themes.
- Learners identify people and objects in their environment or from other school subjects, based on oral and written descriptions.
- Learners report out the content of brief, written messages and short personal notes on familiar topics such as family, school events, and celebrations.
- Learners identify the principal characters of stories or children's literature and dramatize the main themes and ideas.
- Learners identify the principal message contained in various media such as illustrated texts, posters, or advertisements.
- Learners interpret the meaning of gestures, intonation, and other visual or auditory cues.

Intermediate Range

Understands main ideas and some supporting details on familiar topics from a variety of texts.

Performance Descriptors	*Indicators*
Intermediate Low Learners can understand the main idea in short and simple texts when the topic is familiar.	**Intermediate Low Learners can…** • understand messages in which the writer tells or asks them about topics of personal interest. • identify some simple information needed on forms. • identify some information from news media.
Intermediate Mid Learners can understand the main idea of texts related to everyday life and personal interests or studies.	**Intermediate Mid Learners can...** • understand simple personal questions. • understand basic information in ads, announcements, and other simple texts. • understand the main idea of what they read for personal enjoyment. • read simple written exchanges between other people.
Intermediate High Learners can easily understand the main idea of texts related to everyday life, personal interests, and studies. They can sometimes follow stories and descriptions about events and experiences in various time frames.	**Intermediate High Learners can…** • understand accounts of personal events or experiences. • sometimes follow short, written instructions when supported by visuals. • understand the main idea of and a few supporting facts about famous people and historic events.

Sample Performance Tasks - Intermediate Range

- Learners restate information from short articles and postings related to other school subjects.
- Learners react to messages in video clips from the target culture on current issues of interest to peers.
- Learners locate key information from announcements and messages connected to daily activities in the target culture.
- Learners relate the main themes and significant details on topics from other subjects and products of the cultures as presented on TV, radio, video, or live presentations.
- Learners describe the main themes and significant details on topics from other subjects and products of the cultures as found in newspapers, magazines, websites, or other printed sources for target language audiences.
- Learners identify the principal characters and discuss the main ideas and themes in selected literary texts.
- Learners use knowledge acquired in other setting sand from other subject areas to comprehend spoken and written messages in the target languages.

Advanced Range

Understands main ideas and supporting details on familiar and some new concrete topics from a variety of more complex texts that have a clear, organized structure.

Performance Descriptors	*Indicators*
Advanced Low Learners can understand the main idea and some supporting details on a variety of topics of personal and general interest. They can follow stories and descriptions of some length and in various time frames and genres.	**Advanced Low Learners can…** • find and use information for practical purposes. • read texts that compare and contrast information. • follow simple written instructions.
Advanced Mid Learners can understand the main idea and most supporting details in texts on a variety of topics of personal and general interest, as well as some professional topics. They can follow stories and descriptions of considerable length and in various time frames. They can understand texts written in a variety of genres, even when they are unfamiliar with the topic.	**Advanced Mid Learners can…** • follow the general idea and some details of what is written in a variety of stories and autobiographical accounts. • understand general information on topics outside their field of interest. • understand messages on a wide variety of past, present, and future events.
Advanced High Learners can easily follow narrative, informational, and descriptive texts. They can understand what they read on most topics that deal with special interests, unfamiliar situations, and abstract concepts. They can sometimes understand extended arguments and different points of view.	**Advanced High Learners can…** • understand narrative, descriptive, and informational texts of any length. • read about most topics of special interest. • read most general fiction and non-fiction.

Sample Performance Tasks - Advanced Range

- Learners discuss the main ideas and significant details of live and recorded discussions, lectures, and presentations on current or past events from the target culture or that are being studied in another class.
- Learners summarize the principal elements of nonfiction articles in newspapers, magazines, and websites on topics of current and historical importance to members of the culture.
- Learners analyze the main plot, subplot, characters, their descriptions, roles, and significance in authentic literary texts.
- Learners compare and contrasts cultural nuances of meaning in written and spoken language as expressed by speakers of the target language in formal and informal settings.
- Learners describe cultural nuances of meaning in expressive products of the culture; including selections from various literary genres and the visual arts.

Superior Range

Performance Descriptors	*Indicators*
Superior Learners can follow academic, professional, and literary texts on a wide range of both familiar and unfamiliar subjects. They can sometimes infer complex	**Superior Learners can…** • analyze the primary argument and supporting details. • understand detailed information within and beyond their fields of interest. • comprehend complex texts on abstract topics of interest to them.

meaning that requires analysis and deep understanding of the culture.

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Goal Area: COMMUNICATION
Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes.

Standard 1.3 Presentational Communication
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

1.3.A Speaking

Novice Range

Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.

Performance Descriptors	*Indicators*
Novice Low Learners can present information about themselves and some other very familiar topics using single words or memorized phrases.	**Novice Low Learners can...** • recite words and phrases that they have learned. • state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases. • introduce self to a group. • recite short memorized phrases, parts of poems, and rhymes.
Novice Mid Learners can present information about themselves and some other very familiar topics using a variety of words, phrases, and memorized expressions.	**Novice Mid Learners can...** • present information about self and others using words and phrases. • express their likes and dislikes using words, phrases, and memorized expressions. • present information about familiar items in their immediate environment. • talk about their daily activities using words, phrases, and memorized expressions. • present simple information about something they learned using words, phrases, and memorized expressions.
Novice High Learners can present basic information on familiar topics using language they have practiced using phrases and simple sentences.	**Novice High Learners can...** • present information about their lives using phrases and simple sentences. • tell about a familiar experience or event using phrases and simple sentences. • present basic information about a familiar person, place, or thing using phrases and simple sentences. • present information about others using phrases and simple sentences. • give basic instructions on how to make or do something using phrases and simple sentences.

- present basic information about things they have learned using phrase and simple sentences.

Sample Performance Tasks – Novice Range

- Learners prepare illustrated stories about activities or events in their environment and share these stories and events with an audience in the school or community or post them on a website.
- Learners dramatize and video songs, short anecdotes, or poetry commonly known by peers in the target culture and post them to the school website or to a video sharing website.
- Learners record short oral notes and messages about people and things in their school environment and post the information for a partner language class either locally or abroad.
- Learners produce a video ad about products and/or practices of their own culture to peers in the target language.

Intermediate Range

Communicate information and expresses own thoughts about familiar topics using sentences and series of sentences.

Performance Descriptors	*Indicators*
Intermediate Low Learners can present information on most familiar topics using a series of simple sentences.	**Intermediate Low Learners can…** • talk about people, activities, events, and experiences. • express their needs and wants. • present information on plans, instructions, and directions. • present songs, short skits, or dramatic readings. • express their preferences on topics of interest.
Intermediate Mid Learners can make presentations on a wide variety of familiar topics using connected sentences.	**Intermediate Mid Learners can…** • make a presentation about their personal and social experiences. • make a presentation on something they have learned or researched. • make a presentation about common interests and issues and state their viewpoint.
Intermediate High Learners can make presentations in a generally organized way on school, work, and community topics, and on topics they have researched. They can make presentations on some events and experiences in various timeframes.	**Intermediate High Learners can…** • present information on academic and work topics. • make a presentation on events, activities, and topics of particular interest. • present their points of view and provide reasons to support them.

Sample Performance Tasks - Intermediate Range

- Learners dramatize short plays, original skits, recite selected poems and anecdotes, and perform songs in the language for a school-related event such as a board meeting or PTA meeting or campus festival.

- Learners prepare video recorded messages to share locally or with school peers and/or members of the target culture on topics of personal interest.
- Learners create and narrate a PowerPoint presentation on a current global concern.
- Learners prepare an oral summary of the plot and characters in selected pieces of age-appropriate literature.

Advanced Range

Communicates information and expresses self with detail and organization on familiar and some new concrete topics using paragraphs.

Performance Descriptors

Advanced Low Learners can deliver organized presentations appropriate to their audience on a variety of topics. They can present information about events and experiences in various time frames.

Advanced Mid Learners can deliver well-organized presentations on concrete social, academic, and professional topics. They can present detailed information about events and experiences in various timeframes.

Ad**vanced High Learners** can deliver detailed presentations, usually with accuracy, clarity, and precision, on a variety of topics and issues related to community interests and some special fields of expertise.

Indicators

Advanced Low Learners can…

- deliver short presentations on a number of academic and workplace topics.
- deliver short presentations on social and cultural topics.
- explain issues of public and community interest, including different viewpoints.
- deliver presentations for a specific audience.

Advanced Mid Learners can…

- present information about events of public or personal interest.
- convey their ideas and elaborate on a variety of academic topics.
- give presentations with ease and detail on a wide variety of topics related to professional interests.

Advanced High Learners can…

- present complex information on many concrete topics and related issues.
- present a viewpoint with supporting arguments on a complex issue.
- use appropriate presentational conventions and strategies.

Sample Performance Tasks - Advanced Range

- Learners perform scenes from a play and/or recite poems or excerpts from short stories commonly read by speakers of the target language.
- Learners create stories and poems, short plays, or skits based on personal experiences and exposure to themes, ideas, and perspectives from the target culture.
- Learners design a video production that analyzed the expressive products of the culture, from literary genres or the fine arts.
- Learners prepare a research-based analysis of a current event from the perspective of both the United States and target cultures.

Superior Range

Performance Descriptors

Superior Learners can deliver detailed presentations with accuracy, clarity, and precision to a wide variety of audiences on topics and issues ranging from broad general interests to areas of specialized expertise.

Indicators

Superior Learners can…

- give a clearly articulated and well-structured presentation on a complex topic or issue.
- adapt the language in a presentation for casual, professional, or general public audiences.
- depart from the prepared text of a presentation when appropriate.

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Goal Area: COMMUNICATION
Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standard 1.3 Presentational Communication
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

1.3.B Writing

Novice Range

Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.

Performance Descriptors	*Indicators*
Novice Low Learners can copy some familiar words, characters, or phrases.	**Novice Low Learners can...** • copy some characters or letters and words that they see on the wall or board, in a book, or on the computer. • write words and phrases that they have learned. • label familiar people, places, and objects in pictures and posters.
Novice Mid Learners can write lists and memorized phrases on familiar topics.	**Novice Mid Learners can...** • fill out a simple form with some basic personal information. • write about themselves using learned phrases and memorized expressions. • list their daily activities and write lists that help them in their day-to-day lives. • write notes about something they have learned using lists, phrases, and memorized expressions.
Novice High Learners can write short messages and notes on familiar topics related to everyday life.	**Novice High Learners can...** • write information about their daily life in a letter, blog, discussion board, or email message. • write short notes using phrases and simple sentences. • write about a familiar experience or event using practiced material. • write basic information about things they have learned. • ask for information in writing.

Sample Performance Tasks – Novice Range

- Learners prepare illustrated stories about activities or events in their environment and share these stories and events with an audience in the school or community or post them on a website.

- Learners write reports about people and things in their school environment and post the information for a partner language class either locally or abroad.
- Learners create a poster for Do's and Don'ts for Earth Day.
- Learners draw or produce a video ad about products and/or practices of their own culture to peers in the target language.

Intermediate Range

Communicate information and expresses own thoughts about familiar topics using sentences and series of sentences.

Performance Descriptors	*Indicators*
Intermediate Low Learners can write briefly about most familiar topics and present information using a series of simple sentences.	**Intermediate Low Learners can…** • write about people, activities, events, and experiences. • prepare materials for a presentation. • write about topics of interest. • write basic instructions on how to make or do something. • write questions to obtain information.
Intermediate Mid Learners can write on a wide variety of familiar topics using connected sentences.	**Intermediate Mid Learners can…** • write messages and announcements. • write short reports about something they have learned or researched. • compose communications for public distribution.
Intermediate High Learners can write on topics related to school, work, and community in a generally organized way. They can write some simple paragraphs about events and experiences in various time frames.	**Intermediate High Learners can…** • write about school and academic topics. • write about work and career topics. • write about community topics and events. • write about entertainment or a social event.

Sample Performance Tasks - Intermediate Range

- Learners write short plays and original skits in the language for a school-related event such as a board meeting or PTA meeting or campus festival.
- Learners create a brochure that highlights things to see and do in their community for visitors from the target culture.
- Learners prepare stories or brief written reports about personal experiences, events, or other school subjects to share with classmates and/or members of the target cultures.
- Learners create a PowerPoint presentation on a current global concern.
- Learners prepare a written summary of the plot and characters in selected pieces of age-appropriate literature.

Advanced Range

Communicates information and expresses self with detail and organization on familiar and some new concrete topics using paragraphs.

Performance Descriptors

Advanced Low Learners can write on general interest, academic, and professional topics. They can write organized paragraphs about events and experiences in various time frames.

Advanced Mid Learners can write on a wide variety of general interest, professional, and academic topics. They can write well-organized, detailed paragraphs in various time frames.

Advanced High Learners can write extensively with significant precision and detail on a variety of topics, most complex issues, and some special fields of expertise.

Indicators

Advanced Low Learners can…

- meet basic school and academic writing needs.
- meet basic work and career writing needs.
- meet basic social and civic writing needs.

Advanced Mid Learners can…

- write well-organized texts for a variety of academic purposes.
- write well-organized texts for a variety of professional purposes.
- write well-organized texts for a variety of general interest purposes.

Advanced High Learners can…

- write using target language and culture conventions to present and elaborate a point of view.
- write using target language and culture conventions for informal purposes.
- write using target language and culture conventions for formal purposes.

Sample Performance Tasks - Advanced Range

- Learners write a news article or critique on a topic from another discipline, such as world history, geography, the arts, or mathematics.
- Learners create stories and poems, short plays, or skits based on personal experiences and exposure to themes, ideas, and perspectives from the target culture.
- Learners design a written production that analyzed the expressive products of the culture, from literary genres or the fine arts.
- Learners summarize the content of an article or documentary intended for native speakers for a school or local publication or blog.
- Learners write a letter or an article describing and analyzing an issue for a student publication.
- Learners prepare a research-based analysis of a current event from the perspective of both the United States and target cultures.

Superior Range

Performance Descriptors

Superior Learners can write about complex and abstract issues ranging from topics of broad general interests to areas of specialized expertise using standard structures, lexicon, and writing protocols.

Indicators

Superior Learners can…

- write effectively about complex and abstract issues of general interest.
- write about complex and abstract issues on academic and professional topics.
- develop an argument using the writing mechanics and organizational style of the target language and culture.

Goal Area: CULTURES

To interact with cultural competence and understanding
Standard 2.1 Relating Cultural Practices to Perspectives

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Performance Descriptors	***Indicators***
Novice Learners can engage in age-appropriate and culturally appropriate practices.	**Novice Learners can…** • use expressions for greetings, leave takings, and common classroom or social interactions. • participate in or simulate games, birthday celebrations, storytelling, and dramatizations. • express, either in simple language, symbols, or actions, the connections among cultural practices, products, and perspectives.
Intermediate Learners can build a fundamental repertoire of age-appropriate and culturally appropriate practices.	**Intermediate Learners can…** • observe, analyze, and exchange information on patterns of behavior typical of their peer group in the culture, such as observing and analyzing interactions in daily life. • participate in practices such as games, sports, and entertainment. • create “cultural triangles” of practices, products, and perspectives and suggest factors in their relationships.
Advanced Learners can expand their repertoire of age-appropriate and culturally appropriate practices.	**Advanced Learners can…** • use formal and informal forms of address with ease. • engage in discussions with native speakers using culturally appropriate behaviors and language to express agreement and disagreement in a variety of situations. • connect practices to associated products, giving evidence-based reasons for the perspectives proposed.

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Goal Area: CULTURES

To interact with cultural competence and understanding

Standard 2.2 Relating Cultural Products to Perspectives

Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Performance Descriptors	***Indicators***
Novice Learners can observe and identify tangible products of the target culture.	**Novice Learners can…** • dentify and observe tangible products of the culture such as toys, dress, homes, monuments, currency, famous people, and art. • identify, discuss, and produce types of artwork, crafts, or graphic representations enjoyed or made by their peer group within the target culture such as models of monuments, mosaics, murals, traditional recipes, etc. • express, either in simple language, symbols, or actions, the connections among cultural practices, products, and perspectives.
Intermediate Learners can observe and experience expressive products of the culture and analyze their importance.	**Intermediate Learners can…** • observe, read, listen to, and perform cultural products such as stories, poetry, music, paintings, dance, drama, and architecture, and explain the origin and importance of these products in today's culture. • perform samples of expressive products of the culture such as poetry, music, art, dance, storytelling and drama; explore the role of these products in the larger community. • create "cultural triangles," connecting products to associated practices along with suggested perspectives based on background information.
Advanced Learners can identify, discuss, and analyze both tangible and intangible products of the culture, and are able to create samples of expressive products that relate appropriately to cultural perspectives.	**Advanced Learners can…** • identify, discuss and analyze such intangible products as social, economic, and political institutions, and describe relationships among these institutions and perspectives of the culture. • analyze literature, music, visual arts, dance, media and film of the culture and the unique perspective conveyed. • create samples of expressive products of the culture such as poetry, music, art, dance, storytelling and drama. • create "cultural triangles" connecting products to associated practices and giving evidence-based insights to the cultural perspective.

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Goal Area: CONNECTIONS

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

Standard 3.1 Making Content Connections

Learners build, reinforce, and expand their knowledge of other disciplines while using the target language to develop critical thinking and to solve problems creatively.

3.1.A English Literacy and Social Studies

Performance Descriptors

Language Learners can transfer literacy and analytic skills developed in English and Social Studies to apply with their emerging literacy in the target language.

Indicators

Novice Learners can…

- read or listen to stories from the target culture and compare them to familiar stories from the same genre.
- present short biographical sketches of people who have had a positive influence locally or globally.
- read and view different text types and genres in order to interpret content.
- identify and label maps of cities, states, or countries with civic and geographic features where the target language is used.

Intermediate Learners can…

- read, view, compare, and classify different text types and genres.
- write original poems, stories, and plays using their understanding of the characteristics of these genres.
- seek out authentic articles or multimedia on topics being studied in other classes and enter target language notes on main ideas in a journal.
- make oral or written presentations in the target language on topics studied in other classes.
- describe and compare key characteristics of target language countries.
- create timelines of historic events in the target language countries.
- use their knowledge of geography to create maps of countries where the target language is spoken.
- maintain a blog comparing attitudes and reactions to current events of global importance in target language countries.

Advanced Learners can…

- write and produce an original play to highlight a challenge facing people who speak the target language.
- use their knowledge of subjects taught in their schools to tutor English language learners whose first language is the target language.

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- use their knowledge of different forms of government to compare how leaders of countries where the target language is spoken are chosen or elected.
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3.1.B Science, Technology, Engineering, and Math (STEM)

Performance Descriptors	*Indicators*
Language Learners explore and apply Math and Science "Practices" to help develop diverse approaches to language learning.	**Novice Learners can…** • use appropriate tools strategically. • attend to precision. • look for and make use of structure. • look for and express regularity in repeated reasoning. • obtain, evaluate, and communicate information. • plan and carry out investigations in the target language. • use mathematics skills to convert U.S. dollars to the currencies of the target language countries in order to understand prices of items. • use mathematics skills to convert weights and measurements from the American system to the metric system in order to understand distances, quantities etc. • use authentic resources about a region or ecosystem introduced in science class to create a target language poster that highlights plants, animal life, geographical features, and weather in the area. • use science knowledge and skills to record daily temperatures and weather in different locations around the world based on location and time of year. **Intermediate Learners can…** • research, compare, and evaluate impacts of environmental, social, and economic decisions in target language countries. • use knowledge from health and science classes plus research to compare and evaluate healthy lifestyles in target language countries. • research and report on contributions of the target language cultures to science and medicine. • analyze and interpret data. **Advanced Learners can…** • define problems, ask questions to make sense of problems in the target language, and persevere in solving them. • develop and use models incorporating mathematics and computational thinking in the target language. • construct viable arguments from evidence and critique the reasoning of others in the target language. • reason abstractly and quantitatively in the target language.

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3.1.C Arts

Performance Descriptors

Language Learners can explore artistic expression through the target language.

Indicators

Novice Learners can…

- interact with authentic examples of culture, such as music, art, dance, visual arts, architecture, and cultural movements or styles originating from target language countries.
- identify key creators or innovators in the arts from target language countries.

Intermediate Learners can…

- research and present authentic examples of culture from target language countries.
- compare authentic art work of the same time period, style, or movement by different artists of target language countries.

Advanced Learners can…

- write critical analysis of a movie, political cartoon, or piece of art from a target language country.
- write and produce an original play to highlight a challenge or issue facing people in a target language countries.

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3.1.D Career, and Technical Education (CTE)

Performance Descriptors	*Indicators*
Language Learners can exercise foundational skills of career pathways, exhibited and communicated using their emerging proficiency in a language other than English.	**Novice - Intermediate – Advanced Learners can…** • act as a responsible and contributing citizen and employee. • use technology to enhance productivity. • demonstrate creativity and innovation. • model integrity, ethical leadership and effective management.apply appropriate academic and technical skills. • attend to personal health and financial well-being. • communicate clearly, effectively and with reason. • employ valid and reliable research strategies. • work productively in teams while using cultural and global competence (see Culture and Communities)

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Goal Area: CONNECTIONS

Connect with other disciplines and acquire information and diverse perspectives in order to use the target language to function in academic and career-related situations.

Standard 3.2 Acquiring Information and Diverse Perspectives

Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.

Performance Descriptors

Learners can use authentic materials, i.e. those made by and for speakers of the target language, to access new information and gain diverse perspectives.

Indicators

Novice Learners can…

- read, listen to, or talk about age-appropriate school content in the target language.
- expand vocabulary through exploration of illustrations, infographics, video clips, websites, and print.
- identify the main idea(s) of authentic target language texts on current events or familiar topics.
- explore websites of schools in target language countries to identify courses, schedules, and special projects, and compare the information to their school's website.
- identify, explore, and discuss authentic instructional websites, materials, news media, short texts, and videos created for speakers of the target language.

Intermediate Learners can…

- use sources intended for same-age speakers of the target language to prepare presentations on familiar topics.
- research how a major figure from history, science, or the arts is described in the target language and use it to expand what they already know.
- access survey results or research preferences of people in a target language community.
- view publicity for products sold in target language countries and compare the publicity to the way similar products are marketed in the US.
- compare news articles on front pages of newspapers from countries where the target language is spoken.
- compare listings of living spaces for sale or rent in target language countries in terms of cost, size, location, and what features are showcased.
- analyze instructional websites and materials created for speakers of the target language and compare them to instructional resources in the US.
- find, compare, and discuss coverage of current events in the target culture and in the US.

Advanced Learners can…

- research an issue of global importance in order to provide insights from the perspective of a country or countries where the target language is spoken.
- read a piece of literature in the target language and analyze the universality of the message.
- prepare a virtual exhibit of artwork from a target language country, situating the contents historically, and explaining the importance of the artwork to the country of origin.
- research and debate global issues as represented in target language news sources with different political slants.
- compare, analyze, and present on how and why publicity for the same product differs in the target culture and the US.

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Goal Area: COMPARISONS
Develop insight into the nature of language and culture in order to interact with cultural competence.
Standard 4.1 Language Comparisons
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Performance Descriptors	***Indicators***
Learners can accept that there are language families with strong similarities or few similarities, and that no two language systems are alike.	**Novice Learners can…** • observe and compare registers of language (e.g., formal and informal) in greetings and leave-takings and other common social interactions in the language they are learning and their own. • recognize similarities and differences between the sound and writing systems in the language they are learning and their own. • identify cognates between the target language and their native language and cite the patterns that connect them, and they detect false cognates within the context in which they see them suggests a misfit. • inventory idiomatic expressions in both their native language and the language being learned and talk about how idiomatic expressions work in general. **Intermediate Learners can…** • identify and compare language appropriate to specific social groups and situations in the language they are learning and their own. • identify patterns and explain discrepancies between the sound and writing systems in both their native language and the language being learned. • hypothesize about the similarities of languages based on their awareness of cognates and similar idioms. • compare syntax functions (e.g., word order, inflections, and verb tense) to express meaning in both their native language and the language being learned. **Advanced Learners can…** • analyze and compare differences between spoken and written grammar and lexicon in both their native language and the language being learned, taking into account audience, purpose, and genre. • recognize that idioms may include cognates as well as false cognates. • analyze elements of the language being learned such as time and tense, and comparable linguistic elements in the native language, and conjecture about how languages use forms to express time and tense relationships.

Goal Area: COMPARISONS
Develop insight into the nature of language and culture in order to interact with cultural competence.
Standard 4.2 Cultural Comparisons

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Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Performance Descriptors	*Indicators*
Learners can accept differences between the target language culture and their own.	**Novice Learners can…** • demonstrate and compare/contrast appropriate gestures and oral expressions for greetings, leave takings, and other common social interactions in the target cultures and their own. • compare daily routines and celebrations (i.e. birthdays and holidays) in the target cultures to their own. • compare/contrast tangible products (i.e. toys, sports, equipment, and food) of the target cultures to their own. • compare/contrast expressive products (i.e. rhymes, songs, and folktales) of the target cultures to their own. **Intermediate Learners can…** • document and contrast verbal and nonverbal behavior in daily activities among peers or mixed groups in the target cultures to their own. • hypothesize about the relationship between cultural perspectives and practices (i.e. holidays, celebrations, work habits, play, role of family, schooling, social networking, career choices, and free time) by analyzing selected practices from the target cultures compared to their own. • compare/contrast the function of everyday objects (i.e. household items, tools, clothing) and authentic materials (i.e. creative works, news, and social media) produced in target cultures and speculate on why certain products originate in and/or are important to particular cultures. • hypothesize about the relationship between cultural perspectives and expressible products (i.e. music, visual arts, and forms of literature) by analyzing selected products from the target cultures and their own. **Advanced Learners can…** • identify, discuss, and analyze social, economic, and political institutions and related perspectives in the target cultures and their own. • identify, discuss, and analyze tangible and intangible products and their use in the target cultures and their own, as represented in authentic materials, such as literary texts, films, social media, interviews, and news stories. • identify, examine, and analyze the relationship between cultural products, practices, and perspectives in the target cultures and their own by conduction research, observations, and interviews.

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Goal Area – Communities

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Standard 5.1 – School and Global Communities

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Performance Descriptors	*Indicators*
Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. • Learners share their knowledge of language and culture with other language learners. • Learners interact on a regular basis through digital media tools available to them, either individually or in school communities. • Learners engage in language and culture-related events and projects within both real and virtual communities at both the local and global level.	**Novice Learners can…** • attempt to interact in the target language with members of their community. • identify professions that require proficiency in the target language. • exchange basic information about themselves, their studies, or their family, with speakers of the target language and/or students in other classes, in face-to-face or virtual settings, such as social media, instant messaging, and video conferencing, etc. **Intermediate Learners can…** • communicate on a personal level with speakers of the language in person or via email, video chats, instant messaging, and shared video clips. • discuss steps to becoming a professional in a field requiring the ability to communicate in the target language. • write and illustrate stories to present to others. • discuss topics of personal interest through interpersonal oral or written exchanges with speakers of the target language and/or students in other classes in face-to-face or virtual settings, such as social media, instant messaging, and video conferencing, etc. **Advanced Learners can…** • demonstrate a well-developed target language and cultural application, which increase the marketability of the employee and the ability of the employer to meet the expectations of the customer. • communicate orally or in writing with members of the other culture regarding topics of personal interest, community issues, or world concern. • conduct research in the target language or assist in the translation of resources for the benefit of a community organization. • discuss and express opinions on current events and issues through interpersonal oral or written exchanges with speakers of the target language and/or students in other classes, and in face-to-face or virtual settings, such as social media, instant messaging, and video conferencing.

Goal Area – Communities

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Standard 5.2 – Lifelong Learning

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Performance Descriptors	*Indicators*
Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. • Learners use everyday skills and activities to access various entertainment and information sources available to speakers of the other language. • Learners explore opportunities for personal enrichment and/or professional advancement through online and digital resources or through travel to countries where the target language is spoken. • Learners maintain and increase their proficiency and cultural knowledge to prepare to live and work in the increasingly multilingual communities of the 21st century.	**Novice Learners can…** • interpret materials and/or use media from the target language and culture for enjoyment. • play sports or games from the culture. • listen to music, sing songs, or play musical instruments from the target culture. • exchange information about topics of personal interest. **Intermediate Learners can…** • access news and entertainment media in the target language. • attend or use media to view cultural events and social activities. **Advanced Learners can…** • explore the internet to find sites of personal interest where they can use the target language to maintain and to increase their communication skills. • establish and/or maintain interpersonal relations with speakers of the target language in face-to-face or virtual settings.

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World Language Standards Review

Board of Education

Kansas Department of Education

www.ksde.org

World Language Committee Members

- Beard, Christina; French, Washburn Rural
- Bergen, Nanette; German, Newton High
- *Colling, Lindsey; Spanish, Olathe
- Denning, Jan; French, Salina Central HS
- *Lorenz, Elke, PhD; German, Manhattan-Ogden
- McQueen, Melanie; Spanish, Eudora HS
- Meneley, Meagan; German, Abilene HS
- Gonzalez-Abellas, Miguel, PhD; Spanish, Washburn University
- Miller, Kassy; Spanish, Louisburg Middle
- Reavis, Allison; Spanish, Baxter Springs HS
- Riley, Sean, French, Seaman High School
- Robinette, Lauren; French, Sumner Academy
- Rumple, Alyssa; Spanish, Wichita Southeast
- Settle, Brad; Spanish, Southeast of Saline
- Thornton, Stephanie; Heritage Spanish, SM
- Thrasher, Daniela; German, Geary County
- Ward, Leah; French, Wichita Northeast
- Willis, Sheree; Chinese, KU Confucius Institute
- Wilson, Karen; Spanish, Plainville
- Zhu, Lijun; Chinese, Wichita South HS

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Co-chair are:

- Lindsey Colling, Olathe USD, resigned due to move out of state (February 2017)
- Elke Lorenz, Manhattan-Ogden USD 383
- Phyllis Farrar, Lawrence, retired KSDE World Language Consultant

Timeline

Task	Time
Solicit nominations	January 2016
Convene committee	June
Study/review…Rewrite…Read & edit	June…July…August
Post for feedback & public comment	September/October
Final document	Winter 2016/2017
Present to BOE	April 2017
Public feedback period	April-May
Present for BOE approval	July 11-12, 2017

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Process

- Review 'old' standards and new resources:
- Identify to what extent our old standards aligned with the "Rose Capacities"
- Identify what needs to be changed, updated, reworked
- Follow Careers, Standards, and Assessments Services policy/guidance
- Reach consensus about changes needed
- Divide the work: writers, readers/editors

The "Givens"

- One set of standards for all languages.
- Usable in a wide variety of programs, K-12, 6-12, 9-12, dual language immersion, Heritage…
- Must align with the KS Rose "standards"
- Comparable to other states' and national standards
- Rigorous, but achievable, based on current research

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Rose Capacities ("standards")

1. Oral and written communication skills
2. Economic, social, and political systems
3. Governmental processes
4. Self-knowledge; mental and physical wellness
5. Grounding in arts to appreciate cultural & historical heritage
6. Training or preparation for academic or vocational fields
7. Competitive with peers in academics and job market

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New standards

GOAL AREA	STANDARDS
COMMUNICATION Communicate effectively in more than one language in order to function ina variety of situations and for multiple purposes	**1.1 Interpersonal:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. **1.2 Interpretive:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. **1.3 Presentational:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listerners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	**2.1 Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. **2.2 Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	**3.1 Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. **3.2 Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	**4.1 Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. **4.2 Cultural Comparisons:.** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	**5.1 School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. **5.2 Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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Alignment to the Rose Capacities

Rose Capacities	Standards for World Languages
1. Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization	Communication: 1.1 Interpersonal, 1.2 Interpretive, 1.3 Presentational Connections: 3.1 Making Content Connections 3.2 Acquiring Information and Diverse Perspectives Communities: 5.1 School and Global Communities
2. Sufficient knowledge of economic, social and political systems to enable ~~the~~ students to make informed choices	Cultures: 2.2 Relating Cultural Products to Perspectives Connections: 3.1 Making Content Connections 3.2 Acquiring Information and Diverse Perspectives Comparisons: 4.2 Cultural Comparisons Communities: 5.2 Lifelong Learning
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation	Cultures: 2.1 Relating Cultural Practices to Perspectives, 2.2 Relating Cultural Products to Perspectives Connections: 3.1 Making Content Connections Comparisons: 4.2 Cultural Comparisons
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness	Communications: 1.1 Interpersonal, 1.3 Presentational Connections: 3.1 Making Content Connections, Communities: 5.1 School and Global Communities, 5.2 Lifelong Learning
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage	Cultures: 2.1 Relating Cultural Practices to Perspectives, 2.2 Relating Cultural Products to Perspectives Connections: 3.1 Making Content Connections Comparisons: 4.2 Cultural Comparisons Communities: 5.2 Lifelong Learning
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently	Communication: 1.1 Interpersonal, 1.2 Interpretive:, 1.3 Presentational Cultures: 2.1 Relating Cultural Practices to Perspectives, 2.2 Relating Cultural Products to Perspectives Connections: 3.1 Making Content Connections Comparisons: 4.2 Cultural Comparisons Communities: 5.1 School and Global Communities, 5.2 Lifelong Learning
7. Sufficient levels of academic or vocational skills to enable public school students to compete favorably with their counterparts in surrounding states, in academics or in the job market.	Communication: 1.1 Interpersonal, 1.2 Interpretive, 1.3 Presentational Cultures: 2.1 Relating Cultural Practices to Perspectives, 2.2 Relating Cultural Products to Perspectives Connections: 3.1 Making Content Connections, 3.2 Acquiring Information and Diverse Perspectives Comparisons: 4.1 Language Comparisons, 4.2 Cultural Comparisons Communities: 5.1 School and Global Communities, 5.2 Lifelong Learning

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Major Decisions Made at Meeting #1

1. Should Kansas World Language Standards use the goals areas (continue the 5 C's) of World-Readiness standards? Yes.
2. Should the KS WL Standards use the same wording(verbs!) as World-Readiness standards? Yes.
3. Should highest performance level still be Advanced Low? No. Keep all levels given in World-Readiness standards, including: Advanced Low, Advanced Mid, Advanced High, Superior. (rationale: create appropriate targets for Heritage speakers)

Changes: Indicators as "Can-Do" statements

- Clarifies what learners do in a language as proficiency increases
- Leads toward proficiency goals
- Helps students set goals and self assess
- Shows clearly what to assess

Changes: Program expectations

Proficiency	Program Models and Proficiency Goals											
	ILR (FSI) Scale[1]					1			2			3
	European Framework (CEFR)[2]				A1	A2	B1		B2		C1	C2
	ACTFL Proficiency Guidelines		Low			Intermediate			Advanced			Superior
			Low	Mid	High	Low	Mid	High	Low	Mid	High	
Programs	2 years	9-12	Level 1		Level 2							
	4 years	9-12	Level 1		Level 2	Level 3	Level 4/AP					
	MS & HS	6-12	6-8 Level 1		Level 2	Level 3	Level 4	Level 5/AP				
	Elem-HS	3-12	3-5 FLES		6-8 Level 2	Level 3	Level 4	Level 5/AP				
	Elem-HS	K-12	K-3 Dual Language			4-5 DL	6-8 Dual Language		AP Lit	IHE 300+Credits		
	Heritage	6-12				Heritage 1	Heritage 2	Level 5/AP	AP Lit	IHE 300+Credits		IHE Cr

[1]Interagency Language Roundtable (ILR) also know as the FSI was developed for U.S. Government agencies.

[2]"Assigning CEFR Ratings to ACTFL Assessments," American Council on the Teaching of Foreign Languages.

KSDE Feedback Process

- Standards on the World Language Website
- Feedback Form
- Message out through KSDE list serves and World Language list serve
- Posting on KSDE Public Comments Website
- 30 days
- Review Feedback for necessary changes

Next Steps

- Standards Public Feedback (April – May 2017)
- Standards Feedback Review and Changes (May – June 2017)
- Board Approval (July 2017)
- Standards Professional Learning and Transition year (July 2017 – June 2018)
- Standards Implementation Year (2018 -2019)

KSDE World Language Contact:

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jnobo@ksde.org, 785-296-4948

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Agenda Number: 9

Meeting Date: 4/18/2017

Kansas State Department of Education

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To:	Commissioner Randy Watson
From:	Joyce Huser, Brad Neuenswander
Subject:	Receive Kansas Curricular Standards for Dance and Creative Movement
Board Goals:	Provide a flexible and efficient delivery system to meet our students' varied and changing needs

The Kansas Standards for Dance and Creative Movement have been revised to better align with the most recent national dance standards. They focus on meeting the learning needs of all students and instructional needs of all educators whether experienced or in the pre-service years of their teaching career. While these standards are not curriculum, they are meant to guide rather than dictate the structure and development of dance education for Kansas students. The central purpose of these standards is to identify the learning Kansas students need to become prepared for career and advancement beyond high school.

These standards, along with an introduction and crosswalk with Rose Capacities and Board Goals, can be found at this web site:

http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-F-L/Fine-Arts-Dance-Media-Arts-Music-Theatre-Visual-Arts/Dance-and-Creative-Movement

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 10 a.

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date: 4/18/2017**
Kelli Broers	Scott Gordon	Randy Watson	

Item Title:

Act on recommendations of the Professional Practices Commission (no discipline/grant)

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 recommendations that Caitlin Thompson receive no formal discipline as a result of her misconduct and that it grant the applications of Brittany Pierpoint, Darrold Harper, Julie Zeka-Wright, and Jordan Flowers.

Explanation of Situation Requiring Action:

1. Caitlin Thompson 16-PPC-24

While visiting a colleague's classroom (the gym), Caitlin Thompson, a social studies teacher, filmed students demonstrating poor push-up technique and sent it to the colleague via Snapchat. She also "modeled" bad push-ups for the students. This was captured on video surveillance. A parent complained and after investigating the matter, the employing district chose to non-renew Thompson's contract. KSDE filed a Complaint and Amended Complaint alleging Thompson's behavior constituted bullying and was detrimental to their social and emotional well-being. After considering the testimony of Thompson, the colleague, the employing district, two students, and two parents, the Professional Practices Commission found that Thompson's behavior did not constitute bullying and the non-renewal of her contract and having to appear before the Commission were adequate consequences for her misconduct. More detailed findings are included in the attached Initial Order. Ultimately, the Commission voted 7 - 0 to recommend to the State Board that no discipline be imposed on Thompson.

2. Brittany Pierpoint 16-PPC-43

Brittany Pierpoint first appeared before the Professional Practices Commission in 2015 because of a 2014 misdemeanor theft conviction. The State Board, after review, adopted the Commission's recommendation and ordered that her application be granted with the stipulation that she reappear upon submitting a subsequent application. Pierpoint applied for an upgrade to a professional license in November 2016. She again appeared before the Commission. She provided letters of recommendation and testified she had not engaged in any further criminal activity. As a result, the Commission voted 7 – 0 to recommend to the State Board that it grant Pierpoint's application for an upgrade to a professional license.

(continued)

3. Darrold Harper 17-PPC-01

Darrold Harper applied for an initial license. He disclosed his criminal background, which included a deferred disposition and conviction for marijuana possession in 2013 and 2015 respectively. Harper was candid with the Professional Practices Commission about his past lifestyle and the changes he has made. He is now licensed and employed in Arizona as a substitute educator. He has not engaged in any other criminal conduct. After considering the matter, the Commission voted 6 – 0 to recommend the State Board grant Harper's application for an initial license.

4. Julie Zeka-Wright 17-PPC-05

Julie Zeka-Wright applied for an emergency substitute license. She previously held that license 2002 through 2004. In May 2011, she was involved in a single-car accident caused by her decision to drive under the influence of alcohol. Her three children were in the car. As a result, she was convicted of three counts of endangering a child for which she received probation. Zeka-Wright testified she no longer drinks, she sought alcohol counseling, and she successfully completed probation. She has engaged in no other criminal misconduct. After considering the matter, the Commission voted 6 – 0 to recommend the State Board grant Zeka-Wright's application for an emergency substitute license.

5. Jordan Flowers 17-PPC-06

Jordan Flowers applied for an initial license. She disclosed she had entered a diversion agreement after having been charged with misdemeanor theft in 2014. She testified before the Professional Practices Commission that the charges were filed after she self-reported an incident that occurred at her place of employment. She provided four letters of recommendation from educators. Flowers successfully completed diversion and has not engaged in any other criminal misconduct. After considering the matter, the Professional Practices Commission voted 6 – 0 to recommend to the State Board that it grant Flower's application.

BEFORE THE PROFESSIONAL PRACTICES COMMISSION
KANSAS STATE DEPARTMENT OF EDUCATION

In the Matter of the License of Caitlin Thompson	Case No.	16-PPC-24
	OAH No.	17ED0004

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 public censure, suspension or revocation of Caitlin Thompson's teaching license.

The hearing on this matter was convened on February 3, 2017. Appearing for the Commission were vice chairperson, Dorsey Burgess, and members, Justin Henry, Vici Jennings, John McKinney, Sylvia Ramirez, Ginger Riddle, and Maret Schrader.

Ms. Thompson appeared in person and with counsel, Vincent M. Cox. Kelli Broers appeared as counsel for the KSDE.

Findings of Fact

Ms. Thompson received her Initial Teaching License from the Kansas State Board of Education on June 30, 2013. She had previously held an emergency substitute license.

On August 28, 2014, Ms. Thompson entered into a Professional Contract with U.S.D. 231, Gardner Edgerton, to serve as a middle school history/social science teacher at Wheatridge Middle School (Wheatridge) for the 2014-2015 school year.

In the fall of 2014, Ms. Thompson received the "Making a Difference" award at the U.S.D. 231 New Teacher Academy.

On May 26, 2015, Ms. Thompson received her Professional License from the Kansas State Board of Education.

Ms. Thompson's contract was renewed for the 2015-2016 school year. Ms. Thompson also signed a Supplemental Contract with U.S.D. 231 to serve as an Assistant Volleyball Coach and Student Leadership Sponsor at Wheatridge.

On March 30, 2016, Ms. Thompson, during her third hour planning period, entered the Wheatridge gym during Kelsey Nelson's 8th grade girls Physical Education (P.E.) class. Ms. Thompson testified that she had gone to the gym to speak with Ms. Nelson, and to check on a couple of her boys who were teaching assistants.

The actions of Ms. Thompson and Ms. Nelson were captured on the school's security video system, however, there is no audio. The video was later reviewed as part of a subsequent investigation by U.S.D. 231.

Ms. Thompson and Ms. Nelson sat down at a table in the gym. Ms. Nelson took attendance while she and Ms. Thompson chatted. At that time, the girls were doing warm-ups.

Ms. Thompson stated, during the investigation, that the girls were not doing what they should, so she told them that she was going to record them on her cell phone so they could see that they were not doing their push-ups correctly. Ms. Thompson stated that she videotaped one girl because she was not doing them [the push-ups] at all, using the

Snapchat app on her phone. The testimony at the hearing was conflicting as to whether Ms. Thompson told the girls she was going to post the video to Snapchat.

Ms. Thompson then showed Ms. Nelson her phone and they began to laugh. Ms. Nelson and Ms. Thompson testified that they were not laughing at the video recorded of the girls but rather were viewing a hamster video.

Ms. Nelson then proceeded to get down on the gym floor, in front of the table, and perform, which were obviously not proper form push-ups. Ms. Thompson then joined her.

Ms. Thompson testified that they were demonstrating to the girls how they were not doing the push-ups correctly.

It is the KSDE's contention that, after viewing the video and laughing at the girls, Ms. Thompson and Ms. Nelson got down on the floor and mocked or made fun of the girls. Mr. Booth, U.S.D. 231 Director of Secondary Education, testified that he believed the conduct was mocking the students.

Ms. Thompson and Ms. Nelson then returned to the table.

Ms. Thompson and Ms. Nelson again looked at the phone and laughed. At one point, two of the girls in the class came to the table and viewed what was on the phone.

Ms. Thompson eventually left the gym.

On April 5, 2016, Matt Roberts, stepfather of L.C., an 8th grade student at Wheatridge, appeared in person at the U.S.D. 231 Board of Education office to make several complaints regarding Ms. Nelson. The complaints arose out of L.C.'s lack of playing time on the varsity volleyball team, and some incidents that occurred during Ms.

Nelson's P.E. class, that were unrelated to the March 30, 2016 actions involving Ms. Thompson. Mr. Roberts also stated that Ms. Nelson had used her personal phone to take pictures/videos of the girls' lack of ability to do pushups, and that Ms. Thompson may have been a witness to this activity.

On April 5, 2016, Wheatridge Assistant Principal, Brooke Hughes, interviewed L.C. and a friend, and they stated that Ms. Nelson was recording a video in the P.E. class.

Ms. Thompson was later interviewed on April 5, 2016, during which she admitted that she used her phone to record a video of Ms. Nelson's students doing pushups because they were doing them incorrectly. Ms. Thompson also stated that the video was deleted and not posted to Snapchat.

Ms. Nelson stated during her interview on April 5, 2016, that Ms. Thompson had said she was going to record the students.

Later on April 5, 2016, Mr. Roberts called to share additional details regarding Ms. Nelson. He also reported that Ms. Thompson had filmed a physical competition later on March 30, 2016 in her Social Studies classroom.

On April 11, 2016, Ms. Thompson met with Dr. Jody Marshall, U.S.D. 231 Director of Human Resources, and Mr. Boothe regarding the March 30, 2016 incident. Dr. Marshall and Mr. Boothe reviewed the video of the incident with Ms. Thompson at the meeting.

On April 12, 2016, Ms. Thompson was put on administrative leave and asked to leave the building.

On May 4, 2016, Ms. Thompson submitted a letter of resignation to Dr. Marshall.

On May 9, 2016, U.S.D. 231 Board of Education voted to not renew Ms. Thompson's contract.

Ms. Thompson received a letter from Dr. Marshall on May 10, 2016, notifying her of the non-renewal of her contract.

On May 13, 2016, KCTV published a news article about the incident.

On August 9, 2016, the KSDE, by Dr. Scott Myers, Director of Teacher Licensure and Accreditation, filed the Complaint against Ms. Thompson alleging that the non-renewal of her contract was preceded by her bullying students, specifically filming the students performing push-ups and then joining the classroom teacher in mocking the students.

On January 19, 2017, an Amended Complaint was filed adding allegations regarding conduct by Ms. Thompson that the KSDE claims was detrimental to the social and emotional development of her students including disparate treatment in curricular activities, allowing students to openly bully a student without a consequence, inappropriately accusing a student of plagiarism, singling out a student for detention, filming students in social studies class, and forcing social studies students to perform jumping jacks.

Conclusions of Law and Discussion

K.A.R. 91-22-1a(a) provides, in pertinent part, 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."

The Amended Complaint alleges that Ms. Thompson engaged in various conduct detrimental to the social and emotional development of her students including "bullying."

K.S.A. 72-8256(a)(1) defines "bullying" as follows:

> Any intentional gesture or any intentional written, verbal, electronic or physical act or threat . . . by any . . . staff member . . . toward a student . . . that is sufficiently severe, persistent or pervasive that such gesture, act or threat creates an intimidating, threatening or abusive educational environment that a reasonable person, under the circumstances, knows or should know will have the affect of (i) harming a student . . . whether physically or mentally; (ii) damaging a student's . . . property; (iii) placing a student . . . in reasonable fear of harm to the student . . . or (iv) placing student . . . in reasonable fear of damage to the student's . . . property . . .

K.S.A. 72-8256 also includes "cyber bullying" in the definition of "bullying," and defines "cyber bullying" as meaning "bullying by use of any electronic communication device through means including, but not limited to, email, instant messaging, text messages, blogs, mobile phones, pagers, on-line games and websites." K.S.A. 72-8256(a)(2).

The Commission does not find, based on the evidence presented, that Ms. Thompson's conduct meets the definition of "bullying" set forth in K.S.A. 72-8256.

The evidence presented does not establish that Ms. Thompson's alleged wrongful actions, including the additional allegations set forth in the Amended Complaint, were persistent or pervasive.

The Commission is not convinced by the evidence presented that the actions of Ms. Thompson, including the additional allegations included in the Amended Petition, were sufficiently severe, or created an intimidating, threatening or abusive educational

environment that a reasonable person knew or should have known would have the effect of harming a student physically or mentally, or placing a student in reasonable fear of harm.

Ms. Thompson admitted that using her planning period to visit Ms. Nelson and video recording the girls on March 30, 2016, using her phone, was bad judgment on her part. Other than the two students and their parents who appeared and testified, there was no other evidence that any other student felt intimidated or threatened or that Ms. Thompson's conduct was having a harming effect on her students. During the hearing, in response to a question by a PPC member, L.C. responded that she did not think Ms. Thompson should lose her teaching license.

The Commission was troubled that there were no other students, especially those in the gym on March 30, 2016, and in Ms. Thompson social studies class, questioned by the district during their investigation. It certainly would have seemed prudent, during the investigation by the district, to have interviewed the girls who approached the table on March 30, 2016, and viewed Ms. Thompson's phone. In addition, the district did not interview any of the students in Ms. Thompson's social studies class regarding the incidents that were reported to have occurred.

There was no evidence presented that the video was shared publicly.

There simply was no evidence presented that any other student came forward with concerns regarding the incident on March 30, 2016.

Prior to the March 30, 2016 incident, there were no reports by students or parents to Ms. Thompson or staff that any students felt that Ms. Thompson was bullying them or

other students or that she was engaging in conduct detrimental to the physical or mental health of the students.

At all times during this matter, Ms. Thompson cooperated in the investigation by the district, and readily admitted to her actions in the gym on the day in question.

Ms. Thompson had an excellent evaluation history at Wheatridge. Based on the letters Ms. Thompson provided from teachers with whom she taught, she was an enthusiastic, innovative teacher who was considered a leader at Wheatridge. The letters also indicated that she was caring and compassionate with her students.

The Commission found Ms. Thompson's expression of remorse for her behavior and recognition of the wrongfulness of her conduct on March 30, 2016 sincere. The Commission believes that Ms. Thompson learned a valuable lesson and that such conduct will not be repeated.

The Commission also finds that the non-renewal of Ms. Thompson's contract and subsequent events, including her having to appear before the Commission, adequate consequences for her conduct and, therefore, finds that no formal discipline is warranted.

Based on the aforementioned, on a unanimous vote of 7-0, the Commission finds Ms. Thompson fit to continue to be a member of the teaching profession.

IT IS THEREFORE RECOMMENDED by the Professional Practices Commission to the Kansas State Board of Education that the request of the KSDE that Ms. Thompson receive a public censure or her license be suspended or revoked be denied and that no discipline be imposed on Ms. Thompson.

NOTICE

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

The parties may submit to the State Board for its consideration as part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. The brief must be filed with the State Board Secretary at the following address within **ten calendar days** after service of the Initial Order for transmittal to the State Board:

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

Any request for oral argument must be made at that time.

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

Dated this 27 day of February, 2017.

Dorsey Burgess, Vice Chairman
Professional Practices Commission

CERTIFICATE OF SERVICE

I hereby certify that on this 27th day of February, 2017, a true and correct copy of the above and foregoing Initial Order was served by mail on:

Caitlin Thompson
4910 W. 108th St., Apt. 1321
Overland Park, KS 66211-1280

Vincent M. Cox
CAVANAUGH BIGGS & LEMON PA
2942A SW Wanamaker Dr., Ste. 100
Topeka, KS 66614-4479

Gwen Kramer, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson St.
Topeka, KS 66612

and served electronically via the OAH's e-filing system to:

Kelli M. Broers, Attorney
Kansas State Department of Education
900 SW Jackson, Ste. 102
Topeka, KS 66612

Gwen Kramer
Staff Person

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the Application
of Brittany Pierpoint

16-PPC-43

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the application of Brittany Pierpoint for an upgrade to a professional license.

The hearing on this matter convened on February 3, 2017. Appearing for the Commission were Vice-Chairman Dorsey Burgess, and members Justin Henry, Vici Jennings, John McKinney, Sylvia Ramirez, Ginger Riddle, and Maret Schrader.

Kelli Broers appeared as counsel for KSDE.

Brittany Pierpoint appeared in person.

FINDINGS OF FACT

1. Pierpoint first applied for an initial license in 2015, where she disclosed she had been convicted of theft. The Professional Practices Commission held a hearing and heard Pierpoint's testimony. It reviewed evidence that she was convicted of misdemeanor theft in July 2014 and had failed to provide any references for the Commission to consider. After deliberating, the Commission recommended by a 9 – 0 vote that the Kansas State Board of Education (State Board) approve Pierpoint's application but require that she reappear for any subsequent application. The State Board adopted that recommendation.[1]

2. Pierpoint applied for an upgrade to a professional license on November 3, 2016, and she again disclosed her theft conviction.

[1] Case No. 15-PPC-40, In the Matter of the Application of Brittany Pierpoint.

3. The Commission again held a hearing. Pierpoint provided testimony and two letters of recommendation, including one from her Wichita Public Schools mentor who knew about her criminal background.

4. Pierpoint has not engaged in any criminal activity since she last appeared before the Commission.

5. Pierpoint was not licensed as a teacher when her misconduct occurred.

CONCLUSIONS OF LAW

1. Under Kansas law, teaching and school administration are considered to be professions with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. K.S.A. 72-8501. An educator is in a position of public trust.

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

3. The State Board may deny the application of an individual who has been convicted of theft. K.A.R. 91-22-1a(b).

4. By order of the State Board, the Commission shall investigate and conduct hearings pertaining to allegations of misconduct. K.S.A. 72-8507; K.A.R. 91-22-1a(h).

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

6. The Commission finds Pierpoint was truthful in her testimony before the Commission.

7. The Commission finds Pierpoint's past behavior has ceased to be a factor in her fitness for licensure. And there is no evidence Pierpoint engaged in any other criminal conduct.

8. The Commission finds Pierpoint demonstrated a present recognition of the wrongfulness of her conduct.

9. The Commission finds that Pierpoint has demonstrated her fitness to teach and is suitable to be placed in a position of public trust as an educator.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 7 - 0, that Brittany Pierpoint's application for an upgrade to a professional license be granted.

This Initial Order is made and entered this February 3, 2017.

PROFESSIONAL PRACTICES COMMISSION

/s/ Dorsey O. Burgess

Dorsey Burgess, Vice-Chairman
Order signed on February 24, 2017.

NOTICE

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

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

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

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

CERTIFICATE OF SERVICE

I hereby certify that on this 27th day of February 2017, I filed a true and correct copy of the above and foregoing with the Secretary for the Kansas State Board of Education and I mailed one copy by certified mail, return receipt requested, to:

Brittany Pierpoint
3212 Oakland Street, #1
Wichita, Kansas 67218

and via interoffice mail to:

Kelli Broers
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Gwen Kramer
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the Application of
Darrold Harper

17-PPC-01

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the application of Darrold Harper for an initial license.

The hearing on this matter convened on March 3, 2017. Appearing for the Commission were Chairman Linda Sieck and members Dorsey Burgess, John McKinney, Sylvia Ramirez, Maret Schrader, and Jessica Snider.

Kelli Broers appeared as counsel for KSDE.

Darrold Harper appeared remotely.

FINDINGS OF FACT

1. Darrold Harper, age 26, applied for an initial license on August 1, 2016.

2. Harper disclosed on his application he had been convicted of a crime involving a theft, drugs, or a child. He also included the supporting documents.

3. In August 2013, Harper was charged with misdemeanor possession of marijuana in Chesterfield, Virginia. He received a deferred disposition. In June 2015, he was again charged with possession of marijuana, this time in Colonial Heights, Virginia. He was convicted of that charge.

4. Harper was candid with the Commission. He testified at that time in his life he smoked marijuana daily in the summer. He was a student athlete and did not smoke during the school year. He also testified he had not smoked marijuana since his June 2015 arrest. Harper explained he has a child and fiancé now. He also is employed in Arizona as an educator. He takes his responsibility as an educator seriously.

5. Harper is employed in Arizona as a substitute teacher. Arizona granted him a substitute license and was aware of his criminal background. He has been working there during the 2016/2017 school year.

6. Harper has not engaged in any other criminal misconduct. He also presented three letters of recommendation from three individuals, an educator, a school counselor, and a member of the higher education community, who believe he is fit to become an educator.

7. Harper was not licensed as an educator when his misconduct occurred.

CONCLUSIONS OF LAW

1. Under Kansas law, teaching and school administration are professions with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. K.S.A. 72-8501. An educator is in a position of public trust.

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

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

4. By the State Board's order, the Commission investigates and conducts hearings pertaining to allegations of misconduct. K.S.A. 72-8507; K.A.R. 91-22-1a(h).

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

6. The Commission finds Harper was truthful in his testimony before the Commission.

7. The Commission finds Harper's past behavior has ceased to be a factor in his fitness for licensure. There is no evidence Harper engaged in any other criminal conduct.

8. The Commission finds Harper demonstrated a present recognition of the wrongfulness of his conduct.

9. The Commission finds Harper has demonstrated his fitness to teach and is suitable to be placed in a position of public trust as an educator.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of **6 - 0**, that Darrold Harper's application for an initial license be granted.

This Initial Order is made and entered this March 3, 2017.

PROFESSIONAL PRACTICES COMMISSION

Linda Sieck, Chairman
Order signed on March 10, 2017.

NOTICE

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

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

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

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

CERTIFICATE OF SERVICE

I hereby certify that on this 13th day of March 2017, I filed a true and correct copy of the above and foregoing with the Secretary for the Kansas State Board of Education and I mailed one copy by certified mail, return receipt requested, to:

Darrold Harper
611 S. 1st Streer
Sierra Vista, Arizona 85635

and via interoffice mail to:

Kelli Broers
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Gwen Kramer
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the Application of
Julie Zeka-Wright

17-PPC-05
OAH 17ED0012

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the application of Julie Zeka-Wright for an emergency substitute license.

The hearing on this matter convened on March 3, 2017. Appearing for the Commission were Chairman Linda Sieck and members Dorsey Burgess, John McKinney, Sylvia Ramirez, Maret Schrader, and Jessica Snider.

Kelli Broers appeared as counsel for KSDE.

Julie Zeka-Wright appeared in person.

FINDINGS OF FACT

1. Julie Zeka-Wright, age 38, applied for an emergency substitute license on October 11, 2016. She previously held an emergency substitute license in 2002, 2003, and 2004.

2. Zeka-Wright did not disclose on her application that she had been convicted of a crime involving a child.

3. In May 2011, Zeka-Wright was in a single-car accident. Her three minor children were passengers in the car. Zeka-Wright was driving under the influence of alcohol.

4. As a result of her accident, in February 2012, Zeka-Wright was convicted of one count of driving under the influence, a misdemeanor in violation of K.S.A. 8-1567, and three counts of endangering a child, misdemeanors in violation of K.S.A. 21-3608. Zeka-Wright received probation for these convictions, which she successfully completed in January 2013.

5. Zeka-Wright has not engaged in any other criminal misconduct. She presented evidence she sought substance abuse treatment separate from this incident and is currently receiving treatment. There was also evidence that Zeka-Wright is committed to her local school community and frequently volunteers. She presented three letters of recommendation from three individuals, two educators, who believe she is fit to become a substitute teacher.

6. The Commission found compelling the testimony of Brett Wright, Zeka-Wright's ex-husband. He testified he believed Zeka-Wright can be trusted with children, including his own. He believed she is fit to teach.

7. Zeka-Wright was not licensed as an educator when her misconduct occurred.

CONCLUSIONS OF LAW

1. Under Kansas law, teaching and school administration are professions with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. K.S.A. 72-8501. An educator is in a position of public trust.

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

3. The State Board may deny the application of an individual who has been convicted of any crime involving a minor. K.A.R. 91-22-1a(a)(2).

4. By the State Board's order, the Commission investigates and conducts hearings pertaining to allegations of misconduct. K.S.A. 72-8507; K.A.R. 91-22-1a(h).

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

6. The Commission finds Zeka-Wright was truthful in her testimony before the Commission.

7. The Commission finds credible her testimony that she did not exclude her conviction from her application intentionally.

8. The Commission finds Zeka-Wright's past behavior has ceased to be a factor in her fitness for licensure. There is no evidence Zeka-Wright engaged in any other criminal conduct.

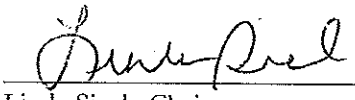
9. The Commission finds Zeka-Wright demonstrated a present recognition of the wrongfulness of her conduct.

10. The license requested does not offer an opportunity for Zeka-Wright to engage in conduct similar to her past misconduct.

11. The Commission finds Zeka-Wright has demonstrated her fitness to teach and is suitable to be placed in a position of public trust as an educator.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 6 - 0, that Julie Zeka-Wright's application for an emergency substitute license be granted. This Initial Order is made and entered this March 3, 2017.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairman
Order signed on March 10, 2017.

NOTICE

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

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

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

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

CERTIFICATE OF SERVICE

I hereby certify that on this 13th day of March 2017, I filed a true and correct copy of the above and foregoing with the Secretary for the Kansas State Board of Education and I mailed one copy by certified mail, return receipt requested, to:

Julie Zeka-Wright
1502 N. Plum
Wellington, Kansas 67152

and via interoffice mail to:

Kelli Broers
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Gwen Kramer
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the Application of
Jordan Flowers

17-PPC-06

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the application of Jordan Flowers for an initial license.

The hearing on this matter convened on March 3, 2017. Appearing for the Commission were Chairman Linda Sieck and members Dorsey Burgess, John McKinney, Sylvia Ramirez, Maret Schrader, and Jessica Snider.

Kelli Broers appeared as counsel for KSDE.

Jordan Flowers appeared in person.

FINDINGS OF FACT

1. Jordan Flowers, age 23, applied for an initial license on January 25, 2017.

2. Flowers disclosed in her application that she had entered into a diversion agreement after having been charged with a crime involving theft, drugs, or a child. She also included supporting documentation.

3. On July 22, 2014, Flowers was charged with misdemeanor theft in El Dorado, Kansas. She testified the charges were filed after she self-reported an incident that occurred at her place of employment. She received and successfully completed diversion.

4. Flowers bas not engaged in any other criminal misconduct. She presented letters of recommendation from four individuals, all educators, who believe she is fit to become an educator.

5. Flowers was not licensed as an educator when her misconduct occurred.

CONCLUSIONS OF LAW

1. Under Kansas law, teaching and school administration are professions with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. K.S.A. 72-8501. An educator is in a position of public trust.

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

3. The State Board may deny the application of an individual who has entered a diversion agreement after having been charged with theft. K.A.R. 91-22-1a(b).

4. By the State Board's order, the Commission investigates and conducts hearings pertaining to allegations of misconduct. K.S.A. 72-8507; K.A.R. 91-22-1a(h).

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

6. The Commission finds Flowers was truthful in her testimony before the Commission.

7. The Commission finds Flowers's past behavior has ceased to be a factor in her fitness for licensure. There is no evidence she engaged in any other criminal conduct.

8. The Commission finds Flowers demonstrated a present recognition of the wrongfulness of her conduct.

9. The Commission finds Flowers has demonstrated her fitness to teach and is suitable to be placed in a position of public trust as an educator.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 6 - 0, that Jordan Flowers's application for an initial license be granted.

This Initial Order is made and entered this March 3, 2017.

PROFESSIONAL PRACTICES COMMISSION

Linda Sieck, Chairman
Order signed on March 10, 2017.

NOTICE

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

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

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

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

CERTIFICATE OF SERVICE

I hereby certify that on this 13th day of March 2017, I filed a true and correct copy of the above and foregoing with the Secretary for the Kansas State Board of Education and I mailed one copy by certified mail, return receipt requested, to:

Jordan Flowers
1704 SW 70th Street
El Dorado, Kansas 67042

and via interoffice mail to:

Kelli Broers
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Gwen Kramer
Secretary, Professional Practices Commission

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 10 b.

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date: 4/18/2017**
Kelli Broers	Scott Gordon	Randy Watson	

Item Title:

Act on recommendations of Professional Practices Commission (denial and disciplinary action)

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 recommendations that it: 1. Deny Kylie Duncan's application; 2. Suspend Eliot Eichbauer's license until April 1, 2019; and 3. Revoke the licenses of Clare Bachman, Terry Couch and William Drew Magwire.

Explanation of Situation Requiring Action:

1. Kylie Duncan 16-PPC-05

While enrolled in her education courses at Ft. Hays State University Kylie Duncan entered a diversion agreement after having been charged with misdemeanor theft for stealing from Kohl's. While those charges were pending, and during the semester she was student teaching, she was convicted of misdemeanor theft for stealing from Von Maur. Duncan then applied for an initial teaching license. While her application was pending, she engaged in drug-related misconduct. Duncan received notice of her scheduled hearing before the Professional Practices Commission and she failed to appear. After considering the matter, the Commission voted 7 – 0 to recommend to the State Board that Duncan's application should be denied.

2. Eliot Eichbauer 16-PPC-41

While holding a Kansas teaching license and while employed as an educator, Eliot Eichbauer was convicted of misdemeanor possession of marijuana. KSDE filed a complaint and it was delivered to Eichbauer. He did not request a hearing or file an answer. The Professional Practices Commission considered the matter and voted 7 – 0 to recommend the State Board suspend Eichbauer's license until April 1, 2019.

3. Clare Bachman 16-PPC-34

While holding a Kansas teaching license, Clare Bachman was convicted of six counts of misdemeanor theft. KSDE filed a complaint and it was delivered to Bachman. She did not request a hearing or file an answer. The Professional Practices Commission considered the matter and voted 7 – 0 to recommend the State Board revoke Bachman's license.

(continued)

4. Terry Couch 16-PPC-42 (voluntary surrender)

While holding a Kansas teaching license, Terry Couch was convicted of aggravated indecent solicitation of a child. As a result, Couch submitted a voluntary surrender of his teaching license for revocation by the State Board. The Professional Practices Commission considered the matter and voted 7 – 0 to recommend the State Board accept Couch's voluntary surrender and revoke his license.

5. William Drew Magwire 17-PPC-07 (voluntary surrender)

William Drew Magwire holds a Kansas teaching license. In a letter dated Feb. 10, 2017, Magwire submitted a voluntary surrender of his teaching license for revocation by the State Board because of misconduct he believed could lead to the revocation of his license. The Professional Practices Commission considered the matter and voted 6 – 0 to recommend the State Board accept Magwire's voluntary surrender and revoke his license.

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the Application
of Kylie Duncan

16-PPC-05
OAH No. 16-ED-0025

INITIAL ORDER

The above-captioned case comes before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the complaint and amended complaint seeking denial of Kylie Duncan's application for an initial teaching license.

The Commission reviewed this matter on February 3, 2017. Appearing for the Commission were Vice-Chairman Dorsey Burgess, and members Justin Henry, Vici Jennings, John McKinney, Sylvia Ramirez, Ginger Riddle, and Maret Schrader.

Kelli Broers appeared as counsel for KSDE.

Kylie Duncan did not appear.

FINDINGS OF FACT

1. Kylie Duncan applied for an Initial License on July 27, 2015.

2. Duncan was a student at Fort Hays State University during the 2014 – 2015 school year. During Fall 2014, she was enrolled in "Internship 3" and "Correction of Reading Disabilities Internship." Both courses required Duncan to work under supervision with children as an educator. Duncan completed student teaching Spring 2015.

3. On October 8, 2014, Duncan stole from Kohl's clothing, shoes, underwear, a candle, and a trick or treat box, all valued at $169.96. As a result, Duncan was charged with misdemeanor theft in the Municipal Court of the City of Derby. Duncan disclosed this theft on her application and provided supporting documents.

4. Duncan entered a diversion agreement for the Derby, Kansas, charge, which was successfully completed on or about March 19, 2016.

5. On January 15, 2015, Duncan again stole an item from a retail store. More specifically, she stole a headband from Von Maur valued at $12.00. As a result, she was charged with misdemeanor theft in the Municipal Court of the City of Wichita. Duncan also disclosed this theft on her application and provided the supporting documents.

6. Duncan entered a plea of no contest and was found guilty on the Wichita, Kansas, charges. She was also placed on 12-months non-reporting probation, which terminated on or about April 24, 2016.

7. KSDE filed a complaint pursuant to K.A.R. 91-22-5a on February 17, 2016, requesting the Kansas State Board of Education (State Board) deny Duncan's application because of her theft-related misconduct. Duncan received it and requested a hearing. She did not file an answer.

8. On May 25, 2016, Duncan was charged with felony possession of amphetamine and misdemeanor possession of controlled substances[1] for misconduct that occurred on or about January 23, 2016, in Case No. 16CR01493, District Court of Kansas, Sedgwick County.

9. On January 12, 2017, KSDE filed an amended complaint asking the State Board to deny Duncan's application for the theft-related conduct and because she had engaged in drug-related misconduct. Duncan did not file an answer.

10. As of February 3, 2017, Case No. 16CR01493 had not been resolved, though Duncan had indicated to KSDE that she believed she would be entering a diversion agreement in the matter.

11. With few exceptions, Duncan participated in the complaint process. However, she failed to appear for her scheduled hearing on February 3, 2017—a hearing for which the Office of Administrative Hearings mailed notice to her on October 24, 2016. The Commission provided her a grace period and KSDE attempted to call her. It was unable to reach her before the Commission proceeded on the evidence before it.

[1] Sibutramine.

CONCLUSIONS OF LAW

1. In Kansas, teaching and school administration are professions with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. K.S.A. 72-8501.

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

3. By order of the State Board, the Commission shall investigate and conduct hearings pertaining to allegations of misconduct.

4. A party has 20 days to file an Answer upon receipt of a complaint. If no answer is filed, the person is deemed to have admitted the allegations contained in the complaint and to have acquiesced in the proposed action. K.A.R. 91-22-9.

5. The State Board may deny a license for a theft-related conviction and entry into a diversion agreement after having been charged with theft. K.A.R. 91-22-1a(b).

6. The State Board may deny a license for misconduct or other just cause including drug-related misconduct. K.A.R. 91-22-1a(b).

7. The Commission after reviewing the evidence in this matter and considering the applicable law, believes denial of Duncan's application is appropriate.

8. Duncan entered a diversion agreement and was convicted of misdemeanor theft while preparing to pursue a career in education. In the interim—and while her application with KSDE was pending—she engaged in drug-related misconduct. Furthermore, she failed to appear at her hearing and therefore presented no mitigating evidence or evidence of rehabilitation. At this time, Duncan is not suitable to enter the teaching profession.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 7 - 0, that Kylie Duncan's application should be denied.

PROFESSIONAL PRACTICES COMMISSION

Dorsey Burgess, Vice-Chairman
Order signed on February 24, 2017

NOTICE

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

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

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

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

CERTIFICATE OF SERVICE

I hereby certify that on this 27th day of February 2017, I filed a true and correct copy of the above and foregoing with the Secretary for the Kansas State Board of Education and I mailed one copy by certified mail, return receipt requested, to:

Kylie Duncan
524 South First Avenue
Mulvane, Kansas 67110
kylied1229@gmail.com

and via interoffice mail to:

Kelli Broers
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Gwen Kramer
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License
of Clare Bachman

16-PPC-34

INITIAL ORDER

The above-captioned case comes before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the complaint seeking revocation of Clare Bachman's teaching license.

The Commission reviewed this matter on February 3, 2017. Appearing for the Commission were Vice-Chairman Dorsey Burgess, and members Justin Henry, Vici Jennings, John McKinney, Sylvia Ramirez, Ginger Riddle, and Maret Schrader.

Kelli Broers appeared as counsel for KSDE.

Clare Bachman did not appear.

FINDINGS OF FACT

1. Clare Bachman holds a Kansas professional teaching license.

2. On June 13, 2016, Bachman pleaded no contest to and was found guilty of six counts of misdemeanor theft in Case No. 2015 CR 12, in the District Court of Brown County, Kansas. The underlying misconduct included stealing from Wal-Mart: dog food, foam plates, coke, pretzels, Tostitos, roast, chicken, turkey, air filters, crib bumper, potato chips, wrapping paper, bath tissue, kosher pickles, napkins, blankets, Keystone beer, cedar mulch, poinsettia, hanging plants, Santa Bear, pool hose, soak hose, dog biscuits, lumbar chair, bananas, MM's, eggs, gel pillow, pond food, Gatorade, camping chairs, cat food, pet bed, water, kitty litter, mailing envelopes and numerous unidentifiable items.

3. Bachman received a 12-month jail sentence, of which all but eight days was suspended because she was granted a 12-month probation term.

4. KSDE filed a complaint pursuant to K.A.R. 91-22-5a on December 7, 2016. That complaint was placed in the mail, by certified mail, return receipt requested, to Bachman's last known address. It was delivered on December 12, 2016.

5. Bachman did not request a hearing or file an answer to KSDE's complaint.

CONCLUSIONS OF LAW

1. In Kansas, teaching and school administration are considered professions with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. K.S.A. 72-8501.

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

3. By order of the State Board, the Commission shall investigate and conduct hearings pertaining to allegations of misconduct.

4. Mailing notice to a party's last known address is a permissible form of service. A written certificate of service is sufficient to presume service. Furthermore, service by mail is complete upon mailing. See K.S.A. 77-531.

5. A party must request a hearing within 15 days of service of a complaint. K.S.A. 77-542.

6. A party has 20 days to file an Answer upon receipt of a complaint. If no answer is filed, the person is deemed to have admitted the allegations contained in the complaint and to have acquiesced in the proposed action. K.A.R. 91-22-9.

7. The State Board may revoke a license for a theft-related conviction. K.A.R. 91-22-1a(a)(3).

8. The Commission after reviewing the evidence in this matter and considering the applicable law, believes revocation of Bachman's license is appropriate.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 7 - 0, that Clare Bachman's teaching license should be revoked.

This Initial Order is made and entered this February 3, 2017.

PROFESSIONAL PRACTICES COMMISSION

Dorsey Burgess, Vice-Chairman
Order signed on February 24, 2017

NOTICE

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

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

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

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

CERTIFICATE OF SERVICE

I hereby certify that on this 27th day of February 2017, I filed a true and correct copy of the above and foregoing with the Secretary for the Kansas State Board of Education and I mailed one copy by certified mail, return receipt requested, to:

Clare Bachman
71064 635 Blvd.
Humboldt, Nebraska 66423

and via interoffice mail to:

Kelli Broers
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Gwen Kramer
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License
of Eliot Eichbauer

16-PPC-41

INITIAL ORDER

The above-captioned case comes before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the complaint seeking suspension of Eliot Eichbauer's teaching license.

The Commission reviewed this matter on February 3, 2017. Appearing for the Commission were Vice-Chairman Dorsey Burgess, and members Justin Henry, Vici Jennings, John McKinney, Sylvia Ramirez, Ginger Riddle, and Maret Schrader.

Kelli Broers appeared as counsel for KSDE.

Eliot Eichbauer did not appear.

FINDINGS OF FACT

1. Eliot Eichbauer holds a Kansas teaching license.

2. During the 2015 – 2016 school year, Eichbauer was employed as a teacher.

3. On March 25, 2016, Eichbauer was in possession of marijuana and drug paraphernalia including pipes, bongs, a scale, and rolling papers and plates. As a result, he pleaded no contest to and was convicted of misdemeanor possession of marijuana in Case No. 2016 DR 401, in the Municipal Court of the City of Wichita.

4. Eichbauer was granted a 12-month probation term.

5. KSDE filed a complaint pursuant to K.A.R. 91-22-5a on December 2, 2016. That complaint was placed in the mail, by certified mail, return receipt requested, to Eichbauer's last known address. It was delivered on December 21, 2016.

6. Eichbauer did not request a hearing or file an answer to KSDE's complaint.

CONCLUSIONS OF LAW

1. In Kansas, teaching and school administration are considered professions with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. K.S.A. 72-8501.

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

3. By order of the State Board, the Commission shall investigate and conduct hearings pertaining to allegations of misconduct.

4. Mailing notice to a party's last known address is a permissible form of service. A written certificate of service is sufficient to presume service. Furthermore, service by mail is complete upon mailing. See K.S.A. 77-531.

5. A party must request a hearing within 15 days of service of a complaint. K.S.A. 77-542.

6. A party has 20 days to file an Answer upon receipt of a complaint. If no answer is filed, the person is deemed to have admitted the allegations contained in the complaint and to have acquiesced in the proposed action. K.A.R. 91-22-9.

7. The State Board may suspend a license for a drug-related conviction. K.A.R. 91-22-1a(a)(4).

8. The Commission after reviewing the evidence in this matter and considering the applicable law, believes suspension of Eichbauer's license is appropriate.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 7 - 0, that Eliot Eichbauer's teaching license should be suspended until April 1, 2019.

This Initial Order is made and entered this February 3, 2017.

PROFESSIONAL PRACTICES COMMISSION

Dorsey Burgess, Vice-Chairman
Order signed on February 24, 2017

NOTICE

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

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

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

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

CERTIFICATE OF SERVICE

I hereby certify that on this 27th day of February 2017, I filed a true and correct copy of the above and foregoing with the Secretary for the Kansas State Board of Education and I mailed one copy by certified mail, return receipt requested, to:

Eliot Eichbauer
P.O. Box 2464
Wichita, Kansas 67201

and via interoffice mail to:

Kelli Broers
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Gwen Kramer
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the Professional License
of Terry Couch

16-PPC-42

INITIAL ORDER

The above-captioned case comes before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon Terry Couch's submission of a voluntary surrender of his professional teaching license.

The Commission reviewed this matter on February 3, 2017. Appearing for the Commission were Vice-Chairman Dorsey Burgess, and members Justin Henry, Vici Jennings, John McKinney, Sylvia Ramirez, Ginger Riddle, and Maret Schrader.

Kelli Broers appeared as counsel for KSDE.

Terry Couch did not appear.

FINDINGS OF FACT

1. Terry Couch holds a Kansas teaching license.

2. Couch voluntarily surrendered[1] his teaching license as a consequence of his misconduct and subsequent criminal conviction for Aggravated Indecent Solicitation of a Child in violation of K.S.A. 21-5508(b) in the District Court, Sedgwick County, Kansas, Case No. 2016 CR 525.

3. The basis for Couch's plea and conviction was his inappropriate conduct with a student under the age of 14. The conduct was sexual in nature.

[1] The voluntary surrender is attached.

CONCLUSIONS OF LAW

1. Under Kansas law, teaching and school administration are considered to be professions with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. K.S.A. 72-8501. An educator is in a position of public trust.

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

3. A member of the teaching or school administration profession may voluntarily surrender his license to the Commission. The Commission shall investigate the surrender and make a recommendation to the Kansas State Board of Education (State Board) for disposition of the license. K.A.R. 91-22-5a(e).

4. Under these circumstances, notice of the possible revocation of Couch's license and the opportunity for him to have a hearing are not required to revoke his license. See K.A.R. 91-22-1a(h) (Before a license is revoked for any act described in K.A.R. 91-22-1a(a), the person shall be given notice and an opportunity for a hearing).

5. After reviewing Couch's voluntary surrender, the Commission finds he is no longer fit to teach and is no longer suitable to be placed in a position of public trust as an educator.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 7 - 0, that Terry Couch's voluntary surrender of his license be accepted and his professional teaching license and any associated endorsements should be revoked.

This Initial Order is made and entered this February 3, 2017.

PROFESSIONAL PRACTICES COMMISSION

Dorsey Burgess, Vice-Chairman
Order signed on 2-24-, 2017

NOTICE

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

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

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

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

CERTIFICATE OF SERVICE

I hereby certify that on this 27th day of February 2017, I filed a true and correct copy of the above and foregoing with the Secretary for the Kansas State Board of Education and I mailed one copy by US mail to:

Terry Couch
3801 13th Street, Apt. 203
Wichita, Kansas 67203

and

Kurt Kerns
328 North Main Street
Wichita, Kansas 67202
Attorney for Respondent

and via interoffice mail to:

Kelli Broers
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Gwen Kramer
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License
of Terry Couch

16-PPC-42

VOLUNTARY SURRENDER

I, Terry Couch, hereby acknowledge that in the District Court, Sedgwick County, Kansas, Case No. 2016 CR 525, I pleaded no contest to and was convicted of Aggravated Indecent Solicitation of a Child in violation of K.S.A. 21-5508(b). My plea and conviction are based on my inappropriate conduct with a student under the age of 14. The conduct was sexual in nature.

I now surrender my teaching license (No. 1684473993) and any associated endorsements to the Kansas State Board of Education (State Board) for revocation as a consequence of my misconduct and conviction in Case No. 2016 CR 525. I understand the Professional Practices Commission (Commission) and the State Board will review all relevant information in this case. I waive any right to a hearing I may have had in this matter. I waive any objection to or contestation of findings made by the Commission or the State Board related to this surrender, including any right to appeal the matter to district court.

I acknowledge and understand that notice of my license revocation will be provided to all Kansas local education agencies and to the agency responsible for issuing educator licenses/certificates in each of the other states.

Terry Couch
Signature

Terry Couch
(Printed or typed name)

3801 18th St. Apt. 203
(Street address)

Wichita 67203
(City) (Zip)

VERIFICATION

STATE OF Kansas
COUNTY OF Sedgwick ss:

BE IT REMEMBERED that on this 6th day of January, 2017, before me, the undersigned, a notary public in and for the county and state aforesaid, came Terry Couch, who is personally known to me to be the same person who executed the within instrument and such person duly acknowledged the execution of the same.

IN TESTIMONY WHEREOF, I have set my hand and affixed my official seal the day and year last above written.

Notary Public

My appointment expires:

April 27, 2020

ADAM JENSEN NOTARY PUBLIC STATE OF KANSAS MY APPT. EXPIRES 4-27-20

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License
of William Drew Magwire

17-PPC-07

INITIAL ORDER

The above-captioned case comes before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon Drew Magwire's submission of a voluntary surrender of his teaching license.

The Commission reviewed this matter on March 3, 2017. Appearing for the Commission were Chairman Linda Sieck and members Dorsey Burgess, John McKinney, Sylvia Ramirez, Maret Schrader, and Jessica Snider. Kelli Broers appeared as counsel for KSDE. Magwire did not appear.

FINDINGS OF FACT

1. William Drew Magwire holds a Kansas teaching license.

2. Magwire voluntarily surrendered[1] his teaching license as a consequence of misconduct he believes could have led to the revocation of his license.

3. At this time, there is no evidence Magwire's misconduct resulted in criminal charges or conviction.

4. Magwire has agreed not seek reinstatement of his license in the future.

[1] The voluntary surrender is attached hereto.

CONCLUSIONS OF LAW

1. A member of the teaching or school administration profession may voluntarily surrender his license to the Commission. The Commission shall investigate the surrender and make a recommendation to the Kansas State Board of Education (State Board) for disposition of the license. K.A.R. 91-22-5a(e).

2. Under these circumstances, notice of the possible revocation of Magwire's license and the opportunity for him to have a hearing are not required to revoke his license. See K.A.R. 91-22-1a(h) (Before a license is revoked for any act described in K.A.R. 91-22-1a(a), the person shall be given notice and an opportunity for a hearing).

THEREFORE the Professional Practices Commission recommends to the State Board by a vote of 6 – 0 that William Drew Magwire's voluntary surrender of his license be accepted and his teaching license be revoked immediately.

This Initial Order is made and entered this March 3, 2017.

PROFESSIONAL PRACTICES COMMISSION

Linda Sieck, Chairperson
Order signed on March 10, 2017.

NOTICE

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

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

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

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

CERTIFICATE OF SERVICE

I hereby certify that on this 13th day of March 2017, I filed a true and correct copy of the above and foregoing with the Secretary for the Kansas State Board of Education and I mailed one copy by certified mail, return receipt requested, to:

William Drew Magwire
5514 Stearns Street
Shawnee, Kansas 66203

and via interoffice mail to:

Kelli Broers
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Gwen Kramer
Secretary, Professional Practices Commission

EXHIBIT B

February 10, 2017

Kansas State Department of Education
Attn: Office of General Counsel
Landon State Office Building
900 SW Jackson Street, Suite 102
Topeka, KS 66612

Re: Voluntary Surrender of License (Educator ID 4562855118)

To Whom It May Concern:

I hereby voluntarily surrender all teaching licenses that I hold due to the fact that I have engaged in conduct which I acknowledge may lead to revocation of my license(s) under Kan. Stat. Ann. § 72-1383. I request that my license immediately be revoked on these grounds. I will not seek reinstatement of my license at any point in the future.

Sincerely,

Drew Magwire

cc: Dr. Jim Hinson
Superintendent, Unified School District No. 512

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

Staff Initiating:	Director:	Commissioner:	Meeting Date: 4/18/2017
Kelli Broers	Scott Gordon	Randy Watson	

Item Title:

Act on the Consent Agreement and Order regarding Behind the Wheel Defensive Driving School

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the Consent Agreement and Order entered In the Matter of: Kurt Winterhalter d/b/a Behind the Wheel Defensive Driving School, and subsequently deny Mr. Winterhalter's 2016 application.

Explanation of Situation Requiring Action:

On behalf of the State Board, KSDE is responsible for regulating and licensing Kansas commercial driving schools. After the Kansas Department of Revenue raised concerns regarding Kurt Winterhalter's commercial driving school, Behind the Wheel Defensive Driving School, KSDE notified him of its intent to refuse to renew his licenses. Winterhalter, who is represented by counsel, requested a hearing and the matter culminated in a two-day hearing before a panel including an Administrative Law Judge and two KSDE staff members.

After the hearing, the parties reached a consent agreement and order (order). The panel reviewed the order and endorsed it as its recommendation. The State Board must review the order and issue a final order of its own after considering the matter. The parties request the State Board enter a final order adopting the order as its own.

A term of the order includes, "the parties agree to request the State Board deny licensee's 2016 applications." (Order, paragraph 31). If the State Board adopts the order, the parties now request that it then separately move to deny licensee's 2016 applications.

By way of information, Winterhalter has submitted a 2017 application and it will be reviewed by staff to determine if it meets: 1) The criteria that must be met by all individuals applying for licensure and 2) The terms of the consent order, assuming the State Board adopts it.

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION

In the Matter of:
Kurt Winterhalter
d/b/a Behind the Wheel
Defensive Driving School

OAH No. 16-ED0026- DS

CONSENT AGREEMENT AND ORDER

COMES NOW on this 2nd day of March, 2017, the Kansas State Department of Education (KSDE), by and through Kelli M. Broers, Assistant General Counsel, and Kurt Winterhalter d/b/a Behind the Wheel Defensive Driving School (licensee or Behind the Wheel) by and through Joseph A. Schremmer of Depew Gillen Rathbun & McInteer, LC, and move the Committee in this matter to recommend to the Kansas State Board of Education (State Board) the approval of this proposed Consent Agreement and Order affecting licensee's license to operate a commercial driving school in the State of Kansas. The parties stipulate and agree to the following.

1. The State Board is responsible for regulating and licensing Kansas commercial driving schools. K.S.A. 8-274. It has authority to adopt rules and regulations, standards for eligibility, conduct, and operation, and any other reasonable rules and regulations to carry out its responsibility. K.S.A. 8-278. The State Board also may cancel, suspend, revoke, or refuse to renew any driver's training school or driver's training instructor license when: a licensee fails to keep the records required, permits fraud or engages in fraudulent practices either with reference to the applicant or the state board, or induces or countenances fraud or fraudulent practices on the part of any applicant for a driver's license or permit, or whenever the licensee fails to comply with any provision of this act or any of the rules and regulations of the State Board made pursuant thereto. K.S.A. 8-279.

2. The State Board has adopted regulations pertaining to driving schools. They are found at K.A.R. 91-7-1 *et seq*. KSDE manages the day-to-day regulation and licensing of commercial driving schools on behalf of the State Board by distributing renewal materials, reviewing new and renewal applications for licensure—including curriculum and course outlines submitted by licensees or applicants, providing training to licensees, providing guidance to licensees, establishing binding rules, and generally supporting Kansas commercial driving schools.

3. Kurt Winterhalter has been a licensed driving instructor in Kansas since 1987. In 1996, Mr. Winterhalter began Behind the Wheel Defensive Driving School as a commercial training school. Behind the Wheel obtained a license from the State Board to operate as a commercial drivers' training school, and has maintained its license ever since without suspension or revocation of any kind.

4. Mr. Winterhalter owns and operates Behind the Wheel as a sole proprietorship. Behind the Wheel engages Kurt Winterhalter's wife, Judy Winterhalter, to perform administrative and clerical services for the school.

5. Kurt Winterhalter's brother, Kent Winterhalter, obtained a driving instructor's license and began teaching behind-the-wheel lessons for Behind the Wheel as an independent contractor in approximately 2006. Behind the Wheel paid Kent an hourly rate for each hour of in-car instruction he gave. Kent periodically taught classroom sessions as a substitute teacher for Kurt. In 2014, Kent began teaching classroom sessions regularly. Kent has maintained his license continuously since 2006.

6. Prior to 2014, Behind the Wheel's primary clientele were non-English-speaking students from the Wichita metro area, and, to a lesser extent, Wichita-area teens. Starting in early 2014, Behind the Wheel began to take on adult students from western Kansas who had little to no

English language literacy. Behind the Wheel believed many of these non-English-speaking students generally could not understand English sufficiently well to pass the Kansas Department of Revenue's (KDOR) Division of Motor Vehicles (DMV) written test or driving test (road test). Behind the Wheel perceived a lack of schools in western Kansas willing to enroll these students.

7. In May 2014, KDOR adopted the Drivers Training School Portal (Portal). The Portal is a KDOR website through which commercial driving schools enter their students and receive the DE-99 forms to furnish to those students. There are three types of DE-99 forms: (1) an instructor's permit, which allows the instructor to instruct the student in car, (2) a student's permit, which is printed on the same page below the instructor's permit and allows the student to practice driving under appropriate supervision, and (3) a completion certificate, which signifies the student has successfully completed the entire course of eight hours of classroom instruction and six hours of behind-the-wheel training.

8. There is no statutory or regulatory procedure for when and how commercial driving schools are to provide DE-99 permits, which allow students to practice driving under appropriate supervision. However, KSDE's guidance to commercial driving schools has been that DE-99 permits must only be provided to students after the completion of the eight hours of classroom instruction. Behind the Wheel follows this practice, with exception. More specifically, Behind the Wheel's practice is to print all three DE-99 forms from the Portal for each student shortly after enrollment, and to present students with the DE-99 permit upon completion of a written or oral test with 80% accuracy or better. Behind the Wheel presents students with the DE-99 completion certificate upon completion of eight hours of classroom and six hours of behind-the-wheel instruction, if the student demonstrated the ability to pass a DMV-administered road test.

9. The DMV typically waives the required written test and road test for driver's license applicants who present a DE-99 completion certificate from a licensed driving school. However, beginning in mid-to-late 2014, Western Region DMV offices, began requiring road tests of Behind the Wheel students who presented completion certificates.

10. Behind the Wheel's student records show Maria Moreno enrolled on August 23, 2014, and attended two classroom sessions of four hours each on August 31, 2014, and September 7, 2014. Behind the Wheel's enrollment form reflects Ms. Moreno paid $150.00 on August 23, 2014. However, on February 23, 2016, two KDOR agents interviewed Ms. Moreno. Ms. Moreno told the agents a third party[1] transported her and three other individuals from western Kansas to Behind the Wheel for enrollment, but unlike the other three individuals she never entered the classroom or received any instruction. Despite not having provided Ms. Moreno any instruction, Behind the Wheel provided her a DE-99 permit. Ms. Moreno said she paid $220 to Behind the Wheel. Providing Ms. Moreno a DE-99 permit without providing her eight hours of classroom instruction violates KSDE guidance and Behind the Wheel's practice regarding DE-99 permit distribution.

11. DMV manager Angela Childers testified that on February 10, 2015, a former Behind the Wheel student named Mohamoud Sharif Jama Knaan visited the Twin Lakes DMV office in Wichita, Kansas. She stated that Mr. Knaan, who had previously completed Behind the Wheel's driving school and obtained a drivers' license in October 2014, asked the DMV for a permit to practice driving stating, he could not drive, he had never driven, and he had not been taught how to drive. Behind the Wheel's student records show an enrollment form signed by Mr. Knaan, daily sign-in sheets signed by Mr. Knaan showing the dates he attended classes, and a

[1] Behind the Wheel testified it paid drivers to bring interested students without means of transportation from western Kansas to the school in Wichita, Kansas, in addition to reimbursing transportation costs.

written test completed and signed by Mr. Knaan. Behind the Wheel's records indicate Mr. Knaan completed the eight hours of classroom instruction as well as the six hours of behind-the-wheel instruction required by Behind the Wheel prior to the issuance of a DE-99 completion form.

12. In or about May or June 2015, a former Behind the Wheel student, Can Nguyen, presented a DE-99 completion certificate from the school to the Garden City DMV. The DMV road tested Mr. Nguyen, failed him, and retained his completion certificate. DMV staff testified retention of a DE-99 completion certificate was standard operating procedure when an individual fails the road test. On June 27, 2015, Mr. Nguyen sought additional behind-the-wheel instruction from Behind the Wheel. Licensee provided further instruction and, upon confirming that Mr. Nguyen was competent to pass a DMV road test, presented him with a letter in lieu of a completion certificate bearing the date of June 27, 2015. The letter represented to the DMV that Mr. Nguyen had lost his DE-99 completion form. This was false. Licensee advised Mr. Nguyen to return to the Garden City DMV with the letter. Mr. Nguyen, however, took the letter to a Wichita-area DMV, where he obtained a drivers' license without a road test. Licensee testified he did not know, and had no reason to know, the Garden City DMV had retained Mr. Nguyen's original completion certificate.

13. Additionally, Julie Earnest, the former KDOR Driver's License Manager for the entire state and current Eastern Kansas Regional Manager, testified that upon requiring road tests of Behind the Wheel applicants, DMV staff observed a number of those holding Behind the Wheel DE-99 permits or completion certificates could not successfully pass the road test. Examples of issues included but were not limited to applicants who appeared wholly unfamiliar with vehicle nomenclature, hit a tree during the road test, failed to abide by posted speed limits, lacked control when turning, failed to control the brake adequately, drove over the curb, exhibited poor control

of acceleration, failed to check for traffic when changing lanes, did not know how to yield at a solid green light with arrow, veered towards oncoming traffic, failed to yield when making a left turn, and could not start vehicle or remove keys from the ignition, upon instruction from the driver's license examiner.

14. Licensee submitted Behind the Wheel's Driving Training School Report 2012 to KSDE, listing each of the students enrolled in the school during 2012. KDOR employee Julie Earnest testified that the 2012 report did not match KDOR records for calendar year 2012.

15. Licensee submitted Behind the Wheel's Driving Training School Report 2013 to KSDE, listing each of the students enrolled in the school during 2013. Julie Earnest testified the 2013 report did not match the number reported to KDOR during the calendar year 2013.

16. On January 29, 2015, Licensee submitted Behind the Wheel's Driving Training School Report 2014 to KSDE, listing each of the students enrolled in the school during 2014. The 2014 Report failed to list all students who were entered in the Portal during the calendar year 2014.

17. Licensee submitted Behind the Wheel's Driving Training School Report 2015 to KSDE, listing each of the students enrolled in the school during 2015. The 2015 report did not match the number reported to KDOR during the calendar year 2015, even though the names listed on the report came directly from the KDOR Portal.

18. On July 27, 2015, KSDE completed its annual audit of Behind the Wheel for the year 2014, which showed compliance with KSDE regulations. KSDE did not have access to KDOR records when conducting this audit.

19. In or about October 2015, the Kansas Department of Revenue instructed Agent Simmons, as the lead investigator, to commence a criminal investigation of Behind the Wheel to determine whether the school had defrauded students.

20. On October 15, 2015, Behind the Wheel timely and duly submitted its application for renewal of its license and the licenses of Kurt Winterhalter and Kent Winterhalter for 2016 to KSDE. The application required a driving school to submit its curriculum and course outline for State Board review and approval. Behind the Wheel uses foreign-language materials to instruct its limited or non-English speaking students. At no time prior to commencement of this action did Behind the Wheel submit any of its foreign-language materials to the State Board or KSDE for review and approval.

21. Additionally, in its renewal applications for the years 2010 through 2016, Behind the Wheel represented to KSDE and the State Board that students are subjected to a written examination at the completion of classroom instruction. KSDE staff member, Joan Peterson, testified KSDE does not recommend for renewal any school that fails to 1) test students over the Kansas Driving Handbook by written examination at the completion of classroom instruction; and 2) require students pass the written examination with a score of 80%, but that this guidance is not written. KDOR's investigation revealed that despite Behind the Wheel's representations to the State Board and KSDE, some former students stated to KDOR investigators that they received an oral examination, no examination at all, or that they weren't aware of their score on the examination.

22. On January 26, 2016, KSDE notified Behind the Wheel of the State Board's intent not to renew the school's license for 2016. The letter set forth three grounds for non-renewal:

A. Violation of K.S.A. 8-279(b) by failing to keep required records;

B. Violation of K.S.A. 8-279(c) by permitting fraud or engaging in fraudulent practices either with reference to the applicant or the State Board, or inducing or countenancing fraud or fraudulent practices on the part of any applicant for a driver's license or permit; and

C. Violation of K.S.A. 8-279(d) by failing to comply with the provisions of the relevant act or any of the rules and regulations of the State Board.

23. Behind the Wheel thereafter timely requested a hearing to contest denial of the school's license.

24. On April 8, 2016, Agent Simmons, a KDOR investigator, produced an Executive Summary of his investigation of Behind the Wheel. Agent Simmons concluded that the evidence did not support criminal charges. Agent Simmons' report focused on interviews of 30 former Behind the Wheel students, most of whom were from western Kansas, had varying degrees of English fluency, and had not completed Behind the Wheel's entire program.

25. On August 3, 2016, KSDE completed its annual audit of Behind the Wheel for the year 2015, which showed substantial compliance with KSDE regulations. KSDE did not have access to KDOR records when conducting this audit.

26. On August 5, 2016, KSDE filed an Amended Complaint in this matter adding as a basis for denial of license renewal the allegation that Behind the Wheel had used unlicensed driving instructors. KSDE withdrew its Amended Complaint and this basis for non-renewal on November 15, 2016.

27. K.A.R. 91-7-3 provides a list of records commercial driving schools must maintain. Specifically, it provides in part:

> "(a) Types of records. Every school shall maintain the following records: (1) The name, address, and contract number with respect to every person receiving lessons, lectures, tutoring, or any other services relating to instructions in the operation of motor vehicles;
>
> "(2) The date, type, and duration of all lessons, lectures, tutoring, instructions, or other services relating to instruction in the operation of motor vehicles, including the name of the instructor giving the instruction; and

"(3) The original contract entered into between the drivers' training school and every person receiving lessons, lectures, tutoring, instructions, or other services relating to instruction in the operation of motor vehicles.

"(4) A copy of a receipt for any moneys paid to the drivers' training school by a student. The receipt form shall contain: (A) the licensed name of the school; (B) the name of the student; (C) the date of payment; (D) the amount of payment; (E) the signature of the student; and (F) the signature of the person receiving the payment from the student."

28. Behind the Wheel admits it failed to maintain records pursuant to K.A.R. 91-7-3 Behind the Wheel agrees it failed to properly report all students enrolled in its school to KSDE or the State Board, and that the student records it maintained for Maria Moreno were inconsistent with Ms. Moreno's statements to KDOR investigators. Furthermore, Behind the Wheel had an obligation to record the, "type . . . of all lessons, lectures, tutoring, instructions or other services" it provided to students. K.A.R. 91-7-3.

29. Regarding the alleged violation of K.S.A. 8-279, permitting or engaging in fraudulent practices with reference to the State Board, Behind the Wheel represented to KSDE and the State Board that it always administered a written examination to all students completing eight hours of classroom instruction. This was false. Behind the Wheel also failed to ensure it only distributed DE-99 permits to individuals who had completed all eight hours of classroom instruction. Additionally, Behind the Wheel failed to supply KSDE and the State Board with accurate copies of all its curriculum. The State Board, and therefore KSDE, is well within its statutory authority to require applicants to supply all curriculum and course outlines for review and approval prior to the issuance of a commercial driving school license. Despite these facts, the parties agree Behind the Wheel did not intend to defraud KSDE or the State Board and therefore there has not been a violation of K.S.A. 8-279.

30. Regarding the alleged violation of K.S.A. 8-279, permitting or engaging in fraudulent practices with reference to any applicant for a driver's license or permit, Behind the Wheel primarily serves individuals with limited to no English literacy. Behind the Wheel must ensure its students understand fully what it is they are paying for and ensure they receive those services. For example, Maria Moreno was provided a DE-99 permit even though she told KDOR investigators she did not complete any classroom instruction, which would not follow KSDE guidance or Behind the Wheel's own practices. In the case of Mr. Mohamoud Sharif Jama Knaan, he represented to DMV staff that he had never been taught to drive, nor could he drive. But Behind the Wheel records reflect he was indeed a student of the school, took a written test, and completed the entire program. Additionally, Behind the Wheel provided a letter to Can Ngyuen that misstated the circumstances related to his missing DE-99 permit. However, the parties agree Behind the Wheel did not intend to permit or engage in fraudulent practices with reference to any applicant for a driver's license or permit and therefore there has not been a violation of K.S.A. 8-279.

31. The expiration of licensee's 2015 licenses was tolled by this action and the licenses have been valid to date. The parties agree to request the State Board deny licensee's 2016 applications.

32. KSDE will recommend the State Board grant Licensee's application for a 2017 license contingent upon Licensee submitting an application for renewal, and the following safeguards being put into place and, where appropriate[2], implemented prior to recommending approval and presentation to the State Board for issuance:

[2] Prior to KSDE recommending the State Board grant Licensee's 2017 application, Licensee shall submit to KSDE all materials listed in paragraph 32.(c)(vi) and the written procedure described in paragraph 32.(c)(vii). Prior to accepting any student without English fluency, but not as a prerequisite to obtaining a 2017 License, Licensee shall have a written test translated into a language the student is fluent in according to paragraph 32.(c)(iii) and (v).

a. Licensee will submit to KSDE quarterly the Driver Training School Report, which is traditionally submitted on an annual basis.

b. Licensee will submit to KSDE quarterly a printout from the KDOR Portal evidencing students uploaded to that portal during the preceding quarter.

c. Licensee agrees to the following concerning its classroom instructional materials:

i. Licensee will administer a written test over the contents of the Kansas Driving Handbook[3] to all its students;
ii. Such test will be administered to students without English fluency in a language in which such student is fluent;
iii. Licensee is responsible for translating the test into languages other than English and is responsible for all costs associated with translating the test;
iv. Translations of the tests should be completed by an individual qualified to do such work and an affidavit should accompany each translation;
v. Prior to use, licensee shall provide to KSDE for review and approval all tests he will administer including any test translated into languages other than English;
vi. Licensee will provide all classroom instructional materials and curriculum to KSDE including all foreign language curriculum and keys to any tests administered to students, prior to such being used by licensee; and
vii. Licensee will develop and provide to the KSDE a written procedure to determine whether newly enrolled students without English fluency require special assistance such as a translator or interpreter, or a written test translated into a language the student can read. This policy shall be provided to KSDE before Licensee accepts any new students.

33. Licensee acknowledges the State Board's issuance of a license does not preclude KDOR from examining graduates of any commercial driving school, including his own.

34. Licensee will modify its written contact with students to include the following in bold text: "All students of this driving school are hereby notified that upon application for a driver's permit or license, the Kansas Department of Revenue's Division of Motor Vehicles may

[3] KDOR publishes the Kansas Driving Handbook. The current edition was published November 2016. Behind the Wheel will update and submit to KSDE its tests within 60 days of KDOR publishing a new edition of the Kansas Driving Handbook if a new edition makes a material change bearing on a topic covered in the test that renders either a question or an answer on the test inaccurate or confusing. KSDE has an approved English-language Kansas Driving Handbook test that Behind the Wheel may choose to use.

administer a written or driven examination. Successful completion of this course or the issuance of a DE-99 does not guarantee the State of Kansas will issue to anyone a driver's permit or license."

35. The terms of this Consent Order shall extend to December 31, 2019, after which date Behind the Wheel may freely operate its school in accordance with applicable law and regulations without regard to the provisions of this Consent Order.

36. Licensee agrees to waive any and all future causes of action against KSDE or the State Board including any and all of its subordinate agencies and boards, and all its officers, officials, agents, and employees, arising or which could arise out of the facts of this case including its[4] investigation and any conduct of such persons or entities taken as a result of such investigation, whether for damages or other relief, and including all claims federal or state, and licensee hereby releases them from all such liability.

37. Licensee agrees he will not appeal any order or ruling made in the above-captioned case if the State Board adopts this Agreement.

38. Nothing herein shall be legally binding or have any effect on the position of the parties on any matter other than renewal of licensee's license.

39. The terms and conditions of the Consent Order are entered into between the undersigned parties and are submitted for the purpose of allowing these terms and conditions to become 1) The recommendation of the hearing panel; and 2) A Final Order of the State Board.

40. The parties acknowledge this Agreement is subject to State Board's approval, modification, or rejection. Licensee understands and agrees this Agreement or any other recommendation otherwise discussed between the parties are not binding on the State Board unless and until adopted as an order of the State Board.

[4] KSDE or the State Board

IT IS THEREFORE ORDERED that the Consent Agreement and Order contained herein is adopted by the Committee as findings of fact, conclusions of law, and as an Initial Order of the Committee.

Dated this 2nd day of March, 2017.

For the Hearing Panel

Approved by:

Kelli M. Broers

Kelli M. Broers, #23906
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Approved by:

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Attorneys for licensee Kurt Winterhalter
d/b/a Behind the Wheel Defensive Driving School

CERTIFICATE OF SERVICE

On March 3, 2017, I mailed a copy of this document to:

Kurt Winterhalter
d/b/a Behind the Wheel Defensive Driving School
800 S. Broadway, Ste. 700
Wichita, KS 67211

Randall Rathbun
Joseph A. Schremmer
DEPEW GILLEN RATHBUN & MCINTEER LLC
8301 E. 21st St. N., Ste. 450
Wichita, KS 67206-2936

and served electronically via the OAH's e-filing system to:

Kelli M. Broers, Attorney
Kansas State Department of Education
900 SW Jackson, Ste. 102
Topeka, KS 66612
Telephone: 785-296-3204

Kemyach

Staff Person
Office of Administrative Hearings
1020 S. Kansas Avenue
Topeka, KS 66612
Telephone: 785-296-2433

Agenda Number: 12

Meeting Date: 4/18/2017

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: Jay Scott

Subject: Information on Kansas Career Technical Education Scholar Program

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

This will be an informational presentation on the new Kansas Career Technical Education Scholar program, the first-ever state CTE student recognition program. KSDE staff will share with State Board members an overview of the program along with unveiling the inaugural class list of Kansas CTE Scholars. The students identified as Kansas CTE Scholars achieved in all five skill areas the State Board uses to define a successful Kansas high school graduate -- academic, cognitive, technical, employability and civic engagement. These students also exhibited leadership and a vision for their future. A summary of the program elements is provided.

2017 Kansas CTE Scholar
OVERVIEW

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

OVERVIEW:

Local school staff will determine whether a student has successfully met the Kansas CTE Scholar criteria explained below, and submit the submission form and documentation by MARCH 15. (See page 2 for additional information.)

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

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

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

CRITERIA

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

- Senior level status
- Have earned or presently enrolled in 3.0 or more CTE credits.
- Documentation of technical skill attainment
- CTE GPA of 3.5 or better in CTE coursework
- Demonstrated leadership
- Community Engagement
- Professional Learning Experiences
- Career Vision Summary Statement

Further explanation of criteria can be found below:

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

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

Technical Skill Attainment — Technical skills must be documented to illustrate attainment. A ***minimum of one*** of the following must be earned and verified:

- Earn a passing score on a third party, end of Pathway assessment; or
- Earn an industry-recognized certification; or
- Receive an exemplary CTSO contest medal or placement at the state or national level; or
- Complete an application level course with 80 percent competency achievement or passing grade with industry validation

CTE Course GPA — A CTE GPA in CTE courses above the introduction level must be 3.5 or higher to qualify for CTE Scholar recognition. CTE courses are identified by the KCCMS code and are limited to those found on a Pathway design sheet. The Pathway isn't required to be locally offered.

Leadership — Leadership can be community, school or business activities and/or offices held, such as in CTSO work. A typed letter of reference is required from a person who can verify the leadership took place. The letter must be from a nonrelative and explain the leadership observed. It should be addressed to KSDE, as it will be forwarded if CTE Scholar status is achieved.

Community Engagement — Demonstrating concern for community is important for a well-rounded CTE Scholar. Volunteering, service learning, community project or CTSO activities are all examples. However, the candidate must have been the leader to count it toward the minimum total hours.

A minimum of 25 hours of community engagement is required of the CTE Scholar candidate. It can be cumulative over the candidate's high school years. This can be more than one event, location or agency/organization. Verification of hours is required by a supervisor or supervisors.

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

December 2016

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

An outline of professional learning experiences with employability skills gained from it must be compiled. It should be titled "My Professional Learning Experiences Outline" with the candidate's name beneath it.

A maximum of 175 words is allowed for the outline. This will be forwarded to KSDE if CTE scholar status is achieved.

Career Vision Summary Statement — A summary of the candidate's personal career vision and achievement plans is required. If a candidate has CTE courses that fall outside one Pathway, this is an opportunity to explain how this allowance helps them meet their career vision. This document should be titled "My Career Vision" with the candidate's name beneath it.

A maximum of 175 words is allowed. This will be forwarded to KSDE if CTE scholar status is achieved.

KANSAS CTE SCHOLAR SUBMISSION FORM:

A submission form is to be completed and submitted to KSDE with indicated documentation prior to midnight on the deadline date. This equals a maximum of five pages.

The local administrator (or their designee) should complete the verification and submission.

Submission form with documentation is to be *emailed as one document under the subject line* "2017 CTE Scholar Submission — USD# — first initial, then last name."

Each candidate should be *submitted in a separate email* to allow for tracking and expedited processing. A *received response will be sent*.

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

RECOGNITION**:

KSDE recognition will include:

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

Locally, additional recognition is encouraged. Examples include:

- Graduation recognition cords

Commemorative Pin Design

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

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

Contacts:

CTE Scholar criteria:
Gayla Randel, Lead Consultant
grandel@ksde.org
785-296-4912

Submission process:
Tiffany Hoffman, Senior Administrative Assistant
thoffman@ksde.org
785-296-0979

December 2016

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Agenda Number: 13

Meeting Date: 4/18/2017

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: Denise Kahler

Subject: Presentation on student digital citizenship in schools

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

In this age of social media when anyone can post news and images with a single click of a button, student digital citizenship has never been more critical.

Kristen Magette, communications director for USD 491 Eudora and author of *Embracing Social Media: A Practical Guide to Manage Risk and Leverage Opportunity,* will share how schools are teaching students about the importance of proper use of social media and the dangers of improper use.

Agenda Number: 14

Meeting Date: 4/18/2017

Kansas State Department of Education

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

(785) 296-3201
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www.ksde.org

To: Commissioner Randy Watson

From: Coalition of Innovative School Districts

Subject: Biannual Report

Board Goals: Governmental Responsibility

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

Current Coalition members are:

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

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15

Meeting Date: 4/18/2017

Item Title:

Act on renewal of one-year Coalition of Innovative School Districts Specialized Certificates

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education approve the recommendations of the Coalition of Innovative School Districts for renewal of Specialized Certificates in USD 500 Kansas City Kansas Public Schools.

Explanation of Situation Requiring Action:

At the June 14, 2016 State Board of Education meeting, approval was given to the Coalition of Innovative School Districts for issuing 15 Specialized Certificates to teach in USD 500 Kansas City Kansas for 2016-17. The Certificate is effective for a one-year period, renewable upon local board approval, and is not transferrable to any other Kansas school district.

At the Feb. 14, 2017 State Board of Education meeting, approval was given for USD 500 Kansas City Kansas to issue five additional Specialized Certificates to candidates approved by the USD 500 Board of Education and the Coalition Board of Directors.

Recommendations for continuation will be presented to the State Board of Education for consideration.

In July 2015, the State Board of Education approved the Coalition of Innovative School Districts' application and process to hire non-licensed professional employees or licensed professional employees in areas outside of their area of licensure. To date, USD 500 is the only district in the Coalition currently utilizing Specialized Certificates.

Agenda Number: 16

Meeting Date: 4/18/2017

Kansas State Department of Education
Landon State Office Building
900 SW Jackson Street, Suite 307
Topeka, Kansas 66612-1212
(785) 296-3201
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To: Commissioner Randy Watson

From: Catherine Chmidling, Scott Myers

Subject: Receive higher education preparation program standards for ESOL (English for Speakers of Other Languages)

Board Goals: Provide an effective educator in every classroom

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

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

Attached is the following completed set of revised standards for review: English for Speakers of Other Languages (ESOL) K-6, 5-8, 6-12, PreK-12. A crosswalk document for the standards provides a comparison summary between the previous standards and the new standards. The set of previous standards is also included for comparison review. Staff and representatives from the respective standards revision committee will explain the process, present the standards and answer questions. Approval of the standards would occur at the May Board meeting.

Preparation Program Standards materials:

ESOL (K-6, 5-8, 6-12, PreK-12) crosswalk
ESOL (K-6, 5-8, 6-12, PreK-12) proposed program standards
ESOL (K-6, 5-8, 6-12, PreK-12) previous program standards

Crosswalk: Previous versus New
English for Speakers of Other Languages (ESOL) Standards
K-6, 5-8, 6-12, PreK-12

General Information about this Revision:

» Standards terminology was updated and the expectations clarified on key content-area elements.
» Standards were reorganized and condensed for clarity.
» Added research-based teaching strategies and professionalism.
» Updated expectations for teacher's knowledge of cultural dynamics and differentiated instruction.

Standard 1

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #1 The teacher of English for speakers of other languages understands the contributions of general and applied linguistics to second-language education, including the understanding of the sound system, forms, structures, and the lexicon of English.	**Standard 1: Language as a System;** Candidates demonstrate knowledge of language as a system, including phonology, morphology, syntax, pragmatics and semantics, in order to support ELLs as they acquire receptive and productive skills, English language proficiency and literacy in the content areas.	• Updated and clarified expectations for phonology, grammatical concepts, sociolinguistics, and the use of research-based strategies. • Updated to include the subsystems of language and how they support ELLs in obtaining proficiency and literacy in content areas.

Standard 2

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #2 The teacher of English for speakers of other languages understands the fundamentals, similarities, and differences of first- and second-language acquisition.	**Standard 2: Language Acquisition and Development;** Candidates know theories and research in language acquisition, including the role native literacy plays in SLA, and apply appropriate instructional strategies for effectively increasing English language proficiency and literacy in the content areas.	• Updated and clarified expectations for language acquisition content knowledge and professional skills. • Added the role of native literacy in language acquisition, and use of appropriate instructional strategies. • Included the theories and research in second language acquisition. • Added the role of native literacy in language acquisition, and use of appropriate instructional strategies.

Standard 3

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #3 The teacher of English for speakers of other languages acknowledges the diverse, historical tapestry of cultures that make up the United States and the role language plays in the development of cultural identities.	**Standard 3: Role of Culture in Student Learning;** Candidates demonstrate knowledge of the cultural dynamics of themselves, individual learners, school, and community and their influence on classroom practice and learning.	• Updated and clarified expectations for teacher's knowledge of cultural dynamics.

Standard 4

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #4 The teacher of English for speakers of other languages effectively communicates with students, parents, and members of various cultural groups in the community.	**Standard 4: Planning Instruction;** Candidates have knowledge and understanding of research-based pedagogy for the differentiation of classroom instruction in order to meet grade-level content and language standards.	• Updated standard to emphasize knowledge of research-based teaching approaches for differentiated instruction.

Standard 5

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #5 The teacher of English for speakers of other languages understands the importance of using language in socially and culturally appropriate ways by developing communication skills in speaking, listening, reading, writing, viewing, and representing visually across the curriculum.	**Standard 5: Implementing Instruction;** Candidates know and effectively implement a variety of research-based pedagogy for the differentiation of classroom instruction in order to meet grade-level content and language standards.	• Updated standard to emphasize use of research-based teaching approaches for differentiated instruction.

Standard 6

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #6 The teacher of English for speakers of other languages understands and uses formal and informal first- and second-language assessment techniques to evaluate the progress of English language learners, including knowledge and use of assessment tools to	**Standard 6: Language Proficiency and Content-Based Assessments;** Candidates demonstrate understanding of language proficiency and content-based assessments. They know and can use a variety of language	• Updated and clarified expectations for teacher's knowledge of language proficiency and content-based assessments. • Updated and clarified expectations for teacher's knowledge of language proficiency and content-based assessments used to guide

determine program placement, exit criteria, and participation in state assessments.	proficiency instruments and content-based assessments to evaluate language and academic growth, to guide instruction and communicate results. Candidates demonstrate understanding of assessment issues impacting ELs.	instruction and communicate results.

Standard 7

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #7 The teacher of English for speakers of other languages understands and uses a broad range of methodologies to provide academic learning experiences for English language learners, understands and uses strategies that encourage full participation of English language learners in the school environment, and understands the foundations of second-language instruction.	**Standard 7: Professionalism;** Candidates demonstrate knowledge of history, educational public policy and current research in the field of ESOL. Candidates are involved in professional growth opportunities and apply knowledge gained to inform teaching and learning.	• Added a standard on professionalism. • Old Standard 7 is included in New Standard 4.

Standard 8

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #8 The teacher of English for speakers of other languages demonstrates a high level of proficiency in English commensurate with the role of an instructional model.	*Incorporated into earlier standards*	• Incorporated into earlier standards

Standard 9

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #9 The teacher of English for speakers of other languages understands and uses a variety of methods and techniques suitable for second-language instruction for English language learners with special needs, including the ability to adapt existing materials in collaboration with teachers of students with exceptionalities to meet the needs of all English language learners.	*Incorporated into earlier standards*	• Incorporated into earlier standards

Standard 10		
PREVIOUS STANDARDS	**NEW STANDARDS**	**WHAT CHANGED?**
Standard #10 The teacher of English for speakers of other languages understands and uses a broad range of literacy methodologies, programs, and assessment tools for English language learners and acknowledges the important role of family literacy in second language acquisition.	*Incorporated into earlier standards*	• Incorporated into earlier standards

Kansas Educator Preparation Program Standards for English for Speakers of Other Languages (ESOL) Educators

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

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

Standard 1: Language as a System; Candidates demonstrate knowledge of language as a system, including phonology, morphology, syntax, pragmatics and semantics, in order to support ELLs as they acquire receptive and productive skills, English language proficiency and literacy in the content areas.	
Function 1: Knowledge of the Phonological System	
Content Knowledge	**Professional Skills**
1.1.1 CK Candidates know the order of acquisition of phonemes (consonants and vowels). For example, stops are acquired before fricatives, etc. Candidates have knowledge of phonological concepts such as stress patterns, intonation, English syllabic and phonological structures, etc.	1.1.3 PS Candidates use their knowledge of different languages' phonological systems and it is reflected in their planning and instruction. They are able to analyze ELs' speech as they develop their proficiency in language and content.
1.1.2 CK Candidates know phonological processes such as "stopping", consonant cluster reductions, phonotactic constraints from one language to another, etc.	1.1.4 PS Candidates use appropriate methodologies in planning and instruction to develop the phonological competence of their ELs through the use of students' L1 phonological knowledge and the transfer to language development and academic learning.
Function 2: Knowledge of the Morphological System	
Content Knowledge	**Professional Skills**
1.2.1 CK Candidates know how words are formed in the English language and are able to conduct morphological analyses. Candidates know morphological processes and word structure.	1.2.2 PS Candidates use students' L1 morphological processes to communicate similarities and differences between it and English morphological processes and word structure. They are able to teach and develop ELs content vocabulary as a system.
Function 3: Have knowledge of the Semantic System	
Content Knowledge	**Professional Skills**
1.3.1 CK Candidates know the semantic system including concepts, order of acquisition, and are able to identify semantic processes at both the word and sentence level.	1.3.2 PS Candidates observe students' semantic processes and how culture and L1 influences concept development in L2. They use effective techniques and brain-based methodologies to teach content-specific vocabulary and lexical items that allow ELs to develop their cognitive academic proficiency skills at the word and sentence levels.
Function 4: Knowledge of the Syntactic Structure of the English Language	
Content Knowledge	**Professional Skills**
1.4.1 CK Candidates know the order of acquisition and concepts related to syntax and are able to identify syntactic structures.	1.4.3 PS Candidates conduct linguistical analysis to identify key structures that express target language functions in the various content areas.

	They identify students' L1 syntactical influences to scaffold students' acquisition and concepts in the English language.
1.4.2 CK Candidates know the importance of linguistic and curriculum analysis to identify language functions and how they are expressed through specific structures and lexical items (content vocabulary).	1.4.4 PS Candidates are able to conduct linguistic and curriculum analysis of content-area text and language demands and identify the target language functions and structures that express them. Knowledge acquired is used to provide appropriate content and language instruction for students based on their L2 proficiency.
Function 5: Knowledge of the pragmatic and sociolinguistics of the English Language	
Content Knowledge	**Professional Skills**
1.5.1 CK Candidates know concepts in the area of pragmatics and sociolinguistics.	1.5.2 PS Candidates use research-based strategies and techniques to help ELs develop their pragmatic and sociolinguistic competence to use language appropriately in various social and academic contexts and purposes. They model appropriate and correct use of language in various contexts and for various pragmatic purposes.

Standard 2: Language Acquisition and Development; Candidates know theories and research in language acquisition, including the role native literacy plays in SLA, and apply appropriate instructional strategies for effectively increasing English language proficiency and literacy in the content areas.	
Function 1: Candidates know major First and Second Language Acquisition (SLA) theories.	
Content Knowledge	**Professional Skills**
2.1.1 CK Candidates know the limitations as well as strengths of major research theories of second language acquisition.	2.1.2 PS Candidates are able to demonstrate their understanding of SLA from a critical perspective by designing developmentally-appropriate instruction and assessment of language and core academic content for ELLs.
Function 2: Candidates understand the role of native language literacy in SLA.	
Content Knowledge	**Professional Skills**
2.2.1 CK Candidates know the influence of native language literacy skills in the development of SLA.	2.2.2 PS Candidates collect information regarding native language literacy and use this knowledge in their planning, instruction, and assessment of ELL students. Candidates encourage parents and caregivers of ELs to strengthen development of native language literacy to support SLA.
Function 3: Candidates know the stages of second language acquisition.	
Content Knowledge	**Professional Skills**
2.3.1 CK Candidates know the stages of second language development and the characteristics related to each stage.	2.3.2 PS Candidates reflect knowledge of second language development in their planning, instruction, and assessment of ELL students by using developmentally-appropriate language to make the core content accessible to ELs.

Standard 3: Role of Culture in Student Learning; Candidates demonstrate knowledge of the cultural dynamics of themselves, individual learners, school, and community and their influence on classroom practice and learning.	
Function 1: Candidates know the cultural pluralism of the United States and can identify similarities and differences within those cultures.	
Content Knowledge	**Professional Skills**
3.1.1 CK Candidates know the history of and perspectives toward various cultures and the implications on educational policies and practice.	3.1.2 PS Candidates use their knowledge of cultural pluralism to evaluate current curricular and instructional practices.
Function 2: Candidates know how the cultural dynamics of themselves, individual learners, school, and community influence teaching and learning.	
Content Knowledge	**Professional Skills**
3.2.1 CK Candidates know and can identify cultural factors and how they influence language development, cognitive processing and academic achievement.	3.2.2 PS Candidates document the unique cultural characteristics of the learner and utilize these for planning, delivering and assessing instruction.

Standard 4: Planning Instruction; Candidates have knowledge and understanding of research-based pedagogy for the differentiation of classroom instruction in order to meet grade-level content and language standards.	
Function 1: The candidate remains current on research-based practices and strategies to accelerate language and academic learning.	
Content Knowledge	**Professional Skills**
4.1.1 CK Candidates know how to write clear objectives that are appropriate for developmental levels and levels of language proficiency to meet core content standards.	4.1.3 PS Candidates write clear developmentally-appropriate instructional objectives that are aligned with core content standards and ESOL standards and reflect the SLA developmental stages of their ELs.
4.1.2 CK Candidates know developmentally-appropriate, meaningful activities that are relevant to their EL students and aligned with core content standards, ESOL standards and their instructional objectives.	4.1.4 PS Candidates design developmentally-appropriate, meaningful, and relevant activities that are aligned with core content standards, ESOL standards, and their instructional objectives. The activities reflect the SLA developmental stages of their ELs and their linguistic and cultural diversity.
Function 2: Candidates reflect on the language proficiency of the EL and how they will meet the objective and core content standards.	
Content Knowledge	**Professional Skills**
4.2.1 CK Candidates identify content knowledge and procedural skills embedded in core content standards. They accumulate research-based strategies that are appropriate for ELs' varying levels of language proficiency.	4.2.1 PS Candidates write lessons using research-based strategies to help scaffold and differentiate instruction for varying levels of ELs and reflect on the success of this for all learners.
Function 3: Creation of supportive social and academic classroom ecology (the structure, arrangement and events that influence the action and reactions in the classroom).	
Content Knowledge	**Professional Skills**

4.3.1 CK Candidates know each student, and how the structure, arrangement, human interaction and events influence the action and reactions in the classroom.	4.3.2 PS Candidates plan and create a classroom ecology that builds on the potential of learners by setting conditions that engage and support student social and academic success.
Function 4: Acquire appropriate resources to facilitate student learning and mastery of grade level content and language standards.	
Content Knowledge	**Professional Skills**
4.4.1 CK Candidates know the resources available and can determine their appropriate use to facilitate student learning and mastery of grade level content and language standards.	4.4.2 PS Candidates select appropriate resources that best support student learning and mastery of grade level content and language standards as evidenced in lesson planning.

Standard 5: Implementing Instruction; Candidates know and effectively implement a variety of research-based pedagogy for the differentiation of classroom instruction in order to meet grade-level content and language standards.	
Function 1: Knowledge and use of a broad range of core content and ESOL research-based instructional approaches, methods, strategies and techniques to develop students' critical thinking skills.	
Content Knowledge	**Professional Skills**
5.1.1 CK Candidates know research- based second language approaches and methods that frame lesson delivery.	5.1.4 PS Candidates articulate the history of approaches and methods and their influence on current lesson planning and implementation of lessons as evidenced by decisions made during lesson delivery.
5.1.2 CK Candidates know research-based instructional strategies and techniques based on approaches and methods for contextualizing lessons while situationally monitoring learning.	5.1.5 PS Candidates plan and implement research-based strategies and techniques for differentiation of instruction to successfully meet learning objectives. Candidates will adjust lessons as needed to ensure engagement, language and academic growth is occurring.
5.1.3 CK Candidates understand critical thinking processes and know how to help learners at all levels of English proficiency develop critical thinking skills to promote their independent learning.	5.1.6 PS Candidates engage learners at all levels of English proficiency in critical thinking processes such as questioning, generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems and developing original work.
Function 2: Reflect on instruction to determine the effective implementation of research-based pedagogy for the differentiation of classroom instruction in order to meet grade-level content and language standards.	
Content Knowledge	**Professional Skills**
5.2.1 CK Candidates know how to conduct action research and how to reflect critically upon the differentiation and scaffolding of instruction.	5.2.3 PS Candidates design action research and collect data for critical reflection and improvement of instruction.
5.2.2 CK Candidates understand the teaching methods and the diagnostic and prescriptive activities which are appropriate for ELs with special needs.	5.2.4 PS Candidates adapt instructional strategies and existing content materials and collaborate with teachers of students with exceptionalities to meet the needs of all ELs.

Function 3: Candidates are familiar with technology and other instructional resources.	
Content Knowledge	**Professional Skills**
5.3.1 CK Candidates know how language and content development can be supported by technology and other instructional resources.	5.3.4 PS Candidates design and implement lessons incorporating technology and other instructional resources for meeting content and language standards.
5.3.2 CK Candidates know how to select and evaluate appropriate technology and other instructional resources for quality, accuracy and effectiveness in the classroom.	5.3.5 PS Candidates design and implement lessons incorporating appropriate technology and other instructional resources that are accurate and effective for all learners.
5.3.3 CK Candidates know and understand how to select challenging, culturally appropriate and motivating technology and other instructional resources for active engagement in the learning process.	5.3.6 PS Candidates design and implement lessons with challenging and culturally appropriate technology and other instructional resources for maximum learner engagement including a wide range of resources.

Standard 6: Language Proficiency and Content-Based Assessments: Candidates demonstrate understanding of language proficiency and content-based assessments. They know and can use a variety of language proficiency instruments and content-based assessments to evaluate language and academic growth, to guide instruction and communicate results. Candidates demonstrate understanding of assessment issues impacting ELs.	
Function 1: Candidates know a variety of language proficiency instruments and can use the results to determine the level of English language proficiency and determine appropriate instructional strategies.	
Content Knowledge	**Professional Skills**
6.1.1 CK Candidates know language proficiency assessments used for identification, placement, and reclassification of ELs.	6.1.4 PS Candidates effectively administer, analyze language proficiency assessment results and communicate results with the appropriate audience.
6.1.2 CK Candidates know how to evaluate language proficiency assessments and determine validity and reliability of the assessment for the population served.	6.1.5 PS Candidates determine and communicate factors of the assessment that may impact student performance such as cultural and linguistic bias.
6.1.3 CK Candidates know how to use assessment results to determine appropriate instructional strategies.	6.1.6 PS Candidates plan appropriate instructional strategies to support language development and academic growth.
Function 2: Candidates can assess learners' content-area achievement independently from their language ability.	
Content Knowledge	**Professional Skills**
6.2.1 CK Candidates know that classroom assessments may give inaccurate content knowledge results for ELs due to cultural and linguistic factors.	6.2.3 PS Candidates adapt classroom tests and tasks for each stage of ELs' language proficiency.
6.2.2 CK Candidates know appropriate authentic	6.2.4 PS Candidates design and implement

tools for the pre-instructional, formative and post-instructional assessment of learning.	appropriate authentic assessment tools to accurately assess grade-level content knowledge at each level of proficiency.
Function 3: Candidates impact the flow of events on decisions that may lead to EL students' placement in special education.	
Content Knowledge	**Professional Skills**
6.3.1 CK Candidates know the current research on culture, language acquisition and effective practices and the process for supporting EL students struggling with academics and/or behavior.	6.3.2 PS Candidates use current research on culture, language acquisition and effective practices to advocate for the needs of ELs.

Standard 7: Professionalism; Candidates demonstrate knowledge of history, educational public policy and current research in the field of ESOL. Candidates are involved in professional growth opportunities and apply knowledge gained to inform teaching and learning.	
Function 1: Candidates are familiar with the history of ESL instruction and current research, approaches, methods, strategies and techniques used in the field.	
Content Knowledge	**Professional Skills**
7.1.1 CK Candidates know the impact of legal decisions (e.g. Lau v. Nichols) and state and/or national legislation on current educational practices.	7.1.4 PS Candidates use the information gained from legal decisions to make informed recommendations for the educational needs of EL students and their families.
7.1.2 CK Candidates know the guidelines set forth by the Office for Civil Rights regarding the educational rights of ELs.	7.1.5 PS Candidates make informed recommendations based on the guidelines set forth by the Office for Civil Rights.
7.1.3 CK Candidates know current research, approaches, methods, strategies and techniques used in the field.	7.1.6 PS Candidates demonstrate appropriate planning and implementation of instruction based on current research, approaches, methods, strategies and techniques used in the field.
Function 2 : Candidates are involved in professional growth opportunities and apply knowledge gained to impact teaching and learning	
Content Knowledge	**Professional Skills**
7.2.1 CK Candidates know the professional resources and opportunities available in the field of ESOL.	7.2.3 PS Candidates actively participate in professional development opportunities, reflect and document the impact on future teaching and learning.
7.2.2 CK Candidates know the process of action research to assess their own effectiveness as a teacher and improve student learning.	7.2.4 PS Candidates design action research in their own classrooms and conduct pre- and post-assessment to collect data for critical reflection and improvement of instruction and assessment of ELs.
Function 3 : Candidates advocate for ELs and their families.	
Content Knowledge	**Professional Skills**
7.3.1 CK Candidates know how to build partnerships between stakeholders (i.e. students' families, schools, and communities).	7.3.3 PS Candidates work collaboratively with stakeholders to establish mutual expectations and ongoing communication to support learner development and achievement.
7.3.2 CK Candidates are knowledgeable about	7.3.4 PS Candidates work with stakeholders to

community resources available to EL students, families, and school personnel to enhance the well-being of the student and family.	establish a network of community resources to enhance the well-being of the student and family.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

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

Standard #1 The teacher of English for speakers of other languages understands the contributions of general and applied linguistics to second-language education, including the understanding of the sound system, forms, structures, and the lexicon of English.

Knowledge

1. The teacher understands basic phonetics in the second language setting.
2. The teacher understands grammatical concepts applicable to second language instruction.
3. The teacher can relate his or her knowledge of English to another language.
4. The teacher understands word forms and their contributions to the lexicon in English and other languages.

Performance

1. The teacher uses techniques and curricula that encourage students to demonstrate English pronunciation for meaningful communication.
2. The teacher engages students in activities that will enhance their grammatical awareness and performance accuracy within a meaningful context.
3. The teacher effectively helps students relate knowledge of their language to English.
4. The teacher develops and uses learning experiences that enable students to expand their lexicon and their correct usage and use of word forms.

Standard #2 The teacher of English for speakers of other languages understands the fundamentals, similarities, and differences of first- and second-language acquisition.

Knowledge

1. The teacher understands the processes of and differences between first- and second-language acquisition.
2. The teacher understands the stages of second-language acquisition.
3. The teacher understands the similarities and differences between child and adult language acquisition in the first and second language.

Performance

1. The teacher develops and uses curricula that demonstrate an understanding of the processes of and differences between first- and second-language acquisition.
2. The teacher develops and uses curricula that demonstrate an understanding of the stages of second-language acquisition.
3. The teacher stimulates students' reflection on their first-language acquisition process as it compares with the second-language acquisition process.

Standard #3 The teacher of English for speakers of other languages acknowledges the diverse, historical tapestry of cultures that make up the United States and the role language plays in the development of cultural identities.

Knowledge

1. The teacher understands cultural pluralism in the United States and how cultures interrelate.
2. The teacher is knowledgeable about the cultures of the United States and how these cultures relate to other cultures represented in the international context.
3. The teacher understands the role language plays in the development of cultural identities.

Performance

1. The teacher engages students in activities that demonstrate an appreciation of the cultural diversity of the United States.
2. The teacher promotes awareness of the diversity of cultures in the international context.
3. The teacher creates an instructional environment, which enables students to understand the role language and culture play in cross-cultural understanding.

Standard #4 The teacher of English for speakers of other languages effectively communicates with students, parents, and members of various cultural groups in the community.

Knowledge

1. The teacher understands the social structures of diverse cultural groups in the classroom.

2. The teacher understands schools as organizations within the larger community context and knows how to communicate effectively with English language learners (ELL) and their parents within that larger cultural framework.
3. The teacher understands how socio-cultural factors in the English language learners' environment may affect communication.
4. The teacher understands and complies with laws related to English language learners' rights and teacher responsibilities including use of translation resources in the native language.
5. The teacher knows basic words in the other languages that pertain to safety or social comfort (e.g., "stop" and "hello").

Performance

1. The teacher makes appropriate provisions for community and parental involvement in the educational process and uses input from these sources in designing the instructional program.
2. The teacher advocates for English language learners' educational concerns and works with other professionals to improve the quality of educational services provided to English language learners.
3. The teacher demonstrates a multicultural perspective in the communication process, which includes attention to English language learners' personal and family experiences.
4. The teacher uses basic words in other languages that pertain to safety or social comfort (e.g., "stop" and "hello").

Standard #5 The teacher of English for speakers of other languages understands the importance of using language in socially and culturally appropriate ways by developing communication skills in speaking, listening, reading, writing, viewing, and representing visually across the curriculum.

Knowledge

1. The teacher understands theories of communication, second language development, and the role of language in learning.
2. The teacher understands the importance of developing English language learners' communications skills in reading, speaking, listening, and writing as an important contributor to academic success across the curriculum.
3. The teacher understands how culture, language, and gender can influence communication in the classroom.
4. The teacher recognizes the importance of using a variety of communication techniques and actively supports using verbal, non-verbal, and multimedia resources to enhance English language learners' achievement as appropriate to audience, purpose, and setting.

Performance

1. The teacher effectively stimulates the development of English language learners' reading, speaking, listening, and writing skills by using a variety of instructional techniques and learning strategies.
2. The teacher uses verbal, non-verbal, and multimedia resources to enhance English language learners' achievement, including communication technology.
3. The teacher models effective communication strategies that are appropriate for the language proficiency and age of the English language learners.
4. The teacher communicates in ways that demonstrate sensitivity to cultural and gender differences.
5. The teacher is able to adapt content of the curriculum to meet the learning needs of the English language learner, in particular the teacher can use linguistic analysis to determine teachable content prior to sheltered activities in the ESOL classroom.

Standard #6 The teacher of English for speakers of other languages understands and uses formal and informal first- and second-language assessment techniques to evaluate the progress of English language learners, including knowledge and use of assessment tools to determine program placement, exit criteria, and participation in state assessments.

Knowledge

1. The teacher understands the characteristics, uses, advantages, and limitations of formal and informal first- and second-language assessment instruments and techniques.
2. The teacher understands item and test construction methods appropriate to the learning needs of English language learners including a thorough knowledge of second-language assessment.
3. The teacher knows how to administer, interpret, and explain the results of standardized tests to English language learners and their parents.
4. The teacher understands measurement theory and assessment-related issues such as validity, reliability, language and culture bias, scoring concerns, and accommodations for state assessments.

Performance

1. The teacher appropriately uses a variety of formal and informal assessment techniques to evaluate English language learners' progress for making informed instructional decisions.
2. The teacher constructs items and tests that provide an accurate picture of English language learners' knowledge and performance.
3. The teacher demonstrates appropriate use and interpretation of standardized tests and communicates the results to English language learners and their parents in an informative, positive manner.
4. The teacher evaluates the effect of class activities on both individuals and the class as a whole.
5. The teacher collects information through observation of classroom interactions, questions, and analysis of student work.
6. The teacher maintains useful records of English language learners' work and performance and communicates progress knowledgeably and responsibly to students, parents and other colleagues.

Standard #7 The teacher of English for speakers of other languages understands and uses a broad range of methodologies to provide academic learning experiences for English language learners, understands and uses strategies that encourage full participation of English language learners in the school environment, and understands the foundations of second-language instruction.

Knowledge

1. The teacher understands and uses appropriate methodologies to ensure that English language learners can construct and apply academic knowledge.
2. The teacher understands the connection between language and subject matter content as essential to English language learners' academic success.
3. The teacher understands the importance of building relationships and working with content-area specialists, administrators, and other professionals in the educational setting to facilitate the academic success of English language learners.
4. The teacher understands strategies that result in full participation of English language learners in the school environment.
5. The teacher knows about the history and development of second language instruction.

Performance

1. The teacher develops and uses curricula and methodologies that enables English language learners to develop academic knowledge and skills.
2. The teacher develops and maintains effective working relationships with content area specialists, administrators, and other professionals in the educational setting.
3. The teacher uses a variety of methodologies and communication technologies to present academic information in a culturally sensitive manner to meet the individual academic needs of English language learners.
4. The teacher creates learning experiences based on students' prior knowledge and experiences that allow English language learners to integrate knowledge, skills, and methods of inquiry from several subject-matter areas.
5. The teacher identifies and designs instructional activities based on the research efforts of second language educators and advocates.

Standard #8 The teacher of English for speakers of other languages demonstrates a high level of proficiency in English commensurate with the role of an instructional model.

Knowledge

1. The teacher knows the grammar, usage, and conventions of standard English.

Performance

1. The teacher uses the grammar, usage, and conventions of standard written and oral English.
2. The teacher models a high level of English language proficiency in reading, writing, and listening, speaking, viewing and presenting visually.

Standard #9 The teacher of English for speakers of other languages understands and uses a variety of methods and techniques suitable for second-language instruction for English language learners with special needs, including the ability to adapt existing materials in collaboration with teachers of students with exceptionalities to meet the needs of all English language learners.

Knowledge

1. The teacher understands how English language learners with special needs construct knowledge, acquire skills, and develop proficiency in academic settings.

2. The teacher understands the importance of using multiple forms of instructional approaches to address native language proficiency, English language proficiency, cultural and cognitive learning styles, and educational backgrounds.
3. The teacher knows how to collaborate with special needs teachers to adapt existing learning materials to meet the needs of all English language learners in a school setting.
4. The teacher understands the developmental progression and range of individual variations that can be expected in English language learners ranging from students with special needs to students who are gifted and talented.
5. The teacher understands the range of services available to students with exceptional learning needs.
6. The teacher understands the effect of the learning environment on individual needs.
7. The teacher understands the differences between second language acquisition (psycholinguistic, subconscious learning) and second language learning (conscious learning) and how these two contribute to learner outcomes.

Performance

1. The teacher identifies and designs instruction appropriate to English language learners' special needs.
2. The teacher identifies and designs instruction appropriate to English language learners' diverse learning styles, cultural background experiences, and performance modes.
3. The teacher collaborates with special needs teachers to effectively adapt learning materials and instructional techniques to meet the needs of all English language learners in a second language academic setting.
4. The teacher can identify when and how to access appropriate services to meet exceptional learning needs beyond the scope of the regular second-language education program.
5. The teacher establishes a learning environment respective of individual differences.

Standard #10 The teacher of English for speakers of other languages understands and uses a broad range of literacy methodologies, programs, and assessment tools for English language learners and acknowledges the important role of family literacy in second language acquisition.

Knowledge

1. The teacher understands literacy acquisition and development in English language learners.
2. The teacher knows a variety of resources for current research-based methods and best practices for teaching literacy.
3. The teacher understands the progression and sequence of literacy instruction for both literate and non-literate students at all grade levels.
4. The teacher understands individual and group literacy assessment tools and programs.
5. The teacher understands the process of benchmarking and appropriate application in literacy to measure achievement gains.
6. The teacher understands that families engage in literacy for multiple purposes in their daily lives.
7. The teacher understands and appreciates literacy practices that represent the diverse cultures of students while holding high expectations for students' literacy learning.

Performance

1. The teacher uses methods of literacy acquisition and development processes in educating English language learners.
2. The teacher uses a variety of current research-based methods and best practices for teaching literacy.
3. The teacher uses literacy methods appropriate for both literate and non-literate students at all grade levels.
4. The teacher uses individual and group literacy assessment tools and programs.
5. The teacher uses benchmarking and appropriate application in literacy to measure achievement gains.
6. The teacher encourages families to engage in literacy for multiple purposes in their daily lives.
7. The teacher uses literacy practices that represent the diverse cultures of students while holding high expectations for students' literacy learning.

Agenda Number: 17

Meeting Date: 4/18/2017

Kansas State Department of Education

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

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

To: Commissioner Randy Watson

From: Kent Reed, Brad Neuenswander

Subject: Kansas School Mental Health Model Update

Board Goals: Provide an effective educator in every classroom

This presentation will be a follow-up to the March presentation for School Mental Health and Erin's law. The School Mental Health Framework team will share what they have developed as well as the relevant legislation their proposal will address.

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 18**

Staff Initiating:	Director:	Commissioner:	Meeting Date: 4/18/2017
Tamra Mitchell	Colleen Riley	Randy Watson	

Item Title:

Act on next steps for implementation of kindergarten readiness developmental snapshot tool

Board Goals:

Promote and encourage best practices for early childhood programs

Recommended Motion:

It is moved to rescind the motion from the March 15, 2017 meeting relating to approval of the Ages and Stages Questionnaire as the measurement tool to be used annually to collect Kindergarten entry data in every district.

Explanation of Situation Requiring Action:

In March 2017, the Kindergarten Readiness Workgroup shared information from the fall pilot of the snapshot tool and made its recommendation, which was approved by the Board and listed a specific product. As stated during the March discussion, KSDE will engage in the Request for Proposal process in order to select the best vendor that can supply an appropriate early learning developmental snapshot tool using either a single payer and/or preferred vendor cost model.

Recommended Motion: It is moved that the Kansas State Board of Education authorize the Department to engage in the Request for Proposal (RFP) process to select a vendor that can provide a developmentally appropriate snapshot tool to be used annually to collect Kindergarten entry data in every district.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 4/18/2017
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 Swall Hammond, P.A. for providing legal services for the period July 1, 2017 through June 30, 2018 with no increase in rates.

Explanation of Situation Requiring Action:

The current contract period for legal services provided to the Kansas State Board of Education Board expires June 30, 2017. Attorney Mark Ferguson, a partner in the firm Gates Shields Ferguson Swall Hammond P.A., has requested a renewal of his contract for the period July 1, 2017 through June 30, 2018 with no increase in rates.

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

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, Secretary

Sam Brownback, Governor

AMENDMENT

Amendment Date: April 5, 2017

Amendment Number: 2

Contract ID: 40370
Event ID: EVT0003630

Procurement Officer: Kenna R Lierz
Telephone: 785-296-1171
E-Mail Address: kenna.lierz@ks.gov
Web Address: http://admin.ks.gov/offices/procurement-and-contracts

Item: Attorney Services

Agency/Business Unit: Kansas Department of Education

Period of Contract: July 01, 2017 through June 30, 2018
(With the option to renew for two (2) additional one (1) year periods)

Contractor: GATES SHIELDS, FERGUSON, HAMMOND, 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, 2017 through June 30, 2018.

Contractor: GATES SHIELDS, FERGUSON, HAMMOND, PA

Agency: Kansas Department of Education

By:_____

Printed Name:_____

Title:_____

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

Agenda Number: **20**
Meeting Date: **4/18/2017**

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
Board Goals:	Governmental Responsibility

REVIEW EDUCATION LEGISLATION

A report on the status of education legislation, following the first adjournment of the 2017 Kansas Legislature, will be reviewed with the State Board.

Agenda Number: 21 a.
Meeting Date: 4/18/2017

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
Board Goals: Governmental Responsibility

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total New Hires	**0**	**4**	**2**	**1**	**0**	**3**	**1**	**6**	**2**			
Classified	0	0	0	0	0	0	0	0	0			
Unclassified Special Project	0	3	2	1	0	3	1	6	2			
Unclassified Regular (leadership)	0	1	0	0	0	0	0	0	0			
Total Separations	**2**	**3**	**5**	**0**	**0**	**3**	**1**	**2**	**0**			
Classified	0	1	3	0	0	1	0	0	0			
Unclassified Special Project	2	2	2	0	0	2	1	2	0			
Unclassified Regular (leadership)	0	0	0	0	0	0	0	0	0			
Recruiting (data on 1st day of month)	**10**	**8**	**9**	**9**	**10**	**12**	**10**	**11**	**10**			
Classified	0	0	0	0	0	0	0	0	0			
Unclassified Special Project	9	8	9	9	10	12	10	11	9			
Unclassified Regular (leadership)	1	0	0	0	0	0	0	0	1			

*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: 21 b.

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date: 4/18/2017**
Gwen Kramer	Wendy Fritz	Randy Watson	

Item Title:

Act on appointments of Persons to Unclassified Special Project Positions

Board Goals:

Governmental Responsibility

Recommended Motion:

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

Jennifer Hayes to the position of Requirements Analyst on the Information and Technology team, effective March 12, 2017, at an annual salary of $54,995.20. This position is funded by Migrant,Title VI-B, and Consolidated Administration Pool.

Chris Clark to the position of Applications Development Supervisor on the Information Technology team, effective March 27 2017, at an annual salary of $67,997.28. This position is funded by KHF (Fitness Grant, K-Fit), SGF (State General Fund) and Education Technology Coordinator.

Explanation of Situation Requiring Action:

Jennifer Hayes will manage initiatives and priorities of assigned program areas. The position is responsible for ensuring the applications and data implemented in conjunction with Early Childhood Special Education and Federal Title Services programs and systems. The position also ensures IT systems related to these programs are accurate, meet specified functionality and quality criteria, and meet the KSDE application standards. The position involves complex and detailed processes related to requirements gathering and documentation, reporting, and data documentation. The work requires close collaboration and coordination with staff from several State Department of Education program areas and potentially with staff from districts, other status agencies, and vendors in order to create detailed documentation of requirements specifications and business rules. This involves facilitating meetings and interviewing program staff and other education stakeholders to determine reporting needs. The Requirements Analyst is held accountable for reading and interpreting state and federal educational laws, regulations, bulletins, guidelines, specifications and other materials, as well as current methodology and research; and for translating what is learned into reporting requirements, business rules, test strategies and test cases, and successfully executing testing procedures.

Chris Clark will manage, supervise, and evaluate the work of specified IT team members, including monitoring priority outcomes and conducting performance evaluations. This position supports, monitors, recommends and participates in the development, enhancement, and enforcement of processes, polices, and procedures which are aligned with the goals of the team, the Agency, and the Kansas State Board of Education. In addition, the position contributes to research and discussions regarding alternatives and advantages of various products and architectures, as well as leads and

(continued)

participates in the design and development of applications and application enhancements. This position supports the Director of IT regarding team compliance with State Board of Education goals, state and industry standards and best practices, Agency policies and guidelines, customer service standards, and team policies and standards.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 c.

Staff Initiating:	Director:	Commissioner:	Meeting Date: 4/18/2017
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 **21 c. Attachment**

District	Dist. Name	First Name	Last Name	Subject	Recomm.
D0231	Gardner Edgerton	Beverly	Furlong	Early Childhood/Pre-School	Approved
D0336	Holton	Brittany	Vollenweider	Gifted	Approved
D0475	Geary Co. Schools	Jamie	Francis	Library Media Specialist	Approved
D0475	Geary Co. Schools	Patricia	James	Library Media Specialist	Approved
D0475	Geary Co. Schools	Tiffany	Stephens	Library Media Specialist	Approved
D0475	Geary Co. Schools	Veronica	Wait	Library Media Specialist	Approved
D0609	Southeast KS Ed Service Center	Jeffery	Wilkerson	High Incidence Special Ed.	Approved
	* First Renewal		**Final Renewal		

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 d.

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 4/18/2017
Joan Peterson	Brad Neuenswander	Randy Watson	

Item Title:

Act on Calendar Year 2017 Licenses for Commercial Driver Training School

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education issue a Calendar Year 2017 license to the recommended commercial driving training school: Horizons Driving Academy, Salina.

This school will be licensed during the period of Jan. 1, 2017 to Dec. 31, 2017.

Explanation of Situation Requiring Action:

The Driver's Training School License Act (K.S.A. 8-273 et seq.) requires that any person, partnership or corporation providing driving instruction to ten (10) or more persons per calendar year for the purpose of meeting requirements of licensed driving of motor vehicles in Kansas, must secure a license from the State Board of Education. If approved, the proposed commercial driver training school will be able to provide driving instruction to each qualified enrollee.

The Driver's Training School License Act (K.S.A. 8-273 et seq.) was established in 1965. In the past 10 years the number of schools has quadrupled. Each year the commercial schools must be audited by the Department of Education.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 e.

Staff Initiating:	Director:	Commissioner:	Meeting Date: 4/18/2017
Kelli Broers	Scott Gordon	Randy Watson	

Item Title:

Act on request to contract with the Office of Administrative Hearings

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into an agreement with the Office of Administrative Hearings in an amount not to exceed $55,200 for services related to the Professional Practices Commission hearings from July 1, 2017, through June 30, 2020.

Explanation of Situation Requiring Action:

Kansas statute provides for the establishment of the Professional Practices Commission (Commission). The Commission exercises disciplinary and advisory functions. It hears cases arising under statute and the State Board's rules and regulations involving the issuance, suspension, revocation and reinstatement of teacher and school administrator licenses. The Commission renders initial orders which the State Board reviews. The Commission hearings must comply with the Kansas Administrative Proceedings Act (KAPA). KAPA requires the utilization of administrative law judge services from the Office of Administrative Hearings (OAH) if the agency head does not act as the presiding officer.

The Commission is expected to spend $55,200 for OAH services over the next three years including prehearing conferences, issuance of prehearing orders, ruling on discovery requests, assisting the Commission chairman with hearings and drafting initial orders.

OAH charges $100 per billable hour for services.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 f.

Staff Initiating:	Director:	Commissioner:	Meeting Date: 4/18/2017
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 $6,200,000.

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 an interim and summative assessment system; (2) completion of psychometric studies required by the federal peer review; and (3) production of assessment documentation and materials used by Kansas educators.

Assessment activities for 2017-18 are as follows: (1) continue development of interim assessments in mathematics and language arts, and administer, score and report predictive interim assessments; (2) administer, score and report the summative assessment for General Education in grades 3-8 and 10 for mathematics and language arts; (3) administer, score and report the summative science assessment for General Education in grades 5, 8 and 11; (4) administer, score and report the summative history, government, social studies assessment for General Education in grades 6, 8 and 11; (5) 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); (6) administer, score and report the Dynamic Learning Maps Alternate Assessment in English Language Arts and mathematics for Special Education students for Grades 3-8 and 10, science in grades 5, 8, and 11 and HGSS in grades 6, 8 and 11; (7) administer, score and report the English Language Learner assessment in grades K-12; (8) continue development, administer, score and report cPass assessments available to Kansas Technical education students; (9) further develop assessment infrastructure modifications necessary for the implementation of the Kansas College and Career Ready Standards.

The 2018 not to exceed contract request of $6.2 million reflects a decrease from the total contract of $6.7 million with CETE in 2017. 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.

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

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Deena Horst *District 6*	Kenneth Willard *District 7*	Kathy Busch *District 8*	Jim Porter *District 9*	Jim McNiece *District 10*

To: Kansas State Board of Education

Subject: Monthly Board Reports & Requests for Future Agenda Items

1. Committee Reports
2. Board Attorney's Report
    a. Possible update on School for the Deaf-NEA negotiation process
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 18
    b. Designate Board member to attend KSSD graduation 6 p.m. May 24

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Deena Horst, District 6 | Kenneth Willard, District 7 | Kathy Busch, District 8 | Jim Porter, District 9 | Jim McNiece, District 10

To: Board Members

From: Peggy Hill

Subject: Board Member Travel

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

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

Pay Period Begins	Pay Period Ends	Deadline to Report	Pay Date
3/26/2017	4/08/2017	4/06/2017	4/21/2017
4/09/2017	4/22/2017	4/20/2017	5/05/2017
4/23/2017	5/06/2017	5/04/2017	5/19/2017